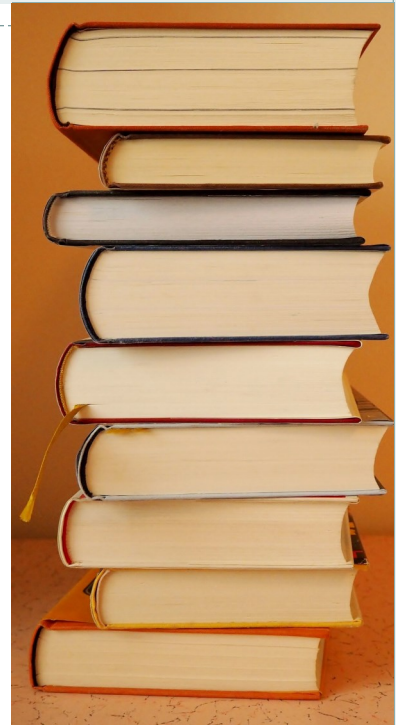


2019-2020  
Volume 1, Issue 1

February 2019



## WHAT IS THE ACADEMIC SENATE?

The Academic Senate serves as the official voice of the faculty. In addition, the Academic Senate serves an important role in implementing the 10+1 responsibilities which are:

1. Curriculum, prerequisite and planning of course disciplines
2. Certificate and degree requirements
3. Grading policies, standards and policies regarding student preparation and success
4. Appointing faculty members to District and College committees
5. Establishes policies, procedures and programs for faculty professional development activities
6. Develops processes for program review
7. Develops new education programs
8. District governance
9. Delineates faculty roles and involvement in accreditation processes
10. Financial Policies of faculty professional development activities
11. The determination of processes to be utilized in institutional planning and budgeting and;
12. Other academic professional matters

In addition to the eleven specific areas defined by Title 5 described above, the Education Code assigns additional responsibilities to Academic Senates such as: Minimum qualifications and equivalencies processes, Faculty hiring, Faculty evaluation and tenure review, Administrative Retreat Rights and Faculty Service Areas.

## ACADEMIC SENATE MEETINGS, BONH-330; 3:00-5:00 PM

- February 28
- April 11
- May 23
- March 14
- April 25
- March 28
- May 09

### INSIDE THIS ISSUE

What is the Academic Senate?..... 1

Who do we Represent? 2

Involvement in Statewide Policy Development ..... 2

Guided Pathways..... 3

Canyons Completes..... 3

Academic Freedom..... 4

Champions...Higher Ed. 5

CTE Liaison: Strong Workforce..... 5-6

Curriculum..... 6-7

New Senators... ..... 7

Special Resolution. .... 8

Retirees ..... 8

Announcements ..... 8

Changes ..... 8

### Did you know?

The Academic Senate must follow the Open Meeting/ Brown Act. Thus, the Academic Senate publishes and posts its agendas 72-hours prior to Academic Senate meetings in order to comply with the law.

The structure of the Academic Senate has changed to establish an Executive Committee of the Senate composed of the Chairs of the Academic Senate Committees. This Committee has started to meet regularly since Fall of 2015.

The Academic Senate President and Vice President attend every ASCCC Fall and Spring Plenary sessions to participate in ASCCC resolution process, learn about policy changes that are happening that affect faculty participation in governance and more!

To improve Academic Senate communication with the faculty, the Academic Senate web site was recently revised and expanded; it is reviewed regularly to maintain its currency.

## WHO DO WE REPRESENT?

You! The Academic Senate represents all faculty, which includes 224 full-time faculty and approximately 600 part-time instructors in shared governance structures. As representative body, it meets twice monthly each semester. Full-time faculty elect a President and Vice-President for 2-year terms. Full-time faculty in each school elect one representative. The full-time faculty as a whole elects additional at-large senators based on a formula of 1 Senator per every 40 full-time faculty members. The Senate also reserves three seats for adjunct faculty Senators elected at-large by the adjunct faculty. There are non-voting positions for COCFA and AFT.

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## INVOLVEMENT IN STATEWIDE POLICY DEVELOPMENT

The Academic Senate for California Community Colleges (ASCCC) meets twice a year in Plenary Session to adopt resolutions which become the basis for future policies and which drive the work of the statewide Academic Senate. The current appointed delegate for ASCCC Plenary is Academic Senate Vice President Jason Burgdorfer.

The resolutions process is based in the democratic traditions of broad and inclusive debate and informed decision-making. It is reflective of ASCCC's desire to have its work guided by the collective wisdom of its members, local senates, and the delegates that represent those senates at ASCCC.

Although there was not a resolution calling for a Vote of No Confidence in the California Community College Chancellor, Eloy Oakley, at the ASCCC Fall 2018 Plenary Session, the delegates did pass a resolution requesting improved collegial consultation between the Chancellor's Office and faculty. In the meantime, many local academic senates around the state have been passing resolutions expressing Vote of No Confidence.

Similarly, a Resolution for a Vote of No Confidence in Eloy Oakley was recently reviewed and approved by the Academic Senate Executive Committee. Subsequently, the Academic Senate had a first reading on this resolution and is planning on taking Action this semester. If you would like to know more about why

the Senate is considering taking this serious type of action, please contact your Senator!



## GUIDED PATHWAYS

By Rebecca Eikey, Academic Senate President

College of the Canyons is involved in two Guided Pathways programs, one is the California Guided Pathways Program (CA20), a competitive program that required the colleges to apply for acceptance and required the support of the Academic Senate.

The second is the Guided Pathways Award Program which is defined in legislation to include criteria and funds for colleges to implement Guided Pathways frameworks. Guided Pathways framework is intended to help students succeed by providing clear course-taking patterns that promote better enrollment decisions and integrates support services in ways that make it easier for students to access the help they need. Guided Pathways is a college-wide undertaking and integrates California-based initiatives such as SSSP, Equity, Basic Skills Transformation, the Strong Workforce Program, and California College Promise. There are one-time funds associated with the Chancellor's Office GP Award.



There are two faculty Guided Pathways Liaisons, Erika Torgeson representing Student Services and Tara Williams, representing Academic Affairs.

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## CANYONS COMPLETES: A GUIDED PATHWAYS MOVEMENT

By Dr. Tara Williams and Erika Torgeson, Guided Pathways Liaisons

Canyons Completes (Guided Pathways) has begun to take shape on how our college can increase completion rates (whether this was a class, a semester, and/or a certificate/degree), increase retention, increase support services for underrepresented populations, increase career exploration and experiential learning, overhaul our matriculation process, develop Equity-minded practitioners, streamline counseling services, increase Non-Credit offerings, update messaging to students, and decrease time to graduation. The aforementioned notions became our guiding priorities to make up our Four Pillars of Guided Pathways.

College of the Canyons has brought Rob Johnstone in as a speaker on two occasions, attended Institutional Effectives Partnership Initiative (IEPI) workshops, paid to join the CA20 Guided Pathway schools, attended the Guided Pathways Institute IV, and reached out to other colleges that have implemented Guided Pathways. Like many other colleges, we do not have the answers for the picture of Guided Pathways at our college. We are currently exploring the roles of meta-majors, program mapping, data coaches, faculty mentors/leads, adult learners, student success teams, Early Alert (Starfish), and messaging to students in our Guided Pathways framework.

## Did you know?

*Continued from page 2.*

The Academic Senate President attends Board of Trustees meetings year-round and regularly provides a report on the work of the Senate to the Board.

The Academic Senate provides funding for faculty to attend ASCCC sponsored conferences such as the Faculty Leadership Institute, Curriculum Institute, ASCCC regional meetings and more. The Academic Senate has a Program Review linked to the college's strategic goals and budget development.

## ACADEMIC FREEDOM

By Gary Collis, Business Senator

Academic freedom is essential to a quality education which, in turn, is essential to the common good. Indeed, California law *requires* that every community college adopt a policy protecting academic freedom. This sounds promising but ... what is “academic freedom” exactly? Although many educators use the phrase, they often struggle to define it.

The American Association of University Professors (“AAUP”), which has fought for academic freedom on college campuses nationwide for 100 years, defines academic freedom generally as a professor’s (a) freedom to research, (b) freedom in the classroom when discussing a particular subject, and (c) freedom from institutional discipline when speaking as a citizen. The Academic Senate for California Community Colleges (“ASCCC”) has endorsed the AAUP’s definition and undertaken to provide further guidance in its paper *Academic Freedom and Tenure: A Faculty Perspective*.

Threats abound to academic freedom. The United States is experiencing intense political strife, economic change, and societal evolution. Political organizations, interest groups, businesses, and other forces are competing to influence America’s next generation. College campuses have become battlegrounds where these forces clash and far too many consider professors to be perfect vehicles to advance their particular objectives. As a result, college professors face increasing pressure, overt and covert, to teach (or not teach) to the satisfaction of those holding particular political, religious, economic, or philosophical views.

Alarmed by this growing threat, the ASCCC resolved in the fall of 2018 to provide further guidance on safeguarding academic freedom to local academic senates by 2020.<sup>i</sup> COC’s Academic Senate is not waiting. At the beginning of the fall 2018, the Academic Senate, through the Policy Review Committee, began discussing language to strengthen COC’s academic freedom policy and procedure. The committee debated revisions and presented recommendations to the full Senate at the end of the semester. Perhaps the most significant recommendation is that the Senate create a standing committee on academic freedom and charge it with (a) considering faculty complaints of infringement on academic freedom and reporting its conclusions to the Senate, (b) offering informal advice, when requested, to faculty concerned with a perceived threat to academic freedom, and (c) fostering greater understanding throughout of the COC of the importance of academic freedom to academia and society writ large. COC policy has long emphatically declared the college’s strong commitment to academic freedom. This proposed standing committee would provide a convenient venue for faculty to express concerns related to academic freedom to fellow faculty who are well-versed in academic freedom principles.

<sup>i</sup> <https://asccc.org/resolutions/academic-freedom-asccc-and-local-senate-recommendations>



## CAMPAIGN FOR COLLEGE OPPORTUNITY HELD THEIR 2018 CHAMPIONS OF HIGHER EDUCATION: EXCELLENCE IN TRANSFER.



College of the Canyons was recognized for our excellence in implementing the Associate Degree for Transfer. Specifically, 729 ADTs in 2016-17. Other colleges were also recognized, such as Moorpark College and Pasadena City College.

The following sixteen colleges and universities have excelled in Associate Degree for Transfer implementation and were celebrated as *2018 Champions of Higher Education for Excellence in Transfer* at their 2018 December Signature Event in Los Angeles:

- Moorpark College
- Pasadena City College
- Orange Coast College
- College of the Canyons**
- Long Beach City College
- East Los Angeles College
- Berkeley City College
- Glendale Community College
- Clovis Community College
- Grossmont College
- Citrus College
- Golden West College
- California State University, Dominguez Hills
- California State University, Northridge
- California State University, Los Angeles
- California State University, Stanislaus

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*“College of the Canyons was recognized for our excellence in implementing the Associate Degree for Transfer”*

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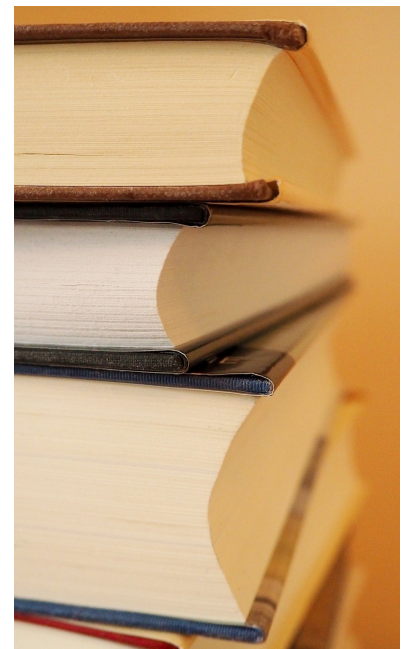
### CTE LIAISON: STRONG WORKFORCE

By Regina Blasberg, CTE Liaison

The **Career Education (CE) Committee** is a sub-committee of the Academic Senate. The primary role of the CE Committee is to serve as a resource and advisory group for investigating and recommending options and strategies to the Academic Senate on policies, initiatives, budgets, grants, work plans, professional development, and curriculum directed to **Career Education (CE)**.

This year the CE committee has been busy working on various projects using the Strong Workforce funds such as **LinkedIn/Lynda.com**. Many faculty have been getting on board with using these resources to support student and student employment. A **web designer** has been hired to help with the migration of all the existing CE sites to the new platform.

*Continue to page 6*





## CTE LIAISON: STRONG WORKFORCE *CONTINUED*

The **video project** has helped to develop 30 second videos that can be used for social media marketing and for advertisement in the local movie theaters. Some videos which have been completed for various departments such as Photography, Sports Medicine, ASL, ECE, Business/Accounting, Computer Networking, Water, Land Surveying, Culinary, Graphic Arts, CE Overview, Welding, MLT and Paralegal.

The Association of College and University Educators (ACUE) training project has been successfully launched. There are currently more than 60 full and part-time faculty from six colleges within the region participating in the training. The faculty have been divided into two cohorts of 30 each and will be completing training modules during both Spring and Fall 2019. Work is continuing on the marketing efforts with Mark Perna from Tools for Schools. A pilot group of both CE and General Education department chairs are currently working on developing Career Trees and Copy Points for their programs. This effort will now be expanded to include all programs on campus and it will be fully integrated into the overall strategic marketing plan being developed campus wide. Lastly, the CE Committee is making progress on the development of an Advisory Board Handbook.

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## CURRICULUM

By Lisa Hooper, Curriculum Chair

The Curriculum Committee has been extremely busy this year! In addition to the normal revision cycle, we have navigated the murky waters of AB 705 helping both the English and Math departments formalize their curricular solutions to this legislative mandate, and we have reviewed and approved a number of new Non-Credit courses and programs.

AB 705 required that all California Community Colleges provide students a means to complete college-level English and Math in one academic year, or two semesters. It also required that students be placed directly into college-level coursework. Both the English and Math departments spent considerable time developing responses, or solutions, to AB 705 and the subsequent changes to their curriculum were proposed and approved by the Curriculum Committee during the fall term.

English was in a unique situation with their 101 course - English Composition. The Honors version was written as a 4-unit course, while the Non-Honors version was three (3) units. To comply with AB 705, the English faculty elected to revise the non-Honors version of 101 to accommodate all students. This involved adding an additional lecture unit including new objectives, reading, and writing assignments.

Going forward, all students will be placed directly into English 101. Developmental English courses will remain available for students electing to take them.

Math took a different approach in response to AB 705. The Math department kept their college-level courses intact and wrote co-requisite courses for those students who, through “placement”, would require additional support. *Continues on page 7*

## Curriculum *continued*

Going forward, all students will be placed directly into English 101. Developmental English courses will remain available for students electing to take them.

Math took a different approach in response to AB 705. The Math department kept their college-level courses intact and wrote co-requisite courses for those students who, through “placement”, would require additional support. Going forward, students will be placed either into a college-level math class appropriate to their area of academic study (i.e.: Math 140), or, into that course with support (i.e.: Math 140 + Math 090 = co-requisite model). These co-requisite courses are each 1-unit of laboratory, providing students with three (3) hours per week of support. Developmental Math courses will also remain available for students electing to take them.

Finally, our Non-Credit curriculum is growing at an exponential pace. As the needs of our committee and industry partners have been assessed, more and more opportunities for coursework in this domain have presented themselves. We have new courses and certificate programs in Career Skills – courses designed to help students develop skills of benefit throughout the workforce. We also have a number of short-term vocational certificate programs in development providing students with knowledge and skills that can lead directly to employment. Some examples are certificates in Digital Imaging and Adobe Photoshop, Human Resources Assistant, and Green Gardener, to name a few. Our committee has worked hard to familiarize ourselves with this mode of curriculum delivery and support our colleagues as they develop courses and programs in this area.

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## *Congratulations to our new Senators for 2019-2020*

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### **We would like to thank all current Academic Senate Senators for their contributions.**

- Rebecca Eikey, President
- Jason Burgdorfer, Vice President
- Lisa Hooper, Curriculum Chair
- David Andrus, Policy Review Chair
- Regina Blasberg, AT Senator
- Sab Matsumoto, MSHP Senator
- Wendy Brill-Wynkoop, VAPA Senator
- Erika Torgeson, Student Services Senator
- Marco Llaguno, Humanities Senator
- Philip Marcellin, Kinesiology/Athletics Senator
- Rebecca Shepherd, SBS Senator
- Gary Collis, Business Senator
- Jennifer Paris, At-Large Senator
- Deanna Riveira, At-Large Senator
- David Brill, At-Large Senator
- Benjamin Riveira, At-Large Senator

### **We want to welcome all new senators:**

- Ron Karlin, Learning Resources Senator
- Jessica Small, Adjunct Senator
- Ron Mita, Adjunct Senator
- Aaron Silverman, Adjunct Senator
- Sonny Requejo, At-Large Senator
- Erica Seubert, At-Large Senator





ACADEMIC SENATE  
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## *“Remembering Guido Santi”*

*Cinema/Film Studies Instructor*



### **SPECIAL RESOLUTION**

Academic Senate bestowed Honorary Faculty Emeritus status to Guido

Santi after his recent passing as recognition for his outstanding commitment to working collegially with the college faculty as well as a long and successful history of dedication to student success in Cinema.

He will be greatly missed.

### **RETIREES**

The following faculty members retired at the end of the fall 2018 academic year and have been designated Professors Emeriti by the Academic Senate: Rhonda Hyatt and Amy Shennum. The individual photographs are now on display in the Faculty Center (BONH-330) at the Valencia Campus along with other former members of the COC faculty. Congratulations and best wishes upon their retirement!

### **ANNOUNCEMENTS**

- Upcoming elections for 2019-2021 for Six At-Large Senators
- 2019 ASCCC 2019 Spring Plenary Session, April 11-13, 2019, San Francisco
- 2019 ASCCC Faculty Leadership Institute, June 13-15, 2019, Sacramento
- 2019 ASCCC Career and Noncredit Institute, April 25-27, 2019, San Diego
- 2019 Curriculum Institute, July 10-13, 2019, Newport Beach

### **CHANGES**

If you have not seen the changes in BONH 330, stop by and take a look at how we have spruced up the room. The bookcase, which used to be lined up against the wall, has been removed making room for a new white board and a new COCFA bulletin board.