

# Santiago Canyon College Academic Senate

8045 East Chapman  
Orange, CA 92869

(714) 628-4831  
FAX (714) 532-2055

## SENATORS

### ***Business, Mathematics, and Sciences***

Cummins, Shawn 2011  
Hovanitz, Eric 2012  
Martino, Danny 2011  
Nance, Craig 2012  
Wagner, Joyce 2011

### ***Career Education***

Deeley, Steven 2012

### ***Counseling***

Baldizon-Rios, Nena 2011  
Mettler, Mary 2011

### ***Humanities and Social Sciences***

Deaver, Doug 2012  
Granitto, James 2011  
Isbell, James 2011  
Shekarabi, Nooshan 2012

### ***Library, Fine & Performing Arts and Communication***

Sproat, Barbara 2011

### ***Orange Education Center***

Jordan, Ethel 2011

### ***Adjunct, Credit***

Breeden, Emma 2011

### ***Adjunct, Non-credit***

Matthews, Evangeline 2011

## OFFICERS

### ***President***

Barembaum, Morrie 2012

### ***Vice President***

Evett, Corinna 2011

### ***Secretary/Treasurer***

DeCarbo, Michael 2011

### ***Curriculum***

Rutan, Craig - Chair

## AGENDA 19 April 2011 1:30 pm – 3:30pm Room SC-104

### **Call to Order**

#### **I. Order of the Agenda**

#### **II. Approval of Minutes**

- A. 15 March 2011
- B. 5 April 2011

#### **III. Public Comments (5 minute limit per person)**

#### **IV. ASG Report**

#### **V. District Budget Update (10 minutes)**

#### **VI. Action (15 minutes)**

- A. Osher/Castle Foundation-Senate Scholarship
- B. Senate Dues

#### **VII. Discussion Items (45 minutes)**

- A. Hands Across California
- B. State Senate Resolution
- C. Senate Budget
- D. Hiring Update (FON/50% Law/Replacements)
- E. Elections
- F. Collegial Governance
- G. Finals Week Survey Results
- H. EVTF Survey Results
- I. Grant Task Force

#### **VIII. Reports Discussion (10 minutes total)**

- A. Curriculum
- B. SAC Senate Report
- C. Technology
- D. Facilities
- E. College Council
- F. President's Report

***Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, act, communicate and think critically. We are committed to maintaining standards of excellence and providing an accessible, a transferable, and an engaging education to a diverse community. (Approved 4/12/2011)***

# Setting Policy - BP9001

## **SETTING POLICY - BP9001**

### **Adopted 03/17/97**

The RSCCD Board of Trustees believes that a major trustee role is to set policy for the District. In setting policy, the Board wants to create and work within a participatory environment with respect for students and all employee groups. For developing policies regarding the academic and professional matters numbered 1, 2, 3, 5, and 8, the Board will consult collegially with the faculty by relying primarily on the advice and judgment of the Academic Senate (per previous agreement with the Senate).\*

For developing policy regarding the other five academic and professional matters, the Board will consult with the faculty through the mutual agreement process previously agreed upon. At RSCCD, the mutual agreement process is the use of the shared governance structure consisting of councils, committees, and the Coordinating Board. Further, representatives of staff and student groups are encouraged to work within the established processes to address the issues of the District.

The Board of Trustees values consensus building; however, it realizes its legal responsibility to make final decisions regarding policy.

**Legal reference:** Title 5 sections 51023.5-51023.7 and 53200-53204

\*For the following items the Board of Trustees will rely primarily upon the advice of the Academic Senate:

- 1) Curriculum, including establishing prerequisites and placing courses within disciplines;
- 2) Degree and certificate requirements;
- 3) Grading policies;
- 5) Standard or policies regarding student preparation and success;
- 8) Policies for faculty professional development activities;

For the following items, the Board of Trustees will come to mutual agreement with the Academic Senate:

- 4) Educational program development;
- 6) District and college governance structures, as related to faculty roles;
- 7) Faculty roles and involvement in accreditation processes, including self study and annual reports;
- 9) Processes for program review;
- 10) Processes for institutional planning and budget development.