SCC Academic Senate Minutes – Approved 4/19/11
Senate Business Meeting April 5, 2011

Senators present:

Morrie Barembaum	Nooshan Shekarabi
Emma Breeden	Barbara Sproat
Shawn Cummins	Joyce Wagner
Doug Deaver	**Non-Voting Members**
Michael DeCarbo	**CIC**
Steven Deeley	Craig Rutan
Corinna Evett	**ASG Representative**
Jim Granitto	Sean Phayakapont
Eric Hovanitz	
Evangeline Matthews	**Guests:**
Danielle Martino	Kay Powell
Mary Mettler	John Smith
Craig Nance	Jim Watkins

I   ORDER OF THE AGENDA
As set

II Guest Presenter
Caroline Durdella, Assistant Dean, Institutional Effectiveness and Assessment.
A   Educational background :
   1   B.A. in Anthropology, M.A. in Sociology and a Ph.D. in Education from UCLA
   2   Taught Research Methodology and Statistics in Education at the Univ. of the Pacific.
B   She comes to SCC from Santa Monica C.C. with work experience in/as:
   1   SLO assessment and Vice Chair of the SILO committee.
   2   Faculty development activities, curriculum workshops to assist in the assessment of
      SLO's, including: beginner, intermediate and advanced workshops.
C   The work that she has begun at SCC includes:
   1   For the last two weeks working with Kay Powell as part of Title V grant.
   2   Going through some of the previous work to prepare a game-plan.
   3   Meeting with Professor Pimentel
   4   Looking at what assessment has been done and the 97% of courses that have SLO's
      written.
      a   Professor Rutan clarified that we have 95% with one SLO and 92% with two.
   5   Starting the assessment of the assessment, looking at the format of how SLO's are
      reported so that there is consistency.
D   When asked about where SCC stands, she responded, that "based upon my past experiences,
   I will say this, my impression is that there is already a solid foundation here, that SCC is far
   ahead than others."
E   When Professor Rutan asked for her interpretation of what authentic assessment meant she
   replied, "My opinion is that if you are not engaged in assessment according ACCJC, then [to
   them] somehow you are being 'disingenuine'; authentic assessment is a loaded term. There
   is a continuum of understanding SLO and assessment, so just because someone has not
   followed the guidelines of ACCJC, that does not mean they are not doing the work; it implies
   they are a box checker. A component of the definition of authentic is systematic and rigorous
   inquiry.

F   When President Barembaum asked if she knew your role in the Mid-term report, she replied, "I do not know my role, but I do know I will have one"

III Approval of Minutes
POSTPONED

IV   PUBLIC COMMENTS
A   Professor Rutan reports back from attending the Accreditation Institute, one of the issues is that we are still not linking assessment and planning to budget. He proposes that the budget must be assessment driven, and thus we may be able to ditch our DPPs and add this report into Curricunet. Regardless of the system, we need a program that can synthesize our reports into a common area so there can be transparent access. This will allow for dialogue across Faculty about student success.
B   Professor Smith pointed out that an external constraint exists in regards to budgeting and assessment and in regards to limits on the dates of publication for Math and Science text books. He argues that we have not linked text books with assessment.
C   Professor Smith argues that as further work extends into the new Budget Model, the Faculty Senate must make it clear what programs are desired.
D   President Barembaum reports that there will be little change to benefits with the exception of those that are part of the family PPO. There will be an outside company coming to the District to determine if claimed dependents are true dependent.

IV   ASG - Representative Phayakapont
A   Townhall was cancelled due to unforeseen circumstances.
B   Battle of the Bands did well generating over $3,000.
C   April 6th will be the Inter-Club Council Spring Fling, from 10 to 1 in Strenger Plaza.

V ACTION
A   **Revised Mission Statement** (Appendix 1 – Revised Mission Statement)
     The Revised Mission passes with One dissent.

VI Discussion Items
A HandsAcrossCalifornia
1   Sean Phayakapont requested that the Facutly log onto HandsAcrossCalifornia and follow the instructions to volunteer.
2   Professor DeCarbo illustrated Sean's request on-line and echoed Sean's request that Faculty get involved and to spread the word to their students.

B State Senate Resolution
1   President Barembaum announced that the resolutions have been sent out.
2   Professor Martino reported that there will be changes to course repeatability regarding Visual and Performing Arts; as well as Exercise Science.
3   There is a resolution encouraging Colleges to change the withdrawal date from 75% to 50%.
     a   Professor Martino said that the main argument seems to be to remove underprepared students from the classroom sooner.

    b   Professor Cummins argued that the drop date might lead to students dropping sooner, rather than trying to stick it out in classes that they could potentially complete successfully.

    c   Professor DeCarbo pointed out that this may impact performance based funding, if student's are not dropping then there may be a much larger fail rate.

    d   Professor Evett said that perhaps this will mean students will work harder sooner.

    e   Professor Mettler said that many classes do not have much graded material until after midterm, so students would not be aware of the need to drop.

    f   Professor Mettler said, in order to address this, Faculty can use the Early Alert System, so that students have knowledge sooner and be better prepared for Academic Success.

    g   President Barembaum asked Professor Rutan whether this should go through the Senate or the CIC and Professor Rutan, said that this would have to be a joint Curriculum decision and then be sent off to the Board; but absent a direction from the Senate there does not need to be any discussion.

4   There are two resolutions, one in support and one opposed to AB 1515.

    a   This would shift credit courses into community services so that students could pay the entire amount for a course.

    b   The fear is that if a College proves they can be successful if the student pays the bill, then perhaps all funding will be shifted to the student.

5   The resolution in change to the disciplines requirements for Education was slightly modified by the Executive Board, and then followed by a resolution that said do not vote for this resolution.

    a   Professor Perry then brought forth a resolution to support the resolution as our Education courses must be taught by a certificated instructor or they will not meet the articulation agreement.

    b   Further information will be brought forth after the Spring Plenary Session.

C Senator Training

1   Professor Evett asked for feedback on the proposal.

    a   Professor Nance said it was a great plan but hard to ask for a raise in dues to support it.

    b   Professor Martino said her constituents liked the plan but not see the need for structural constitutional changes.

    c   Professor Granitto said that he liked the idea of a formal system so that there was a guaranteed consistent voice from the Executive Board.

    d   Professor Evett pointed out that the Delegate is not a voted in faculty position.

    e   Professor Barembaum said that the SCC Academic Senate Vice President and Secretary/Treasurer are concerned with local, not state policies.

    f   Professor Breeden asked if the delegate got release time and whether the President, Vice President and Secretary/Treasurer got release time.

    g   Professor DeCarbo clarified that the President receives 12 units, the V.P. and Secretary/Treasurer each receive 6 units.

    h   President Barembaum stated that the release time he receives is barely enough to meet all of the scheduled activities of the President.

    i   Professor Wagner said that our By-Laws dictate that the President is the Delegate.

j   Professor DeCarbo said that logic dictates that the Delegate must be the President as it is the most veteran member of the Senate and they should be aware of the local and state policies as well as the mechanisms by which they operate.

2   Professor Evett responded to all by saying, "I don't care how this comes into being. My goal is to have as much participation and that we need to get as many people into the active process of Participatory Government. This is an opportunity for us to continue to become a strong Senate."

   a   President Barembaum posited that in the past he has asked for volunteers and only gotten one. Further, that at the Area D meeting, only a few from SCC showed up, so, he asked, what indicates that people desire to participate?

   b   Professor Sproat argued that the fact the meeting was on the last Saturday of Spring Break probably accounts for limited participation.

   c   Professor DeCarbo pointed out that six Faculty were present.

3   Professor Smith raised the point of the District Senate allowing for an extra vote; adding that there was very little likelihood release time would be allowed, but perhaps a stipend.

   a   Professor Evett responded by saying that her proposed model addresses this.

4   Professor Granitto asked whether this conversation should begin in the Constitutional Task Force.

   a   Professor DeCarbo replied that this was probably best, as the Task Force was looking at keeping those things that were ideological in the Constitution and those things that were operational in the By-Laws.

   b   At that point, he continued, we can then discuss the allocation of release time as per the officers' duties.

   c   Professor Shekerabi asked how release time could be garnered for Honors, MUN and Forensics.

   d   Professor DeCarbo clarified that MUN and Forensics were course driven.

D   Senate Budget

1   Treasurer DeCarbo pointed out that the Constitution says that the Senate has to pass a budget at the end of this year for next year; to that end we will construct a budget to be voted upon at the last Senate Business Meeting.

   a   He then went through the line items that we fund yearly, bi-yearly, etc. (Appendix 2 – SCC Academic Budget Planning)

   b   He identified those line items that were mandatory or optional.

   c   He then presented 5 questions that all Faculty must answer to inform the budget:

     i   What of past (recurring or occasional) expenses should be included in next year's budget?

     ii   Would they like to send more Senators to more institutes?

     iii   Would they like to send more Senators to Plenary (i.e. the delegate proposal)?

     iv   Would they like to match the Castle Foundation Funds so as to increase the $500.00 Scholarship to $1,000.00 and recoup those loses in 13 years?

     v   Would they be willing to increase dues from $50.00 to $75.00?

   d   He asked the Senators to "corner constituents and force them to answer the questions."

   e   He pointed out that $75 will almost make what is needed to function as per Budget A at our last meeting.

  f Advocates for the Castle Foundation see no harm in using money for the Castle Foundation.

  g Professor Smith asked about whether we should ask adjunct to pay dues.

    i Professor DeCarbo asked whether that would be just, considering the serious cuts in adjunct classes.

  h Professor Nance asked about a revenue sheet.

    i Professor DeCarbo responded that it was distributed at the last Senate Business Meeting but that he would compile the documents into one and distribute after the day's meeting.

  i Professor Barembaum pointed out that Fall Plenary is usually somewhere within driving distance, but as next year is in San Diego, accommodations should be added to the budget.

2 The Castle Foundation Donation will be an Action Item at the next Senate Business Meeting.

E **Grant Proposal:** HSI STEM – High School to College & Careers in Science and Math Project. (Appendix 3 - HSI Grant Request)

1 Two discussions emerged about this topic, the HIS STEM Grant and the Grants Task Force, regarding the former:

  a President Barembaum read the summary of the Grant.

  b Professor Evett said that it complements the Title V grant and that it helps also with non-credit positions. The positions will be for five years but will not be institutionalized, that means that they will not become part of our line budget in the future.

    i Professor DeCarbo asked if this would result in the bumping of classified staff.

    ii President Barembaum explained that the California State Employee Association does not allow for temporary positions, this means that those hired under a grant can bump other classified hired after them.

  d Professor Rutan asked who will be the backfill for Project Director and if it was Professor Parry, would that mean that she could not follow through on her previous grant responsibilities and promises?

  e Professor Martino said that grants carry a significant amount of release time and that we must be aware of how this impacts the classroom.

  f Professor Sproat reported that one of her constituents was concerned that the Grant did not meet our core mission.

  g Professor Evett responded that the same grant was implemented at SAC and was part of UCI's Future Teachers Program

2 Due to all of the questions raised by the Grant, Professor Granitto asked about what happened to the Grants Task Force.

  a Professor Rutan said that the Task Force met once and reviewed the channels of communication and the forms involved in the Grant process.

  b Professor Evett asked why the Task Force failed to follow through on its charge.

  c Professor Rutan said that the Task Force was created by the President of the College.

  d Professor DeCarbo said that the Task Force was created in the Senate, and regardless of the action taken by the President of the College, the original Task Force was charged by the Academic Senate.

  e Professor Granitto requested the Executive Board to review the minutes about the formation of the Taskforce.

     f   Professor Shekarabi argued, that due to the impact grants have upon the removal of Faculty from the classroom it is imperative that the Grants Task Force be revisited.

     g   Professor Sproat agreed, pointing out that with the proposal of the new budget model, we must see how it is impacted by grants, she said things must be unified.

F   Elections

1   Professor Evett will send out instructions for each Discipline Groupings Election of Representatives.

VII Report

A Curriculum

1   Professor Rutan created a Task Force to test the assessment of the arts and humanities transfer degree.

2   The Board of Governors changed title V to allow for prerequisites for reading, computation and English for courses outside of those areas, but we are not currently taking any action.

B Santa Ana Academic Senate

1   Professor DeCarbo brought forth the question of where newly hired Faculty will be placed in regards to step and column as Veteran Faculty advancement has been frozen.

Professor Evett moved to adjourn.
Professor Shekarabi provided the second.
There was no dissent to adjournment.

Appendix 1 – Revised Mission Statement

Santiago Canyon College Mission Statement

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.

Appendix 2 – SCC Academic Budget Planning

SCC Academic Budget Planning

Mandatory Expenses:

Fall Plenary, two attendees at $325.00	$650.00
Accommodations for 3 nights at $125.00	$750.00
Spring Plenary, one attendee at $325.00	$325.00
Accommodations for 3 nights at $125.00	$375.00
Travel for one at $150.00	$150.00
The above 2 may fluctuate with inflation	
Summer Curriculum, one attendee at $725.00	$725.00
Miscellaneous operating costs	$115.00
Faculty Excellence trophies	$200.00
Faculty Excellence presentation expenses	$150.00
Faculty Excellence award	$1,250.00
TOTAL	$4,700.00

Recurring Past Expenses:

Senate Retreat Refreshment	$500.00
Buy the Book	$500.00
TGIF	$500.00
Golf Tournament	$500.00
Senate Scholarship	$500.00
TOTAL	$2,500.00

Occasional Past Expenses

Additional Fall Plenary attendees	$325.00
Additional Spring Plenary attendees	$325.00
Accommodations for 3 nights at $125.0	$375.00
Travel for one at $150.00	$150.00
Summer Senate Leadership Institute	$325.00
TOTAL	$1,500.00

Please ask your constituents:

1   What of past (recurring or occasional) expenses should be included in next year's budget?
2   Would they like to send more Senators to more institutes?
3   Would they like to send more Senators to Plenary (i.e. the delegate proposal)?
4   Would they like to match the Castle Foundation Funds so as to increase the $500.00 Scholarship to $1,000.00 and recoup those loses in 13 years?
5   Would they be willing to increase dues from $50.00 to $75.00?

Appendix 3 – HIS Grant Request

1. GENERAL INFORMATION:

Project Title: HSI STEM – High School to College & Careers in Science and Math Project

Project Director: Janis Perry

Project Administrator: Ruth Babeshoff

Grantor Agency: Federal Department of Education

Grantor Agency Deadline for Proposal: ~~March~~ Apri l 29, 2011

Funding Period: July 1, 2011 – June 30, 2016 (5 year grant)

2. PROJECT DESCRIPTION/PLAN:

A high school to college career exploration program with multiple strategic purposes: stimulate secondary school student interest and proficiency in science and math, increase the number of matriculating high school students indentifying Science, Math and/or Teaching as a major, enhance future teacher capacity to teach inquiry-based science and math, increase the number of students pursuing careers in Teaching, and Science and Math fields, and stimulate elementary student interest and proficiency in science and math as a pipeline to those majors in the future.

Estimated grant amount: Up to $1.2 million per year
Estimated match amount: None Required
Match required: Yes ☐   No __X__
In-kind/Cash match requirement: N/A
Comments about match: __N/A__

3. ANTICIPATED PROJECT PERSONNEL:

Position Needed	FTE	Hourly	Existing/New	Funded/Match/ In-Kind
Backfill for faculty project director		25 hours/week		Grant funded
Adjunct STEM/Teacher Counselor		19 hours/week		Grant funded
PT HS & Community Outreach Specialist		19 hours/week		Grant funded
FT Transfer Center Specialist	1 FT			Grant funded
PT Career Guidance Specialist		19 hours/week		Grant funded
SCC faculty stipends		Stipend		Grant funded

4. CURRICULUM (PROGRAM/COURSE)IMPACT:

We will develop career pathways and academic guidance materials and activities that build upon existing high school to SCC to UCI articulation and existing SCC coursework that fall within the math and science programs. UCI will work to develop an Education Minor Science and/or Math emphasis that may or may not require the development of additional lower division

science and/or math courses or certificates. Additional curriculum revision/review may be proposed to consider tech-prep articulation of high school courses or dual enrollment processes.

5. **IMPLICATIONS FOR THE COLLEGE/DISTRICT:**

- **How does this project relate to the goals and objectives of the college?** This project meets the following SCC Goals as specified in the current Educational Master Plan:

   Goal #2. Provide access to quality career education/workforce programs and certificates to help students achieve personal life goals.

   Goal #3: Develop a comprehensive educational program with exemplary services to meet the diverse needs of the community.

   Goal #4: Seek additional sources of income and support to expand SCC's development in support of the District division and goals.

   Goal #5: Expand relationships with other educational institutions, businesses, and public and private agencies to more effectively provide services to students and the community. Continue to involve community businesses and industry in developing programs for high demand and career fields.

- **Will this project impact other departments/units? Yes ☐ No ☐**
   If yes, explain how you plan to include them in the planning process.

   This project will increase the number of prepared students transitioning from high school to the Science, Math and/or Education major at SCC. SCC Education, Counseling, Science & Math faculty, including El Modena H.S. & Orange H. S. teachers, will be consulted and solicited to participate in whichever aspects of the project involve their disciplines. SCC faculty have the opportunity during the development of the proposal to indicate their discipline needs and wants to be written in to the plan.
   See Attachment A for role of partners.

- **How will project facilities requirements, if any, be met?**
   N/A

- **When funding ends, what will happen to this project?**
   The High School to College & Careers in Science and Math project will have established academic and career pathways in Science, Math and Teacher Education. These academic preparation and support programs will become part of the infrastructure of SCC program offerings sustainable in the same way as current academic programs are. The staff support during the grant years is there to "develop" and provide early implementation and stability of the program in order for it to be sustainable after the grant funding cycle.

6. **HAVE THE FOLLOWING BEEN ADVISED OF THIS PROPOSAL?**

   ☐ Academic Senate President   ☐ Curriculum Committee Chair

   ☐ EMPC Chair   ☐ RSCCD Research & Grants office

7. **APPROVALS:** *(Obtain signatures in the order below)*

Project Initiator	Date
Vice President	Date
College Council:	Date
College President:	Date

Santiago Canyon College HSI STEM Grant Proposal Overview: High School to College & Careers in Science & Math

From: Janis Perry

Counseling and Student Support Services Division – Pathways to Teaching

Overall Intent of the Program

A high school to college career exploration program with multiple strategic purposes: stimulate secondary school student interest and proficiency in science and math, increase the number of matriculating high school students indentifying Science, Math and/or Teaching as a major, enhance future teacher capacity to teach inquiry-based science and math, increase the number of students pursuing careers in Teaching, and Science and Math fields, and stimulate elementary student interest and proficiency in science and math as a pipeline to those majors in the future.

Sample Goals of the Program

1. To offer career development and academic opportunities to high school and community college students that increases their interest in STEM majors, particularly in Science & Math.
2. To offer academic and experiential learning opportunities to high school and community college students that increases their proficiency in Science & Math.
3. To develop and/or offer clearly articulated certificate and degree programs that lead to more degree completion and transfer in Science majors & Math.
4. To provide support services in tutoring, counseling and other supportive services designed to improve academic success and retention to program completion.
5. To increase the number of high school students matriculating to SCC in Science & Math majors.
6. To articulate high school science/math/teaching coursework with SCC through tech-prep articulation or dual enrollment processes.

Funding

1. U.S. Department of Education – HSI STEM Grant
2. $870,000 - $1.2 M depending on Individual or Cooperative grant
3. No Match required
4. 5 year grant

Proposed Staffing

1. Backfill part time Counselor for faculty project director
2. Full time Transfer Center Specialist
3. Part time H.S. & Community Outreach Specialist
4. Part time Career Development Specialist
5. Part time STEM Counselor

Office Space

Currently the Counseling and Student Support Services Office has three work stations available for any project staff, plus part time counseling takes place in the "shared offices" (3) allotted for part time counselors. The proposed project director is a full time faculty member and has an office.

Project Partners & Sample Proposed Activities

1. UC Irvine – Partnership Office, Science & Math Faculty, & School of Education
   a. Redesign and offer UCI TEACH Math & Science Summer Institute for community college and high school future teachers
   b. Expand "Saturdays with Scientists" offerings and to high school students in program
   c. Enhance Education Minor: Science Emphasis or Math Emphasis
   d. Offer High School & Community College student "STEM Day"
   e. Develop Science & Math minors that meet subject matter preparation for Credential authorizations
   f. Articulate Foundational level subject matter preparation in Science & Math to meet the "Minor" requirements
   g. School of Education develop Foundational Level Math or Science Credential Program
2. Project Tomorrow – Youth Teach2Learn (Community Based Organization)
   a. Assist in the professional development and curriculum for teachers to expand the Youth Teach2Learn Science and Math programs to El Modena High School in the first year, and Orange High School in the second year.
   b. Offer "Innovators Road Trips" to SCC, El Mo and Orange H.S. students for hands on career exploration by facilitating a series of company visits to some of OC's most innovative high tech companies to expose the students to real world jobs and career opportunities & professionals in those fields.
3. Orange Unified School District – El Modena H.S. & Orange H. S.
   a. Teachers in the Collaborative Technology Program (CTP) will develop a "Science & Math Academy" to increase the interest and proficiency of students in Science & Math through inquiry and application based coursework.
   b. Teachers in the CTP will collaborate with teachers in the Careers In Education (CIE) program to link and integrate the science & math coursework to provide students the opportunity to "teach" mini science and math units to elementary school students (Youth Teach2 Learn model).
   c. Support participation of STEM and/or future teacher students in UCI & SCC STEM activities.
4. Santiago Canyon College
   a. Direct all aspects of the program, including coordination of all partners and their activities for the High School To College & Careers in Science & Math Project.
   b. Provide comprehensive outreach and recruitment activities informing and encouraging high school and community college students to participate in the program
   c. Provide career awareness & development activities in Science, Math & Teaching for high school and community college students
   d. Develop a service learning/experiential learning program for SCC STEM majors
   e. Design a cohort model for students transitioning from high school to the community college program that continues the "experiential" learning in Science & Math
   f. Develop or revise certificates and degrees facilitating the academic pathways to Science, Math & Teaching careers
   g. Develop articulation plans for coursework taken in high school for college credit
   h. Develop or refine articulation agreements with the university for lower division coursework taken for academic major preparation transfer credit
   i. Create a Pathways to Teaching Center to serve as a community , academic preparation/planning and service learning coordination center for future Science, Math & Elementary teachers
   j. Track enrollment, persistence & retention of high school and community college students to certificate, degree completion. and transfer to the university in Math & Science majors or Teaching with authorizations in Science or Math.