SCC Academic Senate Minutes – Approved October 18, 2011
Senate Business Meeting September 20, 2011

Senators present:

Nena Baldizon-Rios	Nooshan Shekarabi
Morrie Barembaum	Jolene Shields
Shawn Cummins	Barbara Sproat
Doug Deaver	Melinda Womack
Michael DeCarbo	
Steven Deeley	**Non-Voting Members**
Elilzabeth Elchlepp	**CIC**
Corinna Evett	Craig Rutan
Jim Granitto	**ASG Representatives**
Danielle Martino	None present
Evangeline Mathews	
Mary Mettler	**Guest(s):**
Craig Nance	Dora Contreras Bright
Randy Scott	Michael Kelcher (SAC representative)

Call to Order

I   Order of the Agenda

A   Professor Martino asked to move the Treasurer's Report before the Action Item.

II   Approval of Minutes

A   August 17, 2011
    Professor Deeley moved to approve
    Professor Scott provided the second
The minutes are approved with one dissent

B   August 30, 2011
    Professor Scott moved to approve
    Professor Womack provided the second
The minutes are approved without dissent

C   Approved September 6, 2011
    Professor Granitto moved to approve
    Professor Shekarabi provided the second
The minutes are approved without dissent

III Public Comments

1   Professor Rutan reported that Program Discontinuance/Suspension/Reinstatement Joint Task Force has been created.
    a   The members are: outgoing SAC CIC Chair Bonnie Jaros, incoming SAC CIC Chair Monica Porter, SAC Senate President Ray Hicks, SCC Senate President Morrie Barembaum, SCC CIC Chair Craig Rutan, and he is waiting for a reply from a member of the SCC AHSS Division.

2   Professor Rutan reported that within the ASCCC there are 16 transfer degrees; including the transfer in teacher preparation (spearheaded by Professor Perry); it is expected that statewide, there will be 25 transfer degrees by the end of the Fall semester.

3 Professor Martino stated that the noise from the Humanities Building construction is negatively impacting the classroom.
4 Professor Martino requested for any input that may aid her participation on the ASCCC Distance Ed Task Force.

IV Guest Curt Childress – Report on ITS

A Stated that at SCC there was a new hire to start during Summer to replace a position that had recently been vacated; unfortunately, that new hire declined the position; the position was reopened and then was frozen; thus ITS is now shared by two technicians, when once there were three.
B He added, to compound the problem, that the staff member at the Help Desk is dealing with medical issues and is likely to retire in September; this position will likely be frozen, reducing ITS assistance even further.
C He said, if given the option, Curt would rather have a Technical Specialist 1 (the first frozen position), rather than a replacement for the Help Desk.
D Professor Evett stated that this is a District employee, not a College employee, and while this is a place for the District to take a cut, the impact is directly to the College, not the District.
  1 She further added that President Vazquez has identified four possible cuts for the new budget model: (1) SCC cuts, (2) SAC cuts, (3) District Office cuts, (4) District Wide Operation Cuts.
  2 She cautioned that the Faculty needs to be vigilant to ensure that cuts at the District are District Office Cuts, not District Wide Operation Cuts.
E Curt Childress pointed out that in the 2007-2012 Technology Plan there were 873 computers at SCC, now there are 1560, about an 80% growth with less staff. E building has close to 200 computers, the Library has close to 200, the Science Center over 300, the Humanities Building will reach 400; at Continuing Education there are 636, whereas prior to moving to Batavia they had 135. In spite of the growth, they only have two IT specialists.
F The short term plan is to bring a Technical Specialist from OEC over to SCC for 50% of his load.

V ASG Report
None Given

VI Action Item – Professor DeCarbo
A Discussion of the Treasurer's Report (Appendix 1 – 2010/11 Expenditures)
1 Professor DeCarbo presented all of the expenditures from last year and explained which would be ongoing, and which were one time only.
  a $500.00 for TGIF, if it is to be ongoing remains to be determined.
  b $251.54 for the Fall Retreat will no longer be incurred, as the Senate decided to stop providing meals.
  c An additional $325.00 was spent for an additional participant at Fall Plenary.
  d $92.34 for the Faculty Excellence Program is a typical expense.
  e $42.76 for the Spring Retreat will no longer be incurred.
  f $70.69 for Adobe Acrobat was a onetime only operating expense.
  g An additional $650.00 was spent for two additional participants at Spring Plenary.
  h $725.00 for the Curriculum Institute is typical, but remains to be determined.

      i $500.00 for the Golf Tournament, if it is to be ongoing remains to be determined.

      j $619.31 and $740.03 for Plenary Reimbursement is typically only for one participant; last year we sent three; one participant paid out of pocket for their travel.

      k $1,250 for the Faculty Excellence is an ongoing expense.

      l $680.73 for plaques; however $430.00 was a onetime only expense.

      m $159.40 for the Faculty Leadership Institute is not a typical expense, but may occur again1.

      n $3,934.00 for the perpetual Scholarship is a onetime only expense.

      o $725.00 for the Leadership Institute is not a typical expense, but may occur again.

      p $725.00 for the Leadership Institute was in error and should not happen again.

            i   President Barembaum explained that an Adjunct Faculty had asked about participation in the Leadership Institute; he had told her there were scholarship opportunities. She registered for the Institute but failed to cancel before the deadline; as a result, SCC is responsible.

      q $500.00 for the Scholarship will no longer be incurred, but many believe this money should be saved towards rebuilding the reserves.

During Discussion

1   Professor Nance determined that approximately $6,400 of the $13,465.80 were one time only; thus if the Senate were to fund all that they have in the past, it would need a budget of approximately $7,100.

2   Professor DeCarbo said that currently the Senate brings in $4,500.00 in dues, and with the new hires and aggressive promotion, this should raise to a minimum of $5,000.00.

3   Professor DeCarbo recommended that the Senate determine whether the Senate should put limits on travel and hotel costs as well as setting a per diem.

4   Professor DeCarbo explained that one representative at the Fall and Spring Plenary is a District representative and the cost should be incurred by the District.

B   Action on the Survey (Appendix 2 – Dues Survey)

1   Professor DeCarbo presented a survey regarding Senate dues allocation.

2   Upon much discussion, it was suggested that the order of the questions be altered and be distributed electronically.
Professor Cummins moved to distribute the altered survey.
Professor Granitto provided the second.

The amended survey was approved for distribution.

VII   Discussion Items

A Senate Communication for representatives and committees

1   Professor DeCarbo reminded the senators that it was their duty to communicate to their discipline grouping in a timely fashion; he said that they were not to wait for the minutes, but rather take notes on the agenda and distribute the information to their constituents within the same week of the Senate Business Meeting.

B Treasurer's Report placed before the Action Item

C Basic Skills Plan – Professor Roe (Appendix 3 – Basic Skills)

1   The State has awarded $128 million for Basic Skills; there is a new administrator at the State level that is making the Colleges more responsible for implementation.
2   The prior template lacked a method for outcome assessment, or implementation; now there is a new template that includes:
   a   The end of year expenditures report.
   b   The narrative, to list and describe SCC's top five interventions.
      i   Specifically how these interventions have impacted our ARCC report numbers.
   c   The next section asks for analysis of the two BSI funded Programs.
      i   SCC is showing tremendous growth in the pre-post test; but this is not translating into successful course completion, although the numbers indicate that SCC is helping students.
3   Professor Roe asks that this be a first reading and that it come forth to the Senate for approval on October 4, 2011.

D   Honor's Program Advisory Committee request to become a committee under the senate.
1   Professor Shekarabi announced that the Honors Committee would like to be included within the Senate Governance structure.
2   Professor Elchlepp stated that the program has moved to Student Services and Ruth Babeshoff is the current Administrator and Sharon Wright is the Honor's Coordinator and is receiving some release time.
3   She further stated that SAC Honor's program has been part of SAC Senate.
4   Upon much discussion, it was decided that the HPAC should continue to pursue this goal.

E   Resolution to transition the senate to a more formal process – Professor Martino
1   Presented two resolutions regarding Senate Processes (Appendix 4 - Resolutions)
   a   The first is to institutionalize a transition from action items from the floor to formal resolutions.
   b   The second is to codify the formation of Task Forces and the reporting responsibilities of the committees and task forces that fall within the Senate's purview.

F   Setting Committee Meeting Dates and Times – Professor Evett
1   Stated that Vice President Mora has made it known that it is difficult for the Administrators to schedule their time when committees change their meeting times.
2   She stated that she is asking that the Faculty create a grid for permanent long time standing meetings; is it possible to make this, or set an agenda for the year, or some other system?
During Discussion
Professor Nance stated that the advantage of the grid is people can adjust their schedule to meet the committee time, a disadvantage is that this precludes some from participating.
Professor Evett asked if there should be set times for the larger meetings? Like EMP, CIC, Senate; further, she asked, should the Faculty have to adjust their schedules to accommodate Administrators' needs.
Professor Rutan stated that two governance committees cannot meet at the same time.
Professor Evett directed the Senators to ask their constituents for feedback on the formation of a grid.

G Reminder of the September 26, 2011 Board of Trustees Meeting - President Barembaum
1 Everybody come, let's show a lot of Faculty.
2 There will be a public Forum for the FARSCCD 4:30 SC 105

VII   Reports Discussion
A Curriculum - Professor Rutan
1 The Joint Task Force is finalized; Professor Maureen Roe will serve as the sixth number.
2 Welcomes any arguments regarding course repetition to be presented at the regional meeting this Friday.
B SAC Senate Report
1 No report given
C Technology – Professor Scott
1 No report given
D Facilities – Craig Nance
1 No report given

Professor DeCarbo moved to adjourn
Professor Shekerabi seconded the adjournment.
The meeting is adjourned without dissent.

2010-11   Senate Expenditures

DATE	ITEM	AMOUNT
30-Sep	TGIF	500
11-Oct	Fall Retreat	251.54
10-Nov	Fall Plenary	
	M. Barembaum	325
	D. Martino	325
	C. Evett	325
6-Dec	Fac. Exc. Refrsh/program	92.34
19-Jan	Spring Retreat	42.76
26-Feb	Adobe Acrobat	70.69
11-Apr	Spring Plenary	
	M. Barembaum	325
	D. Martino	325
	C. Evett	325
18-Apr	Curriuc Institue	725
21-Apr	Golf Tourn	500
21-Apr	Plenary Reimbursement	
	M. Barembaum	619.31
27-Apr	Plenary Reimbursement	
	D. Martino	740.03
10-May	Fac Ex. Award	1250
11-May	Fax Ex. Trohpies	680.73
20-May	Ldrshp Inst. Travel	159.4
26-May	Perpetual Scholar.	3934
15-Jun	Ldrshp Inst. Fees	
	C. Evett	725
	L. De Morneau	725
11-Jul	Scholarship	500
	TOTAL	**13465.8**

September 13, 2011

Dear Colleagues

The Senate would like to hear directly from you so that we can better serve you and prepare for the 2011-2012 Academic year.

As you may know, four years ago, the College decided to suspend all conference expenses; an unforeseen consequence of this action was that all College funding for Senate participation in State Senate Plenary Meetings and Institutes was eliminated. As a result, our Senate has been funding the majority of our expenses to participate in these activities. This has lead to four years of deficit spending. Unfortunately, this did not come to the Senate's attention until the Spring of last year, when we were debating whether to pursue the perpetual Senate Scholarship.

In light of rising costs of travel and expenses, in addition to the $3,934 we spent to secure the perpetual Senate Scholarship, and four years of not receiving district monies we once did, our reserves have dropped. If we continue to fund all that we once have, our reserves will soon be depleted. Therefore, we must collectively decide how to allocate the approximate $4,750.00 the Senate collects in dues.

In order for this to happen, please take a few minutes to respond to the following survey. The results will be tallied in secret and all respondents will be kept anonymous, even from those that will tally the results.

Thank you for your time,

Respectfully submitted on behalf of the SCC Academic Senate,

Michael DeCarbo
Secretary/Treasurer SCC Academic Senate

Please circle the answer that best represents your response, return in the envelope provided with your signature across the seal. Survey responses will be tallied anonymously.

The State Plenary Meetings serve the function of determining such State wide governance as minimum quals; repeatability, etc. Registration fees are $325.00 and travel expenses can range from $300.00 to $700.00 for each participant.

1 The Senate should continue to send representatives to the State Plenary Meetings.

Very Important   Important   Neutral   Unimportant   Very Unimportant

The Curriculum Institutes serves the function of informing on current state reqs, etc. Registration fees are $550.00 and travel expenses can range from $300.00 to $700.00 for each participant.

2 The Senate should continue to send representatives to the Curriculum Institute.

Very Important   Important   Neutral   Unimportant   Very Unimportant

The State Senate sponsors other Institutes; such as one on Senate Leadership, Student Learning Outcomes, etc. Registration fees start at $325.00 and travel expenses can range from $300.00 to $700.00 for each participant.

3 The Senate should continue to send representatives to other State Institutes.

Very Important   Important   Neutral   Unimportant   Very Unimportant

The Senate has funded TGIF and the Golf Tournament $500.00 to procure items to be auctioned at their fundraisers.

4 The Senate should continue to donate $500.00 to TGIF

Very Important   Important   Neutral   Unimportant   Very Unimportant

5 The Senate should continue to donate $500.00 to the Golf Tournament

Very Important   Important   Neutral   Unimportant   Very Unimportant

The Senate has funded Buy the Book $500.00 to assist students with Textbook costs.

6 The Senate should continue to donate $500.00 to Buy the Book

Very Important   Important   Neutral   Unimportant   Very Unimportant

The Senate has funded a $500.00 Senate Scholarship, as this is no longer needed, the Senate could allocate this money for savings to rebuild the reserves.

7 The Senate should allocate $500.00 to rebuild the reserves.

Very Important   Important   Neutral   Unimportant   Very Unimportant

The Senate and the Foundation provide $1,250.00 each to the Faculty Excellence award. Currently, the adjunct recipients do not receive a monetary reward, however there has been much discussion that this should be done. If the senate were to award $250.00 to the OEC and SCC Adjunct Faculty Excellence award:

8   The Senate should award $250.00 to the OEC and SCC Adjunct Faculty Excellence recipient.

   Very Important   Important   Neutral   Unimportant   Very Unimportant

9   It would be best to take $500.00 from the currently allocated $2,500.00

   Very Important   Important   Neutral   Unimportant   Very Unimportant

10 It would be best to contribute $250.00 more and receive matching funds from the Foundation.

   Very Important   Important   Neutral   Unimportant   Very Unimportant

Currently, approximately 95 of the 105 SCC Faculty, voluntarily pay $50.00 in dues. Clearly, if the Senate were to fund all of the above, the Senate would be in deficit.

11 It would be best for the Senate to raise dues.

   Very Important   Important   Neutral   Unimportant   Very Unimportant

12 If the Senate were to raise dues, I would be willing to pay: (please select one)

   $ 5.00 more a year, for a total of $55.00 $10.00 more a year, for a total of $60.00

   $15.00 more a year, for a total of $65.00 $20.00 more a year, for a total of $70.00

   $25.00 more a year, for a total of $75.00 $30.00 more a year, for a total of $80.00

The Senate is currently seeking to regain the College funding we once did, in order to do this effectively, please respond to the following:

13 The Senate should continue to pursue District funding to pay for Plenary attendance.

   Very Important   Important   Neutral   Unimportant   Very Unimportant

14 The Senate should continue to pursue District funding to pay for Curriculum attendance.

   Very Important   Important   Neutral   Unimportant   Very Unimportant

15 The Senate should now pursue District funding to pay for Plenary attendance.

   Very Important   Important   Neutral   Unimportant   Very Unimportant

16 If you would like to leave any comments, please do so in the space provided:

BASIC SKILLS State Report 2011-2012 DRAFT 4
2007-2010 Basic Skills Completion and Improvement Rates for Credit Courses
Narrative Response

Below, you have been provided with your college's basic skills credit course completion and improvement rates for 2007-2010, the same data that is used in the ARCC Basic Skills Supplemental Report in Tables E2/E3.

Annual Successful Course Completion Rate for Credit Basic Skills Courses (in percent)

	2007-2008	2008-2009	2009-2010
Mathematics	55.5	49.8	54.1
Writing	62.3	55.5	61.0
Reading	53.0	54.7	63.2
ESL	72.4	80.6	76.2
All Basic Skills	60.5	58.0	59.9

Improvement Rates for ESL and Credit Basic Skills Courses over three years (in percent)

	2005/06 to 2007/08	2006/07 to 2008/09	2007/08 to 2009/10
Mathematics	55.4	64.6	67.2
Writing	65.3	67.9	62.2
Reading	56.3	52.3	67.9
ESL	46.2	82.3	59.2
All Basic Skills	58.4	63.2	65.6

Questions from Sec. 2 (Limited to 200 word responses for each)

1. In terms of expenditure from the basic skills allocation, what were the top five basic skills activities/interventions for your college during the last year?

Activity/Intervention	Effective Practices ID
Support facilitation and coordination of the campus writing center	D.2.1,4
Support facilitation and coordination of the campus Math Study Hall (MaSH)	D.2.2,4
Support mandatory orientation for Basic Skills matriculated students during the summer	A.4.1,2 B.1.1,4 B.3.1 D.9.2
Offer academic probation workshops to remove students from probationary status	A.4.1,2 B.1.1,4 B.3.1 D.9.2
Support English/ESL faculty and staff's efforts to review and develop more effective placement procedures with the use of a writing sample	B.1.3,5

2. In what way do you think these five activities/interventions impacted your basic skills improvement and completion rates? Please explain.

Santiago Canyon College's five interventions provide an effective holistic approach for assisting basic skills students, through the collaborative efforts of the English, math, ESL, and counseling departments. From the onset of matriculation, more than 600 basic skills students participate in mandatory orientation where they are exposed to college expectations, study skills, and a recommended schedule exclusively comprised of foundations courses: developmental English/ESL, math, reading, and counseling. Furthermore, their placement into English or ESL is validated by the joint efforts of faculty members from both departments who determine course level based on normative writing samples and multiple measures rather than a multiple-choice placement test. Once advised into the appropriate courses, approximately 2,500 basic skills math and English students receive supplementary instruction and guidance in our Writing Center and Math Study Hall (MaSH) which directly align with their regular classroom curriculum. If a basic skills student begins to struggle academically and is placed on academic probation, SCC counselors offer workshops to get these students back on the course to success. Ultimately, SCC's individual activities/interventions collectively

demonstrate slow but steady progress as evidenced by the 7% increase in our improvement rates for basic skills students over the identified years.

3. What activity/intervention worked particularly well for your college/center? Please explain.

Although there is progress associated with each one of our activities, Early Decision orientation and registration seem to be especially effective. Early Decision is a program that entitles high school seniors from four high schools in the Orange Unified School District to go through the matriculation and registration process for fall semester while also providing critical information on SCC programs and services. Each fall, approximately 625 basic skills students participate in an orientation with a counselor, receive their mandatory placement test results for English and math, and are advised into their fall schedules, with the intent to encourage them to take their basic skills classes immediately. SCC counselors present students with a variety of fixed offerings/course pairings which guarantee a full-time schedule designed specifically for basic skills learners. Before the Early Decision program was implemented, students would often enroll in transfer-level psychology, political science, and history classes while taking developmental writing, thereby lowering their chances of passing. Specifically, SCC research data from Fall 2008 show that students who were placed into remedial math and or English but chose to enroll in Political Science 101 had only a 60% success rate; however, students who had completed their pre-collegiate coursework before taking Political Science 101 had a 72% success rate. In essence, the Early Decision orientation with SCC counselors along with the course pairings for matriculating students are effectively promoting success within the basic skills population.

4. What activity/intervention didn't work well for your college/center? Please explain.

According to the ARCC report, the activities in the campus Writing Center over the last three years do not reflect observable differences in success rates. However, those numbers do not accurately depict our impact on basic skills students, nor do they represent the fault of faculty. Informal data collected at the end of the semester indicates improvement in students' perception of their writing abilities even though that perception may not be directly translating to their successful completion of English courses. Of the 387 respondents to a short survey given in the Writing Center during the fall of 2009, for example, 86% (332) reported that the Writing Center better prepared them for English 101 and assisted them in writing essays for courses in other disciplines, such as Human Development and History, specifically by giving them a stronger understanding of grammar. What has not worked well is determining what additional activities to address in the Writing Center curriculum that will more extensively support and align with the objectives of the basic skills courses. Although grammar instruction is a strong Writing Center component and an integral part of our developmental education courses' student learning outcomes, it is just one component, and one of our major planned action items for the coming year is to explore what other elements need to be included in the core Writing Center curriculum to better link it to course success rates.

5. What challenges did you face in engaging in these activities/interventions?

Although the Basic Skills Initiative has helped to support funding for our Writing Center and MaSH, external economic factors have impacted these programs, resulting in cuts to the college's general funds and a reduction in sections and offerings. In 2007-2008, when the Writing Center became an extension of the classroom curriculum, student success rates increased by 9%. The following year (2008-2009) that number declined by 6%. That was the same year when the lean budget dictated a 21% cut to the Writing Center's hours of operation—from 738 total hours for fall, spring, and summer down to 592 hours. Another challenge is the struggle to staff thirty-four basic skills courses and Writing Center hours each semester with full-time faculty or veteran adjuncts. Instead, we typically have more than 40% staffed by adjuncts and some even brand new to our campus. The Writing Center facilitator strains to coordinate the efforts of the faculty to create consistency in curriculum delivery. Prior to BSI funding, both the Writing Center and MaSH did not have permanent locations which limited their accessibility to students. Although they now have allocated spaces, the rooms are insufficient to serve all basic skills students, housing only one or two classes at a time. In essence, SCC has been challenged in terms of our facilities, funding, and staffing.

6. What type of support, financial and otherwise, do you need to engage more deeply in these activities/interventions?

It is clear from the evaluation of our programs that we need continued financial and administrative support to increase the success of our basic skills students as they work their way into transfer-level courses. Specifically, we hope that the college recognizes the importance of all of our basic skills projects and prioritizes them as institutional commitments. In doing so, we could expand our Early Decision program beyond just one school district and offer more workshops to students on academic probation; we could permanently alter our English placement testing procedures to include a writing sample and further scrutinize our assessment tools with respect to student learning outcomes. We could strengthen campus-wide access to our learning centers and add Instructional Assistants to both MaSH and the Writing Center. Furthermore, we could broaden the Accelerated Learning Program (ALP) implemented by the English Department as a pilot this semester, allowing students placed one level below English 101 to still enroll in the class as long as they take an additional 2 unit Foundations course. Finally, as more is demanded of us in terms of assessment, we need strengthened support from our district research department to track our students' progress through the basic skills sequence, so we can accurately gauge which intervention measures are working and which are not.

7. Additional comments

When considering the basic skills improvement rates for both math and English, we are encouraged to see a 5% increase over the last five years (from 59.6% to 65%). The annual course completion rate for credit English basic skills has remained fairly constant over the three time periods. Although some of our numbers are below passing, we are still higher than the state average where less than 55% of students complete recommended remedial courses. As noted in the 2011 program review for SCC's English Department, we have a high success rate (62.26%) in our three basic skills courses (N50, N60, and 061) than in English 101, our Freshman Composition course (59.7%) Although we strive to bring both numbers up to passing, we attribute the higher number partly to the increased support services we provide in the Writing Center. Again, the Math and English Department are confident that part of our progress has resulted from the added instruction and directed learning associated with the campus MaSH and Writing Center and with the guidance of SCC counselors who are successfully walking our basic skills students through the placement, advisement, and orientation processes.

Section 3 of the Report: Data Analysis of Two BSI-Funded Programs: Writing Center and MaSH

Background Information on the SCC Writing Center

At Santiago Canyon College, as of 2007-2008, all students enrolled in our two major developmental writing courses, English N60and 061, are required to attend an additional 50 minutes each week in the Writing Center where they work on a uniform curriculum re-emphasizing key concepts covered in these basic skills courses and providing students with extra opportunities to ask questions, collaborate with peers, and improve their writing assignments. The instructor for the Writing Center session is usually not the professor for the class, and the N60 and 061 professor is the one responsible for issuing a single course grade—one that is comprised of all of the regular N60/061 requirements with 15% of a student's overall grade coming from the Writing Center work. The Writing Center curriculum is consistent for all sections because every student is working through the same materials from the department's *Writing Center Guide and Workbook* as well as following the same week-to-week agenda. The Writing Center coordinator is responsible for training the Writing Center instructors as well as passing along the agendas and materials to professors in weekly email updates.
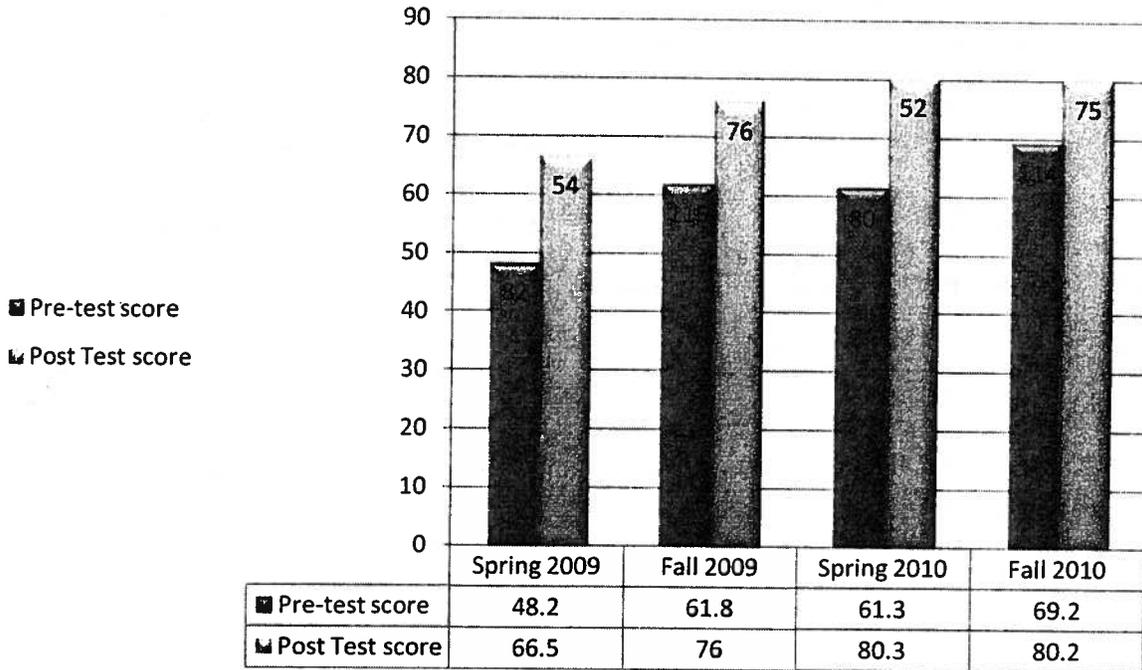
Writing Center Curriculum

The activities of the Writing Center are designed to support the student learning outcomes of each course, particularly with enhanced instruction of grammar and mechanics. The two SLOs of English N60and 061 state that students will (1) Use the writing process to compose paragraphs and short essays that contain unity, coherence, development, logic and **grammatical precision**, and (2) Analyze written texts for content, structure, and **grammatical precision**.
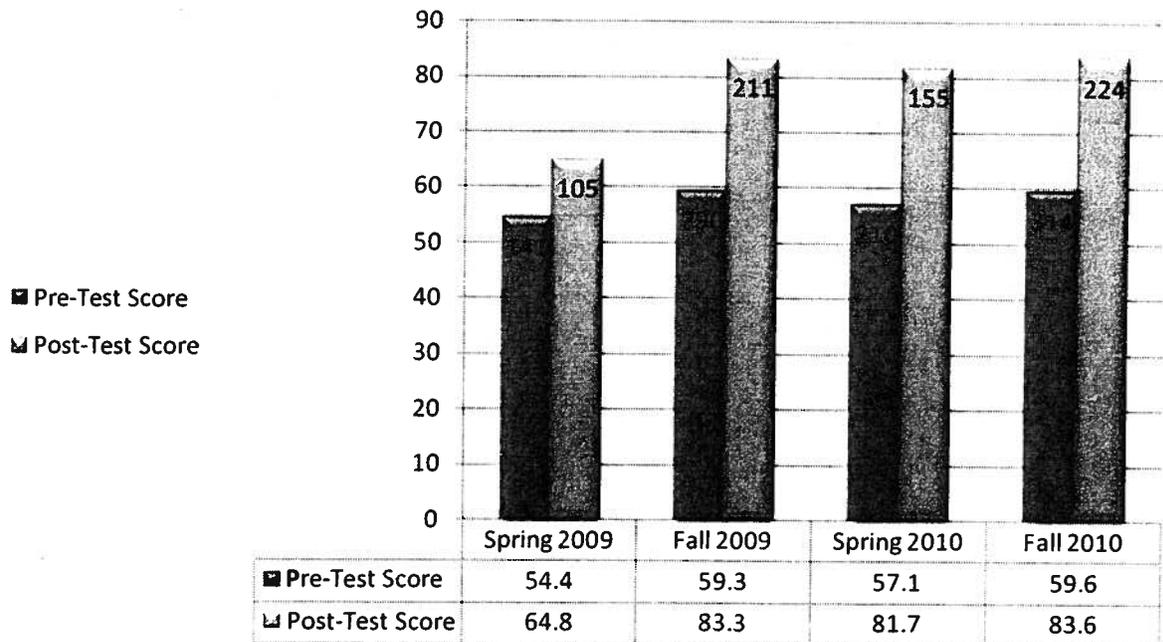
Method of Evaluation: Pre-Test/Post-Test

During the first week of the semester, students in the Writing Center take an online Diagnostic/Pre- Test comprised of 100 plus questions covering basic grammar and punctuation issues, such as subjects, verbs, fragments, run-ons, commas, and apostrophes. These same areas are addressed during the N60/061 courses but emphasized during Writing Center sessions through practice exercises, lectures, homework, and online activities. At the end of the semester, students take an online Post-Test, covering the same topics, in the same format, as the Pre-Test.

The following two graphs represent data from Spring 2009-Fall 2010. The tests were not given prior to these dates. Each semester reflects significant improvement in students' scores.

English N60

	Spring 2009	Fall 2009	Spring 2010	Fall 2010
Pre-test score	48.2	61.8	61.3	69.2
Post Test score	66.5	76	80.3	80.2

Legend:
- Pre-test score
- Post Test score

English 061

	Spring 2009	Fall 2009	Spring 2010	Fall 2010
Pre-Test Score	54.4	59.3	57.1	59.6
Post-Test Score	64.8	83.3	81.7	83.6

Legend:
- Pre-Test Score
- Post-Test Score

Retention Rates

Retention rates have remained consistent as noted by the number of students who take the pre-test at the beginning of the semester compared to those who remain to take the post-test at the end.

English N60	65.8%	66%	65%	66%
English 061	74.4%	73%	73.8%	71.3%
	Spring 2009	**Fall 2009**	**Spring 2010**	**Fall 2010**

Common Curriculum: Variance Across Writing Center Sections, Fall 2010 Data

The English Department is encouraged by the fact that the common curriculum of the Writing Center is effectively delivered so as to result in a small variance, a small measure of difference between the post-test scores across sessions, even though these Writing Center sessions are taught by different instructors. This small variance suggests that students are responding to the curriculum in a consistent, progress-oriented way.

We have seen these same variations over the last two years.

English 061

Instructor	Enrolled	Pre-Test %	Post-Test %
A	29	60	84
B	30	59	83
C	29	60	85
D	25	63	85
E	33	57	84
F	27	63	83
G	29	60	83
H	27	59	82
I	30	59	84
J	23	54	82
K	32	62	85
Variance		**6.2**	**1.1**

11 sections of English 061, taught by 11 different instructors.

Variance changed from 6.2 to 1.1

English N60

Instructor	Enrolled	Pre-Test %	Post-Test %
A	36	67	79
B	20	74	82
C	27	66	82
D	31	70	78
Variance		9.7	3.2

> 4 sections of English N60, taught by 4 different instructors.
>
> Variance changed from 9.7 to 3.2.

Our Conclusions & Future Goals

The change in variance from the beginning and end of the semester suggests that students begin the semester with different skill sets, but, with our emphasis in the Writing Center, are able to reach a fairly level playing field, at least in terms of grammar and mechanics.

Students are clearly improving in the areas we emphasize in the Writing Center, areas they constantly tell us they do not address in high school; unfortunately, those areas are not significantly translating to success in the courses.

Our analysis shows that we need to make these feats better translate into successful course completion rates by expanding our Writing Center activities so they more broadly address elements of the course student learning outcomes. One of our major planned action items for the coming year is to closely evaluate the scope of our Writing Center curriculum and better align it with the curriculum of the English N60 and 061 classes. In doing so, we hope to increase our success rates by at least 3%.

Another consideration as to why the Writing Center progress may not be demonstrated in course completion is the fact that only 15% of the English N60 and 061 grade is comprised of Writing Center work, meaning students may do well with this 15% but not with the remaining 85% in their classroom. Again, with better alignment, we hope to make the activities in both the classroom and the Writing Center work toward overall student success.

5] 2011-2012 ESL/Basic Skills Allocation Expenditure Plan
Due October 10, 2011

Basic Skills funds allocated in 2011-2012 expire as of June 30, 2014, and cannot be expended beyond that date. All unexpended funds as of July 1, 2014, will revert back to the State Budget. Enter the total planned expenditure by category through the expiration of the funds on July 1, 2014. Original signatures are required of the Chief Executive Officer and the Academic Senate President.

District: _____

College: Error! Reference source not found.

2011-2012 Basic Skills Contact Information (Provide the names, positions, and emails for all individuals at your college who should receive communications regarding the Basic Skills Allocation):

Name	Position	Email

Category	Planned Expenditure by Category
A. Program and Curriculum Planning and Development	$109,289
B. Student Assessment	$4,000
C. Advisement and Counseling Services	$20,000
D. Supplemental Instruction and Tutoring	$45,000
E. Articulation	
F. Instructional Materials and Equipment	$5,000
G.1 Coordination	
G.2 Research	
G.3 Professional Development	
TOTAL	$183,289

_____   _____
Signature, Chief Executive Officer   Date

_____   _____
Signature, Academic Senate President   Date

Academic Senate of Santiago Canyon College

Proposed resolution, presented by Danielle "Danny" Martino

F11 1.01 Transition from a Motion Based to Resolution Based Structure

Whereas, The Academic Senate of Santiago Canyon College (AS-SCC) falls under the Brown Act that recommends using a resolution format for action items, that action items are stated on the published agenda, and that no actions, without appearing, on the agenda be voted on except for emergency situations (see Appendix A); and

Whereas, That confusion has often developed over the formation and tasks of ad hoc committees and task forces, clarification is needed on directed tasks of committee, and appropriate information needs to be clearly researched and presented to the AS-SCC in order to fully inform the senators constituents of committee tasks; and

Whereas, Formal resolutions from the AS-SCC would serve as a central and key component of articulating the voice of the faculty, as well as provide historical documentmentation of positions, formation of ad hoc committees, changes to standing committee tasks and structures could be easily referenced if resolutions were utilized as the primary mode of AS-SCC direction and maintained in hard copy and electronic copy on the AS-SCC website; and

Whereas, The Academic Senate of Community Colleges has historically used the resolution process and has guidelines in resolution writing in place (see Appendix B);

Resolved, That the Academic Senate of Santiago Canyon College adopt a resolution approval process rather than a motions from the floor process of taking action; and

Resolved, That the Academic Senate of Santiago Canyon College use the adopted guidelines set forth from the Academic Senate of California Community Colleges on resolution writing; and

Resolved, That the Academic Senate of Santiago Canyon College set up and maintain a hard copy folder of any adopted resolutions and an electronic version of approved resolutions on the AS-SCC website.

Appendix A: Brown Acts Do's and Don'ts for Academic Senates

Appendix B: Resolution Writing and General Advice

BROWN ACT DO.S AND DON.TS FOR ACADEMIC SENATES

This summary does not substitute for legal opinion or serve as an official interpretation of the statutes. Readers are cautioned to use this summary information judiciously.

<div align="right">
Relations with Local Senates committee
The Academic Senate for California Community Colleges
June 1996, Revised June 1998
</div>

BROWN ACT COVERAGE

The Brown Act applies to the meetings of all legislative bodies (GC 54952) which includes:
1. The Board of Trustees
2. Any subcommittee of task force created by the Board with a majority of Board members
3. Any subcommittee or task force created by the Board which has a definite, ongoing charge (either decision-making or advisory) OR has a regular meeting schedule set by the Board, regardless of Board membership.

THIS MEANS THAT THE BROWN ACT APPLIES TO THE ACADEMIC SENATE AND ALL COLLEGE COMMITTEES RECOGNIZED BY THE BOARD AS ADVISORY OR DECISION MAKING IN ITS BOARD POLICIES.

A meeting of a legislative body (GC 54952.2) occurs whenever a majority of members gather to discuss business within their charge with the following exceptions. All exceptions require that a majority of members do not discuss among themselves any business within their charge.
1. attendance at a conference
2. an open meeting of some other group to address local issues (even a Board-recognized group under the definition of .legislative bodies.), and
3. social gatherings

THIS MEANS THAT A MAJORITY OF SENATE MEMBERS CAN GO TO CONFERENCES, UNION MEETINGS, OR OTHER GATHERINGS IF THEY DO NOT DISCUSS SENATE BUSINESS AMONG THEMSELVES.

AGENDAS
Required: (GC 54954.1 . 3)
Include time and place (must be within district with some exceptions).
Mail agenda one week before meeting to those who request it.
Post agenda 72 hours before meeting.
Special meetings require 24 hour notice and are limited to agenda items.
Senates do not call emergency meetings (which do not require 24 hour notice).
Allow for public comments before or during discussion of agenda items (no sign in requirements).
Include all action items on the agenda, with a brief description.
Recommended:
Use resolution format for action items.

Have a first reading at the meeting before action is taken.
Sections: approval of minutes and agenda, public comment, reports (officers, liaisons, committees), action items (first or second reading), discussion items (no action)

MEETINGS

Required: (GC 54952.2, 54953-.6, 54957.5-.9, 54957-.7)
All meetings are open; closed session are for litigation (the senate is or will be sued), personnel matters (senate has the responsibility for evaluating a senate employee) or negotiating with a bargaining agent (the senate does not do this).
All votes are open; no secret ballots.
Action is limited to those items on the agenda.
Exception: action may be taken on a non-agenda item, but this requires:
1. that the need for immediate action was discovered after the agenda was posted, and
2. a vote of two-thirds of all members (not just those present) or unanimous if less than two-thirds of members are present.

Members may respond to public comments but not take action (time limits may be used).
All items distributed by the Senate before or during meetings must be available to the public at the meeting (reasonable fees may be charged).
Exception: items under Title 1 Sections 6253.5, 6254, or 6254.7.
Recommended:
Bring extra copies of documents which may have been distributed at previous meetings and make these available to the public for discussion of action items.
If others bring items to distribute, you are not required to provide public copies immediately, but offer to send copies later to those who request them in writing (use a sign-up list).
Be careful what you distribute at meetings.these are now public documents.
Set time limits for discussion, particularly for public comments (e.g., 15 minutes total and 3 minutes per person on each action item).
Senates usually allow public comment on agenda items during the discussion of that item. Use the public comments section of the agenda for citizen.s items not on the agenda.
Keep discussion within the scope of the agenda item.

BROWN ACT SITUATIONS

Which of the following are violations of the Brown Act?
1. A Board member is pushing an issue by calling each of the other members, one after the other, to argue for a favorable vote.
2. The college president has lunch with the President of the Board each Wednesday to talk district business.
3. The majority of the Board members attend the conference of the California Community College League.

4. The Board requires members of the public to sign in before speaking under public comments.
5. Your mailed notice of a regular Board meeting is postmarked three days before the meeting date.
6. The Board agenda is posted on Saturday at 8:00 a.m., for a Tuesday night board meeting.
7. The president of the academic senate has an emergency item and decides to poll the executive officers prior to the regular senate meeting.
8. The Board forms a subcommittee to study a specific subject and report back to the full board.
9. The administration discusses a management reorganization in concept with the Board in closed session.
10. During public comment, an issue is raised and the senate promises to take action but does not do so with a formal motion.

1) Violates 54952.2. 2) OK. 3) OK if business not discussed: 54952.2c2. 4) Violates 54953.3. 5) Must be 1 week: 54954.1. 6) OK 72 hrs: 54954.2. 7) Violates 54952.2. 8) Subject to Brown Act: 54952. 9) Violates 54962. 10) Violates 54854.2: action on non-agenda item.

Open Meeting Laws In California The Brown Act
Government Code §54950-54960.5

This guide is intended to be a quick reference on the Brown Act as of February 10, 1996. It does not substitute for research or consultation with a lawyer on detailed questions. It is intended to address the most common access problems, but can.t cover everything.
First Amendment Project:
www.well.com/user/fap/index.html
This page maintained by fap@well.com
THE BASICS

Meetings of public bodies must be .open and public,. actions may not be secret, and action taken in violation of open meetings laws may be voided (§§54953(a), 54953(c), 54960, 54960.1).
WHO.S COVERED
1) Local agencies, including counties, cities, school and special districts (§54951).
2) .Legislative bodies. of each agency are the boards whose meetings are governed by the Brown Act . the agency.s governing body plus any board, commission, committee, task force or other advisory body created by the agency, whether permanent or temporary (§54952(b)). Collectively these will be called .covered boards..
3) Any standing committee of a covered board, regardless of number of members (§54952(b)).
4) Nonprofit corporations formed by a public agency or which includes a member of a covered board and receives public money from that covered board (§54952).
5) NOT affected are: meetings of ad hoc, advisory committees consisting of less than a quorum of the covered board (§54952(b)); most nonprofit corporations; courts and court agencies; state government. (See Bagley-Keene Act for state agencies, §§ 11120-11132.)

WHAT.S COVERED
A .meeting is any gathering of a majority of the members of a covered board to hear, discuss, or deliberate on matters within the agency.s or board.s jurisdiction. .Note: no vote or action is required for the gathering to be a meeting, nor must the members meet face-to-face (§54962.2).
MEETING RULES

To preserve the public.s rights under the Brown Act, an agency must:
• Post and send notice and an agenda for any regular meeting (§§54594, 54954.2): mail notice one week before regular and special meetings to those who request it (§54954.1): notice special and emergency meetings (§54956, §54956.1).

- Notify the media of special or emergency meetings (§54956, §54956.5); allow media to remain in meetings, cleared due to public disturbance (§54957.9).
- Limit action to items on the agenda, absent special circumstances (§54954.2(a)(b)).
- Hold meetings in the jurisdiction of the agency except in limited circumstances (§54954(b)(1)-(4),(c),(d),(e)), and in places accessible to all, with no fee (§54961(A)).
- Do not require a .sign in. for anyone (§54953.3)
- Allow recording and broadcast of meetings (§54953.5(a)), and let the public have a copy of and listen to any recording made by the agency of its open meetings (§54953.5(b)).
- Allow the public to address the covered board at regular or committee meetings. On any item in the agency.s jurisdiction (§54954.3(a)).
- Conduct only public votes, with no secret ballots (§54953(c)).
- Treat documents as public .without delay,. if distribution before or at the meeting, unless they are also exempt under the Public Records Act (§54957.5).

WHAT IF.
- A council member is on a board of a nonprofit corporation . is it covered? YES, if the council appointed him or her, and funds the corporation (§54952(c)(2)).
- An agency delegates authority to some other entity . is that entity covered? YES, if it was created by the agency.s elected body) §54952(b)(c)(1)).
- A council committee meeting has less than a quorum . is it required to meet openly? YES, if the committee has either a set meeting schedule or a continuing subject matter jurisdiction (§54952(b)).
- A quorum of an agency is at a social gathering . is that a violation? NO, so long as the members do not discuss business matters within their jurisdiction (§54952.2(b)(4)). BUT regular .social. gatherings like luncheons are meetings, since it.s likely public business is discussed (43 Opps. Atty. Gen. 36 (1964)).
- Members use individual contacts to collectively decide an issue . Is that a violation? YES. Information communicated to a quorum through a series of contacts, individuals phone calls (.daisy chain.), or a third person (.spoke and wheel.) to evade the public is a .meeting. (§54952.2(a)(2); 63 Opps. Atty. Gen. 820 (1980); Stockton Redevelop Agency, 171 CA 3d 95 (1985); Common Cause v. Stirling, 147 CA 3d 518 (1983).
- Agency members attend a conference and call another member . is this covered? NO, so long as they do not discuss specific business matters within their jurisdiction (§54952.2(b)(2),(3)).
- A meeting is held by video-teleconference. This is ALLOWED, for testimony and deliberation only, if the public.s rights are protected (§54953(b)).

RULES FOR CLOSED MEETING
Closed meetings are the exception, and permitted only if they meet defined purposes and follow special requirement (§54953(a), (c), §54954.5, §54962).
EVEN AT CLOSED SESSIONS:
Special public notice and agenda requirements apply §54954, 54954.2, 54954.5). All actions taken and all votes in closed session must be publicly reported orally or in writing within 24 hours (§54957.1), and copies of any contract or settlements approved must be made available promptly (§54957.1(c)).
CLOSED MEETINGS MAY BE HELD FOR:
PERSONNEL.
Only to discuss the appointment, employment, performance, evaluation, complaints about or dismissal of a specific employee or potential employee (§54957). (The employee may request a public meeting on any charges or complaints). Closed sessions are NOT ALLOWED for general employment discussions; independent contractors not functioning as employees; salary discussions; any elected official or member of the covered board; .the local agency.s available funds, funding priorities or budget..
PENDING LITIGATION:

Only if open discussion .would prejudice the position of the agency in the litigation.. The litigation must be named on the posted agenda or in open session (§54956.9).
To qualify, the agency must:
- • Be a party to pending litigation (§54956.9(a));
- • OR expect, based on certain specifies facts, to be sued (§54956.9 (b)(1), (2));
- • OR expect to file suit itself (§54956.9(c)).

LABOR NEGOTIATIONS
- • Only to instruct the agency.s negotiator.s on compensation issues (§54957.6). (Note: school districts are covered by the Rodda Act.)

PROPERTY NEGOTIATIONS
- • Only to discuss, with an agency.s bargaining agent, price or payment terms. The parcel name of the prospective seller or purchaser must be on the agenda. Final price and payment terms must be disclosed when the actual lease or contract is discussed for approval (§54956.8).

OTHER
- • Other closed meetings include license and permit applications for people with criminal records (§54958.7); threats to public services or facilities (§54957); Insurance pooling (§54956.95).

WHAT TO DO IF:
A MEETING IS CLOSED THAT SHOULD BE OPEN
- • Refuse to leave, and use this Guide to check the law, to protest and enforce all notice requirements
- • Leave only of ordered by law enforcement
- • Call your editor or lawyer at once

AN ILLEGAL CLOSED MEETING HAS BEEN HELD
- • Ask participants what happened, and get reports of actions taken and copies of contracts approved.
- • Call first Amendment Project, (http://www.well.com/user/fap/index.html), Society of Professional Journalists (http://town.hall.org/places/spj) or California First Amendment Coalition (http://ccnet.com/CSNE/cfac.html).
- • Write a story or letter to the editor about it
- • Contact the District Attorney under §54980(a) against violations or a .gag rule. imposed on a body.s members.
- • A court may:
  - o Force the agency to make and preserve tapes of closed sessions (§54960(b));
  - o Declare actions taken null and void (§54960.1)
  - o Award costs and attorneys fees (§54960.5).

Government Code on Public Meetings
The Ralph   M. Brown Act
Some relevant sections of the Government Code
54951 As used in this chapter. .local agency. means a county, city, whether general law or chartered, city and county, town, school district, municipal corporation, district, political subdivision, or other local public agency.
54952 As used in this chapter, .legislative body. means the governing board, commission, directors or body of a local agency, or any board or commission thereof, and shall include any board, commission, committee, or other body on which officers of a local agency serve in their official capacity as members and which is supported in whole or in part by funds provided by such agency, whether such board, commission, committee, or other body is organized and operated by such local agency or by private corporation.
54952.2 As used in this chapter, .legislative body. also means any board, commission, committee, or similar multimember body which exercises any authority of a legislative body lo a local agency delegated to it by that legislative body.
Meetings of the academic senate or faculty council of a California community college are subject to the open meeting requirements of the Ralph M. Brown Act (Section 54950 et seq). [66 Ops. Atty. Gen. 252, 7-28-83]
54953 (a) All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of the local agency, except as otherwise provided in this chapter.

(b) Not with standing any other provision of law, the legislative body of a local agency may use video teleconferencing for the benefit of the public or the legislative body of a local agency in connection with any meeting or proceeding authorized by law. The use of video teleconferencing, is authorized by this chapter, shall be limited to the receipt of public comment or testimony by the legislative body and to deliberations of the legislative body. If the legislative body of a local agency elects to use video teleconferencing, it shall post agenda at all video teleconference locations and adopt reasonable regulations to adequately protect the statutory or constitutional rights of the parties or the public appearing before the legislative body of a local agency. The term .video teleconference. shall mean a system which provides for both audio and visual participation between all members of the legislative body and the public attending a meeting or hearing at any video teleconference location. This section shall remain in effect until January 1, 1994, and on that date is repealed unless a later enacted statute, which is chaptered before January 1, 1994, deletes or extends that date.

54952.6 as used in this chapter, .action taken. means a collective decision by the majority of the members of a legislative body, a collective commitment or promise by a majority of the members of a legislative body to make a positive or negative decision, or

an actual vote by a majority of the members of a legislative body when sitting as a body or entity, upon a motion, proposal, resolution, order, or ordinance.

54953.5 Any person attending an open and public meeting of a legislative body of a local agency shall have the right to record the proceedings on a tape recorder in the absence of a reasonable finding of the legislative body of the local agency that such recording constitutes, or would constitute, a disruption of the proceedings.

The Brown Act requires

1. Agendas posted at least 72 hours before a regular meeting. Agenda must contain a brief general description of each item of business to be transacted or discussed at the meeting. (54954.2)
2. No action shall be taken on any item not appearing on the posted agenda except for emergencies, in instances where two-thirds of the legislative body (or all if less than 2/3 are present) determine that the need for action arose after the agenda was posted, or the item was posted for a prior meeting not more than five calendar days prior to the meeting and the item was continued to the meeting at which action is to be taken. (54954.2)
3. Meetings of public agencies be open and public (54952.3, 54953)
4. Notice of meetings must be delivered to those requesting notice at least 24 hours before the time of such meeting (54952.3)
5. If regular meetings are held, they must be provided for in bylaws or some other rules of the body. In this case, no other notice is required. (54952.3)
6. Special meetings may be called by the presiding officer, or by a majority vote of the members of the legislative body. Only business described in the notice of the meeting can be considered. (54956)

Note: failure of any person to receive notice does not constitute grounds for any court to invalidate the actions of the legislative body for which the notice was given. (54954.1)
M. Hittelman
4/18/91

Defining And Understanding
The Role Of The Academic Senate
Excerpts From Title 5

SECTION 53200 DEFINITIONS

Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters.

Academic and Professional matters means the following policy development and implementation matters:
  1. Curriculum, including establishing prerequisites.
  2. Degree and certificate requirements.
  3. Grading policies.
  4. Educational program development.
  5. Standards or policies regarding student preparation and success.
  6. College governance structures, as related to faculty roles.
  7. Faculty roles and involvement in accreditation processes.
  8. Policies for faculty professional development activities.
  9. Processes for program review.
  10. Processes for institutional planning and budget development.
  11. Other academic and professional matters as mutually agreed upon.

Consult Collegially means that the district governing board shall develop policies on academic and professional matters through either or both of the following:
  1. Rely primarily upon the advice and judgment of the academic senate, OR
  2. The governing board, or its designees, and the academic senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

SECTION 53203 POWERS

A) The governing board shall adopt policies for the appropriate delegation of authority and responsibility to its college <u>academic senate</u>.

B) In adopting the policies described in section (a), the governing board or designees, shall <u>consult collegially</u> with the <u>academic senate</u>.

C) While <u>consulting collegially</u>, the <u>academic senate</u> shall retain the right to meet with or appear before the governing board with respect to its views and recommendations. In addition, after consultation with the administration, the <u>academic senate</u> may present its recommendations to the governing board.

D) The governing board shall adopt procedures for responding to recommendations of the <u>academic senate</u> that incorporate the following:

  1. When the board elects to rely primarily upon the advice and judgment of the <u>academic senate</u>, the recommendation of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted.

  2. When the board elects to provide for mutual agreement with the <u>academic senate</u>, and an agreement has not been reached, existing policy shall remain in effect unless such policy exposes the district to legal liability or fiscal hardship. In cases where there is no existing policy, or when legal liability or fiscal hardship requires existing policy to be changed, the board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

E) An academic senate may assume such responsibilities and perform such functions as may be delegated to it by the governing board.

F) The appointment of faculty members to serve on college committees shall be made, after consultation with the chief executive officer or designee, by the academic senate.

SECTION 55002: STANDARDS AND CRITERIA FOR C OURSES AND CLASSES
(1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

EDUCATION CODE: Selected Passages Specifying the Roles of the Academic Senate

SECTION 70902 (b)(7) GOVERNING BOARDS; DELEGATION
The governing board of each district shall establish procedures to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

SECTION 87359 (b) WAIVER OF MINIMUM QUALIFICATIONS; EQUIVALENCY
The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate. The process shall further require that the governing board provide the academic senate with an opportunity to present its views to the governing board before the board makes a determination.

SECTION 87360 (b) HIRING CRITERIA
Hiring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by the representatives of the governing board and the academic senate.

SECTION 87458 (a) ADMINISTRATIVE RETREAT RIGHTS
The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate. The process shall further require that the governing board provide the academic senate with an opportunity to present its views to the governing board before the board makes a determination.

SECTION 87610.1(a) TENURE EVALUATION PROCEDURES
The faculty's exclusive representative shall consult with the academic senate prior to engaging in collective bargaining regarding those procedures.

SECTION 87663 (f) EVALUATION PROCEDURES
The faculty's exclusive representative shall consult with the academic senate prior to engaging in collective bargaining regarding those procedures.

SECTION 87743.2 FACULTY SERVICE AREAS

The exclusive representative shall consult with the academic senate in developing its proposals with regards to faculty service areas.

RESOLUTION WRITING AND GENERAL ADVICE

Resolution Writing

Since the resolution process guides the work of the Senate, care should be taken in developing the resolutions. The following are some guidelines for Senate resolutions, as well as recommendations for proper resolution writing. When in doubt, consult with the Resolution Chair or Executive Director.

1. **Four is the Limit:** Resolutions cannot contain more than four "whereas" or "resolved" statements (this is a requirement per the published resolutions process for session).
2. **Homework:** The Senate has hundreds of resolutions, and they are accessible for review on its web site, www.asccc.org . It is possible that a resolution already exists for the position you wish to take. Please review the existing resolutions first so that duplication can be avoided.
3. **An Introduction:** Consider using the first "whereas" as an introduction, outlining the situation in general or providing background and indicating the people or groups involved before justifying your resolutions in the other "whereas" statements.
4. **Acronyms:** Write out the names of groups or organizations in your first reference to them in your resolution. The full name may be followed by a parenthetical abbreviation, which you may then use for future references.
5. **Make the Point:** Be as direct and to the point as possible. Cleverness that makes a resolution less clear will likely cause that resolution to be defeated, amended, or referred.
6. **Avoid Lumping:** Limit yourself to one reason in support of or in defense of your resolution per "whereas" statement. Lumping too much into one statement causes confusion and is likely to provoke calls for revision.
7. **Professionalism Preferred:** Avoid personal attacks or insults of any person or group, even subtle ones. No matter how justified the statement or how offensive the target, such attacks will almost inevitably draw opposition from some members of the voting body.
8. **Only Senate Action:** Remember that Senate resolutions can only direct the Academic Senate to take action. The Academic Senate does not have the authority to direct or require action from any other group or individual, including local senates. Your resolution can do such things as request or recommend actions from others, or it can endorse or support a position, but it can only direct action from the Senate itself.
9. **Reality Check:** If your resolution directs an action by the Senate, be certain that the action is possible for the Senate to accomplish. Specifically, remember that the Senate cannot absolutely ensure or prevent the actions of any other body. Some qualifying or alternative terms, such as "work with [other body] to ensure" rather than "ensure," or "oppose" rather than "prevent," may help to produce a more realistic resolution.
10. **Word Choice:** Judiciously use words such as "any," "every," "all," "never," "none," or other qualifiers that make sweeping generalizations.

11. **Models:** You may benefit from reading some past examples of resolutions for ideas about structuring and phrasing your resolution.
12. **Resolution Title:** Be sure that the title of the resolution accurately reflects the content of the resolution.
13. **Citing Legislation:** Cite the dates on stated legislation or regulations included in the resolution.
14. **Facts:** Resolutions are best received when the focus is on facts versus rhetoric.
15. **Hard and Soft Copy:** Resolutions and amendments submitted at session in soft copy must be accompanied by a hard copy (printed versions are fine).
16. **Amendments:** Amendments are made to the original resolution (the main motion).
17. **Senate Papers:** All of the Academic Senate adopted papers contain recommendations to local senates as well as to the state senate. These recommendations are considered to be directions to the field and are comparable to resolutions. Review the recommendations in Senate papers related to your topic to see if your issue has already been addressed.

Advice on Wording for Resolutions

The wording of an Academic Senate resolution is an important matter that can sometimes prove tricky or confusing. A resolution with controversial, unclear, or offensive wording can lead to prolonged debate on the session floor and can ultimately cause a resolution to be delayed and rejected, even when its ideas are worth approving. In order to help resolution writers avoid such frustrating experiences, the Resolutions Committee offers the following advice in order to help you avoid wording and issues that have raised objections in the past:

- **Recommend:** If using the word "recommend" within your resolution, be very clear and cautious about what you are recommending and to whom. Make certain that any recommendation is directed to a specific body with authority over the issue in question, and make certain that the Academic Senate has standing to make such a recommendation.
- **Ensure:** If using this term, be certain that the Senate has the power to fulfill the goal of your resolution. The Senate may not have the power to ensure many outcomes, especially on its own. In many cases, better phrasing might ask the Senate to work in cooperation with another group to ensure or to accomplish the outcome.
- **Assert or Affirm:** "Assert" and "affirm" imply that the Senate is taking a specific position on an issue, and these terms have often been used in resolutions relating to matters on which the Senate has not yet researched and developed a clear position. Be cautious about what stand you ask the Senate as a statewide body to take without proper discussion and foundation.

  It may also be the case that the Senate has taken a contrary position to one you now expect to affirm. Please take some time to review the resolutions listed on the Academic Senate website to see if a prior position on your issue has been determined. After such a review, you then can decide if you want the Senate to

take a new position on the issue because evidence or recent developments now indicate a need to reconsider. It is not necessary or recommended to affirm a previously stated position that remains valid.

- **Reaffirm**: If you ask the Senate to reassert a position, make certain that it is indeed a position that has been established previously and not an interpretation of or extrapolation from a previous Senate statement or document. In addition, make certain that such a reaffirmation is indeed necessary rather than repetitious. In general, reaffirming previous positions is discouraged due to the conflict that will arise if the body votes not to reaffirm.
- **Require**: As with "ensure," make certain that the Senate has the authority to require the action in question. In many cases, the Senate may not have the power to fulfill the action requested.
- **Support**: Directions to support local senates, other organizations, documents, students, and more, are acceptable as desired actions of the Senate. It is worth noting that the Academic Senate does not have the wherewithal to financially support individuals or organizations, but resolutions may direct the Senate to support funding from the state or other source for colleges, programs, students, etc.
- **Work with**: When directing the Senate to work with another official body, be certain that the body in question has appropriate involvement in or authority regarding the issue at hand. Often, the action "work with" is followed by another direction to accomplish something. Consider which is more important to the intent of your resolution: that the Senate work with another group or that the action is accomplished? Then word your resolution in the manner that best emphasizes the goal you most wish to accomplish.
- **Verbs**: At past Plenary Sessions, the following verbs sometimes have raised fewer issues and received less negative response than those listed above. As such, you might consider whether calling for one of these actions would make your resolution more likely to be well-received by the delegates:
  1. Urge
  2. Research
  3. Develop (a position, materials, a paper, etc.)
  4. Distribute
  5. Oppose
  6. Publish
  7. Survey
  8. Encourage
  9. Conclude
  10. Adopt
  11. Request
  12. Express
  13. Form
  14. Collect
  15. Communicate
  16. Recognize

Academic Senate of Santiago Canyon College

Proposed resolution, presented by Danielle "Danny" Martino

F11 1.02 Formation and Guidelines of Committees and Task Forces

Whereas, The maintaining of an easily accessible and ongoing historical record of the formation, tasks, and timelines of committees and task forces is key in preserving the integrity of the Academic Senate of Santiago Canyon College (AS-SCC); and

Whereas, The formation of a temporary task force is in response to a current issue, would have a specific charge, a clearly defined set of tasks and a target end date for completion have historically been confused without a formal written proposal; and

Whereas, Communication between the AS-SCC and all permanent and temporary committees plays a vital role in informing the faculty of the events, goals, procedures and progression of tasks;

Resolved, the formation of any Academic Senate of Santiago Canyon College committee or task force be formed and organized via a formal resolution outlining the goals, tasks, and the target end date of the committee; and

Resolved, The Academic Senate of Santiago Canyon College require all new and standing committees and task forces to submit formal reports or minutes to inform the Academic Senate of Santiago Canyon College of updates, progress made on tasks and the next planning steps after each formal meeting; and

Resolved, That Academic Senate of Santiago Canyon College work to have minutes and reports of committee meetings be published on the senate committee website.