AGENDA
18 November 2014
1:30 pm – 3:00 p.m.
Academic Senate Room A-211

I. Welcome

II. Order of the Agenda

III. Approval of Minutes
A. 4 Nov. 2014

IV. Public Comments (2 minute limit per person)

V. AS Executive Board Reports (15 minutes)
   President, Vice President, Secretary/Treasurer, CIC Chair

VI. ASG Report (5 minutes)

VII. Summary Reports Discussion (5 minutes total)

VIII. Action (25 minutes)

First Reading
A. Spring 2015 FLEX Calendar

B. Resolution F2014.10: Support of Adopting the Revised “Procedures and Requirements Attendant to BP6117”

C. Resolution F2014.11: Support of Santiago Canyon College Curriculum and Instruction Council Recommendation on Determining Maximum Course Capacity

D. Resolution F2014.12: Support of Planning & Institutional Effectiveness Committee Recommended Revisions to the “Request for Authorization to Apply for a Grant”

Second Reading
A. Resolution F2014.8: Adoption of Fall 2014 Student Success and Equity Committee Governance Handbook Description

B. Resolution F2014.9: Adoption of the Santiago Canyon
College (SCC) “In the Spirit of Steve Kawa Day”

II. **Discussion Items** (25 minutes)

A. **Plenary Highlights**: Nov. 13-15th plenary session attendees, Professor Evangeline Matthews, Professor Mary Mettler, CIC Chair Joyce Wagner, Secretary/Treasurer Michael DeCarbo, Vice President Craig Rutan, and President Corinna Evett, will provide fall session highlights. (1-10 +1) (25 minute discussion)
Rancho Santiago Community College District BP2410 (previously BP9001)  
(Setting Policy)  
Adopted 03/17/97  
Revised March 28, 2011

The Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction.

The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to district activities. All district employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

Policies of the Board may be adopted, revised, added to or amended at any regular board meeting by a majority.

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

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

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

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

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

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

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

Administrative regulations are to be issued by the Chancellor as statements of method to be used in implementing Board Policy. Such administrative regulations shall be consistent with the intent of Board Policy. Administrative regulations may be revised as deemed necessary by the Chancellor. The Board reserves the right to direct revisions of the administrative procedures should they, in the Board's judgment, be inconsistent with the Board's own policies.

Copies of all policies and administrative procedures shall be readily available to District employees through the District website.

Reference: Education Code Section 70902; Accreditation Standard IV.B.1.b & e.
I Welcome

II Order of the Agenda

III Approval of Minutes
October 21, (Rutan/Deeley) approved without dissent.

IV Public Comments
1 Professor John Smith requested that CCCI, FARSCCD and FACCC be allowed to make regular reports to the Senate.
2 Professor Nance asked that the Senate discuss a vote of no confidence in the Chancellor.
3 Professor Musselman requested that the Senate look at how long term substitutes are compensated.
4 Professor Freidenrich noted that hiring a counselor and librarian would not impact SCC’s current 50/50 status.
5 Victoria Williams thanked the Senate for the Resolution F2014.9 Adoption of the Santiago Canyon College “In the Spirit of Steve Kawa Day”

V AS Executive Board Reports

A President
1 Acknowledgement and thanks were presented to the Faculty that attended the last Board meeting.
   a The Board modified BP 4026 to accommodate some of the Faculty’s concerns.
2 As there have been requests for a “vote of no confidence” in the Chancellor, it would be best that this originate as a resolution rather than a discussion item as we have discussed this without tangible result.
3 Regarding the transferring of the counselor in education from a non-tenured position to a tenured position: President Weispfenning has heard that the Faculty has concerns as this was not part of the original grant request and is investigating all ramifications and will bring forth more information.
4 There will be 10 hires at SCC, 7 new positions and 3 replacements.
   a Regarding the Hiring Faculty Positions, President Weispfenning made known that:
      i The four credit counselors will probably be hired as they will be paid through categorical funds.
      ii The geography position is possible as it has a transfer degree without full time faculty.
iii The need for Librarian is also acknowledged.
iv The need for a position in Continuing Education is also acknowledged.
5 Upcoming events were announced:
a November 6, Faculty vs. Students Basketball Game,
b November 19, Faculty Excellence Presentation,
c November 22 Choir’s “Home for the Holidays” Event
6 Kudos to the CAMP presenters at the last board meeting.
7 Faculty, staff and students that complete “at-risk” certificates will be awarded with food during finals week.
8 Please contact Dean Flores if you are interested in participating in the Title III grant.
B Vice President
1 In the bids for bonds, the District said that there will be layoffs if the deficit cannot be controlled.
   a In order to address this, Professor Rutan has asked for list of all past hires.
2 Regarding the Student Success Scorecard:
   a Apprenticeship will now be included.
   b A new metric is trying to be introduced called “skill builders” to measure students that return for career improvement courses for pay advancement.
C Secretary/Treasurer
No report
D CIC
1 At the last CIC meeting, Professor Aguilar led a training on timelines for articulation.
2 Over 140 courses came through for review at the last CIC meeting.
3 This year the catalog review group will be particularly looking at revising the policy sections of the catalog. Please let Professor Wagner know if you have any suggestions for improvement or if you are impressed by a catalog from another college.
VI ASG Report President Hector Soberano
A Town hall surveyed the student body today, November 4, 2014.
B ASG was pleased to host the Board meeting on October 27, 2014.
C On November 20, Osmosis Jones will be screened outdoors in front of the Library.
D 18 students have been selected to participate this year at the Student Senate for CCC General Assembly on November 14 – 16,
E The ASG is seeking a 90% student participation in a sustainability survey and is asking the Faculty to participate; the ASG will be in contact with departments with further information.
VII Summary Reports Discussion
A Attention was brought to the two joint resolutions that passed without dissent at the SAC Senate.

VIII Action
First Reading:
A Resolution F2014.8 (Mettler/Womack)
Adoption of Fall 2014 Student Success and Equity Committee Governance Handbook Description.
Discussion:
1 President Mettler shared that the merging of the committees passed unanimously at Student Success.
2 The new committee would meet during the current Student Success time slot.
B Resolution F2014.9 (DeCarbo/Nance)
Adoption of the Santiago Canyon College “In the Spirit of Steve Kawa Day”
Discussion:
1 Concerns about the day falling on a weekend were raised and the last Thursday of October was recommended and accepted as a change.
Second Reading:

A Resolution F2014.5 (Deeley/Cummins)
Joint Resolution Regarding RSCCD Participation in SB 850 Baccalaureate Pilot Program

Discussion:
1 The Board Policy is separate from the resolution.
2 At District Council on November 3, 2014 the Faculty were asked once again to participate in the Pilot Program and President Evett informed the Council that the passing of this resolution (F2014.5) would preclude her from signing the letter of intent.
3 The District has realized that offering a welding degree at SAC would not be cost effective and is instead asking them to explore a degree in Occupational Therapy.
4 Perhaps the Faculty should not vote for this and demand that the District find the funds for the pilot.
5 It was countered that forcing the District to fund this would result in cuts to the college.
6 Further, this does not address the primary concern of student success and demand.
7 This resolution (F2014.5) does not preclude the possibility of future participation.
8 District Council has not determined a method by which to decide which college will participate.
9 Some asked, “What is the harm in waiting, why not learn from the mistakes made by the pioneers?”

The resolution passes with one dissent (Nance)

B Resolution F2014.6 (Mettler/Frost)
Adoption of the 2014-2015 Student Equity Plan

1 The Executive Board presented the Faculties concerns with the first draft and is satisfied with the revisions proposed.
2 More money has been allocated for faculty and professional development.
3 Regarding the 1% goal, it is an aspiration not a requirement.
4 There are now only three new hire requests.

Discussion:
None
The resolution passes without dissent.

C Resolution F2014.7 (Mettler/Womack)
Support for the Fall 2014 Revisions of the RSCCD Administrative Regulations 7120.1 & 7120.4

Discussion:
1 There have been slight modifications from the request for changes presented at the last Senate Meeting, but it was noted that these are recommendations to the HR committee.
2 One notable difference is changing the percentage of faculty members from 50% to 75%.
3 Another is changing from “consultation” to “mutual agreement”
4 A final is defining methods of consensus.
5 Professor Mettler informed the Senate that costs for advertisement have gone down significantly over the past years (mostly due to internet advertisement).
6 The Senate acknowledges the recent changes offered by the SAC Senate and has directed Professor Mettler to carry the Senate’s position at the next HR committee meeting but has decided not to consider those changes in the current vote.

The resolution passes without dissent.

VIII Discussion Items

A ASCCC Resolution
1 2.01 Professor Rutan argued that this resolution may be impractical to fund.
2 7.01 Professor Shields argued in favor that Continuing Education be considered in the FON.
3 7.03 Professor Rutan argued in favor that aligning calendars is practical and effective.

IX Moved to adjourn (Salcido/Deeley)
Summary Report

Committee: Planning & Institutional Effectiveness

Meeting date: 5 Nov. 2014

Content
• Discussion items: Revisions to “Request for Authorization to Apply for a Grant”

2 Duties met: Discussed and agreed upon weights for both the Resource Request and Facility Need PIE Rubrics.

3 Actions proposed: Forward recommended revisions to “Request for Authorization to Apply for a Grant” to the Academic Senate and to College Council

4 Events Planned: None

5 Resources needed/acquired/allocated: None
Resolution F2014.10

Support of Adopting the Revised “Procedures and Requirements Attendant to BP 6117”

Moved:
Seconded:

Whereas, The curriculum chairs from Santa Ana College and Santiago Canyon College met and determined that the proposed revisions would help clarify the requirements for common/shared curriculum;

Whereas, The District Curriculum Council approved the revisions through an email vote; and

Whereas, The Santiago Canyon College Curriculum & Instruction Council discussed and approved the revisions;

Resolved, That the Academic Senate of Santiago Canyon College support the adoption of the revised “Procedures and Requirements Attendant to BP 6117”; and

Resolved, That the Academic Senate of Santiago Canyon College forward the revised “Procedures and Requirements Attendant to BP6117” to the College Council for further approval.

Date Presented: 18 November 2014

Date Approved:

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, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing accessible, transferable, and engaging education to a diverse community. (Approved 9/10/13)
Procedures and Requirements Attendant to BP6117 (Revised)

Introduction

In the best interest of students, the colleges in the Rancho Santiago Community College District have agreed to maintain a common curriculum, i.e., shared curriculum. The Academic Senates at Santa Ana College and Santiago Canyon College have endorsed this principle, and as a result, the Curriculum and Instruction Councils at each college have cooperated and acted in concert in every possible instance. This means a continuing and ongoing commitment to a common, i.e., shared curriculum within general education and transfer requirements. Also, each college should have the flexibility to develop in ways that best suit the needs of students at each college.

Purpose

The clear and practical curriculum procedures explained in this document will provide maximum student access and faculty cooperation between the two colleges, while preserving academic freedom and encouraging innovation.

Courses

Courses with the same number will have the same title, number of units, requisites, repeatability, and basically the same course content. As a result, revisions of common, i.e., shared curriculum must be communicated between the respective departments at each college. Course Outlines of Record may be structured to allow each college flexibility in approach and emphasis as long as the content is basically the same. If, after serious and due consideration, one of the colleges wishes to make a substantive change to the course content or any change in the number of units, and the other does not agree, the college making the change must invoke a number change and handle all state requirements and articulation changes. In addition, common curriculum or courses that are equated (viewed as equivalent) that are considered active participatory in physical education, visual arts, or performing arts, and that are related in content, should be grouped the same at both campuses unless one campus does not offer a particular course.

Note: Due to the fact that transferable courses are articulated primarily on course description and content and are also reviewed for course purpose/objectives, textbook/materials, instructional methods, outside assignments, and standards of achievement, even a slight variation in any of the areas listed above may result in a different articulation outcome for a common course.
Resolution F2014.11

Support of Santiago Canyon College Curriculum and Instruction Council Recommendation on Determining Maximum Course Capacity—Fall 2014

Moved:

Seconded:

Whereas, The Santiago Canyon College Curriculum & Instruction Council (CIC) was tasked to determine how the information in a course outline of record could be used in setting maximum course capacity;

Whereas, The CIC had multiple discussions about issues that could affect the determination of maximum course capacity and came to the conclusion that these issues went well beyond what was in the course outline of record; and

Whereas, Program faculty and their division dean are the individuals most aware of the different issues that could affect the setting of maximum course capacity;

Resolved, That the Academic Senate of Santiago Canyon College support the CIC Recommendation on Determining Maximum Course Capacity Fall 2014; and

Resolved, That the Academic Senate of Santiago Canyon College recommend to the department chairs that, in conjunction with their faculty and their division dean, they develop a written memorandum of understanding for the ideal maximum course capacity for each of their courses.

Date Presented: 18 November 2014

Date Approved:

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Santiago Canyon College Curriculum and Instruction Council Recommendation on Determining Maximum Course Capacity—Fall 2014

After discussions at the September 8 and September 22 Curriculum Technical meetings and discussions at the September 29 and October 6 Curriculum and Instruction Council (CIC) meetings, the CIC forwards the following to the Senate:

Conclusion: Maximum course capacity (course cap) is best determined through discussions and agreements between departmental faculty and their dean.

Considerations:

- Student success is the overall goal.
- In determining course caps, faculty should balance four competing concerns: pedagogy, enrollment patterns, labor equity, and economic feasibility.
- Safety, Health, and State/Accrediting Regulations, along with Career Technical Education Advisory Committee Recommendations, and Contractual Agreements must be complied with.
- Course caps should not be based primarily on classroom size and/or equipment availability.
- Different faculty teaching the same course may disagree on ideal course size because of different teaching styles.
- The course outline of record is a tool to help guide discussions about course caps.
- Some pedagogical factors include, but are not limited to:
  - required papers, presentations, and projects
  - time needed to grade assessments
  - individualized attention/supervision needed for students

Approved by the CIC: October 20, 2014
Resolution F2014.12

Support of Planning & Institutional Effectiveness Committee Recommended Revisions to the “Request for Authorization to Apply for a Grant”

Moved:

Seconded:

Whereas, Per its description in the Santiago Canyon College (SCC) Governance Handbook, the Planning & Institutional Effectiveness (PIE) Committee has the responsibility to “Review all requests to ‘Apply for a Grant’ and assess short/long term implications including financial viability”;

Whereas, The PIE Committee has discussed its process for fulfilling its responsibilities related to grants and, in so doing, determined that the SCC “Request for Authorization to Apply for Grant” document needed slight revisions; and

Whereas, The PIE Committee made slight revisions to the SCC “Request for Authorization to Apply for Grant” document that reflect the committee’s involvement in the grant application process;

Resolved, That the Academic Senate of Santiago Canyon College support the PIE Committee recommended revisions to the SCC “Request for Authorization to Apply for Grant” document.

Date Presented: 18 November 2014

Date Approved:

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, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing accessible, transferable, and engaging education to a diverse community. (Approved 9/10/13)
Request for Authorization to Apply for a Grant
College Council
Santiago Canyon College
Planning & Institutional Effectiveness Committee Recommended Revisions Fall 2014

1. GENERAL INFORMATION:

Project Title: __________________________________________________

Project Initiator: ________________________________________________

Project Administrator: __________________________________________

Project Coordinator: ____________________________________________

Grantor Agency: ________________________________________________

Grantor Agency Deadline for Proposal: ______________________________

Funding Period: ________________________________________________

2. PROJECT DESCRIPTION/PLAN:

Estimated grant amount: _________________________________________

Match required: Yes ☐ No ☐

Estimated match amount: _________________________________________

In-kind/Cash match requirement: Yes ☐ No ☐

Where will funds for match originate? ________________________________

Comments about match: _________________________________________

3. WHAT ARE THE PROJECTED FACILITIES REQUIREMENTS, IF ANY, AND HOW WILL THEY BE MET? As a reminder, if the grant calls for facility requirements and should this grant request be approved, you should forward a facility need form to the facilities committee.

4. ANTICIPATED PROJECT PERSONNEL:

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<th>Position Needed</th>
<th>FTE</th>
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<th>Existing/New</th>
<th>Funded Match In-Kind</th>
<th>Stipend or Release Time</th>
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Is the Project Coordinator involved in any other grants (i.e. manager/coordinator or participant)? If so, what amount of release time does she/he receive for the other grant participation?

5. CURRICULUM (PROGRAM/COURSE) IMPACT:

6. IMPLICATIONS FOR THE COLLEGE/DISTRICT:
   - How does this project relate to the mission of the college?
   - How does this project relate to the goals and objectives of the college?
   - How does this project relate to the goals and objectives of the program to which the grant relates?
   - Where is the need for this project identified in the related program’s/unit’s EMP/DPP/Program Review?
   - Will this project impact other departments/programs/units? Yes ☐ No ☐
   - If yes, identify which department/program/unit and explain how you plan to include them in the planning process.
   - Please list each department, the chair(s) to whom you spoke and whether or not the faculty in the department are willing to participate in the proposed project.
     o Department ________________ Chair(s)__________________ Willing to Participate Yes ☐ No ☐
     o Department ________________ Chair(s)__________________ Willing to Participate Yes ☐ No ☐
     o Department ________________ Chair(s)__________________ Willing to Participate Yes ☐ No ☐
     o Department ________________ Chair(s)__________________ Willing to Participate Yes ☐ No ☐
   - How will project facilities requirements, if any, be met?

7. LONG TERM IMPLICATIONS FOR THE COLLEGE/DISTRICT:
   - When funding ends, will this project be institutionalized? Yes ☐ No ☐
   - If so, what is the estimated cost to fund this project?
   - If not, what will happen to this project and the personnel involved with it? [NOTE: Any personnel hired in accordance with the grant will have bumping rights upon the conclusion of the grant.]

8. HAVE THE FOLLOWING BEEN ADVISED OF THIS PROPOSAL?
   - ☐ Academic Senate President ☐ Curriculum Committee Chair ☐ Department Chair(s) of Department Impacted by Project
   - ☐ EMPC Chair ☐ RSCCD Research & Grants office
   - ☐ Planning & Institutional Effectiveness Co-chairs

9. Operational Signatures: (Obtain signatures in the order below)

________________________________________________________________________________________
Project Initiator: Date

________________________________________________________________________________________
Project Administrator: Date
10. Recommendations:

Planning & Institutional Effectiveness Committee Recommendation: Yes □ No □

Date: __________________________

College Council Recommendation: Yes □ No □ Date: __________________________

Academic Senate President Recommendation: Yes □ No □

Academic Senate President: __________________________ Date: __________________________

11. Final Approval:

College President: __________________________ Date: __________________________
Resolution F2014.8

Adoption of Fall 2014 Student Success and Equity Committee Governance Handbook Description

Moved: Professor Mettler

Seconded: Professor Womack

Whereas, The Student Success and the Student Equity Committees are part of the participatory governance structure at Santiago Canyon College;

Whereas, The California Community Colleges Chancellor’s Office Student Success Act of 2012 developed a student equity planning process, and the California Community Colleges Chancellor’s Office encourages collaboration between various college groups, such as those related to student success and student equity;

Whereas, The California Community Colleges Chancellor’s Office strongly recommends that where possible, colleges integrate student equity planning;

Whereas, The integration of the Student Equity Committee into the Student Success Committee will decrease duplicated efforts for student success and student equity activities as well as enhance student success and student equity planning processes; and

Whereas, A collaborative effort among the members of the Student Success and the Student Equity Committees has resulted in a revised structure for the committees that includes a revised committee name, mission statement, description of responsibilities, and membership;

Resolved, That the Academic Senate of Santiago Canyon College reaffirms the importance of the integration of the Student Success and Student Equity Committees; and
Resolved, That the Academic Senate of Santiago Canyon College adopt the Fall 2014 Student Success & Equity Committee Governance Handbook Description (Appendix A) that combines the two separate Student Success and Student Equity Committees into a single collegial governance committee.

Appendix A: Fall 2014 Student Success & Equity Committee Governance Handbook Description

Date Presented: 4 November 2014

Date Approved:

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, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing accessible, transferable, and engaging education to a diverse community. (Approved 9/10/13)
Resolved, That the Academic Senate of Santiago Canyon College adopt the Fall 2014 Student Success & Equity Committee Governance Handbook Description (Appendix A) that combines the two separate Student Success and Student Equity Committees into a single collegial governance committee.

Appendix A: Fall 2014 Student Success & Equity Committee Governance Handbook Description

Date Presented: 4 November 2014

Date Approved:

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, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing accessible, transferable, and engaging education to a diverse community. (Approved 9/10/13)
Appendix A: Fall 2014 Student Success and Equity Committee Governance Handbook Description

Mission
The Student Success and Equity Committee will explore and recommend, the implementation of initiatives and strategies coordinate, and initiate strategies which enhance student success and equity at Santiago Canyon College. The committee will serve as a center for student success initiatives such as the Student Success and Support Program (SSSP); Basic Skills; and Student Equity.

Responsibilities
Responsibilities for promoting student success and equity may include:

- Exploring current research on student success and equity.
- Identifying and assessing student needs in order to enhance student success and equity.
- Promoting or recommending existing instructional and student support programs and services.
- Integrating and coordinating student success initiatives, e.g., SSSP, BSI.
- Recommending professional development activities and topics.
- Recommending general funded budget proposals to the College Council Planning and Institutional Effectiveness Committee.

Chair
One faculty will serve as co-chair with the Vice President of Student Services or designee.

Membership
10 11 Faculty (one from each of the student success committees under the council)

- EOPS
- Math
- English
- Gen Ed/Transfer
- ACE
- Counselor
- Academic Success Center
- DSPS
- Continuing Education
- BSI Faculty Coordinator
- At Large

3 4 Administrators
- VP of Student Services
- Student Equity Director (anticipated start--spring 2015)
• Dean of Counseling and Student Support Services / SSSP Coordinator
• Administrative Co-Chair of BSI Task Force

2 3 Classified (appointed by CSEA)
• Research Analyst (anticipated start--spring 2015)
• At large
• At large

Revised SSC 10/27/14
Resolution F2014.9

Adoption of the Santiago Canyon College (SCC) “In the Spirit of Steve Kawa Day”

Moved: Professor Deeley

Seconded: Professor Nance

Whereas, Steve Kawa is the first person to roll up his sleeves and get to work when something needs to be done;

Whereas, Steve Kawa’s genuine spirit is infused into each structure across the SCC campus;

Whereas, Steve Kawa is generous with his time, resources, thought, and heart;

Whereas, Steve Kawa is a centered and fair leader;

Whereas, Steve Kawa has exhibited sincere humanity in his respectful treatment of SCC community members, students, faculty, staff, and administrators alike throughout his 19 years at SCC; and

Whereas, Steve Kawa is truly a good person who inspires others to aspire to be better human beings;

Resolved, That beginning on October 30, 2014, the Academic Senate of Santiago Canyon College adopt October 30th of each year as “In the Spirit of Steve Kawa Day”; and

Resolved, That every October 30th, members of the SCC community will seek to be like Steve.

Date Presented: 4 November 2014

Date Approved:

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, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing accessible, transferable, and engaging education to a diverse community. (Approved 9/10/13)
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<th>Time</th>
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<tr>
<td>10:00-noon</td>
<td><strong>Maintaining a Safe Campus While Managing Students of Concern</strong> (with Melissa Campitelli-Smith and the Orange County Department of Education in OCDE) Safe Schools &amp; Support Services consultants will provide a specialized training which will focus on supporting participants in developing new skill-sets to enable communication and intervene with students who exhibit concerning and/or escalating behaviors. Participants will learn effective interactions with students incorporating role-play exercises, strategies for de-escalating angry students, and how to refer to the appropriate services on campus using the SCC referral flowchart. Refreshments will be provided. RSVP required to <a href="mailto:campitelli_melissa@sccollege.edu">campitelli_melissa@sccollege.edu</a>.</td>
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<td>10:30-noon</td>
<td><strong>All Things Emergency!</strong> (with Alistair Winter and Ken Gouldsmith in OCDE) Learn about the campus threat assessment process and how to effectively respond to other emergency situations, such as an active shooter on campus. An active shooter is one situation where your behavior and the actions you take can have an impact on your survival. This training will include an overview of all the emergency procedures for our campus.</td>
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<td>12:30-2:00 p.m.</td>
<td><strong>Best Practices in the Classroom</strong> (with Alex Taber, Ian Woodhead, Maureen Roe, and Cari Cannon in OCDE) Join these fellow colleagues as they present their best practices in the classroom, including strategies to get students engaged, motivated, and involved in class discussions. Following individual presentations, a panel discussion will provide everyone an opportunity to ask questions of the presenters.</td>
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<td>1:00-2:30 p.m.</td>
<td><strong>Introduction to Using MyOpenMath</strong> (with Alison Williams and Kathy Moore in OCDE) We will be delving into all that MyOpenMath has to offer. We will discuss how to set up a course, edit and assign homework, utilize discussion boards and other various features that an instructor might find useful in class. In addition, we will show how user friendly and intuitive the format is for a math instructor.</td>
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<td>1:00-4:00 p.m.</td>
<td><strong>Blackboard Basics</strong> (with Scott James in B-208) This leisurely-paced workshop will cover the basics of using Blackboard. We will cover file uploading, creating content areas, managing Blackboard tools, emailing, user management, announcements, and more. First time Blackboard users welcome.</td>
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<td>2:00-3:00 p.m.</td>
<td><strong>The Articulation Process</strong> (with Leonor Aguilera in OCDE) In this workshop you will learn about the course articulation process and its different cycles, which courses can be submitted for UC transferability, the guidelines for CSU or UC general education approval, and the course-to-course articulation to four-year universities.</td>
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<td>2:30-3:30 p.m.</td>
<td><strong>Taskstream and Program Assessment: The Next New Thing</strong> (with Aaron Voelckler, Kay Powell, and Rudy Tjiptahadi in OCDE) Department Chairs, Facilitators and Designees, ever feel like this: “Course assessment reporting? I’ve got it! Program assessment reporting? Hmmmm, not so sure.” This workshop will help you move to the next level in program assessment reporting. The successful course implementation into TaskStream has made it possible for the next step to ease the correlation of course and program results. You will see a prototype of this powerful tool which will make you say, “Program reports? I’ve got it!”</td>
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<td>9:00-10:30</td>
<td><strong>iPad Applications Inside and Outside the Classroom (with Asma Said in ???)</strong> This flex session</td>
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<td>will introduce you to some iPad applications that can help instructors inside and outside of the</td>
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<td>classroom. These iPad apps include &quot;All here&quot; for attendance, &quot;Zipgrade&quot; for grading scantrons</td>
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<td>and gradebook, &quot;iButtons&quot; which includes some useful pre-recorded sounds to get students'</td>
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<td>attention and acknowledge right/wrong answers, and &quot;Pclickers&quot; which is an app to poll</td>
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<td>students during the presentation to check for understanding without using software or students'</td>
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<td>devices.</td>
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<td>9:00-11:00 a.m.</td>
<td><strong>The Cloud (with Scott James in B-208)</strong> This workshop will lift the fog off of the Cloud. We</td>
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<td>will discuss document tools that enable you to easily store, share, and collaborate. We will</td>
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<td>also explore services like Microsoft OneDrive and Google Docs/Drive. Bring your flash drive full</td>
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<td>of documents to play with. Be aware, though, that you may throw away your flash drive after this</td>
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<td></td>
<td>workshop.</td>
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<td>10:00-11:00 a.m.</td>
<td>**The Honors Classroom: Best Practices – Spontaneous Combustion! (with Elizabeth Elchlepp and</td>
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<td>Rick Adams in H-209-4)** Calling all Honors Program instructors and those who’d like to be…join</td>
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<td>us for a roundtable discussion/orientation on the ins and outs of teaching Honors courses. From</td>
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<td>meeting the special curricular requirements, to augmenting assignments, to managing Honors</td>
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<td>students’ expectations, to engaging their creative potential and inviting explosive moments of</td>
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<td>brilliance, we’ll discuss it all. Pick up pointers from some of the very best; your esteemed</td>
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<td>colleagues will share their tips and unveil some of the mystery associated with teaching</td>
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<td>Honors.</td>
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<td>10:00-11:30 a.m.</td>
<td><strong>Writing and Revising Curriculum (with Joyce Wagner and Tiffany Garbis in ???)</strong> This workshop</td>
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<td>is for faculty who are creating or revising curriculum. We will answer questions about the</td>
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<td>course outline of record, state regulations, and CurricUNET.</td>
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<td>10:30-11:50 a.m.</td>
<td>**Best Practices in Mathematics, or Strategies for Teaching Successful Students (with Jane</td>
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<td>Francis in ???)** Come share successful strategies and lesson plans that you use in your math</td>
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<td>class. What worked well? Let’s share ideas on how to be effective educators!</td>
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<td>11:00-12:00 p.m.</td>
<td>**What Makes a Course an Honors Course? Developing Honors Curriculum: The Ins and Outs (with</td>
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<td>Elizabeth Elchlepp and Rick Adams in H-209-4)** What constitutes an Honors course? Is it merely</td>
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<td>piling on extra homework and assigning more challenging reading? Does it involve high octane</td>
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<td>student presentations? Would you have to change everything you do? Come to this valuable</td>
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<td>discussion/workshop on how Honors courses are defined and constructed. Learn the</td>
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<td>expectations associated with teaching and learning in the Honors classroom, and especially, find</td>
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<td>out how to write an Honors addendum to build an Honors course from an existing non-Honors</td>
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<td>section. Hands on activities involved; participants are asked to bring a copy of the course outline</td>
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<td>for a course they currently teach that might make a good Honors offering.</td>
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<td>11:30-12:30 p.m.</td>
<td><strong>Grant Development Basics (with Sarah Santoyo, Director or Grants in E-304)</strong> This workshop</td>
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will describe how to identify and evaluate grant opportunities, the key elements of a grant proposal, and the processes and procedures for pursuing a grant opportunity.

1:00-3:00

**Effective Practices in Online Teaching** (with Lynda Armbruster, Marketing; and Scott James, Distance Education in B-208) These instructors will demonstrate design principles for effective practices in online teaching. Come join us in creating a community of online professors who thoughtfully share effective design principles, model effective practices, talk about rules and regulations, exchange ideas, and share tips-and-tricks about designing an effective online class. Professors who do not teach online but are interested in learning more about online classes are welcome to join. Scott James will also give an overview of SCC’s Online Teaching Certificate Program, which will be offered again, starting March 2nd.

2:00-3:30 p.m.

**Prezi Presentations** (with Cindy Swift in B-104) Prezi is a web-based presentation tool that uses smooth motion and graphic design templates to create visually appealing presentations. We will cover some basic presentation tips, how to sign up for a free Prezi Educator account, and how to make and deploy a Prezi Presentation. Check out Prezi at [www.prezi.com](http://www.prezi.com).

2:00-3:00 p.m.

**Mathematics and Sciences Division Department Chair Meeting** (in Room E-107)

3:15-4:30 p.m.

**Math Department Meeting** (in SC-110)

4:00-5:20 p.m.

**Library/Arts, Humanities & Social Science Department Chair Meeting** (in Room E-107)

4:00-6:00 p.m.

**Just in Time Training for TCTE Leaders** (with Aaron Voelcker, Kay Powell, Rudy Tjiptahadi in E-206) BCTE Chairs and Facilitators, here is the 1, 2, 3, of course assessment using TaskStream, the new system for SLO assessment reporting. All results are now reported into this system, replacing the five-column reports previously used. TaskStream is fast and efficient. This important workshop will take you through the steps you need to accomplish this reporting requirement. Pls schedule from 4:00–6:00 on the evening of the Business and Career Technical Division Meeting in the same room as that mtg.

7:00-9:00 p.m.

**Business and Career Technical Division Meeting for all full-time and part-time faculty members** (in Room E-206). Includes breakout sessions by program.

7:00-9:00 p.m.

**Division and Department Meetings for Adjunct Faculty: Arts, Humanities & Social Sciences Division** (in D-101) Department meetings and locations will be announced at the Division meetings.

7:00-9:00 p.m.

**Adjunct Counseling and Education Instructors Meeting** (in Room E-107)

7:00-9:00 p.m.

**Division and Department Meetings for Adjunct Faculty: Math and Science Division** (in Room SC-105) Department meetings and locations will be announced at the Division meeting.

**Wednesday, February 4, 2015**
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<th>Time</th>
<th>Event</th>
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<tr>
<td>9:00-1:00</td>
<td>Joint SCC and SAC Academic Senate Retreat (in Room E-203) Retreat for all current senators and interested faculty.</td>
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<td>1:00-4:00 p.m.</td>
<td>Advanced Blackboard (with Scott James in B-208) This workshop will be a fast-paced workshop covering topics like testing, the grade center, configuration/utilities, tips and tricks, and more. Feel free to stop in to this workshop based on the topic you’re interested in. Hour 1: testing, assignments, and grade center configuration. Hour 2: Learning Modules, embedding video, Blogs/Wikis/Journals, and advanced configuration/utilities. Hour 3: Using Cloud docs for attendance and Q&amp;A.</td>
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<tr>
<td>1:00-2:30 p.m.</td>
<td>An in Depth Look at College Algebra at SCC (with Alison Williams in ?) We will be looking at the current SLO assessment for this course and discussing whether or not we are seeing success and how to improve upon it. In addition we will be discussing the online homework component for the course as well as incorporating the graphing calculator.</td>
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<td>2:00-3:30 p.m.</td>
<td>Professional Development Open Forum (with Lynnette Beers-McCormick, ... in H-??) Join Lynnette Beers-McCormick and members of the Professional Development Committee to discuss the future of professional development for faculty and staff. What types of professional development opportunities do you want to see offered? Share your ideas for improving professional growth.</td>
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**Thursday, February 5, 2015**

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<th>Time</th>
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| 8:00-1:00 p.m. | Department Meetings  
ACE, 9:00 a.m.-11:00 a.m., Room D-208  
Anthropology, Psychology & Sociology, 8:00 a.m.-10:00 a.m., Room D-205  
Astronomy, 10:00 a.m.-12:00 p.m., Room SC-211  
Biology/Life Science, Time TBD, Room SC-132  
Business, 10:00 a.m.-12:00 p.m., Room B-103  
Chemistry, 10:00 a.m.-12:00 p.m., Room SC-211  
Communication, 10 a.m.-12:00 p.m., Room D-129  
Counseling, 9:00 a.m.-1:00 p.m., Room E-107  
DSPS, Time & Room TBD  
English, 9:00 a.m.-12:00 p.m., Room H-206  
Geology, Time TBD, Room SC-211  
Kinesiology, 9:00 a.m., Room G-206-10  
History, Political Science, Geography, Economics, 10:00 a.m. -12:00 p.m., D-116-3  
Library & Information Studies, 9 a.m.-12 p.m., Room L-108  
Modern Languages, 10:00 a.m.-12:00 p.m., Room E-315  
Philosophy, 9:00 a.m.-11:00 a.m., Room E-316  
Physics, Physical Science and Engineering, Time & Room TBD |
<p>| 12:00-1:00 p.m. | Scholarship Committee Process Meeting (with Andrea Garcia Syed Rizvi in E-107) This meeting will be a follow-up about the scholarship process and is intended for all members of the Scholarship Committee. We will talk about timelines and changes that were made to the scholarship program. Lunch will be served to all the attendees. This meeting is for scholarship committee members only. |</p>
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<tr>
<td>1:00-3:00 p.m.</td>
<td><strong>Faculty Forum (with Craig Rutan in E-203)</strong> This is an informal gathering to discuss issues of faculty concern. If any faculty member has a topic of discussion, please email Academic Senate Vice President Craig Rutan (<a href="mailto:rutan_craig@sccollege.edu">rutan_craig@sccollege.edu</a>) by Tuesday, January 20th. An agenda will be sent to all faculty members prior to this event.</td>
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<td>3:00-5:00 p.m.</td>
<td><strong>Camtasia Relay Screen Capture Videos (with Scott James in B-208)</strong> SCC has a campus license for Camtasia Relay. This workshop will focus on the fundamentals of recording a screen capture video and uploading that video to your own YouTube channel. We’ll also discuss typical video concerns, such as Closed Captioning, FERPA, and preparation and editing.</td>
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<td><strong>Friday, February 6, 2015 (Common Day)</strong></td>
<td><strong>Library/Arts, Humanities and Social Sciences Division Meeting (in Room D-101)</strong></td>
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<td>9:00-10:00 a.m.</td>
<td><strong>SCC Faculty and Staff Convocation (in Room H-106 with President John Weispfenning)</strong></td>
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<td>10:30 a.m.-noon</td>
<td><strong>Faculty Work Groups and Course Development</strong> Arranged individually and by department.</td>
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