Agenda
15 November 2016
1:30 – 3:00 p.m.
Academic Senate Room A-211

I  Welcome

II  Approval of the Minutes
   A  1 November 2016

III  Public Comments (2 minute limit per person)

IV  AS Executive Board Reports (10 minutes)

V  ASG Report (5 minutes)

VI  Signature Program – Career Technical Education - Water Utility (10 minutes)
    Professor McLean will present opportunities for faculty support.

VII  Summary Reports Discussion (5 minutes)

VIII  Action Items (20 minutes)
    Second Reading
    A  Resolution F2016.8 – Creation of the Technology for Institutional Effectiveness (TIE) Task Force
    First Reading
    A  Resolution F2016.9 – Adoption of the Rancho Santiago Community College District 2017-2020 Strategic Technology Plan
    Safety precautions necessitate the document be housed internally at:
    http://www.rsccd.edu/Departments/Business-Operations/Pages/Technology-Advisory-Group.aspx
    B  Resolution F2016.10 – Adoption of the Revised Nomination Process for Orange County Teacher of the Year Award
    C  Approval of the 2017 Spring Flex Calendar

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)
IX Discussion Items

A Participation in the Community College Equity Assessment Lab Survey (10 minutes)
A follow up on this item discussed November 1, 2016.

B Faculty Request Hiring Form (10 minutes)
Identifying 2016-17 goals from solicited input and devising action plans.

C Reports back from the Fall 2016 ASCCC Plenary (10 minutes)
Senate Executive members will share items raised at the State Academic Senate Pleanary meeting.
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 vote. Any adoption and/or approval of new Board policies or changes to existing Board policies must take place as part of a two meeting approval process. The first meeting will be considered the "FIRST READING, INFORMATION ONLY" of the policy or change to existing policy for the purpose of review, questions and answers, and other considerations of the recommendation. At the second meeting, it will be considered the "SECOND READING, ACTION ITEM." The Board will consider the item for action, which may have been modified at either the first or second reading. If the modification at the second reading is major, as determined by the Board, such a reading will be termed a first reading and introduced at a subsequent Board meeting as a second reading. The Board shall regularly assess its policies for effectiveness in fulfilling the District's mission.

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;
4) Standard or policies regarding student preparation and success;
5) 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;
8) Processes for program review;
9) 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 regulations should they, in the Board's judgment, be inconsistent with the Board's own policies.

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

Revised and Retitled: June 15, 2015 (Previously BP9001 and BP9023)
Senators Present
Denise Bailey
Emma Breeden
Phillip Crabill
Shawn Cummins
Steven Deeley
Lisa Dela Cusack
Alicia Frost
Scott Howell
Eden Quimzon
Randy Scott
Barbara Sproat
Jeffrey Wada

Senators Absent
Leonor Aguilera
Nena Baldizon-Rios
Shelby Clatterbuck
Jared Kubicka-Miller
Nancy Parent
Stephen Reed
Andy Salcido
Christine Umali Kopp

ASG Representatives
Josh Moon

Guests
Joseph Alonzo
Estela Cuellar
Tiffany Gause
Scott James
Daniel Oase
Luke Wood

II. Approval of minutes from the October 18, 2016 senate meeting (Deeley/Frost), approved without dissent.

III. Public Comments
1. Professor Breeden mentioned that the Office of Student Equity & Success is hosting a presentation by Dr. Anthony Ocampo called “Outside the Box: Filipino Americans, Race, and Sexual Identity” on Thursday, November 17 in H-106 at 11:50am.
2. Joseph Alonzo mentioned that Student Equity Education and Dialog is hosting a presentation by Peggy McIntosh on Friday, November 4 in H-106. Session one (welcome to all), titled “Coming to See Privilege Systems”, is at 10:30am and Session 2 (faculty only), titled “How do Privilege Systems Play out in Curriculum, Teaching Methods, and the Climate at SCC” is at 12:15pm.
3. Professor Wada requested information about Commencement. Professor DeCarbo said that the ceremony will take place at 6pm on Vasquez Promenade.
4. Professor Bailey wanted to know if President Hernandez was going to send the faculty a letter regarding his final ranking for new hires.

IV. Board report
President:
1. More busts will be placed around campus and will include Sally Ride, Dolores Huerta, and Fredrick Douglas.
2. Student Success and Support Programs (SSSP) funding has not come in so additional counselors will probably not be hired with SSSP money and no other faculty hires are planned besides the four replacement positions (Anthropology, Biology, Math, and English).
Vice President:
1. Summary report template on senate website.

Secretary/Treasurer
1. No Report

CIC
1. SCC has agreed to be a pilot school for the new curriculum inventory system.
2. Further Plan D discussion will be occurring at the upcoming Joint Chair’s meeting.

V. ASG
1. Town Hall will be moved to November 16 and 17.
2. ASG leaders were trained for voter registration event at a recent event.
3. The Lit-o-ween event began on October 31 and was used to kick off the Food Drive. This event will run through November 16.
4. Helpful Hawk helps to fund departments and clubs. Please apply if you desire funding.
5. A fundraising event for a student from Zimbabwe, who wants to be a doctor, will be occurring soon. Uta-bands are being sold for the fundraiser.

VI. Discussion on Plenary Resolutions
1. The resolutions for the Fall Academic Senate Plenary were reviewed and discussed.

VII. Action Items
1. Second Readings
   A. Resolution F2016.5 – Creation of a Joint Learning Management System Transition Task Force with Santa Ana College for the Blackboard to Canvas Conversion Process (Taylor/Dela Cusack)
      Discussion: A question was posed as to why we need a joint task force and not just let the campuses do their own thing? It was mentioned that the district needs to have a unified voice and that we need a strong SCC voice so our needs are met.
      Vote – unanimous, no dissent.

   B. Resolution F2016.6 – Affirmation of Merging the Facilities and Safety/Emergency Committees and Subsequent Changes to the Collegial Governance Handbook (Kubicka-Miller/Quimzon).
      Discussion: The name of the committee will be changed to the “Facilities and Safety Committee”.
      Vote – unanimous, no dissent.

   C. Resolution F2016.7 – Affirmation of Revisions to the Budget Committee Collegial Governance Handbook Description (Deeley/Mettler)
      Discussion – Administration asked to either add another administrator or remove a faculty member to keep the administration/faculty ratio equal. It was agreed to remove one faculty member.
      Vote – unanimous, no dissent
2. First Reading
   A. F2016-8 – Creation of the Technology for Institutional Effectiveness (TIE) Task Force (DeCarbo/Quimzon)
      Discussion – There needs to be a task force to answer questions and implement what is asked by the EMPC.

VIII. Signature Program – Continuing Education, CTE Business Skills
   1. What is offered:
      A. To help prepare students for academic and employment success via free training in computer skills. (There is a high demand for SCC CTE courses.)
      B. Certificates offered – Office technology/Office applications, Web design and development, digital media, and medical billing.
   2. Transfer rate from non-credit to credit is on a 6-year high.
   3. What can faculty do to help promote? Send students deficient in certain areas (basic math, English, or computer skills) to U84, U89, or U101 to help them be more successful in credit courses.

IX. Discussion Items
   1. Participation in the Community College Equity Assessment Lab (CCEAL) Survey
      A. Survey distributed mid-semester and is presented in scantron form.
      B. Planning on 60 classrooms to be surveyed, about 30 minutes each. Classes are randomly selected but may be adjusted to get a good sample size.
      C. Concerns: Expensive, we already have some of the data, taking up class time.
      D. Non-credit can be included, conversation is happening to get that into the equity plan.
      E. Beneficial to ASG, they would like to be included.
      F. Both online and face-to-face students can be included.

   2. Faculty Request Hiring Form
      A. Page 1: “rank the priority of this request amongst the other requests from your department”.
      B. Page 1: inability to schedule all courses or offer a program “in the next academic year”
      C. Page 1: Whom are you replacing?
      D. Page 1: Delete question about brand new position
      E. Page 1: Add boxes for Yes/No and 1st 2nd 3rd & 4th

X. Moved to adjourn (Wada/Deeley)
Summary Report for Academic Senate
Honors Program Committee (HPC)

October 19, 2016

Reports

1. Chair
   a. Approval of September 2016 minutes
   b. PIE report: preliminary revision of Resource Request ranking form

Discussion

1. Honors Study Room Temperature: VP will submit a facilities request to have it evaluated.
2. Student Representative withdrew from committee because of work schedule.
3. Rick Adams will follow up with Carrie on funds available for signage.
4. HP Coordinators will sent SCC faculty a recruitment letter for students in their classes.

Action Items

1. Approved HP Appeals form with changes
2. Edited and approved Proposed Honors Course Offerings; request for History and Communications Departments to present at HPC meeting.
Summary Report

Committee: SSEC

Meeting date: 10/24/2016

Discussion items:

- Demonstration of the SCC Mobile APP for students in a presentation by Sergio; members of the committee questioned why students will not be able to pay for courses through the app or get placed onto a waiting list. Sergio will look into these issues.

- Report from the SCC Team who attended PCC Pathways Symposium: Joseph Alonzo, Frank Rivera, Amy Freese, Jennifer Coto, Maureen Roe; presentation of the proposal to improve/expand Discover SCC—changing it from a one-day orientation to a four-day (Monday-Thursday, 9:00AM-12:30PM) orientation called SCC Summer Advantage Academy (SCCSAA) which would include efforts from counseling, outreach, math, English, and reading as well as from professors who previously participated in Discover SCC “Boot Camp.”

Actions proposed: To offer the SCC Summer Advantage Academy as a pilot in August 2017, two rounds/weeks of it for approximately 250-300 students each week. The SSEC unanimously approved a motion to support the SCC Team in moving forward with the plans for the SCCSAA as they explore ways to incentivize the Academy for students, perhaps by offering second-year priority registration or book vouchers or one unit of credit.

Events Planned: The SCC Team will meet Monday, 10/31 to further discuss implementation of SCCSAA as well as how to sell/explain the program to parents and students at the Nov. 15 Family Night.

Resources needed/acquired/allocated: Unknown at this point. Student Equity has support for this type of summer bridge in its plan as does BSI.
Summary Report

Committee: Web Committee
Meeting date: 10/13/2016

Discussion items: [limit to 3-4 bullets maximum]

• Siteimprove Accessibility Training - need more people to attend sessions

• Website Change of First Class Programs - add navigation links

Actions proposed: n/a

Events Planned: n/a

Summary Report

Committee: Technology Committee
Meeting date: October 20, 2016

Discussion items:

• 2017/18 Prioritization Process and Timeline - discussion of what to expect next month

• Learning Management System Resolutions and Subcommittee - went to senate

• Technology Plan - the 5 year update subcommittee has begun process

Actions proposed: n/a
Events Planned: n/a
PDC Meeting, November 8, 2016

Present: Martin Stringer, Elizabeth Baez, Lynnette Beers-McCormick, Jacque Myers, and Vanessa Jones
Absent: Tiffany Gause and Maria Chaidez
Note taker: Vanessa Jones

1. Recruitment of new PDC members discussed. We currently need 3 classified members and 1 faculty member.
2. We went over the Annual Committee Evaluation Follow-Up Survey. Lynnette will complete the online survey with our comments.
3. The timeline for the spring 2017 Flex Week Calendar is in the editing stage. There were a few edits made during the meeting. Lynnette will update the spring 2017 Flex Week Calendar draft.
4. Elizabeth will attend the next Academic Senate meeting on 11/15/16 and present the most current spring 2017 Flex Calendar draft.
Resolution F2016.8

Creation of the Technology for Institutional Effectiveness (TIE) Task Force

Moved: Professor DeCarbo

Seconded:

Whereas, Santiago Canyon College applied for, and has been awarded a visit from a team representing the Institutional Effectiveness and Planning Initiative; and

Whereas, The Educational Master Planning Committee was directed to suggest a task force to represent Santiago Canyon College during the visit; and

Whereas, College Council has approved said task force and asks the Academic Senate to approve this recommendation;

Resolved, That the Academic Senate of Santiago Canyon College affirm the creation of the Technology Institutional Effectiveness Task Force as prescribed by the Educational Master Planning Committee.

Date Presented: November 1, 2016
Date Passed:

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)
Santiago Canyon College has sought the assistance of the Institutional Effectiveness Partnership Initiative (IEPI) in order to address Actionable Improvement Plan 1, first identified through the accreditation self-evaluation process in 2014.

**Actionable Improvement Plan 1**

*The Office of Institutional Effectiveness & Assessment will incorporate planning and resource allocation documents and forms into the Taskstream user interface so that the College community will have a “one-stop-shop” for institutional effectiveness related activities (I.B.3.).*

The following individuals have been identified to serve on the Technology for Institutional Effectiveness (TIE) Task Force based on their institutional role and experience with outcomes assessment, integrated planning, and/or resource allocation:

- AS President
- Budget Committee Faculty Co-Chair
- Biology or Chemistry Department Chair
- CIC Chair
- Continuing Education Faculty Member
- EM Faculty Co-Chair
- EMP Faculty Co-Chair
- Former EMP Faculty Co-Chair
- Assistant Dean Admissions and Records (A&R Expert)
- Dean of Institutional Effectiveness, Library and Support Services
- Interim Dean Counseling
- Project Manager
- Vice President of Academic Affairs
- Vice President Continuing Education
- Student Representative (ASG Appointed)
- Assistant Vice Chancellor of ITS
- SCC IT Staff
- Two classified members with Taskstream experience

It is recommended that this Task Force lead the college in its interactions with the Institutional Effectiveness Partnership Initiative – Partnership Resource Team, assist in the development of the Innovation and Effectiveness Plan that includes the identification of project objectives and associated planning elements, as well as a request for IEPI resources to fund the plan.
Resolution F2016.9

Adoption of the Rancho Santiago Community College District 2017-2020 Strategic Technology Plan

Moved:

Seconded:

Whereas, The Rancho Santiago Canyon College District Technology Advisory Group (TAG) is responsible for developing the district technology plan; and

Whereas, The past technology plan was designed for 2014-2016 and TAG has created and recommends a 2017-2020 Strategic Technology Plan; and

Whereas, TAG has deemed it necessary that the new plan be established as a “living document” that can be, in accordance with established shared governance processes, altered to meet the everchanging needs of technology;

Resolved, That the Academic Senate of Santiago Canyon College adopt the Rancho Santiago Community College District 2017-2020 Technology plan upon the assumption that said plan can be modified by the Academic Senate of Santiago Canyon College as deemed necessary.

Date Presented:   November 15, 2016
Date Passed:

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)
Resolution F2016.10

Adoption of the Revised Nomination Process for the Orange County Teacher of the Year Award

Moved: Professor Dela Cusack

Seconded: Professor DeCarbo

Whereas, in the past, the Faculty Excellence Award winner was nominated for the Orange County Teacher of the Year Award (OCTOTY) in the year following his/her campus award; and

Whereas, The process changed to a random drawing selection process when OCTOTY requested one nominee per district instead of per school per year but, recently, the OCTOTY group has again changed its policy to one nominee per school per year; and

Whereas, The Faculty Recognition Committee strives to ensure consistency, predictability and parity;

Resolved, the Academic Senate directs the Faculty Recognition Committee to return to a chronological nomination process for the Orange County Teacher of the Year, beginning with the 2012 Santiago Canyon College Faculty Excellence winner and then all subsequent eligible winners.
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<tr>
<td>10:00-11:00</td>
<td><strong>Golfing for Good: Raising Funds for Your Program, Club or Scholarship through the 17th Annual Hawks Golf Tournament (with Karen Bustamante in H-118)</strong> This session will describe how you can promote the 17th Annual Hawks Golf Tournament and raise supplemental funds for your program, club, or scholarship at SCC. For more information, contact Karen Bustamante at <a href="mailto:bustmanate_karen@sccollege.edu">bustmanate_karen@sccollege.edu</a> or 714-628-4888.</td>
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<td>10:00-noon</td>
<td><strong>Creating Accessible Documents (with Philip Tran and Amanda Carpenter in B-104)</strong> Come learn how to make the documents you post online accessible. The first part of the workshop will focus on the principles of accessible design. The second part of the workshop will provide participants with the opportunity to work on formatting their own Word, PDF and other documents so that they meet accessibility mandates. Please RSVP to <a href="mailto:carpenter_amanda@sccollege.edu">carpenter_amanda@sccollege.edu</a> to reserve a seat in the workshop.</td>
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<td>10:30-11:30</td>
<td><strong>Gentle Yoga (with Ian Woodhead in the SCC Gym—Aerobics Room, Second Floor)</strong> As dedicated classified staff, faculty and administrators, at what point do we invest in ourselves and our own well-being? This is an introductory offering, in an all-inclusive environment to open the door to one avenue where we can decompress and refresh with a view to better day-to-day and long-term health. A yoga mat will be provided. Please wear comfortable, loose-fitting attire. RSVP preferred but not required: <a href="mailto:woodhead_ian@sccollege.edu">woodhead_ian@sccollege.edu</a>.</td>
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<td>11:00-2:00 p.m.</td>
<td><strong>Canvas: A Jungle Cruise (with Scott James in D209-4)</strong> RSVP Required: <a href="mailto:james_scott@sccollege.edu">james_scott@sccollege.edu</a> Like the Jungle Cruise at Disneyland, using a new learning management system can be full of twists, turns, and danger coming at you from unexpected places. Let me be your skipper and show you what Canvas has to offer and help you learn how to use Canvas by creating a simple mock course. All of the materials you will need for the mock course will be provided to you. We'll also have a lot of time for questions along the way. I'll chart the path; you bring the corny jokes. In this workshop you will: Explore and discuss the fundamental tools within Canvas; compare common Blackboard and Canvas tools; create a sample (mock) class using existing course materials that will be provided to you; avoid hippos, headhunters, rhinos, lions, and snakes.</td>
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<td>Noon-2:00 p.m.</td>
<td><strong>When Non-Fiction Becomes Fiction: A Case of Literary Mystification (with Barry Resnick in H-118).</strong> Barry Resnick will repeat his Faculty Excellence Award presentation for those who were unable to attend in October. Faculty who teach English or History will find this presentation of particular interest because of the importance of fact-checking when doing research. Barry will highlight his personal involvement in a seven year investigation into a best-selling book that was sold as a true story. His investigation took him all over the world as he followed a clever author who slightly changed historical events; a group of felons; and the world’s largest publishing company as they all contributed to the creation of a story and eventual book written in 13 languages and sold in 27 countries. Eventually movie rights were sold, and a major media blitz in the U.S. was ready to launch…until the story began to unravel. Barry will highlight the years of research involved and the battle with the media and other powerful entities who worked to keep the truth out of the public eye. If you are a fan of NBC Dateline or CBS’ 48 Hours, you will be sure to enjoy this presentation. There will be a brief roundtable discussion to follow for faculty members to discuss research in the field of academia. Please RSVP to Barry at <a href="mailto:resnick_barry@sccollege.edu">resnick_barry@sccollege.edu</a>.</td>
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2:15-3:15 p.m.  
**Emergency Preparedness (with Manny Pacheco, Campus Safety, in H-118)** 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 for faculty, staff, and administrators will include an overview of the emergency procedures for our campus.

3:30-4:30 p.m.  
**Title IX Basics (with Loretta Jordan in H-117)** Title IX Basics will review many of the frequently asked questions about the federal law, its implementation at SCC, and reporting.

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**Tuesday, February 7, 2017**

10:00-noon  
**Equity session (with Joseph Alonzo and Tiffany Gause in ???)** We are waiting for an exact title and description, but this time has been blocked off, per Joseph’s request.

Noon-2:00 p.m.  
**Brain-Compatible Strategies for Critical Thinking in the College Classroom (with Regina Rei Lamourelle, Ed. D, in U-99)** Most professors lecture as the main way information is given to students. While it is a “tried and true” educational practice, there is mounting cognitive research that suggests that students do not learn or retain as much knowledge when they are subjected to the lecture only format. This session will acquaint with basic brain rules for learning. Attendees will explore brain-compatible strategies that can augment lectures and facilitate critical thinking and learning. Please RSVP to Regina Rei Lamourelle, Ed.D: lamourelle_regina@sccollege.edu / 949-586-1293 or 714-628-4887.

1:00-2:00 p.m.  
**Getting Centered Around Our Centers (with Kathy Hall, Bryan Mills, and Maureen Roe in H-208)** SCC offers such a variety of services for our students through centers and programs across the campus: the Math Study Hall (MaSH), the Writing Center, the STAR Center, the Tutoring Center, just to name a few. So many centers, though, might be confusing to students who are not sure which one is designed to serve which need. Even some faculty may not know which center is best to direct students to with specific questions or concerns. For those who coordinate, represent and or work in these centers, let’s have a conversation about how to collaborate and strategize to effectively promote student success. **Lunch is included!**

1:00-3:00 p.m.  
**Equity session (with Joseph Alonzo and Tiffany Gause in ???)** We are waiting for an exact title and description, but this time has been blocked off, per Joseph's request.

2:00-3:30 p.m.  
**Creating a Community of Practice Around Reading Apprenticeship (with Amy Freese, Maureen Roe, Roberta Tragarz and Scott Howel in H-208)** We ask our students to read textbooks, writing prompts, lab instructions, word problems, and more, and we ask them to process and retain what they read. But perhaps we should be asking if they have the tools to read well. And perhaps we as instructors from across disciplines can work together to help develop and foster those tools through Reading Apprenticeship (RA) strategies. Please join a few instructors who have been through RA training to begin a dialogue among humanities and STEM professors about strengthening our students' reading skills.

2:00-4:00 p.m.  
**Math Acceleration Pilots (with Laney Wright and Alicia Frost in D-206)** Data from the Fall 2016 acceleration/transformation pilots will be revealed. We will discuss the impact on our students and any changes that need to be made. The highlights of this discussion will be brought to the department meeting on Thursday.
2:00-5:00 p.m.  **Canvas: A Jungle Cruise (with Scott James in D209-4) RSVP Required:** [james_scott@sccollege.edu](mailto:james_scott@sccollege.edu)
Like the Jungle Cruise at Disneyland, using a new learning management system can be full of twists, turns, and danger coming at you from unexpected places. Let me be your skipper and show you what Canvas has to offer and help you learn how to use Canvas by creating a simple mock course. All of the materials you will need for the mock course will be provided to you. We’ll also have a lot of time for questions along the way. I’ll chart the path; you bring the corny jokes. In this workshop you will: explore and discuss the fundamental tools within Canvas; compare common Blackboard and Canvas tools; create a sample (mock) class using existing course materials that will be provided to you; avoid hippos, headhunters, rhinos, lions, and snakes.

6:00-9:00 p.m.  **Business and Career Technical Division Meeting for all full-time and part-time faculty members (in E-206).** Includes breakout sessions by program.

6:00-9:00 p.m.  **Adjunct Counseling and Education Instructors Meeting (in Room E-107)**

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**Wednesday, February 8, 2017**

9:00-noon  **SCC Academic Senate Retreat (in E-203)** Retreat for all current senators and interested faculty.

Noon-1:00 p.m.  **Raise Money for your Campus Cause with TeamSCC (with Denise Sonnenberg in H-120)** Need supplemental dollars for your program, club or scholarship? Come learn how to rally your personal and professional network, to support your program, club or scholarship at SCC. Learn how SCC has followed the lead of other successful colleges to help you raise those extra funds for your needs. TeamSCC is an online fundraising platform.

Noon-1:00 p.m.  **Scholarship Committee Process Meeting (with Elizabeth Bergara and Alex Vega in E-107)** This meeting will provide the new scholarship process using Academic Works for reviewing applicants. It is intended for all members of the Scholarship Committee only. We will discuss timelines and any new updates within Academic Works. Lunch will be provided.

1:00-2:30 p.m.  **Best Teaching Practices (with Anne Hauscarriague in D-206)** Do you have a special way of reaching your class or building rapport with your students? Come and share what is working. We will discuss activities, assignments, classroom management and pedagogy across the curriculum.

2:30-4:30 p.m.  **i-Pads in the Classroom (with Scott James in D209-4)** Turning your students into teachers is a really effective way to promote learning. This workshop explores how to use iPads to engage students in meaningful learning activities using video capture and group-centered distributed learning activities. iPads will be provided for use during the workshop. In this workshop you will: discuss and critique the use of technology in learning; demonstrate the use of Explain Everything while creating an instructional video; demonstrate the use of iMovie to edit video; create a video presentation, complete with title sequence, instructional video, and music.
### Thursday, February 9, 2017 (Common Day)

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| 8:00-3:30 p.m. | **Department Meetings**  
ACE, Time and location TBD  
Astronomy, 10:00 a.m.-12:00 p.m. in SC-119  
Biology/ Life Science, Time TBD, in SC-132  
Business, 10:00 a.m.-12:00 p.m. in B-106  
Chemistry, 4:30-5:30 p.m. in SC-211  
Counseling, 9:00 a.m.-1:00 p.m. in E-107  
DSPS, Time & Room TBD  
Earth Sciences Department, 9:00-11:00 a.m. in SC-206  
Economics, Anthropology, & Geography 10:00-12:00 p.m. in H-228  
History, 2:00-3:00 p.m. in H-315  
Kinesiology, 9:00 a.m. in G-206-10  
Library & Information Studies, 9:00-2:00 in L-108  
Math, 10:00 a.m.-12:30 p.m. in D-206  
Modern Languages, noon-2:00 p.m. in H-318  
Philosophy, place and time TBD  
Psychology, 1:00-2:30 p.m. in H-322  
Physics, Physical Science and Engineering, Time & Room TBD  
Political Science, 10:00-noon in H-316  
Polaro, Women's Studies, & Ethnic Studies, 10:00-11:30 a.m. in H-314 |
| 1:30-3:00 p.m. | **Faculty Forum (with Mary Mettler in E-203)**  
The Faculty Forum is an opportunity for faculty to gather and discuss the following topics: best practices; changes in federal, state, local policy; instructional resource allocation; innovative teaching methodologies; concerns with interference with academic freedom; and other items brought forth by faculty for faculty. If any faculty member has a topic of discussion, please email mettler_mary@sccollege.edu. An agenda will be sent to all faculty members prior to this event. |
| 3:00-3:45 p.m. | Arts, Humanities, and Social Sciences Division Department Chair Meeting (in H-206) |
| 3:30-4:30 p.m. | Mathematics and Sciences Division Department Chair & Coordinators Meeting (in SC-111) |
| 4:00-5:30 p.m. | Arts, Humanities, and Social Sciences Division Meeting for Full time and Adjunct Faculty Members (in H-106) |
| 5:30-7:00 p.m. | Division and Department Meetings for Adjunct Faculty: Arts, Humanities, & Social Sciences Division  
Department meetings and locations will be announced at the Division meeting. |
| 5:30-6:30 p.m. | Mathematics and Sciences Division Meeting for Full time and Adjunct Faculty Members (in Room SC-105)  
Department meetings and locations will be announced at the Division meeting. |

### Friday, February 10, 2017 (Common Day)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-10:00 a.m.</td>
<td>English Department Meeting (in H-206)</td>
</tr>
<tr>
<td>10:30 a.m.-noon</td>
<td>SCC Faculty and Staff Convocation (in H-106 with Interim President John Hernandez)</td>
</tr>
<tr>
<td>12:00-1:00 p.m.</td>
<td>Communication Department Meeting (in D-129)</td>
</tr>
</tbody>
</table>
| 1:00-3:00 p.m. | **Equity break-out session (with Joseph Alonzo and Tiffany Gause in ???)**  
We are waiting for an exact title and description, but this time has been blocked off, per Joseph's request. |
The following information will be used by the senate to assist in the ranking of faculty hiring requests. No one part on this form will guarantee a position; nor is any one part more important than the other.

<table>
<thead>
<tr>
<th>Department:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
<td></td>
</tr>
</tbody>
</table>

Job description | Provide a description that would be similar to one used by Human Resources to advertise the position

<table>
<thead>
<tr>
<th>DPP GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to link our budgeting to our planning, copy the goal from your DPP that specifically requests this position.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDUCATIONAL SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would failure to fill the position result in an inability to schedule all courses or offer a program in the discipline?</td>
</tr>
<tr>
<td>Would failure to fill the position result in the closing of a laboratory or other instructional facility?</td>
</tr>
<tr>
<td>Would failure to fill the position result in limiting student services or programs in the next academic year?</td>
</tr>
<tr>
<td>Is this a non-classroom faculty position?</td>
</tr>
</tbody>
</table>

If this a replacement position, whom will this position replace?

If requesting multiple positions, rank the priority of this request amongst the other requests from your department.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>
**SECTION 4A: COUNSELING RATIOS**

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Formula/Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>How many counseling LHE/hours were offered last Fall and Spring?</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Multiply A. by 0.6 to determine this amount in Lecture LHE</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>How many LHE were reassigned Release Time LHE for department purposes last Fall and Spring?</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Total the number of Lecture and Release LHE (B + C = D)</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Total number of faculty?</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Total number of non-student contact faculty?</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>Total number of student contact faculty?</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>Total number of instruction LHE offered?</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Total number of instruction LHE taught by adjunct faculty?</td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>Total number of LHE taught by contract faculty?</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>Total number of student contacts (appts./drop-in/new student orientation/Early Welcome/Academic Probation Workshop/Financial Aid/CTE)?</td>
<td></td>
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<tr>
<td>L</td>
<td>Total number of student contacts previous year?</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>What is the percentage change from the previous year (student contacts)?</td>
<td></td>
</tr>
</tbody>
</table>

Please compare SCC’s counselor to student ratio to 3 comparable community colleges

<table>
<thead>
<tr>
<th>Name of Campus</th>
<th>Number of Counselors</th>
<th>Number of Students</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santiago Canyon College</td>
<td></td>
<td></td>
<td></td>
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<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</tbody>
</table>
Library Position Supplement

SECTION 4B: LIBRARY RATIOS

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>What is the current number of Librarians (fulltime + adjunct)?</td>
<td>A</td>
</tr>
<tr>
<td>B</td>
<td>Number of fulltime Librarians</td>
<td>B</td>
</tr>
<tr>
<td>C</td>
<td>Number of adjunct Librarians</td>
<td>C</td>
</tr>
<tr>
<td>D</td>
<td>How many LHE were reassigned Release Time LHE for department/credit instruction purposes last Fall and Spring?</td>
<td>D</td>
</tr>
<tr>
<td>E</td>
<td>What was the ratio of Librarians to student FTES last fall and spring?</td>
<td>E</td>
</tr>
</tbody>
</table>

Please compare SCC’s librarian to student ratio to 3 comparable community colleges

<table>
<thead>
<tr>
<th>Name of campus</th>
<th>Number of librarians</th>
<th>Number of students</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santiago Canyon College</td>
<td></td>
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<td></td>
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<td>3.</td>
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</tbody>
</table>
## Other Non-Instructional Position Supplement

### SECTION 4C:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>Number of fulltime SCC faculty in this role?</th>
<th></th>
<th>B</th>
<th>Number of adjunct SCC faculty in this role?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
<td></td>
<td></td>
<td>B</td>
</tr>
</tbody>
</table>

Please compare SCC’s position to 3 comparable community colleges

<table>
<thead>
<tr>
<th>Name of campus</th>
<th>Faculty in Position</th>
<th>Number of Students Impacted</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santiago Canyon College</td>
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<td></td>
<td></td>
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<td>1.</td>
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<td>3.</td>
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</tbody>
</table>
Use this area to address any answers on the previous page and explain how this position meets the community college mission of transfer education, occupational training, basic skills, and non-credit adult education.
All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy. All work and no play makes Jack a dull boy.
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