



## JOINT MEETING of the ACADEMIC SENATE and EDUCATIONAL ADMINISTRATORS

### Adopted Minutes

**January 14, 2011**  
**Board Room 626**  
**9:00 am – 12:00 pm**

**1. Call to Order**

President Watkins called the meeting to order at 9:15 am

**2. Roll Call:**

**Educational Administrators:** Philip Andreini, Frances (Betsy) Julian, Jerry Kea, Jeffrey Lamb, Arthur Lopez, Robert Myers, Arturo Reyes, Lucia Robles, Leslie Rota, Erin Vines,

**Academic Senate:** Darryl Allen, Abba Christiansen, Nick Cittadino, Svetlana Podkolzina – sub for Susanna Crawford, LaNae Jaimez, Richard Kleeberg, Lou McDermott, John Nagle,

**Absent:** Shirley Lewis, Maire Morinec, Kim Becker, Dale Crandall-Bear – *ex officio*, Erin Duane – *ex officio*, Alena Hairston, Karen Wanek

**Guests:** Peter Bostic, Chris Myers, Chuck Eason, Mostafa Ghous

Connie Adams, Interim Admin Assistant

**2. Approval of Agenda – January 14, 2011**

Motion to Approve – Dean Lamb; Seconded – Senator Kleeberg; Unanimous

**4. Information/Discussion Items**

➤ **Proposed Pre-Requisite Changes**

EVP Reyes distributed the Proposed Revisions from the California Community Colleges Board of Governors and the Consultation Digest Title 5 document from the State Academic Senate. He reported that local impact questions have been coming from the Chancellor's office and the Board of Trustees. The Proposal purpose is to change Title 5 language to allow a group of faculty from a specific discipline to impose prerequisites on courses through their own review and eliminate the need to go through formal statistical analysis as proof that students should be required to take a particular prerequisite without which they would have difficulty or not be able to pass. It is unknown what impact this change will have. Currently, prerequisites can be imposed only within departments. An example would be that English 370 requires a prerequisite and an exam to complete. The English department can decide this without validation and that same approach would be expanded to all disciplines. The State Academic Senate supports this change and believes it can improve graduation success and completion. Students who need basic skills will have to remediate before they get into classes they might otherwise not pass. This could help increase the success rate.

*Comments/Questions:*

Dean Rota noted that Solano College used to place prerequisites based on content review and this proposal would reengage that process. Dean Lamb opined there could be some difficulty today in justifying added prerequisites for students who have already been successful in the next class. Dean Rota commented that past validation studies showed many examples of that where students were able to pass courses without taking the prerequisites. However, it is not known if the students did not need the prerequisites or if the courses were adjusted to accommodate that they didn't have prerequisites. She added the reason prerequisites

weren't required before was based more on concern about enrollment decrease and there are a lot of pedagogical components to this. Dean Julian had a different experience as Senate President in another school during the last change where basic English was a prerequisite for all students and completion was drawn out for students as they had to finish prerequisites before moving on to other courses. Senator McDermott commented that 20% of students have difficulty with writing skills, but in dialogue with history instructors, most felt that prerequisites might not help because there are so many varied standards. Considering the variety of levels in each course it could be a problem with everyone choosing their own prerequisites.

Dean Andreini worked in a college where a PhD trained statistician's sole work was validating prerequisites. He would give a very sophisticated report with enough data to decide if prerequisites were valid or not. Dean Lamb noted this was basically content review and asked if there are guidelines for continuity. Dean Rota responded that a content review is needed to add prerequisites within a division. Content review is already part of the process but it is only available in the same program. If it comes to pass, there will probably be a need to train about content review. Dean Andreini noted that faculty are getting together and applying precise language to course expectations for English I. EVP Reyes queried if content review includes external factors such as assessment of the level of what a student knows coming in to be aware of their capabilities. Dean Rota opined that requiring a pre-requisite would have to prove they are capable of passing. School transfers and advance placement test scores, etc. can help. EVP Reyes asked what percent would need to take English I based on past experience. Dean Rota responded that most students would need it. A small percentage of students take it in high school. Prerequisites would cover eligibility for English I. If this passes, a lot of discussion will be needed with the faculty to decide and think about implications. President Watkins asked what the issues were when this was in place before. What Dean Rota recalled from discussions were questions regarding effects on enrollment and whether prerequisites were actually a need. Dean Julian recalled that discussion at her college focused on how long it took students to get through with that prerequisite hurdle. Ms. Podkolzina shared her perspective from math that a lack of prerequisites can strongly affect some higher level courses, but competing colleges had recommendations rather than prerequisites and that seemed fine at the time. Students would complain about taking a course if it was not a prerequisite. At Solano all courses aren't transferrable. Senator Cittadino asked about the process of appeal for a student who believes they don't need the prerequisite. Dean Rota believed it would be the same process as prerequisites now that can be waived as transfer. If a student wants it waived, there is discussion with the dean and faculty. That has been occurred with people who have practical experience and that process would continue.

Dean Kea expressed that it's a shame that politics and financial considerations would undermine institutional academic professionalism and integrity but also noted that everyone would be on the same ground if this passes. Would prerequisites be offered by looking at the skills needed to function at a collegiate level? This is a college, not a high school. The whole country is asking for benchmarks, from kindergarten through graduate level in some regards. There is a lot to be weighed in but it would be great to take the high ground for Solano students. When students cannot write it undermines the whole academic process. Dean Andreini added that another strand in the statewide system is thinking of and creating one placement exam for the whole system. If well thought out, that could be a good thing. EVP Reyes cautioned against generalizing too much without knowing a particular ESL student's degree of knowledge and requiring something they don't need. That might deter students. He expressed that English isn't a prerequisite to learning for many students who just aren't that versed in English writing. There are people who understand language and are competent at high levels, but not yet writing it well. Dean Kea noted that reading is most important and writing might not be applicable to the discussion. International private schools really have to tow the line, reading has to be in place, and there can't be a substitution of content for skills which are the gateway. Dean Rota added that even though the student may be good in foreign language, the fact is they are trying to get a degree in American colleges and have to write term papers in English. EVP Reyes pointed out that his statement was addressing the students who couldn't pass English IA, but could think through things and write very good coherent essays.

Dean Lamb considered some of this is about a shift from an access to success paradigm and hopefully prerequisites placed would insure success rather than access. It would be interesting to see how Dean Andreini's mention of placement would go towards how Solano students are being placed. Learning Communities are speaking about giving students their basic skills courses first in order to prepare them earlier so they can be successful in history, psychology, and other courses. The Completion Agenda, Completion by Design, and other discussions relate to what the College would like to offer in curriculum and student services to insure the students are prepared. What are the expectations and what is transfer ready? Interesting forces are coming together.

Ms. Podkolzina shared her experience when she came to the United State with very little English and spent four years in adult school, then on to college and teaching. She didn't consider the time in adult school a waste of time. Even if coming to this country with an advanced degree, there is the need to understand the environment and be able to communicate. EVP Reyes pointed out that important to this discussion is the limited amount of resources and in many places those adult schools don't exist anymore. If this passes, more prerequisites are imposed, it is recognized that 70% of the students here need basic skills, and then 70% of resources would be needed for English I and basic skills. This conversation will be needed. EVP Reyes reviewed the timeline: it went forward in May and was deferred for questions; went back to the Board of Governors on January 11; is currently on a 65 day waiting period, and; will be voted on in March. Dean Andreini hopes that the California Community College system can do this in the best way possible and should be well researched with the best minds in placement evaluation. He also suggested another alternative, which is local but a costly idea, to have every entry level student write a two-paragraph essay and be read and evaluated by the English faculty. Senator Cittadino expressed another concern that students may go elsewhere to take those classes.

EVP Reyes noted that standards could vary from neighboring colleges, so depending on what faculty think; the perspective on this could be quite different. He requested feedback from Senators and Educational Administrators, in addition to discussions today, which he will forward to the Chancellor's office and others interested parties.

➤ **Evening Administrator & Ombudsperson (EAO) Function – Peter Bostic**

Peter Bostic, Executive Administrator of Institutional Advancement expressed his pleasure to attend this joint meeting and looked forward to returning, if this is representative dialog at these meetings.

Mr. Bostic explained that EAO is high level and non-emergency evening supervision so that students have someone to go. Mr. Bostic shared his YMCA background and experience in questioning ways to keep members. Visible management walking around the campus and paying attention to the College students would be an effective way here. He pointed out that in education, his experience is that students aren't viewed as customers and because they're always here there has been no marketing approach to this customer base. A lot of dialog hasn't gotten to the table where decisions were made. When students come in at night there may be no one available and if this was a for-profit business the customers would be lost. He added that the Planning & Research student survey that Mr. Myers created and tabulated demonstrated students' feedback on what is working well at the College and what could be improved.

Mr. Bostic clarified that an ombudsman is a person available for resolution. ALG members are currently serving as EAOs with adjusted schedules (no extra cost involved) to be here a couple nights a week from 5:30 p.m. to 10:00 p.m. This should be very helpful, especially if the EAO is out and visibly performing the job of ombudsmen. They can be in the office some of the time, but hopefully during main traffic time they'll be out in public and very visible and connecting with students. They are also a risk management eye, so if there are issues to go to facilities, deans, management, etc., documentation on that will show insurance companies, community, and other that support is present, active, and strengthening the whole institution through paying attention. This is about communication and an increase of student dialog is expected. Policy, procedures, and the schedule have been identified. If members need to switch a date, work with other members to switch. This should be a customer driven service function and will educate staff and administration with input that can become part of the planning process for the College as a whole. The phone number on the handout will be given to everyone on campus. The ideal ombudsmen person would look at what's happening on their

evening, and see where they should most circulate. If a specific scheduled activity is happening, the EAO would inform people about what is happening on campus. Approximately thirty people signed up for this. The more engaged an EAO is the more fun they'll have. EVP Reyes commended Mr. Bostic for his very positive and enthusiastic attitude. Dean Rota expressed her desire had been to get back to this function on campus. Mr. Bostic reminded everyone that public safety is the first line of communication for any issues. They would make the determination to call the EAO, who would have backup. Campus police and EAOs can keep each other informed.

Mr. Bostic stated that word of mouth is still the number one marketing tool. First time students will tell people how well their experience was when going through enrollment, finding classes, and having other questions or concerns answered. He asked everyone to look at the procedures and philosophy of the position and integrate that with results of the student survey and how it compares to the national norm. The EAO function had been addressed for spring and fall, and EVP Reyes agreed to look at adding summer when so few resources are available. Dean Rota reported that there are public folders and a calendar in outlook which will be kept current with EAO schedules. To volunteer, contact Laurie Gorman in EVP Reyes' office.

➤ **Strategic Planning Goals, Accomplishments, and Plans – Chris Myers**

Mr. Myers, Interim Director of Research & Planning, reported on the Strategic Goals and Objectives. He began with a Power Point presentation (see handout) and gave a brief overview of IPP and the three components: 1) Evaluation - which incorporates the accreditation self study, program review, curriculum review, SAO, and SLO; 2) Planning - which uses assessment results to feed into development of plans, including strategic plans, educational master plan, core competencies, three-year plans, and college plans (facilities/equity); 3) Resource allocation – which includes strategic and operational proposals, review groups, Shared Governance Council, Finance & Budget Planning Advisory Council, and the President. This process is used to acquire resources to implement some of the proposals. He summarized the process: assessments of SAOs, SLOs, program review and others which fit into three-year plans; develop goals and objectives to get resources, and; develop strategic and operational proposals. Strategic proposals relate to activities that might impact several areas, divisions, or across campus. Operational proposals impact one unit or a specific department or area. The proposals go to appropriate review groups, SGC and FaBPAC, and then to the President for final approval. As a result of developing and revising three-year plans, it is likely additional resources would be needed to implement plans and therefore, write a strategic or operational proposal. By the end of summer or early fall proposals would be reviewed by one or more review groups, each review group provides feedback and makes recommendations. The proposer can view this input along the process and make changes or not. The proposal then moves forward to SGC for review and recommendations, then to FaBPAC to look at resources available for the proposal needs. The final approval goes to S/P Laguerre. If the proposal is approved in March, the resources to move forward are known. Each year by June, proposal evaluation is requested to document success and how funds were used. This is a cyclical process.

President Watkins requested clarification of review groups. Mr. Myers responded that it includes the Academic Senate, Educational Administrators, Enrollment Management, Facilities Committee, and others. Review groups vary depending on the particular goal. Dean Lamb added that one of the ongoing issues within PERT is assuring that all of this process keeps on track and that the recent reviews from the Academic Senate, Enrollment Management, and BSI were very helpful. Some groups didn't materialize their work or didn't meet. Dean Lamb pointed out that Accreditation wants to know that the process is in place, is being used, is functioning and has identifying key benchmarks that show it is working. Dean Myers noted it is important for everyone on campus to know this is an 18-month timeline and realize there is a lot of planning to do for a proposal. It should not be a rush thing to get money, although on occasion emergency items may be needed. Otherwise, proposal creators need to plan far enough in advance. Dean Julian queried if she should be planning now for her division to have proposals in by May 1. Dean Lamb responded that based on SLO discussions today, possible obstacles, and training etc. to look at that would be the goal. Dean Rota added that planning this May is for the 2012-13 academic year. Dean Lamb stated there are discussions about fast track that will allow for long-range and short-term planning. He summarized the timeline: submit

proposals in May; get immediate feedback; make changes over the summer, and; the process kicks in and starts moving forward in August. Senator Jaimez pointed out that faculty need to be clear about it and Mr. Myers requested that everyone spread the information to their divisions. President Watkins, a member of PERT, clarified that when a proposal is submitted and goes to review groups, it must be clearly approved and forwarded or sent back. PERT's job is to make sure the proposer knows the status through the process. Dean Lamb agreed with Senator Jaimez on the importance of process and deadline clarity to take to divisions. Additionally, membership of the PERT is changing and adding more faculty by division representation. With more representation from divisions, faculty will receive information from different and multiple angles. Senator McDermott asked why it takes 3 ½ months to FaBPAC. Dean Lamb opined that is connected with the budget calendar. Dean Vines suggested emailing to everyone the May 1<sup>st</sup> deadline notification reminder each spring until it becomes part of institutional memory. Dean Rota opined that with challenging financial times ahead, planning is as important as in better times. Maybe this process could also be used in discussions of planning for bad times. Dean Robles noted that in CTE they have a five-year plan approved by The State Chancellor's office and are waiting to hear from them what Solano College's allocation will be, followed by an application due May 15 for 2011/12. She questioned how to align with the different deadlines from state and institutional planning for 2012/13. Dean Myers stated that every unit has varying deadlines from different calendars that don't align with institutional planning and it requires ongoing discussion and planning. Hopefully PERT can give some recommendations. Maybe once in this a little more, this presentation could go to new hires, maybe as a YouTube video. Mr. Myers replied that Rob Simas and Jeff Dean Lamb have already put this up on YouTube. Dean Lamb agreed with Dean Robles, and noted that BSI has another funding stream, independent on some level of the five-year plan. A clearly articulated three-year goal towards the five-year goal is to incorporate some of the BSI pilots into the general fund. Some of the IPP ideas came from BSI pilots and become requests in the fall of the year. This is one way to envision - use immediate money for a pilot and see if it can be incorporated into ongoing funding. EVP Reyes concluded that this discussion is needed to establish process, vision, prioritize, and allocate funds and resources. The outcome is great and the process needs to be clear. He expressed appreciation for these comments.

It was pointed out that Step 8 on the Proposal Timeline slide is an evaluation and not part of proposal process. It could be added for clarification under the final step.

Mr. Myers continued with his report. The mission statement was revised and four new strategic goals and objectives were developed. A strategic goal is a broad overarching area to achieve. An objective is a more specific target supporting the goal. The Strategic Goals & Objectives 2010-2013 (see handout) table lists: goals; objectives; responsible person/department; timeline; activities; expected outcomes, what is hoped to achieve when activity is completed, and; actual results, ideally written in measurable terms. The latter would include the criteria for and degree of success. Finally, once completed and implemented, the results are recorded. This can be used in defining plans. Actual results in August and January from activities completed twice a year cyclical are reviewed and improvements and changes can be made based on that information. Mr. Myers covered some examples of activities supporting each goal. He reminded everyone that the responsible people, committees, or departments need to write actual results that have occurred since fall. Look at the results from assessment to see where things are at.

➤ **Ed Admin Goals**

EVP Reyes asked the Deans to share their goals.

*Dean Julian, Math & Science:* Survival is a goal for this year. Science has embarked on a pretty ambitious goal for the semester, including cleaning, purging and reorganization of science labs, in anticipation of the remodel of the last two rooms which will take place this summer. This is an ongoing process to clean the physical space and consolidate labs where individuals work independently. Science is also working to develop more set guidelines for activities and to have Vacaville and Vallejo labs well set.

*Dean Vines, Counseling/DSP:* Embrace the bigger plan in counseling. One big goal is to insure students don't feel too much from changes with the lack of resources, working smarter and better so they don't see too much impact.

*Dean Robles, Business, CIS, & CTE:* Plan to have an event in April or May to bring high school students and expose them to career tech programs. Once here they can tour and see everything else available. Solano College has wonderful programs, but hasn't done a very good job in marketing and informing the public of the successes, as President Watkins addressed at Flex-Cal. Some students are lost to private schools. The goal, discussed at this week's division meeting, is to get kids here to see what is offered. That will also serve Strategic Goals 2 and 3 – Maximize Student Access and Success and Strengthen Community Connections. Another goal is having faculty and staff involved in the core indicators process (required by Perkins) to see what standards are in place.

*Dean Lopez, Enrollment Management, Financial Aid/EOPS:* Automate processes in financial aid, admissions, and records. see how large in fin aid, 10,064. The goal was to reach \$10,000 in financial aid and \$10,064 was reached very quickly. Higher One just got news that the first dispersal went well and ATMS are now being used by students to pull out money before school has even started. Dean Rota pointed out that there needs to be assurance that they are registered here. Usually 50% get financial aid.

*Dean Andreini, Humanities:* There are areas of reconstructing. An administrative assistant, essential to operations of the division, is needed. A substitute is in place now. Mary Mazzoco, a very able journalism instructor has taken a full time job at DVC. Though it looks like people are in place now, for the long term justification will be needed to hire a full-time journalism instructor. With a student newspaper, it always takes the position above and beyond, including being a faculty advisor, and works best with a full-time person. The department will be OK for now. Another goal is to connect with the center deans and place lab techs on sites. Some developmental English classes have been added. This is the first time that 370 is not full, but they will fill. They are usually full in advance. Humanities has been authorized to hire a full-time English instructor. The library is now under Humanities and Dean Andreini is enjoying that.

*Dean Myers, PE, Athletics & Wellness:* Curriculum review is being completed. Beginning on the 28 meetings will be held every Tuesday until finished. On Wednesday streamlined graduation requirements were discussed. A couple of the classes are different than what they're recommending. This will take more discussion on how to proceed. A big part of the discussions focus on budget. PE and athletics are cut 40 sections per term. Revenue for athletics already includes considerable fundraising and that will need to be increased. Recruiting days are being planned. Spring tutoring hours are being changed and we are collaborating with the tutoring center for the students' benefit. Three-year plans are being reviewed and every part of the unit is involved to see how we are doing and how to better serve students.

*Dean Rota, Fine & Applied Arts/Behavioral Sciences:* A big task will be moving in May, out of one challenge and into portables where the Police Department is. The portables will be reconfigured to be reasonable for the Arts department. Redesign of the 1300 building is also in process. The department is building a diversity of courses. Postcards are being mailed instead of brochures, so enrollments will hopefully stay steady. The usual three-year plans, program and curriculum review have been done. One less section of ceramics, painting and drawing will probably be lost, and ceramics will not be offered this summer. The move is a big part of the workload in the Arts Department this year. Dean Rota and her administrative assistant will be in the very back corner of the 1800 building in cubicles. This will be a year in process.

*Dean Lamb, Academic Success & Learning Resources:* BSI has a whole series of success workshops on board. Information will be forwarded to faculty and marketing will be done for those events. BSI is working towards the creation of a Center for Academic Success, which will require a faculty reassign, perhaps in conjunction with the TLC position. Distance Ed is reviewing and working on recent Accreditation and Chancellor's office guidelines. This should create a more mindful and purposeful Distance Ed program. Reading/Writing Labs are working with faculty and lab staff to increase efficiency, accessibility, and function. Faculty are working hard to modify lab curriculum. The Teaching and Learning Center (TLC) position is a faculty reassignment that is currently floating. Dean Lamb has concern about that as it is one of

the strategic goals and objectives and specifically speaks about faculty development. Not having someone in that area has been difficult. The job description is ready. It may be possible to connect the Center for Academic Success and TLC positions. Other issues have slowed this down but he is confident the College will be hiring faculty for that position. The Tutoring Center has had a move recently which has doubled the students served in the Tutoring Center. A new item offered is embedded tutoring to faculty. Dean Lamb expected to see a bigger demand and encouraged faculty to look at this opportunity. Some classes now have a tutor in class 2-3 hours per week. This creates a sense of community, helps instructor by circulating to help where needed as well as being available after class to help with work. Umoja learning community data came back very positive. Test scores are 10% higher. Like a teaching assistant, they go in, know the topics, develop a sense of community, and are more efficient financially. Online tutoring through CCC Conference is also offered. Four tutors were available last semester and Dean Lamb hopes that will double this semester. Dean Lamb is working with Pei-Linn in the Curriculum Office to generate a new curriculum analyst II position. He noted that she is one of the hardest working people on campus. Dean Lamb is very confident about work being done with Tracy Schneider on the Accreditation Self-Study. They are also working with deans on SLOs and are reaching into service area outcomes. These are non-academic areas to be recognized as important connections because they create an atmosphere that is conducive to student learning. Deans have much work to do with many balls in the air at the same time but it is enjoyable seeing improvements.

*Dean Kea, Vallejo Center:* An Advisory Committee is putting together detail for the 40-60,000 foot expansion. Critical in this process is a concurrent development of curriculum. The choices are career tech, which requires a large space, or programs that will utilize the space more efficiently. Dean Kea and Dean Lamb, co-ambassadors in the alliance with Benicia, met with EVP Reyes, S/P Laguerre, the mayor, and others to establish a permanent program in Benicia. The high school has charged Solano College \$8000 for four classrooms in the past. Solano College is renegotiating with Janice Adams for transfer and college prep classes and to get classrooms provided without charge. Solano College is working hard with Sonoma State University to put five classes together. This team is in full bore working with Travis, and it looks like all five classes will happen. They will begin the end of January or the first of February. Dean Kea is also working on a Memorandum of Understanding (MOU) with the California Maritime Academy. Global studies, international business, and engineering are classes that may be offered.

EVP Reyes concluded with support for all the great things going on in every division. Goals he expressed are to establish, maintain, and facilitate ties with the community. Another goal in the coming year is to deal with the budget. All great things are going on with limited resources. The bond potential is one way to help with these goals. BANNER is something to focus on to make the workload more efficient. Supporting students on campus and the integrity of the institution are important. He has been very pleased with the transparency and communication with associations representing the Senate, employees, and students.

#### *Accreditation Update:*

EVP Reyes reported that S/P Laguerre waited until noon for his time with the Accreditation Committee. He spoke very briefly and thought it went well. The hope is that the College will be totally cleared of all sanctions. Realistically, it would be a step up to get on warning. Dean Lamb got a sense from ACCJC that we're on track. EVP Reyes concluded that the College should near something in about 3-4 weeks.

#### ➤ **Senate Goals**

President Watkins thanked the Deans for sharing their goals which adds to community, collegiality, and connection. He reported that goals for the Senate were discussed at the first meeting. Goals include:

- Revision of the Constitution and Bylaws to be completed and ready for approval in March.
- Election of Vice-President. Secretary Kleeberg has been acting as VP, helping President Watkins.
- Academic Integrity. Some years ago the Senate had a paper on academic integrity of students. It was decided that faculty should be included as well.

- Flex-Cal drifted away from the actual purpose which is for faculty and staff development and the Senate would like to bring that back. Senator Kleeberg added that when the legislature created the Flex-Cal program, it was specifically for faculty instructional improvement. This got off twenty years ago on the wrong track. The responsibility for Flex-Cal sits with the Academic Senate. A Basic Skills theme has been established for August, though not confirmed yet. In some semesters time may be used more directly to instructional improvement and may not have a speaker. The goal is to upgrade the program and provide faculty more time to work on instructional improvement and possibly meeting in small groups. It will take a couple of semesters to get changes accomplished. Senator Kleeberg expressed hope that in the fall there will be a program that will make more sense for the number of hours faculty put into it. Dean Myers added that the deans could help provide some perspective on that.
- Budget input and planning. The Senate should step in and add input into the process, make sure instructional support is offered, and help minimize the impact for the good of the school.
- Marketing plan to keep the public aware of the benefits and successes of attending Solano College. With the advertising and expansion of for-profits and budget cuts, community colleges must remain viable and not go away. President Watkins opined that we just can't pull out our pencils too fast and start discussing this in a competent manner.

### **5. Announcements**

Dean Myers announced a basketball double header tonight, both men's and women's teams. Dean Rota announced Annie is on stage in the theatre and added that the dog is behaving. Tickets are available.

### **6. Adjournment**

Motion to Adjourn – Senator Kleeberg; Seconded – Dean Julian  
Meeting adjourned at 11:57 a.m.