



ACADEMIC SENATE

Adopted Minutes

January 8, 2015

ASSC 1421

9:00 am – 12:00 pm

<p>1. Call to Order</p>	<p>President Michael Wyly called the meeting of the Academic Senate to order at 9:05 am.</p>
<p>2. Roll Call</p>	<p>Michael Wyly, President Mark Berrett; Sabine Bolz; Curtiss Brown <i>ex-officio</i>; Thomas Bundenthal; Nick Cittadino; Lue Cobene; Dale Crandall-Bear <i>ex-officio</i>; Joe Conrad; Les Hubbard; LaNae Jaimez; Amy Obegi; Narisa Orosco-Woolworth; Terri Pearson-Bloom; Andrew Wesley; Ken Williams; Connie Adams, Admin Assistant Absent/Excused: Curtiss Brown <i>ex-officio</i>; Dale Crandall-Bear <i>ex-officio</i>; Joe Conrad; Susanna Gunther <i>ex-officio</i>; Andrew Wesley; Guests: Jowel Laguerre, Leslie Minor, David Morse, Charles “Kale” Braden</p>
<p>3. Approval of Agenda</p>	<p>President Wyly pointed out two agenda amendments: in the interest of time, President Wyly will forego his report and give that time for S/P Laguerre to report at this meeting rather than this afternoon; item 4 correction to October 20, 2014 minutes, resent for today’s approval, strike December 8. Moved by Senator Duane and seconded by Senator Bolz to approve the January 8, 2015 agenda as amended. Motion carried unanimously.</p>
<p>4. Approval of Minutes</p>	<p>Moved by VP Jaimez and seconded by Senator Duane to approve the October 20, 2014 minutes as presented. Motion carried unanimously.</p>
<p>5. Comments from the Public</p>	<p>No comments</p>
<p>6. AS President’s Report 6.1 Superintendent - President Report</p>	<p>No report S/P Laguerre welcomed everyone back for the start of spring semester and announced and welcomed Dr. Leslie Minor as the new Vice President of Academic Affairs.</p>
<p><i>Chinese Aviation Program</i></p>	<p>S/P Laguerre reminded the Senate that he reported potential educational connections with China last semester. Not only is the Chinese population very large but the Chinese government has also opened their airspace for individuals to own and fly airplanes which has created a demand for airplane mechanics. Over a year ago, S/P made contact with someone from China while working on recruitment there. The contact was interested in providing training for potential airplane mechanics. The quality and safety of training in the United States and the fact that the Federal Aviation Administration (FAA) provides certification in a lot of countries were key factors for high interest in our programs. An agreement was developed to train Chinese students at the College with the premise it would be an intensive program for students to acquire the skills in only 14 months. Working together with College aeronautics faculty members, the agreement was to move forward with developing understanding and a fast-paced program consistent with content currently provided for regular aeronautic students. The FAA requires 1900 hours of instruction which will be spread over a 14-month program. The understanding is that students will be here solely to study and be dedicated to the program.</p> <p>This intensive program will incur quite a bit of expense for the College and per student cost will be \$25,000. In order to charge that much it will run as part of workforce development education. Cohorts of 48 students are anticipated with plans to have 24 in morning and 24 in afternoon sessions. Within six month there should be 96 students in the program. The College will proctor ESL testing and also select the students. The FAA requires one instructor for 24 students. There will also be a lab assistant for each</p>

instructor. Due to the program intensity and student needs we will ensure adequate staff to support students and may ask students to come here for ESL classes before starting the aviation program.

S/P Laguerre invited faculty to visit the current hangar and program at the Nut Tree Airport. The College will lease a different hangar from the Jimmy Doolittle Education Center Museum for this program. S/P Laguerre distributed the budget for the program that would begin with the first cohort in October 2015 and the second cohort in January 2016. This new program will be used to improve the current aviation program as well. The overhead of 10% will go to the College and a profit is anticipated. Most of the costs are estimated at the highest level, the profit should be higher than what is shown.

Comments/Questions: Professor Melissa Reeve asked if current or new hires will instruct this program. S/P Laguerre replied that, as a self-supporting enterprise, if and/or when the program goes away, so would the faculty. Therefore, new faculty would be hired at the same salary schedule and benefits. Senator Williams asked about students housing and recruitment costs. S/P Laguerre reported that students will pay for homestay themselves, outside of the \$25,000 program cost. Senator Bolz emphasized the importance of ensuring dignified and practical immersion into culture with up to 96 individuals who will need housing. S/P Laguerre stated the College has an agreement with the U.S. Education Foundation for homestays. The person in charge was an immigrant from Asia who speaks Chinese fluently and lives here now. He brings groups of Chinese students to Solano County on a regular basis and parents of Chinese students consider him as a father to the students. The program will be based in Vacaville where he has lived for a long time.

Senator Obegi asked what needs to happen on the Accreditation side to make this happen. S/P Laguerre replied this plan was taken to ACCJC and there are no issues that need to be addressed. All courses would be taught in the aviation classrooms at the Nut Tree. If the Chinese students want to add other classes those would be regular classes at the Fairfield or Vacaville campus. President Wyly recommended Senators bring this information to their school meetings tomorrow and forward any concerns or issues faculty may have for President Wyly to share with S/P Laguerre.

At the December 8th meeting, the Senate discussed the Dare to Declare campaign and what it'd look like this semester: 1) graduation details; 2) how to achieve better grass root efforts in the classroom, working with counseling faculty to engineer a message that can be translated through all classrooms and be re-emphasized. S/P Laguerre will address this and President Wyly asked to be involved in conversation with the campus at-large. S/P Laguerre reported that President Wyly and Stephanie Kruse from KPS13 will share the stage at Flex Cal tomorrow. In the presentation Ms. Kruse will speak of current research for the Image Campaign and address the Completion Agenda. President Wyly will talk about the Academic Senate and activities.

*Administration Building
600*

The building 600 renovation has been completed. The furniture delivery was delayed but will be arriving this week. The offices will be occupied and open on January 20th.

Comments & Questions

Administrative Hiring

Senator Pearson-Bloom noted the organizational chart available online has not been updated and she asked S/P Laguerre to address changes, including the creation and filling of a new Interim Vice President for Student Services (IVPSS) position and what position Shirley Lewis has been moved to. S/P Laguerre reported the IVPSS is a special assignment type of position scheduled to end on June 30th and does not replace the Student Services position that was previously discussed and will be advertised. Shirley Lewis, Chief Student Services Officer, will remain in that position until June 30th. The College will recruit for Vice President for Student Services to be hired July 1, 2015. Professor Melissa Reeve queried if responsibilities of the temporary VPSS will be absorbed by the permanent position. S/P Laguerre affirmed the majority would but a large part of the current temporary position is working with the Vallejo School District and that part has an anticipated end date of June 30th. As Senators raised more questions about the IVPSS hiring process, President Wyly stated he learned about the position the same time as everyone and sent a letter to S/P Laguerre questioning the position and the process. He tried to get clarification only to find there apparently there was no job posting or hiring committee and no following of process. He doesn't know what the next step should be but he felt there are serious topics the Academic Senate needs to own and find a way to have that conversation. Discussion will continue at the January 26th meeting. In the interim, President Wyly will forward the email he sent to S/P Laguerre and summarize the brief conversations to date. Missing from the emails is the fact the position was only scheduled through June. Let President Wyly

	<p>know if you have ideas on how to move forward. Senator Bolz suggested, based on the experiences of last year, it might be prudent to have an updated organizational chart every semester.</p>
<p>7. Information / Discussion Items</p> <p>7.1 Completion Report, Academic Senate Leadership for College Vision</p>	<p>President Wyly noted that S/P Laguerre already addressed some of the points he planned to bring up. He reminded Senators that ideas for this semester for the Dare to Declare Campaign were discussed at the December 8th meeting. The goals are to: increase faculty participation at graduation to acknowledge completion students achieve; find how to achieve better grassroots efforts in the classroom for course and program completion; work with counseling and faculty to engineer a message that can be translated and re-emphasized through all classrooms. S/P Laguerre will address Completion Agenda goals tomorrow and President Wyly was asked to be involved in the conversation with the campus at-large.</p>
<p>7.2 Spring Plenary</p>	<p>President Wyly reminded Senators that the ASCCC Spring Plenary will be held April 9-11 in San Francisco. While unfortunate it will be held the second weekend of spring break, he is planning to attend and he emphasized the importance of the College Academic Senate presence at the conference. He asked everyone to check their calendars and consider attending.</p>
<p>7.3 Academic Year 14-15 Goals</p>	<p>President Wyly distributed a spreadsheet that begins with the 13 Academic Senate goals that were set in August. The document includes the initial view, current updates, and a column to note if complete or ongoing and if it is something the Senate wants to retain. The next steps column is to be filled in. There are other priorities (a-g) that appeared on the Senate radar after the official goals were chosen. The goals should inform agenda choices for this term. Due to limited time, President Wyly asked how the Senate wished to proceed. VP Jaimez suggested checking the updates followed by comments and then move on to the next item.</p>
<p><i>1.C-ID/ADTs</i></p>	<p>C-ID compliance is an obvious ongoing goal. Music is the one lingering ADT due to complications that exist State-wide. VPAA Minor, Dean Neil Glines, and Curriculum Chair Curtiss Brown are involved in seeking solutions. There are additional ADTs that will be submitted and three now pending. Chair Brown and President Wyly will keep everyone apprised via email.</p>
<p><i>2.Co/Prerequisite Approval Procedures</i></p>	<p>The procedures were approved by the Curriculum Committee, the Academic Senate, and Shared Governance. To be forwarded to the Board of Trustees.</p>
<p><i>3.Faculty Development/Flex Cal</i></p>	<p>A new peer process for faculty development is in place. President Wyly is currently working with the Finance Office to establish a budget. Yulian Ligioso, Finance VP, has confirmed funds will be set aside for faculty development. Some of the strategic funds are being re-distributed and, although there is no word yet, it could be as much as \$50,000. Part of the taskforce charge was to expand the Committee. When a budget is attached it should be easier to solicit members. Senator Pearson-Bloom recommended the Taskforce include one faculty representative from each school. Chuck Spillner, Taskforce Chair, reported reps are in place other than one needed from CTE. A Committee report, to include the Committee description, charge and membership, will be placed on an upcoming agenda.</p>
<p><i>4.Student Equity Committee</i></p>	<p>The goal as set was complete but can be used to inform another goal looking forward for more robust planning for SSSP and SEP and to possibly retool next academic year.</p>
<p><i>5. High School Outreach</i></p>	<p>High School Outreach includes CAPP and two taskforce groups, one as advisory (Shemila Johnson, Chair) and the second (Jose Ballesteros, Chair) to develop a comprehensive plan for what the College can do to bring everything together. Flex Cal Chair Spillner announced there will be a large High School Outreach event on the May 13, 2015 optional Flex day at the Vacaville campus. Professor Jack Schouten has been working on this event for a year. President Wyly noted many great things are happening and both taskforce groups need to be communicating and correlating efforts.</p>
<p><i>6. Student Success Taskforce: including Common Assessment and AB86</i></p>	<p>The AB86 report was successfully submitted in December and the final report is due in March. Although there won't be much to change for the final document, AB86 plans need to inform future goals to act on the plan. It still is unknown what will happen with this process once all the final plans are submitted to the Chancellor's Office but there is expectation the Governor's budget and the follow-up workshop will at least give some indication of adult education plans for next year. The Senate may be able to respond at that time.</p>

<p>7. <i>Accreditation Mid-term Report/Preparation for Self-Study</i></p> <p>8. <i>Committee Appointments/Brown Act</i></p> <p>9. <i>Program Discontinuance</i></p> <p>10. <i>Peer Review</i></p> <p>11. <i>Emergency and Part-time Hiring Policy</i></p> <p>12. <i>SCC Branding Campaign</i></p> <p>13. <i>Block Scheduling – Compressed Calendar</i></p> <p> a. <i>Prison Project</i></p> <p> b. <i>Shared Learning – Tech Plan</i></p> <p> c. <i>Program Review</i></p> <p> d. <i>SSSP</i></p> <p> e. <i>Assessment</i></p> <p> f. <i>Hiring Priorities</i></p> <p> g. <i>Dare to Declare</i></p> <p>8. Action Items</p> <p> 8.1 Approval of Goals</p>	<p>VP Minor, S/P Laguerre, and President Wyly will work to develop a robust steering committee that will involve faculty and administrative co-chairs for each of the four standards. More detail should be available within a few weeks.</p> <p>President Wyly will be working on a Senate handbook.</p> <p>Senator Berrett, Senator Wesley, and Senator Hubbard will work to identify programs to use the Discontinuance Policy starting fall term.</p> <p>A small identified taskforce has yet to meet to put together what the joint group will look like. President Wyly hopes to have an update by the end of January. However, due to the Faculty Association contractual impasse with the College, the push to get this done has dissipated.</p> <p>A policy and procedures revision was approved by the Senate, submitted to Shared Governance, and is moving on to the Board of Trustees for approval.</p> <p>The campaign may not need to be a Senate goal as there is nothing to do or report. Senator Pearson-Bloom recommended it remain on the list to offer support as things evolve.</p> <p>This will be kept on the list; there has been no progress to report.</p> <p>After the original goals had been set, the following seven items came up last semester in Senate discussion as additional tasks to work on. President Wyly suggested the Senate engage in periodic review this semester of how things are working and if there are issues to be addressed.</p> <p>S/P pointed Laguerre acknowledged the College actually has no tech plan with robust shared governance participation. He spoke with President Wyly about a technology plan from Hawaii that will be shared with the Senate. President Wyly met with Dale Crandall-Bear, Diane White, and Roger Clague to talk over ideas on how the Academic Senate can participate in the process. There was not a lot of consensus at that meeting and it is uncertain where this will go. Being involved in a technology plan seems to be a good idea. Senator Berrett suggested we get more involved exponentially. For example, without asking anyone an experiment was imposed into a classroom which was made unusable in Building 500 and faculty were told there was no money for repairs. The Technology Department is supposed to be the provider and we're the customers. This topic will be carried over to the January 26 agenda.</p> <p>Language in the Program Review Handbook was fine-tuned and approved by the Senate.</p> <p>The Student Success and Support Program will be an ongoing project.</p> <p>The Assessment rubric was approved by the Senate. There will be more to discuss at the next meeting. S/P Laguerre asked the Senate to become more involved with assessment. Details need to be worked out. President Wyly scheduled a meeting with VP Minor to discuss ways to be involved more directly.</p> <p>The Senate was able to work with administration more effectively this year and decided that remaining problems would be addressed this semester and a written procedure developed. President Wyly sees this as a clear priority this semester</p> <p>This will be an ongoing project to support student success.</p> <p>Senator Obegi requested the addition of Academic Senate self-evaluation and self-evaluation by Senate subcommittees; VP Jaimez asked to include review of the full-time hiring process; Senator Hubbard asked to include budgeting.</p> <p>The Senate AY 14-15 goals, as presented, were approved by consensus.</p>
--	--

<p>9. 10 + 1 Presentation – ASCCC President David Morse and Representative Charles “Kale” Braden</p>	<p>President Wyly introduced ASCCC President David Morse and Representative Kale Braden. They presented a very informative and lively presentation on faculty rights and responsibilities, based on laws and regulations interspersed with interesting experiential explanations to clarify many of the key points.</p> <p>10 + 1 Authority comes from: 1. Ed Code; 2. Title 5 Regulations; 3. locally developed policy and regulations that are based on and should be consistent with Ed Code and Title 5.</p>
<p><i>California Ed Code</i></p>	<p>The California Ed Code is law resulting from legislation and any change to it requires legislation. The Ed Code is a confusing and long document with no searchable database. A lot of academic authority came from AB1725 in 1988; once passed the bill turned into Ed Code language and is found by Ed Code sections, rather than by searching for a bill numbered AB1725. Laws and Ed Code will often will have history, referred to as “chapter”. This approximately 300-page law was put into bulleted points in code. Because there have been other bills numbered AB1725, be sure to reference Vasconcellos 1988. To ensure you find the most current Ed Code, as revisions are made, go into the official legislative webpage. Mr. Braden gave a brief history of the Ed Code. In 1988 John Vasconcellos really reworked the way things are done in the California Community College (CCC) system. It used to be tied to and run very much like the K-12 system. The original CCC mission in 1906 or so was to transfer to universities. Eventually CTE, workforce development, and basic skills were added. The 1960 master plan identified the mission of CCCs but they were still tied to the K-12 system fiscally more than universities. AB 1725 was an attempt to professionalize CCCs as higher education. It changed governance by giving faculty a voice and role in governance. The K-12 system doesn’t give faculty much voice but faculty in higher education have a stronger role in decision making. AB1725 was also about funding and what defined CCCs as higher education. John Vasconcellos is appreciated as one who fought for and championed CCCs. There was only one no vote between Assembly and Senate which is a rarity. When someone suggested to Mr. Braden to read the bill, he found it a beautiful and aspirational piece of legislation. It tacked on to the earlier Donahue Ace and wasn’t just about nuts and bolts. It is about what we should be doing to make education an open system for our citizens and reads more like poetry than a regular bill. It will be on the ASCCC website soon. The ASCCC Handbook is being rewritten and many documents will be brought together on the website.</p>
<p><i>Title 5</i></p>	<p>The Ed Code supersedes and doesn’t change as much as Title 5 but they need to stay consistent. Title 5 regulations were created to enact law and to operationalize the Ed Code. Title 5 was derived and approved by the Board of Governors from the California Ed Code. There is an important distinction on how law and regulations are changed: to change legislative law created by a bill requires creation of another bill; Title 5 has a simpler method of submitting changes to the Board of Governors and the Board works with CCCs in a consultative process. Participatory governance isn’t required of legislators. Therefore, it is important to ask seriously if an issue needs to be legislation.</p>
<p><i>Title 5, Division 6 Applies to CCCs</i></p>	<p>Division 6 of Title 5 applies to CCCs and has the force of law as the Board of Governors is authorized to enact the regulations. An important fact to know - the State of California has farmed out “titles” to a subscription-based company that is not controlled by the State. To ensure they are driving traffic and to guarantee they’re getting revenue, the company sets no persistent links in Title 5. A manual search is required each time through West Law, Title 5, Division 6. Also, the Academic Senate part is buried under “certificated employees”, not a logical place. Check revision dates to ensure you have the most current Title 5 updates. Unlike the Ed Code that usually goes into effect January 1, Title 5 can become active soon after approved by the Board of Governors.</p>
<p><i>Changes to Title 5</i></p>	<p>Title 5 is searchable but also repetitive. Links are available on ASCCC and you can google Title 5. The State Consultation Council meets monthly in Sacramento to process Title 5 changes. The Chancellor listens and participates but does not share in consultation. Representatives from unions and various officers from the League, trustees, presidents, HR, business, student officers etc. take part. Anything that comes through of any significance goes through at least two months of Consultation Council meetings. Title 5 is written through various committees that are called together. The Academic Senate usually gets to appoint members for academic and professional issues. It is a fascinating and good give and take process to rewrite Title 5. The League is a lobbying group that represents faculty. There are separate boards for trustees and administrators.</p>

<p><i>Academic Senate Role</i></p>	<p>“The Governing Board shall ... ensure ... the right of academic senates to assume primary responsibility for making recommendation in the areas of curriculum and academic standards.” From <i>Education Code §70902 (B)(7)</i></p> <p>“(B) Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters.” From <i>Title 5 §53200 (B)</i></p> <p>It is important to note the language says “to assume primary”, not sole, “responsibility” but the final decision making power is always with the Board of Trustees. There are ways the boards are to work with the senates. The word “responsibility” denotes, not just that it can but that it is supposed to. As an example, if SLOs have anything to do with curriculum, then it is a responsibility for senates, something they are supposed to be involved in, not just an option. Although it causes work, how to get paid for the work is not part of the senate’s role. Sometimes being on senate means making decisions that will cause more work but then work with administration and your union to get adequate support. Curricular decisions should be made based on what is best for students and compensation shouldn’t be the concern on why curricular decisions are being made. Think about the students and instructional programs. Senator Cittadino asked how SLOs got written into law and why compensation wasn’t part of that. Mr. Braden replied that the Ed Code and Title 5 do not specifically address SLOs, but Accreditation does and they aren’t obligated to address compensation. Accreditation training stresses that the job is to enforce the Standards, not Ed Code or Title 5. How to accomplish the Standards is for the school to figure out. The Accreditation Committee not only covers California (at 84%) but other areas as well.</p>
<p><i>SLOs</i></p>	<p>Shared governance and participatory governance are terms often used for collegial consultation but neither one has a definition in the Ed Code or Title 5. However, collegial consultation is defined in Title 5 Section 53200 (d): Rely primarily on the advice and judgment of the academic senate or reach mutual agreement. The district governing board normally accepts senate recommendations unless exceptional circumstances and for compelling reasons. If not accepted the senate can request a written explanation and the board should reply promptly. However, final authority is still with the board. The board can listen to other arguments from administration, staff, students, and the community. If the board is regularly rejecting recommendations it is not really following Title 5 and there is an issue to talk about. Title 5 guarantees the academic senate has the right to meet with and appear before the board. If a college president tries to interrupt the flow of the board, Title 5 gives the senate the right to speak directly to the board which cannot be denied. The board can decide how that happens, e.g. as a regular agenda item.</p>
<p><i>Shared Governance Collegial Consultation</i></p> <p><i>Primarily Rely</i></p>	<p>Legally binding document explains board reasoning regarding exceptional circumstances or compelling reason why it is not following recommendations. Boards need to meet State regulations and can be sued if not following law. In order to receive apportionment from State, minimum conditions need to be met that the board establishes. If the board ignores the senate role, technically apportionment funding could be withheld. That has only happened twice with one win and one loss.</p>
<p><i>Mutually agree</i></p>	<p>The second level of collegial consultation is by mutual agreement between the board and senate. Current policy remains in effect until agreement is reached or the board may act if, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons and would have to be explained in writing. Other voices can be heard but it is an agreement between the senate and administration.</p>
<p><i>SCC Board Policy 1077</i></p>	<p>Solano College Board Policy #1077 addresses participation in local decision making. The time to have conversation and agreement about when things go wrong is when things are going great. Policy #1077 can frame some of your conversations on how to deliberate. A rely upon item is discussed differently than a mutual agreement item and you need to know which is which.</p>
<p><i>The 10 of 10 + 1</i></p>	<p>10+1: Section 53200 specifically lists these items:</p> <ol style="list-style-type: none"> 1. Curriculum, including establishing prerequisites: this is always listed first and falls under senate purview more than anything else. 2. Degree and certificate requirements 3. Grading policies 4. Educational program development 5. Standards an policies regarding student preparation and success <p>These first five are more closely aligned with and related to what faculty do, curriculum and teaching: e.g. establishing enrollment priorities falls under senate purview as it helps student success by placing students in the right classes; counseling is part of that. There is an important distinction between budget and</p>

curriculum. Have conversation to help ensure processes are equitable and fair but remember it is the purview of administration to decide fiduciary matters.

Processes, policies, and procedures surrounding

6. College governance structures as relating to faculty roles (e.g. planning committees)

7. Faculty roles and involvement in accreditation

8. Procedures for faculty professional development activities

9. Processes for program review

10. Processes for institutional planning and budget development

CCC faculty have more say in governance than anywhere else and trying to explain 10+1 to people from other states can be very difficult. CSUs and UCs operate differently. They are more about the big picture and faculty don't actually get to do a lot of what we do or have the structures we have protecting our voices. The CCC Chancellor can't issue executive orders but the CSU chancellors have the authority to do so. The CCC Chancellor's Office calls people together, issues guidelines and gives advice. California legislation for higher education directs CCCs and CSUs but says "we'd like it if UC would . . .". The UC Board of Regents is a separate governance but there are legislators trying to change that because of the UC controversy over raising fees.

The + 1 part of 10 + 1

The +1 is "other" and could be a number of different things. Each college or district can decide if they want to primarily rely on or mutually agree on the first 10 and then map that out in policy. What is often not in policy, but maybe should be to save debates, is how to make decisions if administration and faculty don't agree. Not everything is an academic and professional matter and it is important to stay within the spirit of the law regarding issues. Mr. Braden opined that the +1 can be a little dangerous and he gave an example of faculty attempting to make food service complaints a senate issue by linking nutrition to student performance. There was already input from faculty on the relevant committee, which he saw as a better option than using forceful senate efforts over cafeteria issues. Any + 1 items should meet the guidelines of Academic Senate purview. Building relationships is most important to ensure administration trusts the senate to represent the best interests of faculty and also to be included in conversations. Good administrators are going to default to including faculty in processes. If administrators debate over bringing something forward to the senate, stop wasting time and talk to the senate. Mr. Morse's advice to administrators was to slow down and have conversations at the beginning which will speed up the process to the end and serves better than public comment at board meetings that makes everyone look bad.

Appointments to Committees

Other areas of Academic Senate involvement include: senate appointments to committees, taskforces and other groups – Section 53203(f) includes "other groups" dealing with academic and professional matters. Specific allowances can be made for union appointees. If the senate doesn't appoint faculty members there is the potential for administration to hand pick people who will do what administration wants. It is also important to ensure the appointed committee members keep the senate informed. A committee can be moving forward with all good intentions without understanding other areas it impacts and the senate is a clearing house for all other work happening on campus to ensure multiple eyes on it from different perspectives. It is your job to ensure people understand they are representing the senate and not themselves.

Senate Relationships

The Academic Senate gives voice to its authorized opinions. Even if, as President you don't agree, it is important to keep that boundary. As the voice of faculty, it also provides a shield for you. Senators need to think carefully about what you're directing your President to do. An example was given of a Senate that, in an immediate reaction to something, passed a motion for its resident to write a letter to the local newspaper. Unfortunately, the action was based on misinformation and did damage to the relationship with administration. The Academic Senate has the right to direct the president but think carefully. There are increasing levels of severity of what you can direct your president to do. It is always reasonable to direct him/her to have a conversation but a letter is an official document and is technically supposed to go to the governing board which can become a letter writing campaign. Sometimes just the mention of writing a letter can help open up conversation. Relationships are very, very important. People won't always agree but remember relationships take a long time to build and a moment to lose. A fundamental difference between working with the Academic Senate and the Faculty Association: the former is an internal body representing academic and professional matters and has conversation with colleagues; the union is an external body representing work conditions and negotiates. Senate-Union relationship: the same people are represented by different roles in different ways but sometimes they overlap.

	<p>Consultation assumes everyone is on the same side; negotiation is representation of one side. Disagreement between the Senate and Union should remain private. Senate interests shouldn't be surrendered for the sake of getting along.</p>
<p><i>Senate-Union Overlap</i></p>	<p>The Union should be communicating with the Academic Senate, and it should be part of the contract, where tenure evaluation procedures are collectively bargained. Recognize that Union negotiators are trying to work on something without coming back to the Senate with each point. Keep an ongoing dialogue for a good Senate-Union relationship. As with mutual agreement or primarily rely on, find out what consultation actually is. The Union has the Bagley-Keene Act and the Rodda Act defines how negotiations work. Once entered into negotiations, they may not be able to talk with you anymore. Understanding limitations, processes, and interests should happen before negotiations.</p>
	<p>Establishing faculty service areas should be within the Union goal and worked on with senate. It is no more a good idea to make everything an academic and professional matter than to make everything a contract issue. Either way, you'll have more issues than you want. Lines of communication can be kept open by a Senate and a Union rep giving reports at each the others meetings.</p>
<p><i>Presentation Closing Thoughts</i></p>	<ul style="list-style-type: none"> • Be vigilant, be firm, but be collegial. • Know when the fight is worth having. • Everyone has to compromise sometimes, but do not waive off your rights. • Put agreements into written college or district policy to protect your faculty. • Constantly complaining people get tuned out. Don't use threats lightly. And don't give up rights. Have written agreements, process and policy. • Local disagreements should be resolved locally and collegially. State bodies can do no more than offer guidance and advice. If you don't show up, your rights and your voice mean nothing. • You've got to show up or the decision will be made without you. If not included or showing up and ignored, then you've got a complaint. Have reps at the table or you can't blame administration for making decisions in your absence. • Be respectful of administration and their concerns in other areas such as budget and fiduciary responsibilities. Take look outside of your perspective. Administrators are at-will employees, not tenured like faculty. If they mess up can get fired. They have to sign off on legal matters. And there are things that have to get done. They have concerns about things we don't even know about. • Try to understand what is constraining in the conversation from other perspectives. • Like voting have right, if you don't vote don't complain about results.
<p><u><i>Comments/Questions</i></u></p>	<p>VP Jaimez noted the College uses mutual agreement. If interested in changing that, why would the Board of Trustees have reason to do so? Mr. Braden replied that a lot of this would fall on the relationship the Superintendent/President has with the Board. It would not be taking away from administration but realigning. Good reasons are needed to change and curriculum is a good one to have primarily rely upon. He pointed out that, for the Board to reject curriculum that went through the Curriculum Committee and process, there should be an extraordinary reason and written response. However, even with primarily rely on, it is still Board decision. If the Board is regularly rejecting Senate recommendations it would be a problem. It is best if administration and the Academic Senate go to the Board together. Curriculum should be going to the Board in a joint manner anyway. What is not said in Title 5 is the make-up of those committees. Faculty should be making the primary vote but it is important to have administration represented to have all voices in the room.</p>
<p><i>Upcoming legislation</i></p>	<p>Legislation coming from the Chancellor's Office:</p> <ul style="list-style-type: none"> • The concurrent enrollment bill last year to loosen restrictions of classes with high schools didn't go through but they'll probably work it out this year. • Change to Ed Code and language on auditing was promised when repeatable classes changed; students don't need to get credit for everything and auditing rather than credit could possibly be a solution. A lower audit fee was proposed so a lot of colleges don't want to do it. The CCC League agreed to take forward and had some problems along way but still support us on that. Mr. Morse will meet with the Vice Chancellor next week regarding the audit idea. • Something with financial aid will be coming through.

<i>Opportunity for campus-wide presentations</i>	ASCCC Senate President Morse and Representative Braden can bring joint presentations to the entire College community with a different power point, usually in cooperation with the CCC League, to emphasize the idea of goodwill. They appreciated the invitation to be here and enjoy visiting different campuses and also emphasized the importance to show up at State level as well.
<i>ASCCC call for faculty volunteers</i>	Volunteers are always needed in many different ways. Application forms are on the website. The current need is mostly for volunteers in CTE and general counseling. The ASCCC is the only organization that represents all faculty, including part-time at all colleges. Some participation can be done remotely with teleconferences and videoconferencing but volunteers are encouraged to meet in person at least once or twice. The vast majority of committees meet through teleconferencing and try to decide on the best day and time to do so. The ASCCC Executives work hard to have diverse committees.
<i>Legislative liaison</i>	It is beneficial for someone to serve in a legislative liaison position for your local Senate. There has been discussion about a separate ASCCC legislative liaison listserv to send fairly simple legislative updates.
<i>Listserv</i>	Anyone can go to www.asccc.org and sign up on any listserv they are interested in.
<i>Ideas</i>	Under discussion: revamp the ASCCC webpage and put up more documents such as letters to the legislature on behalf of faculty; have a joint monthly info spot of what can be done locally; create a plug and play for customized information given to local campus. Web Search 'peer review' and you'll get the many resources available; trying to get away from term "best practices" and look at effective practices that offer different ways to borrow from others. An amazing resource.
10. Action Reminders	Program Review needs a student representative and could use another representative from Health Sciences.
11. Announcements	The next regular Senate meeting will be held on January 26, 3:00 – 5:00 pm in the Board Room.
12. Adjournment	Moved by Senator Williams and seconded by Senator Obegi to adjourn. The meeting adjourned at 5:03 pm.