Santa Rosa Junior College

Program Resource Planning Process

Academic Senate 2022

1.1a Mission

The Academic Senate exists to secure the professional rights and to carry out the responsibilities of the faculty of the Sonoma County Junior College District. The faculty have the legal right of college faculty to participate in the governance of the college. As specialists in specific disciplines and as experienced instructors, the participation of the faculty in the governance of the college is essential for the District's pursuit of its mission. As professionals, the faculty have the right and duty to set professional and ethical standards for the conduct of their profession and to promote the excellence of their profession. In order to achieve these ends and in accordance with Title 5 of the California Administrative Code, Subchapter 2, Sections 53200-53205, the Academic Senate was established.

1.1b Mission Alignment

The Academic Senate's mission, as stated in the preamble to the Constitution, directly relates to the District's mission of promoting student learning throughout a diverse community by increasing the knowledge, skills and enhancing the lives of those who participate in the District's programs and enroll in its courses. The Academic Senate represents the faculty voice in academic and professional matters and according to Policy 2.5 Governance and the Committee System, Section III.C.7, the Academic Senate will ensure that students and staff effectively participate in the processes through which it develops its recommendations to the Board as provided in Title 5, Sections 51023.5 and 51023.7. Therefore, the Academic Senate must assure those constituents' voices be heard in recommendations in the 10 plus 1 areas in that the Board agrees to collegially consult with the faculty on professional and academic areas identified in Procedure 2.5, Section I.C including:

1. Curriculum
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. Faculty roles in District and College Governance
7. Faculty roles and involvement in accreditation processes
8. Policies for faculty development activities

9. Process for program review
10. Processes for institutional planning and budget development
11. Any other academic or professional matter designated through mutual agreement
     (Title 5, Sections 53200 and 53203).

How is the program/unit mission consistent with the District's Mission and Strategic Plan Goals?

The Academic Senate supports all areas of the District's Strategic Plan Mission through participation in the Governance Structure and Committee System from which the mission is developed and also provides input to assist the District in meeting our mission. The District mission, defined by the five year Strategic Plan in 2013, includes:

1. ***We focus on student learning by preparing students for transfer; by providing responsive career and technical education; and by improving students' foundational skills.***
    Academic Senate plays a leadership role in a variety of shared governance committees that focus on this aspect of our mission. From curriculum development to program review, we seek to have course offerings that support our students' ability to excel in and accomplish their various goals. Through the Curriculum Review Committee we have actively been working to develop Student Learning Outcomes (SLOs), Course Identifications Numbers (CIDs), Transfer Model Curriculum (TMCs) and respond to changes in repeatability. We support updated curriculum offerings that are able to respond to changes in student needs.

    We also seek to foster success through our participation in new faculty orientation, Professional Development Activity Day and Flex activities with the goal of providing ongoing training of faculty to increase awareness and success. One area of focus has been to support cultural competence.

    The Senate President supports the District in identifying critical programs and services needed by students and assuring that our course schedule grows in a way that best supports student access and completion by adding sections of courses, especially in highly demanded curriculum such as basic skills courses. The Curriculum Review Committee reviews the effect of placing prerequisites on courses to support student success and retention. To achieve greater success, prerequisites have been expanded to additional courses.

2. ***We provide a comprehensive range of student development programs and services that support student success and enrich student lives.***
    Academic Senate supports this part of our mission through our role in shared governance. Since the passage of the Student Success Act there have been many steps taken to align with the new guidelines that focus on student success. Among these steps was development of a new Priority Registration model rewards students for becoming fully matriculated. Faculty are actively participating on the Student Success and Support Programs and Student Equity Committee (SSE)to develop a comprehensive plan to address student needs.

    The Academic Senate endorses several initiatives to support students' success and enrich their lives. An excellent example of Senate support for this part of our mission is the work of the Basic Skills Committee (BSI), this standing committee and senate consultation committee focuses on best practices to support student success in developmental students. Through the BSI initiatives, we offer numerous learning communities pairing English classes with classes across disciplines. To directly support students enrolled in 300-level Math, English, or ESL courses, we have implemented an Embedded Counseling program that supports counseling visits in each 300 level course throughout the semester. These same students have access to a

range of learning support centers across both campuses: Tutorial Centers, Writing Centers, and Math Labs. With more precise log-in methods in certain centers, we are beginning to track the courses for which students are seeking tutoring each time they log in. One example of how Student Equity funds are being used is in support of the "PALS" Program which pairs former students with classes to serve as role models. Each PAL works with a faculty member and dedicates 1.5 hours/week to assist in class, as a tutor, provide grading assistance, and as a study group leader.

Additionally, SRJC's Academic Senate has supported the New Faculty Professional Learning Program and the Teaching Learning Institute. At the heart of both programs is engaging faculty in the scholarship of teaching and learning. Through rich dialogue, and the sharing of pedagogical innovations and best practices, faculty are encouraged to reflect on theory and their practices in the classroom to better facilitate learning and to meet the needs of SRJC's student population. For the past three years, SRJC's Academic Senate has supported the Teaching and Learning Certificate for adjunct faculty. This certificate enables adjunct faculty to participate in a full year of Teaching and Learning Institute Sessions focused on educational theory and practice.

SRJC has also implemented the SRJC Reads and the Ask Me initiative. Both efforts aim to also support students but are not currently funded nor tied to a committee or department.

3. ***We support the economic vitality, social equity and environmental stewardship of our region.***
   The Senate supports this mission of the college through the work of shared governance and curriculum development. Through CTE and transfer programs we help to develop an educated and strong workforce in Sonoma County. This not only helps to maintain our County's economic vitality, it also gives people from all backgrounds a chance to excel in higher education. Many community college students come to college in need of improving their basic skills or language acquisition. Through our course offerings and our student services, we support our community and these students gain the skills they need to be vital parts of our community and in many cases this allows them to escape from poverty. To support the changing demographics of our student population and our community, the Senate has been very supportive of our being recognized as a Hispanic Serving Institution. We also support the District's goal to attract and hire a diverse workforce.

   Two environmentally oriented Senate Consultation Committees also support this mission of the college. Faculty have played an active role through the Institute for Environmental Education and the Integrated Environmental Planning Committee. One of the longtime co-chairs on each of these committees, Katie Gerber, actively participated as a co-chair in the development of the Strategic Plan's Goals and Objectives and served as faculty development coordinator for the Santa Rosa Campus. Through these roles Gerber has shaped the direction of the college and has helped to move environmental sustainability practices forward. Current environmentally friendly practices on Professional Development Day and the session options support this part of our mission. Working together, administrators, students, staff and faculty developed an Environmental Sustainability Collaborative that developed a Sustainability "Green-Print." This dedicated group has been holding meetings and forums to support sustainable practices at SRJC and also contributes, as needed, on other committees. The Senate also has a strong interest in the development of the Facilities Master Plan and hopes to infuse environmental sustainability into the plan.

4. ***We promote personal and professional growth and cultivate joy at work and in lifelong learning.***
   Professional development activities on PDA day and through our Flex program promote the continuing development of our workforce. Faculty are pleased to share this day with classified

employees and administrators. We also recognize the need for faculty development to be supported by having robust faculty specific options for development in our PDA and Flex offerings, but also through the opportunity to attend discipline-related events. In many cases this requires travel and we support the college making such activities accessible to faculty. Faculty for years have supported each other in the mission to grow professionally by contributing to the Faculty Fund for Advanced Study. This program was instituted when travel funds became limited. However, because of the popularity of this program, faculty are only funded for one request. Additional funding from the college is still very much needed to provide an opportunity for more faculty to participate in such growth activities and the Faculty Fund should be a supplement and not replace the District's commitment to support professional development. We also support the ongoing Sabbatical Leave Program. This is an important opportunity for in depth development, but does not remove the need for small-scale opportunities that would reach more faculty.

5. ***We foster critical and reflective civic engagement and thoughtful participation in diverse local and global communities.***
   Many faculty are involved in community or global outreach on an individual basis or at the program level. The faculty are involved in many activities that benefit the community. This can be seen in various ways throughout the campus, from CTE Advisory Committees to student and faculty interactions at Pepperwood Preserve. The Study Abroad Committee actively involves faculty and supports global engagement through faculty participation in the Study Abroad Program. In addition to the Study Abroad program/committee, many faculty teach in the Swedish students' program. Other activities that fulfill that mission in our community include the Day Under the Oaks, Arts & Lecture series, SRT, Planetarium, outreach to high school and elementary school students, career fairs, transfer days, etc. Other faculty volunteer for a variety of community groups and activities. An example of such involvement is the development of guided Spanish tours at the Laguna Sewage Treatment Plant, a critical form of outreach, especially during the extreme drought.

   There are other areas where more work needs to be done. For instance, there is an ongoing problem on campus with adequate parking, however, the campus continues to be bicycle unfriendly. Improvements are needed to develop safe paths to the college and on roadways within the campus to allow access to bicycle parking areas. This omission of a bicycle friendly approach is a two-fold failure on the part of the District to address both life-style and economic diversity. Encouraging safe access to campus via bicycles would open up needed parking spaces, encourage environmentally friendly access, and promote healthy lifestyle alternatives. Promising conversations with the City of Santa Rosa suggest that the dream of a Hwy 101 overpass for pedestrians and bicycles could become a reality. We encourage the District to work with the IEE and IEPC to develop bicycle friendly campuses and to include such provisions in the Facilities Master Plan.

6. ***We regularly assess, self-reflect, adapt, and continuously improve.***
   The Senate meets once a year at our annual retreat. One of the goals is to elucidate the Senator's obligations to their constituent groups. This includes yearly encouragement to communicate regularly with the faculty they represent, both to report on what has been accomplished, but also to ask for input before important decisions are made. In Spring 2016, we added a spring retreat to have the opportunity to continue meaningful discussions about topics of concern to Senators in a non-formal setting. The Senate Executive committee continues to find additional ways to motivate faculty to do so. Another activity at the Retreat is the setting of our goals for the following year. In part, this activity allows us to reinforce what the Senate's function is and how that can be

accomplished. To make the mission of the Senate more apparent to Senators, we identify items that relate to the 10+1 mandate of the Senate and which of our goals are being addressed by each item on our bimonthly agendas. We have also made changes to our bylaws and re-wrote the professional ethics policy, code, and procedure in an attempt to update it and make it a more robust process. In an effort to increase communication between constituent groups, starting summer 2013, with financial support of the Petaluma Campus and Perkins Funding, we can now take Petaluma faculty leaders and CTE faculty to State Academic Senate Plenaries and to the summer Leadership Institute. Some of these leaders have been Senators, others we hope will bring a boarder awareness back to their campus. Also in 2015-2016 there has been an effort to increase communication between the Senate and AFA in areas of shared purview. We are hopeful that this endeavor will be fruitful.

1.1c Description

The Academic Senate represents faculty in all academic and professional matters as identified in section 1.1b Mission Alignment in accordance with Title 5 and District policy and procedure. The Senate meets twice monthly to conduct the business of reviewing District policies and procedures; passing resolutions; hearing reports of District and Senate Consultation Committees; considering the Student Senate's requests for policy and procedure changes or resolutions; reviewing AFA Article changes, memorandums of understanding, and the college calendar; and hearing of informational items or changes in procedures that impact faculty such as using emails as the communication tool with all faculty, the implementation of SIS, and Student Success Task Force recommendations.

The Senate holds a new senator orientation in August and an annual fall retreat, typically on a Friday in September. The purpose of the retreat is to provide information about the purpose and meeting protocol of the Senate, provide new Senators with knowledge about leadership and the District's governance system and their role as faculty, inform Senators about the need to keep their constituents informed and how that can be done, and to review the prior year's goals and identification of the current year's goals. The current year's goals then come to the Senate agenda for approval by the body. Additionally, last year, we added a Spring Retreat to serve as an opportunity to engage in further conversations about Senate values.

The Senate's Executive Committee consists of the President, Vice President and Secretary and may include a President-elect or Past-President whose role is to set the agendas; conduct the general business of the Senate, conduct the meetings; represent the Senate at District meetings, functions, and other activities; and mentor Senators and new members of the Executive Committee. The Executive Committee also responds to faculty, staff, student, and management queries; provides advice to those constituent groups on academic and professional matters and keeps the District apprised of resolutions and activities at the State Academic Senate which might have an impact on the District. The Senate, under the direction of the Executive Committee, determines when task forces are needed to study large issues such as Work Load Task Force and the Class Size Maximum Committee (both were initially in conjunction with AFA). The Constitution for the Academic Senate can be accessed at the following link:
http://academicsenate.santarosa.edu/constitution-santa-rosa-junior-college-academic-senate

The bylaws can be accessed at the following link:
http://academicsenate.santarosa.edu/laws-constitution-santa-rosa-junior-college-academic-senate

1.1d Hours of Office Operation and Service by Location

The Academic Senate office is located in 1384 Bailey Hall and is staffed by an administrative assistant (currently: Jessica Melvin) who provides 60% support to the Senate, allowing the Senate office to be open 24 hours per week.   In addition, the Executive Committee members can be contacted via phone in their faculty offices or through District email. The Thursday prior to Senate meetings, the agenda is posted online and outside the Senate Chambers by the administrative assistant in accordance with the Open Meeting Law's requirements.

1.2 Program/Unit Context and Environmental Scan

Describe any changes in the social, business, cultural, educational, technological or regulatory environment that could impact your program/unit over the next three years.
The Academic Senate's activities are primarily supported by the Senate President (80% reassign time) and the administrative assistant (60% time) since they are the main paid staff. As of midyear, 2018-19, per an MOU negotiated by AFA and the District, the Senate has an additional 80 % reassigned time to use as needed. Currently the distribution is as follows: President Elect, Vice President and Executive Secretary will each recieve 20 % for 2019-20, the Parliamentarian will recieve 10 % and the Chair of the Class Size/Waitlist Task Force will recieve 10 %.

The Senate President or designee serves by position on the following committees and councils: President's Consultation Council (PCC); Budget Advisory Committee (BAC); College Council (CC); Equivalency Committee; Educational Planning and Coordinating Council (EPCC); Institutional Planning Council (IPC); Project Learn Committee; Faculty Staffing; Program and Resource Planning Process (PRPP); Program Review, Evaluation, Revitalization, and Discontinuance (3.6); Integrated Student Success Committee (ISSC); Faculty Leadership Council (FLC); and the Curriculum Review Committee (CRC). Members of the Executive Committee will serve on various committees and councils according to need. Currently Julie Thompson is President Elect and will serve on PCC, Equivalency, BAC, ISSC and others as an observer, time allowing. Anne Donigan is Vice President and will serve on the Class Size Task Force, ISSC, Guided Pathways, CRC and others as time allows. Paulette Bell, Executive Secretary will serve on the District Online Committee (DOC), on ISSC, and others time allowing.

As co-chair of IPC, the AS President assists in planning the agenda. Related to this function, the Senate President also takes a leadership role in implementation of SRJCs Strategic Plan and preparation of our Accreditation Self Study.

The Professional Development and Faculty Professional Development Committees are co-chaired by Tara Jacobson (starting fall 2016) as the Petaluma Faculty Development Coordinator and Lauralyn Larsen as the Santa Rosa Faculty Development Coordinator. In addition to membership and attendance of standing committee meetings, the Senate President is frequently required to serve on or meet with many other committees, ad hoc groups, or task forces as the faculty voice on academic and professional matters. Over the past year some of these included: DCC-IM, Calendar Committee,

and the Priority Registration Task Force. The President also prepares and launches Professional Ethics Investigations. Every five years Senate area representation needs to be updated, this task was completed in Spring 2013 and was inaugurated again in Spring 2019 and will continue into the fall. Revisions to Senate Bylaws and Constitution were discussed all year and a ballot to the electorate will be sent out in Fall of 2019. Of the several issues discussed, the main one was the role of adjunct faculty in serving on the Executive Committee, including President.

Other duties consist of reporting/attending Board of Trustees meetings, Adjunct Faculty orientation, and New Faculty orientation and other related activities. The AS President also presents at Fall PDA, graduation, and the Piner Magnet Orientation. College involvement includes attendance at hiring forums, Harvey Hansen Memorial Barbeque, Soupfest, Student Awards Banquet, Classified Senate Awards, and Faculty Recognition; plus attendance at public functions such as: Day Under the Oaks, the President's Address to the Community, Petaluma Community Breakfast, and the United Way "Day of Caring."

The AS President attends the State Senate's Plenary sessions as the voting delegate along with attendance at the Area B meetings preceding the Plenary to develop and amend proposed resolutions. The AS President contacts faculty, administrators, staff and students prior to the Plenary to notify them of areas of interest to them or proposed resolutions that could impact their area of responsibility. After the Plenary, the Senate President provides brief summaries of all the resolutions with a web link to the full text of the resolutions to the District's employees in order to inform them of actions taken by the State Academic Senate. The Academic Senate President is delighted to continue taking additional faculty to the Plenaries and Area meetings. In Spring 2019, Paulette Bell, AS Secretary, Jesse Kosten (representing CE) and Julie Thompson (AS Pres Elect) attended Plenary. Additionally, several faculty attended the Area B meetings.   Disrict financial support for attendance at the fall and spring Plenary and the Leadership Institute is vital and an excellent way to ensure that important state-wide issues are understood and discussed at the local level, plus it provides informed faculty involvement in shared governance, provides better continuity, and encourages faculty to aspire to leadership roles.

Duties of the Academic Senate President
The document below identifies what the State Academic Senate identifies as duties of a local Senate President. http://www.asccc.org/communities/local-senates/handbook/partII

- **Being Familiar with the Statutory Context in which the Senate Operates**
  - Protect and honor the governance responsibilities that include, but are not limited to, Education Code and Title 5 mandates: 10 +1 academic and professional matters.

    1. curriculum including establishing pre-requisites and placing courses within disciplines
    2. degree and certificate requirements
    3. grading policies
    4. educational program development
    5. standards or policies regarding student preparation and success
    6. district and college governance structures, as related to faculty roles
    7. faculty roles and involvement in accreditation processing including self-study and annual reports

8. policies for faculty professional development activities
9. processes for program review
10. process for institutional planning and budget development
11. others as mutually agreed upon

- Observe the letter and spirit of all applicable laws, especially the Open Meetings Acts.

- Ensure the effective participation of faculty in the joint development of policy and procedures.

- Identify and address regulatory issues as they relate to academic and professional matters and organize a faculty response in a collegial and timely manner.

- Adhere to the specific institutional responsibilities outlined in local constitution and bylaws.

- Ensure the timely publication of the senate agenda to comply with the Open Meetings Acts.

- Disseminate other documents (minutes, reports, supportive evidence, etc.) pertinent to committee or senate discussion and action.

- Implement District governance policies, ensuring the effective participation of other governance groups and the primacy of faculty on academic and professional matters.

o **Advocating for Faculty Interests**

- Serve as the official spokesperson and advocate for the faculty in academic and professional matters.

- Work to resolve concerns of individual faculty members or to refer faculty members to the bargaining unit on matters of wages or work conditions.

- Provide initiative in identifying and pursuing important institutional issues.

- Meet regularly with the superintendent/president and the vice presidents and with other administrative staff as needed.

- Advocate for appropriate staff development funding, and ask to have such funding called out and earmarked in appropriate grants calling for your signature.

- Archive the senate's historical records.

- Register senate endorsement of certain important documents sent to relevant authorities, e.g., Matriculation Plan, Equal Employment Opportunity Plan, Accreditation Self-study, and Annual Report.

o **Promoting an Effective Relationship with the Board of Trustees**

- Attend Board meetings and retreats of the Governing Board or college administration.

- Serve as the primary source of recommendations to the Governing Board on academic and professional matters.

- Develop recommendations relating to academic and professional matters for presentation to the Board.

o **Maintaining Contact with the Academic Senate for California Community Colleges**

- Attend and participate in the fall and spring Academic Senate Plenary Sessions, the Area Pre-session meetings, and serve as an official delegate.

- Interact with the Academic Senate for California Community Colleges and senates of other California Community Colleges.

- Attend institutes of the Academic Senate for California Community Colleges, e.g. Faculty Leadership Institute, and ensure that senate representatives attend other such institutes, e.g. Curriculum.

- Seek information about the deliberations of system-wide organizations that may impact California Community Colleges.

- Remain vigilant about legislation affecting the California Community Colleges.

- Ensure good relations with the bargaining agent.

- Ensure the effective participation of faculty in the joint development of institutional policy, e.g. minimum qualifications and equivalencies, faculty hiring procedures, tenure review, faculty service areas, and faculty evaluation procedures.

- **Maintaining Effective Relationships with Other Governance Groups**

  - Ensure good relations with the bargaining agent.

  - Work with the bargaining agent in the joint development of institutional policy, e.g., minimum qualifications and equivalencies faculty hiring procedures, tenure review, faculty service areas, and faculty evaluation procedures.

  - Work to ensure the effective participation of staff and students in the areas that have substantial effect on them.

- **Developing Senate Participation and Leadership**

  - Conduct orientations of new faculty to explain the functions of the local senate.

  - Meet with new senate members once a semester for the first year to discuss any problems and to further familiarize them with collegial governance.

  - Encourage other faculty to participate in the events sponsored by the Academic Senate.

  - Provide leadership to Senate, College, and District-wide committees to ensure productive and efficient completion of tasks and regular reporting to the Senate as a whole.

  - Coordinate and ensure implementation of the election of local senate officers.

- **Fostering Communication**

  - Engage in ongoing discussions with faculty on the issues of the day.

  - Facilitate in developing and airing faculty views.

  - Facilitate communication among the Faculty and with Administration and the Governing Board.

  - Ensure that minutes of the local senate meetings, its Executive Council meetings, if applicable, and other meetings of the body are published in a timely manner.

  - Engage in and keep record of local senate correspondence, including electronic communications.

  - Encourage the maintenance of a local senate website, if possible.

  - Communicate with and respond promptly to requests for information from the Academic Senate for California Community Colleges.

- **Securing Resources to Ensure Senate Success**

  - Assure adequate resources for the Senate and manage them.

  - Develop agendas for and conduct meetings of the Academic Senate.

  - Allocate the use of staff support of the Senate.

  - Archive senate and college materials, using, perhaps both a "chron file" (listed chronically by date of receipt or action) and a topic file; compile a master list of senate files, and employ a

check-out system for faculty who wish to "borrow" documents or files. (Too often, the college's institutional memory would be lost were it not for the archival content of the senate files.)

- Assist in the orderly transfer of authority to the Senate President-Elect.

o **Furthering Efforts to Appoint and Retain Qualified Personnel**

- Participate in the search and selection of candidates to fill administrative positions.

- Appoint faculty representatives to College and District-wide committees.

- Participate, as permitted by law, in the evaluation of staff, including administrators with whom you work, as well as staff serving the local senate.

- Ensure effective faculty participation on various institutional groups, e.g., Student Success and Support Planning Committee, Faculty Staffing, Staff development.

2.1a Budget Needs

- ***Describe areas where your budget might be inadequate to fulfill your program/unit's goals and purposes.***
  There are three major costs associated with the Academic Senate.
  1) <u>Travel to leadership and plenary conferences</u> –In recognition of the critical need to invest in knowledgeable leaders to have effective shared governance, this past year we were able to bring three (in addition to the AS President) representative from the Senate to Spring Plenary (the President attended alone in the fall). Perkins Funds were made available to take a CE faculty to each event and the Petaluma Campus has providing funding to take a Petaluma faculty member. Student Success and Equity grant money has also funded attendance at ASCCC events over the last few years. At these conferences faculty gain a larger perspective on issues affecting education throughout the State of California (including such things as implementation of Student Success Act mandates, Accreditation, Equivalency, Equity, and issues such as online education and TMCs). It is impossible for one person to attend all of the relevant breakout sessions held throughout the conference. As a result of the greater attendance we were able to bring back reports on a rich-array of topics. It has also encouraged more Petaluma Faculty participation. We appreciate the opportunity to send a representative from Student Services and CE faculty to these informative events. It is also essential that the CRC co-chair attend the Curriculum Institute. Some history:
    - 2013-2014 – Dr. Chong agreed to increase travel funds to $6500 as a onetime event to allow greater participation at State Plenary Sessions and at the Leadership Conference. The cost was $4350.
    - 2014-2015 – We requested a continued increase in travel funds to support the President of the Senate and one representative (typically from the Senate Executive Committee) to be able to attend these meetings. This year the cost was $4900, however we did not have adequate funds to send a representative to the Leadership Institute.
    - 2015-2016 – We had to request additional travel funds to send one or two attendees (AS President, one executive committee member, or possibly another

faculty leader) to important ASCCC events. We were initially budgeted $3500 and had to request additional one time funds to equal $5000 to cover travel expenses to send one person to Fall Plenary and two people to Spring Plenary and one person to the Summer Leadership Institute.

- 2016-2017 – This year, once again, we had to request additional travel funds to send one or two attendees (AS President, one executive committee member, or possibly another faculty leader) to important ASCCC events. We were initially budgeted $3500 and had to request additional one time funds to equal $5000 to cover travel expenses to send one person to Fall Plenary, two people to Spring Plenary, and one person to the Summer Leadership Institute.

- 2017-2018 - We have continued to recieve support for attendance at ASCCC events, but on a piecemeal basis. Our budget this year was $5000. We brought 3 attendees to fall Penary (AS President funded out of the AS budget, and two additional senators funded by and representing, respectively Petaluma and CE); we sent 3 attendees to the Spring Plenary, AS President, AS Vice President, funded out of the AS budget) and one additional CE faculty funded by Perkins. We also split the cost of sending a faculty member to Curriculum Institute with the Dean of Curriculum. We are out of money and cannot send anyone to the Summer Leadership Institute. Although Perkins, Petaluma, SSE funds can increase our total attendance, the restrictions on who is selected does not allow us to make the most strategic, unrestricted selections from SRJC to attend. Therefore, we request a permanent increase to $6000 to cover travel expenses.

- 2018-2019 - Dr. Chong continued to give us supplemental travel money: $3500 + $1500 = $5000 which we also supplemented from out graphics and supplies allocations.

- 2019-2020 - A steady travel budget of $6,000 would be sufficient to continue bringing one Faculty to Plenary in addition to the AS Pres, provideded other sources can continue to help, and send a faculty member to a summer institute (Leadership or Curriculum). The importance of bringing faculty to Plenary has already been discussed at length.

2) <u>Reassigned Time</u> – We now have an established additional 80 % reasigned time (80 % for the AS President, 80 % for distribution among other officers). This is adequate for our needs at this time, and we appreciate it.

3) <u>Dues paid to the State Academic Senate</u> – ASCCC dues increase by 5% every year, but there are other factors which make it not entirely predictable. For example, it is linked to the FON. Our dues for 2018-2019 were $7,711. We assume it will about the same for next year.

- ***If you need additional funds, please explain.***
  <u>Travel</u> - Our biggest need is in the area of travel. The contributions for travel by Perkins Funds, Student Success and Equity, and Petaluma Campus are extremely helpful, allowing us to bring more representatives to the State Academic Senate events. However, the

narrow specifications of who can use these special travel funds does not allow us to select the most salient individuals from the Senate to attend. To allow us to prepare future Senate leaders we, therefore, request a permanent funding increase from $3,500 to $6,000 to send the Academic Senate President plus one other member of the Senate Executive Committee to the major State Senate conferences, or when appropriate, another promising Senator.

ASCCC Dues - We request that our dues budget be increased to $7,700 to more accurately reflect the dues amount.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	08	04	$6,000.00	Increase travel funding from $5,000 to $6,500 to send additional Senate Executive Committee members to conferences that inform campus decision making and prepare future Faculty Leaders.
0001	ALL	06	07	$7,700.00	Increase dues to ASCCC budget to match cost.

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Administrative Assistant II (1.0)	24.00	11.00	Attend Academic Senate meetings and prepare agendas and minutes for all meetings, maintain an accurate roster of membership, keep appropriate records of senate meetings and attendance, conduct all correspondence pertaining to the affairs of the senate, oversee senate elections, oversee and maintain committee appointments, maintain and update senate web page on a regular basis, maintain a record of the Constitution and Bylaws, distribute state senate publications to all faculty. Maintain budget and oversees expenditures. Manage events, travel, and retreats. Perform other administrative duties as may be assigned.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
	0.00	0.00	

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties

2.2d Adequacy and Effectiveness of Staffing

Currently the AA II (Jessica Melvin) works at 60 %, and this is woefully inadequate. The duties and responsibilities and needs of the Senate have expanded due to Chancellor's office initiatives --most especially Guided Pathways—and internally, for example the transfer of the new faculty mentor program to the Senate and the evident need for the Senate to have a greater role in the Teaching Fellows program. The requirements for administrative and organizational support have increased with it. In addition, Jessica has developed a vital place in shared governance bodies, sometimes providing organizational support from the Academic Senate, for example supporting Guided Pathways Work Group meetings and taking minutes for the Equivalency committee. Her 60 % load falls way short of the need, and she often works beyond it without pay.

Two factors make it a good idea to increase this position to 100%. Number 1, as outlined above, the requirements of the Administrative Assistant to the Academic Senate has increased. Two, in the face of extensive reorganization due to the ERI, were this position to be expanded to 100 % it would make the Senate more available to pick up the lead on areas where needed, such as the Teaching Fellows Program which is seriously underutilized partly due to lack of designated leadership and organization.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	ALL	08	07	AA II, 60%	AA II, 100%	Classified

2.3a Current Contract Faculty Positions

Position	Description
Academic Senate President	The Academic Senate President receives 80 % reassigned time.
Academic Senate Executive Committee	80 % Reassigned time is distributed to Senate Officers. for 2019-2020, Vice President, President Elect and Secretary will all get 20 %; The Parliamentarian and Class Size Task Force Chair will each get 10 %.

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
N/A	0.0000	0.0000	0.0000	0.0000	

2.3c Faculty Within Retirement Range

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N/A
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2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

Does the program have adequate contract and adjunct faculty to support its needs?
Thanks to a negotiated MOU in fall of 2018, we now have adequate reassigned time for faculty senate officers.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

- **Is existing equipment, technology and software adequate and meeting the needs of the instructional program?** Yes

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	ALL	00	00		0	$0.00	$0.00			
0001	ALL	00	00		0	$0.00	$0.00			

2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	ALL	00	00		0	$0.00	$0.00			

2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	ALL	00	00		0	$0.00	$0.00			

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description

2.5b Analysis of Existing Facilities

The Senate Office is located in Bailey Hall. This location centralizes many of the activities of the Senate Executive Committee and allows us to reserve space in a conference room when needed.

3.1 Develop Financial Resources

Pursue resource development and diversification while maintaining responsible fiscal practices and financial stability, including:
- *Increase the amount of discretionary, unrestricted general fund local revenue*
- *Increase and maintain the District reserves above the state requirements*
- *Pursue alternative funding sources including grants, partnerships, and scholarship s to support our diverse communities and students*
- *Manage enrollment and course offerings to maximize apportionment funding*

N/A – Only indirectly applicable.

3.2 Serve our Diverse Communities

- ***Serve our diverse communities and strengthen our connections through engagement, collaboration, partnerships, innovation, and leadership.***
  The Academic Senate is an elected body and all faculty are encouraged to run. The Senate also assigns faculty to serve on shared governance committees. Whenever possible we select for a balance of disciplines and diverse membership.

- ***Identify the educational needs of our changing demographics and develop appropriate and innovative programs and services with a focus on the increasing Latino/a population.***
  The Academic Senate supports the work of the Integrated Student Success Committee by assigning interested faculty to the committee and designating a faculty co-chair. The Senate also hears progress reports and approves the Student Success and Student Equity Plans.

- ***Contribute to the richness of our multicultural community by promoting cultural initiatives that complement academics and encourage the advancement and appreciation of the arts.***
  The Academic Senate supports cultural competency and diversity through Professional Development opportunities. Additionally, a group of faculty worked to draft a revision of the Faculty Hiring Procedure with the intent of better recruitment efforts for new faculty and others are actively involved in the revision of the Equal Employment Opportunity Plan which must be completed before the Faculty Hiring Procedure changes can be adopted and implemented. The Senate also encourages the use of monitors on committees that have been trained in cultural competency. The Senate welcomes reports or discussions on related topics at our meetings.

- ***Meet the lifelong educational and career needs of our communities (e.g. seniors, merging populations, veterans, re-entry students).***
  The Academic Senate is indirectly involved in these endeavors. The most direct relationship is through the Teaching Fellows Program which provides an opportunity for interested students to explore teaching by partnering with an SRJC faculty member.

- ***Provide relevant career and technical education that meets the needs of the region and sustains economic vitality.***
  The Academic Senate seeks to engage CTE faculty to improve communication and ensure a CTE voice on the Senate and on critical committees. Through Perkins Funding, we also ask a CTE faculty to attend the ASCCC Plenaries in the fall and spring and the ASCCC Faculty Leadership Institute. Several CTE faculty this spring also attended an ASCCC Leadership Institute. As a result, the attendees were energized and excited to get more involved. Additionally, the Senate has selected an ASCC CTE Liaison, George Sellu, who will report to the Senate and his CTE constituents regarding activities of significance at the state level.

3.3 Cultivate a Healthy Organization

Cultivate an inclusive and diverse organizational culture that promotes employee engagement, growth, and collegiality.

- *Foster an environment focused on collegiality and mutual respect in regards to cultural and individual perspectives.*
  Faculty have an opportunity and obligation to achieve this goal through the shared governance process and through providing Professional Development opportunities that are inclusive. We are actively working on and concerned with ensuring that faculty have a robust offering of professional development activities through the college that would enhance cultural awareness. Furthermore, we would like to encourage greater attendance of classified staff at Professional Development Events to allow them to enhance their professionalism and assure that they have a technically competent tool kit.

- *Recruit and hire outstanding faculty and staff and implement an exemplary Professional Development Program for all employees.*
  As many faculty retire, there is a tremendous number of new faculty that are currently in tenure review. We need to develop a robust EEO Plan, and Classified Hiring and Faculty Hiring Procedures that will attract and successfully recruit a diverse workforce. Additionally, the New Faculty Coordinators are also responsible for organizing the new faculty's two year orientation program that is being continuously refined to meet the needs of our new faculty and to create an environment of collegiality. This opportunity is coupled with the Faculty Mentorship Program which pairs new faculty with seasoned faculty and encourages dialog, support, and social engagement.

  Faculty Professional Development is one of the 10+1 of the Senate. As such, we are responsible for making sure the professional development activities meet the needs of faculty. We have two Faculty Professional Development Coordinators (one from Santa Rosa and one from Petaluma) that work with the Professional Development Committee to oversee faculty professional development. We would like to emphasize the importance of providing opportunities for faculty to attend discipline specific development activities. Providing travel opportunities to State Academic Senate events also provides professional development.

- *Establish robust programs to improve the health and wellness of students and employees.*
  The Senate has incorporated stretch breaks into our meetings. Inspired by Karen Stanley's Tauzer Lecture, other committees are attempting to also establish a stretch break.

- *Increase safety planning, awareness, and overall emergency preparedness.*
  The Senate has shown a keen interest in the development of emergency preparedness information that makes useful procedures accessible. It has also been the will of the Senate to support faculty including such information in their syllabi. Recently the Senate discussed and approved a document entitled: Best Practices-Promoting Safety in the Classroom. The adopted document is hung prominently on the Senate website. We also promote safety and emergency preparedness by offering PDA sessions focused on related topics. These topics are also included in new faculty orientation. The State

Academic Senate also passed a Resolution at the plenary in 2013 regarding emergency preparedness: 13.01-2013 Campus Safety and Emergency Preparedness.

3.4 Safety and Emergency Preparedness

- *Injury and Illness Prevention Program (IIPP)*
  The District's Injury and Illness Prevention Program is found in District Policy 6.8.2 and Procedure 6.8.2P. This program needs to be reviewed with each employee at least once per year. Identify the steps that have been taken to review this program with employees in your department this year. Contact Environmental Health and Safety if you need.
  The Senate has no direct role in this Program, except to inform faculty and encourage participation.

- *Safety Trainings*
  Per the District Injury and Illness Prevention Program (IIPP), what safety trainings does your department require? Contact Environmental Health and Safety if you need assistance.
  The Senate has no direct role in this Program, except to inform faculty and encourage participation.

- *Building and Area Safety Coordinators*
  List your Building and Area Safety Coordinators as shown in the sample below. Include Name, Building, Building Safety Coordinator (BSC) Area, Area Safety Coordinators (ASC) Area, Department, and any specific areas of responsibility.
  The Senate has no direct role in this area.

3.5 Establish a Culture of Sustainability

Establish a culture of sustainability that promotes environmental stewardship, economic vitality, and social equity.
One of the major shifts in the Academic Senate is to reduce paper usage. The Senate has moved to a practice of using online ballots for Senate Elections and has been sending out minutes and agendas in electronic format. Recently, our Administrative Assistant, has been working on figuring out additional ways to reduce paper and streamline the Senate's communications and archiving of documents. Furthermore, at the Senate Retreat we refrain from using disposable plastic bottles and other disposable or non-recyclable items.

- *Expand, support, and monitor district-wide sustainability practices and initiatives.*
  There is a strong desire among many members of the Senate to make sure that the Sustainability part of our Strategic Plan is honored. The senate has representatives in key positions on the 2030 Steering Committee which is overseeing the development of the Facilities Master Plan and on the Sustainability Subcommittee, as well as in dialogue with Santa Rosa City officials. In these capacities, senate leadership has been instrumental in the inclusion of sustainability concerns throughout the facilities planning process including green building, sustainable transportation, etc., and has been in the forefront of infusing sustainable practices throughout the consciousness of the institution.

- *Infuse sustainability across the curriculum and promote awareness throughout District operations.*
  There is a strong desire among many members of the Senate to make sure that the Sustainability part of our Strategic Plan is honored. This will become a key area of focus in the development of our Facilities Master Plan. The interest extends to provisions that will encourage and support alternative modes of transportation.

- *Promote social and economic equity in the communities we serve.*
  The Senate does not have direct involvement in this area except in reviewing and approving the Student Equity Plan and approving the AB798 Campus Plan on Textbook Affordability. The 1818 Green Print Plan attempts to further address this concern.

- *Ensure economic sustainability by leveraging resources, partnering with our community.*
  The Senate has made no progress in this area. The Green Print Plan attempts to address this concern.

4.1a Course Student Learning Outcomes Assessment

N/A

4.1b Program Student Learning Outcomes Assessment

N/A

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Certificate/Major		N/A	N/A	N/A

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
N/A	X															

4.2b Narrative (Optional)

The Academic Senate sets yearly goals that are assessed at the end of each year for progress or successful attainment. The Senate does not, however, have course or program SLOs. The Senate represents the faculty and seeks input from students and constituent faculty in making policy recommendations. The Senate has taken a leadership role, working with Project Learn, in supporting SLO identification and assessment. The Senate was fundamental in achieving 100% course SLO completion and supported using Professional Development opportunities to help to achieve this goal during the critical period leading up to our Accreditation midterm report. Two senate resolutions supporting completion of assessments for all courses and programs through economic incentive were implemented. The resolutions encouraged departments to complete all of their SLOs for courses and programs, and also provided a lottery-style drawing of any

course SLO that is completed. As a result of this effort, almost all programs and courses ended up with at least one SLO assessed prior to our March 2015 Accreditation visit.

The Senate President and faculty appointees also work with Sudent Government Associationleaders on various District Standing Committees, Ad Hoc Committees, and Task Forces. In that capacity, we work to develop ISLO's by developing student leadership, communication, reasoning, and citizenship skills.

5.0 Performance Measures

Academic Senate Goals 2018-2019
Ranked in Order of Priority

Goal 1

Senate Purview in Institutional Revision: Assure that the Academic Senate exercises its AB 1725 purview in the process of institutional review of shared governance structures, strategic plan resetting, mission revision, and the setting of institutional goals to align with the Vision for Success as required by AB 1809, by improving and increasing its advisory communication directly to the Board of Trustees.

Goal 2

Professional Development: Pursue greater faculty determination in institutional policies structures and practices for faculty professional development.

Goal 3

Senate Purview in Online Delivery: Guide the conversation and decision making regarding the expansion of online delivery, and the question of participation in the Course Exchange.

Goal 4

Senate Purview in Guided Pathways Implementation: Continue to assert Senate determination in the Guided Pathways inquiry and possible implementation process.

Goal 5

Waitlist and Class Size: Determine on pedagogical criteria what optimum class maximums for each course are and what the best waitlist policy is.

Goal 6

Campus Safety and Academic Freedom: Promote safety and well-being for faculty by advocating for academic freedom, civil discourse, and a culture of non-violence.

Goal 7

Full-time to Part-time Faculty Ratio toward 75/25: Advocate for a 75:25 full-time to part-time faculty ratio of instruction for all sections.

Goal 8

Budget Awareness and Transparency: Continue to actively imbue the budget process with faculty voice, advocate for budgetary transparency, and shepherd the dissemination of budget information to the college community.

Goal 9

Curriculum Processes: Maintain vigilance in asserting the Senate's purview in curricula as it pertains to new and ancillary programs and operations of the college, and that faculty disciplinary professional purview is maintained in policy and practice.

Goal 10

The Effects of AB 705: Trace the effects of the AB 705 implementation on students, faculty and departments.

Acomplishments:

Goal 1: The AS President and the Senate as a whole were very active in making faculty voices heard and carrying the academic and professional interests of faculty to bear on the array of state-wide initiatives (AB 705, Guided Pathways, Allignment with Vision for Success Goals) combined with massive institutional change addressing longstanding budget deficit (Early Retirement Incentive, for example), and the Student Housing Crisis (The Student Housing Project).

- The process for filling out the Scale of Adoption form, required by the Chancellor's Office for second year Guided Pathways funding, was a Senate led democratic process that resulted in an institutional statement that contained aspirations for needed improvement, pride in existing excellence, and critique with protest at the imposed initiatives. In addition to the Scale of Adoption form, submitted April 30 2019, linked here
- https://academicsenate.santarosa.edu/sites/academicsenate.santarosa.edu/files/2019%2005%2001%20GP%20Scale%20of%20Adoption%20Final.pdf
- The Senate passed a Resolution of No Confidence in Chancellor Oakley on October 3, 2018.
https://academicsenate.santarosa.edu/sites/academicsenate.santarosa.edu/files/2018%2010%203%20SRJC%20Resolution%20of%20No%20Confidence%20in%20Chancellor%20Oakley.pdf

- The AS President has participated actively through the academic year on the Student Housing Work Group, which is in the designing stage of buiding Student Housing by 2021,
- on the PCC, in part of which, in collaboration with President Frank Chong, he designed and oversaw the implimentation of a Shared Governance Workgroup to study the feasibility of reducing, combining and streamlining the number of committees and councils for greater efficiency, transparency and logic.
- In PCC, IPC, one-on-one meetings with administrators, and in full Senate meetings, the Senate's views of academic pricnciples that should govern the identification of goals that align with the Vision for Success were vetted, gathered, and advocated for by the AS President which greatly impacted what was submitted.

Goal 2: Nothing was acomplished this year on this score but the Senate has opened the discussion which is currently ongoing.

Goal 3: A Town Hall was held on the Course Exchange and discussions were robust in the Senate. This is an ongoing discussion and we anticipate in the fall of 2019, we will vote on whether to join the Course Exchange or not, and devise some policies on online delivery.

Goal 4: In the Spring of 2018 the Senate oversaw an open, democratic and transparent process for populating a Guideed Pathways Steering Committee and Work Group which operated largely on it's own, though under the observation of the AS President and Vice President, until reports were given tot he Senate in the Srping of 2019. The Senate has taken up the reins again, informed extensively by the recommendations of the Work Group, having held a special meeting to ascertain the Senate's collective will regarding Guided Pathways recommendations, and has drafted a structure and process for going forward. The Executive Committee is undertaking the process to populate a new structure, four teams, with defined roles and tasks, for the upcoming academic year.

Goal 5: After an hiatus, this groups is working hard and will have recommendations next year.

Goal 6: A sub-committee, independent of the Senate, but reporting to PCC, has studied and made recommendations regarding improving safety and many things are underway such as new locks in Emeritus and elsewhere. This is ongoing. The Academic Freedom component of this item is freequently addressed, for example, in an article written by the AS President and published in AFA Dialogue in t he fall of 2016.

Goal 7: We are in the process of implementing an ERI, and will see 39 faculty retire by the end of the fall semester, 2019. The administration is committed (and legally bound) to hiring faculty at least to the FON (Faculty Obligation Number). If we hiring no more full time faculty beyond that number we will have regressed on this goal. The FON counts bodies in categories of employment as opposed to fulltime faculty to student contact, therefore it does not measure what the 75/25 law in AB 1725 enshrines as a sound educational value. But at least it is a minimum that is better than nothing. We will continue to advocated for 75/25, but given budget constraints, there is little current progress here.

Goal 8: Budget awareness and transparency have greatly improved, as has the functioning of the BAC. This year, the committee, led by Budget director Kate Jolley and AS President Eric Thompson, solicited input from the whole college community on the budget, and, with participation of the whole committee, designed, composed and executed a "Budget 101" presentation giving all the basics of California Community College Funding, as well as our local peculiarities.

The Power Point was sent out to the whole community, and two sessions were scheduled for questions and discussion. The feedback was enormously positive and we will continue to update the material and offer the presentations.

Goal 9: Under new administrative leadership, combinded with much greater attention by the AS President, the curricular process is better in many ways. Under the direction of the Senate, the disciplines in all CORs have been standarized and comport with the State Disciplines List, and faculty views of an appropriate balance of flexibility and prescription in the COR has been implemented. A new curriculum handbook is being prepared with the AS President as an editor. It will be presented to the Senate int he fall of 2019.

Goal 10: AB 705 will be fully implemented this coming year, so this goal will be rolled over and we will be watching this carefully.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	01	01	Oversee with strong leadership the Guided Pathways Grant Program	To Guide the structuring and work of the Guided Pathways Work Group in implementing the Guided Pathways Work Plan in accordance with the principles and promises that led the Senate to vote in favor of participating in Guided Pathways, and with the Scale of Adoption Document, to wit, faculty lead in a cross-functional, democratic process.	2019-2020	No General Funds needed; paid for from Guided Pathways Categorical Grant monies.
0002	ALL	06	07	Provide strong leadership for the College's reorganizing efforts, specifically process and implement the recommendations of the Shared Governance Work Group, Program Review and Faculty Staffing	Establish communication, advocacy and conspicuous presence in program review, revitalization and discontinuance in relation to AAC, and in the faculty staffing process in the Faculty Staffing Committee and shared governance reorganization in PCC and IPC.	2019-2020	NA
0003	ALL	02	01	Close the Class Size Task Force loop.	To determine, by pedagogical principles, the optimum class limit for every class across the District, and to finish a wait list policy.	2019-2020	NA
0004	ALL	02	01	Determine policies, goals, values and principles regarding online education	Debate and vote on joining the Course Exchange; engage faculty in broad and deep discussions of online pedagogy, departmental assignment and staffing policies for online instruction.	2019-2020	NA
0005	ALL	02	04	Professional Development Coordination	As specified by the 10+1, to provide oversight and input into Faculty Professional Development activities, including those for new faculty orientation	2019-2020	NA
0006	ALL	08	06	Close the loop on the following Senate Business: Faculty Hiring Policy, Committee Policy, Equivalency Policy and Handbook, CRC Handbook, CLEP, Credit for Military and IP, Senate Constitution and Bylaws, Senate Areas of Representation	Finalize Faculty Hiring Policy, Equivalency Policy and Handbook, CRC Handbook, Committee Policy Revise; Assign CLEP, etc to be brought to the Senate by Spring, Finish composing and hold elections for Constitutional and Bylaws changes.	2019-2020	NA

6.2b PRPP Editor Feedback - Optional

The Academic Senate at SRJC is a strong and vibrant faculty representative and advocate, fully participating in all aspects of governance and decision making as stipulated by AB1725 and envisioned by the body. SJRC has had extrodinarily strong Senate presidents for several decades and their advocacy and voice for the body (including both regular and adjunct faculty) has been a critical component of the overall College health and vision.

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	01	01	Oversee with strong leadership the Guided Pathways Grant Program	To Guide the structuring and work of the Guided Pathways Work Group in implementing the Guided Pathways Work Plan in accordance with the principles and promises that led the Senate to vote in favor of participating in Guided Pathways, and with the Scale of Adoption Document, to wit, faculty lead in a cross-functional, democratic process.	2019-2020	No General Funds needed; paid for from Guided Pathways Categorical Grant monies.
0002	ALL	06	07	Provide strong leadership for the College's reorganizing efforts, specifically process and implement the recommendations of the Shared Governance Work Group, Program Review and Faculty Staffing	Establish communication, advocacy and conspicuous presence in program review, revitalization and discontinuance in relation to AAC, and in the faculty staffing process in the Faculty Staffing Committee and shared governance reorganization in PCC and IPC.	2019-2020	NA
0003	ALL	02	01	Close the Class Size Task Force loop.	To determine, by pedagogical principles, the optimum class limit for every class across the District, and to finish a wait list policy.	2019-2020	NA
0004	ALL	02	01	Determine policies, goals, values and principles regarding online education	Debate and vote on joining the Course Exchange; engage faculty in broad and deep discussions of online pedagogy, departmental assignment and staffing policies for online instruction.	2019-2020	NA
0005	ALL	02	04	Professional Development Coordination	As specified by the 10+1, to provide oversight and input into Faculty Professional Development activities, including those for new faculty orientation	2019-2020	NA
0006	ALL	08	06	Close the loop on the following Senate Business: Faculty Hiring Policy, Committee Policy, Equivalency Policy and Handbook, CRC Handbook, CLEP, Credit for Military and IP, Senate Constitution and Bylaws, Senate Areas of Representation	Finalize Faculty Hiring Policy, Equivalency Policy and Handbook, CRC Handbook, Committee Policy Revise; Assign CLEP, etc to be brought to the Senate by Spring, Finish composing and hold elections for Constitutional and Bylaws changes.	2019-2020	NA