

Santa Rosa Junior College

Program Resource Planning Process

Academic Senate 2024

1.1a Mission

According to the Bylaws of the Academic Senate of Santa Rosa Junior College, Article I:

As specified in the Constitution of the Academic Senate, a major responsibility of the Senate as a whole is to carry out all responsibilities delegated to a community college academic senate by state law, the Board of Governors of the California Community Colleges, and the Board of Trustees. These include, but are not limited to, the following:

A. Through collegial consultation, provide the Board of Trustees with the advice and judgment of the faculty on professional and academic matters, as agreed upon with the Academic Senate and including all 10+1 matters as either “as rely primarily upon” or “each mutual agreement with” as represented in Board Policy:

1. Curriculum, including establishing prerequisites 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 processes, including self-study and annual reports.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senate. (Title 5 Regulations, Subchapter 2, Section 53200, 53203)

B. Through joint agreement with the Board of Trustees, assist in the development of District and College hiring criteria, policies and procedures (section 87360).

C. Through joint agreement with the Board, assist in the development of District and College policies and procedures regarding equivalencies to minimum qualifications (section 87359), reassignment of administrators to contract faculty positions (section 87458), and exceptions to the minimum degree requirements for tenure (section 87615), and provide the Board with the advice and judgment of the faculty in regards to these matters.

- D. Through consultation with the collective bargaining agent(s) assist in the development of faculty evaluation procedures and policies, and concerning faculty service areas and competency requirements (section 87663, 87743.2).
- E. Through consultation with the chief executive officer [SRJC Superintendent/President] or their designee, appoint faculty members to serve on college or District committees, task forces, or other groups dealing with academic and professional matters (section 53202, f).

1.1b Mission Alignment

The Academic Senate's mission, as stated in the preamble to the Constitution, directly relates to the District's mission to transform the lives of our culturally rich student body by cultivating a welcoming and antiracist environment that is centered on social responsibility and cultural awareness. The SRJC Academic Senate, like the Academic Senate for California Community Colleges, is committed to equity, student learning and student success.

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

The Academic Senate supports the District's Mission and Strategies through participation in the shared governance system of the college and through the recommendations made at its meetings. Our mission aligns most closely with strategies 1 and 2, whereas strategies 3 and 4 are more relevant to the work of Student Services areas.

Strategy 1: Academic Quality - Support excellent teaching and maximize education learning outcomes.

Strategy 2: Student Success and Support

Academic Senate provides leadership through shared governance and other work that focuses on this aspect of the mission. We seek to offer courses that support students' ability to excel and reach their goals. Faculty appointed to the Curriculum Review Committee work to ensure course outlines of record use student-centered language and have Student Learning Outcomes (SLOs) that are relevant and measurable. The Academic Senate supports the work of faculty Student Learning Outcomes Coordinators who in turn train faculty on effective assessment of SLOs to support student learning and success. The Academic Senate supports culturally responsive instruction through the facilitation of Communities of Practice where faculty can engage in peer-led investigation and training in andragogical practices to help them develop student-centered spaces and practices that encourage a sense of belonging for all students.

Academic Senate continuously reviews, through its Program Review, Evaluation, Revitalization and Discontinuance Committee, the currency and relevance of programs of study. In spring 2023 the Academic Senate voted to recommend that policies for faculty professional development activities, one of the "10+1" listed above, become an area where the Board of Trustees rely primarily upon the advice of the Academic Senate. Academic Senate seeks to strengthen faculty professional development through culturally responsive andragogy professional development training. The Academic Senate president supports equity in education at SRJC by working with

the District to support course offerings and student support in pursuit of equitable opportunities to succeed for SRJC students.

1.1c Description

Describe the program/unit's activities, including services provided, and whom the program/unit serves.

The Academic Senate represents faculty in all academic and professional matters as identified above in section 1.1b: Mission Alignment, in accordance with Title 5 and District policy and procedure. The Senate meets twice monthly to make recommendations regarding academic and professional matters; hears reports of District and Senate Consultation Committees; consults and collaborates with the District's collective bargaining agent, the All Faculty Association, on matters of mutual interest and overlap; facilitates training in collegiality in collaboration with the Academic Senate for California Community Colleges (ASCCC); considers requests for District policy and procedure changes and considerations that come to it from the Student Government Assembly; and participates at the statewide level through ASCCC Plenaries twice per academic year.

Academic Senate holds an orientation annually and has a retreat once per semester, typically the second Friday of each semester. The purpose of the retreat is to identify Academic Senate shared values; engage in team building, provide opportunity to explore current issues in depth; deepen senator understanding of the role of the Academic Senate in relation to the District governance system and to the statewide senate; explain expectations of senators as representatives to discipline areas of the College; identify annual areas of focus; and to review past goals and establish new ones each year.

The Academic Senate Executive Committee (ASEC) provides leadership to the Academic Senate through its agenda-planning activities. The ASEC recently expanded from 3 members (President, Vice President, and Executive Secretary) to 6 (President, Vice President, Executive Secretary, At-large member, Associate member, and Equity Advocate). Depending upon what point it is at in the election cycle, the ASEC may also be comprised of a President-elect and/or a Past-president. The expansion of the ASEC, which was voted into permanent expansion from a pilot project during the 2021-22 academic year, has greatly enhanced the ASEC's ability to consider diverse lived experiences in the planning of meeting agendas and senate initiatives. This expansion should also help the Senate to provide better opportunities to mentor faculty to become senate leaders.

The ASEC 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 meeting Accreditation requirements; recommends actions to enhance student access and success such as membership in the California Virtual College; updating Faculty Hiring Procedure; endorses priority for registration of Rising Scholars; and recommends proposals for implementing Guided Pathways (a non-exhaustive list of issues).

In Spring 2023 the Academic Senate performed a complete revision and update of its Bylaws, which can be found at:

<https://academicsenate.santarosa.edu/bylaws-constitution-santa-rosa-junior-college-academic-senate>. Several larger elements for consideration, such as elimination of the Senate's Professional Ethics Committee, restructuring of the Faculty Professional Development Subcommittee, updating the Senate's Constitution (found at <http://academicsenate.santarosa.edu/constitution-santa-rosa-junior-college-academic-senate>), and rearrangement of the areas of representation, will be taken up by the body in the 2023-24 academic year.

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: Natalia Haworth) 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 Friday prior to Senate meetings, the agenda is posted online by the administrative assistant in accordance with the Open Meeting Law's requirements.

1.2 Program/Unit Context and Environmental Scan

Note: The current 2023 Writer's Guide asks for data that do not apply to the Academic Senate in Section 1.2: Program/Unit Context and Environmental Scan. This section asks about Degree programs, transfer majors, general education and basic skills/Career and Technical Education certificates or majors, and Other programs/units, asking PRPP writers to "convey to the reader the "big picture," highlighting any aspects of the social, business, cultural, educational, technological, or regulatory environment that may impact your program/unit over the next 3 years or that provide insights into future trends."

We have attempted to convert this question into something relevant to the Academic Senate in the answer below.

Therefore, in this section we have chosen to address changes to the work of the Academic Senate Executive Committee (ASEC) driven by initiatives coming from the Chancellor's Office and the legislation. (see below for former entry)

Recent legislation, grants, and initiatives such as AB1705, Open Educational Resources (OER), Student Equity and Achievement (SEA) grant funding, and Guided Pathways have increased the impact on local academic senates. In fall 2022 the senate recommended to the District that a multi-constituent work group be formed to explore how Guided Pathways might look at SRJC and to create a proposal for implementation. That work is completed. AB1705 has resulted in the need for multiple meetings and other work to support changes to the curriculum. SEA funding is used in part to compensate faculty to participate in Communities of Practice that are offered through the Academic Senate. Guided Pathways has had a big impact on the work of the senate. During the 2022-23 academic year the senate not only called for the work group to create the proposal described above, members of the senate also served as authors of a First Year Experience course, work that is ongoing. Senators and ASEC members also worked with Guided Pathways project leaders in course mapping, resource offerings, and voted to

establish a Guided Pathways Faculty Coordinator position. One ASEC member serves as SRJC's Guided Pathways liaison to the ASCCC.

These example initiatives and legislative acts serve to bolster student success and are good for the college, but they have increased the workload of the academic senate as it seeks to lead faculty in these academic and professional matters.

2.1a Budget Needs

- ***Describe areas where your budget might be inadequate to fulfill your program/unit's goals and purposes.***

The budgetary needs of the Academic Senate can be broken into 3 categories: Participation in leadership and plenary conferences; reassigned time for ASEC members, and ASCCC dues. **The Academic Senate has asked every year for an augmentation of its budget in the amount of \$5,000** to support basic need for participation in ASCCC events. This includes the twice annual Plenary where delegates vote on matters of utmost importance to our students and which often direct the ASCCC to work with the Chancellor's Office and legislators on behalf of our students. The budget also supports participation in Curriculum Institutes, Faculty Leadership Institutes, and Accreditation Institutes. Participation in these plenaries and institutes is essential to maintaining a strong faculty leadership role by the Academic Senate, and it is beyond time to allocate additional funding to the Academic Senate's base budget lines in the 5000s. Current costs are described at the end of this section below.

Academic Senate leadership has faltered in recent years, which is due in part to the amount of time needed to conduct senate business, as well as the loss of a large number of more experienced faculty as a result of recent Early Retirement Incentive measures. Beginning with the presidency of Terry Shell over a decade ago, the Academic Senate has had trouble finding faculty willing to serve on ASEC and, most significantly, in the role of AS President. The prior senate president had only one semester of experience on the senate prior to serving as president, and this term resulted in a senate that had difficulty moving business forward, due in part to lack of knowledge of how the senate should function and in parliamentary procedure. By increasing the Academic Senate budget and granting additional reassigned time to the expanded Academic Senate Executive Committee, the District has the opportunity to solidify the resurgence in leadership, interest in serving on ASEC and in the senate, and in moving forward the business of the College in service to student achievement and success.

You will see below that there is a gap in the information provided from fall 2020 - spring 2022. This is because the prior Academic Senate president was unaware that there was a PRPP for the Academic Senate. During this time the pandemic conditions resulted in cancellation of in-person events, so ASCCC plenaries and institutes were all virtual and for a while, costs were lower. Since emerging from the pandemic, costs for all ASCCC events, and for the travel associated with them, have increased greatly. Participation in these events, especially for faculty newer to the Academic Senate, is essential for their growth as leaders.

The Academic Senate maintains a donation-based account for provision of coffee and snacks for senate meetings, for donations to senators in instances of wildfire catastrophe, and for donation to organizations in honor of senators affected, such as the recent donation to Doctors Without Borders in honor of our Turkish senators whose friends and relatives were devastated in the recent earthquake in

Turkey. In the current 2022-23 academic year we have drained this account in order to pay for ASEC members and senators to be able to participate in Plenaries and Institutes, and again have had to ask Dr. Chong's office for one-time funding.

1. Participation (not just travel) in Leadership, Curriculum, Accreditation Institutes, and at Plenaries:

As a result of the pandemic, participation in plenaries and institutes is no longer dependent upon travel, but the costs to participate have gone up significantly to support the technology ASCCC requires for remote participation. Travel and food costs have also taken a large jump during this time. Current registration fees for Plenary per person is \$550, Leadership Institute is \$650 (in-person only), and Curriculum Institute is \$650 (in-person)/\$450 (remote).

- 2022-23: After coming close to needing to drain the AS donation-based Exchange Bank account, **Dr. Chong's office agreed to provide us with a one-time budget augmentation in the amount of \$5,000.** We are still using some of our donation funds to support participation in these events. The Curriculum Office has agreed to fund the cost of virtual attendance of the AS President and President-elect at the 2023 Curriculum Institute. During this academic year we spent **\$2362 to send 2 faculty (AS President and President-elect) to Faculty Leadership Institute; \$1,394 to send 2 faculty to Curriculum Institute** (another \$900 of the cost paid for by Curriculum Office); and **PLENARY INFO HERE (Fall 2022 sent AS President, AS Executive Secretary, and 1 senator; Spring 2023 sent AS President, AS President-elect, and 1 senator)**
- 2021-22: (no data provided)
- 2020-21: (no data provided)
- 2019-2020 - Notes from prior president follow, however, as current AS president I find it wholly inadequate to suggest that it is fine to choose between the Faculty Leadership Institute and the Curriculum Institutes. It is always essential for the AS to send either the President or a designee to the Curriculum Institute, and the Faculty Leadership Institute is essential for the AS President to attend during their first year of presidency. In addition, the comments that follow are reflective of the pre-pandemic period when prices for registration, travel, and hotel were significantly reduced. Input from former AS President indicated that "A steady travel budget of \$6,000 would be sufficient to continue bringing one Faculty to Plenary in addition to the AS Pres, provided 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."
- 2018-2019 - **Dr. Chong continued to give us supplemental travel money: \$3500 + \$1500 = \$5000** which we also supplemented from out graphics and supplies allocations.
- 2017-2018 - We have continued to receive support for attendance at ASCCC events, but on a piecemeal basis. Our budget this year was \$5000. We brought 3 attendees to fall Plenary (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.**
- 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.

- 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.
- 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.**
- 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.

2. Reassigned Time:

The Academic Senate currently has 80% reassigned time for the AS President, and an additional 80% for the remainder of the ASEC team. This additional 80% was granted prior to 2020, because at that time no one other than the AS President received reassigned time. This included the Vice President, Executive Secretary, President-elect, and Past-president. The 80% augmentation allowed for the VP, Secretary, Past-president and President-elect to each receive 20% reassigned time. **During the 2020-2022 AS Presidency, years for which PRPP was not completed, the AS ran a pilot project expanding the ASEC from 3 members (President, VP, and Secretary) to 6** (adding an Equity officer, At-large officer, and Associate Faculty officer). The expanded ASEC was recently voted into permanence. **The 80% additional reassigned time noted earlier was then spread out more thinly among the expanded members of ASEC.** When there are only 6 members of ASEC, reassigned time is as follows: President at 80% reassigned time, VP at 20%, Secretary at 20%, Associate at 10%, Equity advocate 10%, and At-large at 10%, leaving a floating 10% to be assigned as needed (currently assigned to Secretary for his extra, uncompensated work on Guided Pathways). It is important to understand that 10% load equates to 3.5 hours/week. The ASEC now meets weekly for 1.5 hours, leaving officers only 2 hours weekly to respond to senate-related email (often important inquiries, etc., sent by senate president), serve as leads on AS ad hoc work groups (Guided Pathways, Class Size Task Force, Accreditation Work Group, etc.), serve on important shared governance councils and committees, and to meet and confer with members of the President's cabinet on such issues as Guided Pathways, AB1705, etc. **The AS has asked the All Faculty Association (AFA) to negotiate on our behalf to bring the reassigned time for all members of ASEC up another 80%** and allocated as follows: AS President 100% (increase of 20%), VP to 30% (increase of 10%), Secretary to 30% (increase of 10%), and Associate, At-large, and Equity officers to 20% each (additional 10% each), and another 10% to be assigned to president-elect or past-president. Amounts asked for VP and Secretary could also be assigned to past-president and/or president-elect instead, depending on nature of their role.

3. Dues paid to Academic Senate for California Community Colleges (ASCCC):

ASCCC dues increase approximately 5% annually. The cost is partially determined by the Faculty Obligation Number (FON). The ASCCC membership fee was \$7,789 for the 2022-23 year, and \$7,711 for 2018-2019.

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. |
| 0001 | ALL | 00 | 07 | \$8,000.00 | Increase membership (dues) for ASCCC to cover anticipated regular increase. \$8,000 is total needed, not increase. |
| 0001 | ALL | 01 | 01 | \$6,000.00 | The AS 5000s fund needs a permanent increase of \$6,000 on top of the current allocation in order to sustainably support participation in ASCCC institutes and plenaries by newer senators to ensure effectiveness of the academic senate in support of 10+1 matters. |

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 (Natalia Haworth) works at 60 %, over 11 months, which is adequate. However, with additional time the AA could take on responsibilities for monitoring faculty flex obligations and other related work.

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 2022-23, Vice President and Secretary will each get 20 %; Associate, At-large, and Equity officers will each get 10%, and the remaining 10% is assigned to the Secretary for their extensive work on Guided Pathways. |

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

N/A

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?

No, it does not. The Academic Senate Executive Committee began with 80% reassigned time just for the President. Prior to 2020 an additional 80% was granted, and was distributed as follows: 20% to the VP, 20% to the Secretary, 20% to the President-elect, 10% to the Parliamentarian, and 10% to the Chair of the Class Size Task Force.

In 2023 the pilot expansion of ASEC was voted into permanent existence, and the additional 80% was distributed differently, resulting in decreases for some ASEC members, as follows: 80% to President, 20% to VP, 20% to Secretary, 10% to Associate officer, 10% to At-large officer, and 10% to Equity advocate, remaining 10% assigned to Secretary for their Guided Pathways coordination efforts. There is no reassigned time available for the Parliamentarian or any ad hoc committee chair, and the extra 10% currently assigned to Secretary is unavailable for the President-elect or for a past-president.

An additional 80% reassigned time is needed to adequately serve the responsibilities of the expanded ASEC. An increase of 80% reassigned time would allow for the following:

President = 100%

VP = 20%

Secretary = 20%

Associate = 20%

At-large = 20%

Equity = 20%

Past-president = 10% (or allocate to VP if no past-president)

President-elect = 10% (or allocate elsewhere if no president-elect)

Parliamentarian = 10%

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 |
|------|----------|----|---|------------------|-----|-----------|------------|-----------|------------|---------|
|------|----------|----|---|------------------|-----|-----------|------------|-----------|------------|---------|

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 Academic Quality

Strategy 1

Goal 1: Ensure quality of courses and andragogy across disciplines and modalities.

- Promote robust professional development and maintain professional development resources on culturally responsive andragogy and practices that are annually reviewed and updated.
- Goal 2: Inspire and prepare students for transfer, degree or certificate completion, and lifelong learning through critical thinking and civic engagement.
- Promote robust professional development and maintain professional development resources on culturally responsive andragogy and practices that are annually reviewed and updated.

Address only goals 1 and 2
see PDC reports to senate for data,

Mandated eLumen SLO training
Mandated DEIA PD, evaluation and tenure review

3.2 Student Success and Support

Student services strategy, not applicable to Academic Senate

3.3 Responsiveness to Our Community

Strategy 3: Responsiveness to our community

Goal 1: Offer SRJC programming that impacts all members of our community

Although this strategy and its associated goals and objectives point to Student Services activities, the work of two committees at SRJC can be considered to be addressing the impact of SRJC programs of study (not necessarily programming activities of Student Services).

The Program Review, Evaluation, Revitalization, Discontinuance subcommittee of the Academic Senate annually reviews programs of study (degrees and certificates) as they come up for regular review. This committee looks at trends in enrollment and considers input from various sources to determine if courses/degrees/certificates require updating, are fine as is, or possibly no longer of use to community members.

The Curriculum Review Committee (CRC) reviews and recommends for approval all courses offered at SRJC. In recent years the CRC has embraced IDEAA values as described and defined by the ASCCC and woven these values into Course Outlines of Study (COR). These COR have become more student-centered and thus responsive to the community.

3.4 Campus Climate and Culture

Strategy 4: Campus Climate and Culture

CoPs

IDEAA values, in alignment with ASCCC

Again, while the intention of this strategy of the new SRJC strategic plan may be intended to point to Student Services activities, efforts made by the Academic Senate during 2022-23 contribute to the campus climate and culture of our college.

Communities of Practice, a program of professional development for faculty, but inclusive of classified professionals and administrators, offered all constituent groups opportunities to meet in community with their colleagues to address topics of equity and inclusion across a wide range of subject matter. The CoPs offered by faculty this year included the following:

- Diversifying Curricula and Developing Racial Literacy
- Working Toward Science in Action
- Universal Design for Learning
- Native American Lecture and Discussion Series: Current Issues within Indian Country
- STEM Enrichment Activities
- The COR of the Classroom: Integrating IDEAA Principles into the Course Outline of Record
- The Model Minority Myth: Asian American Stereotypes and How They Hurt Us
- Math Pathway from Non-credit to Credit
- Creating an Anti-racist PSYCH 1A
- Hands-On Teaching Strategies for Equity and Success for All English 1A Students
- Exploration of Best Support Practices for Trauma-Impacted Students
- Equitable and Inclusive Course Design and Teaching Practices

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 Student Government Association leaders 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

Program/Unit Workload and Performance Measures

Academic Senate Goals 2022-2023 and Associated Accomplishments

Ranked in no order of priority

- Address equity barriers and develop practices to address such barriers, as related to the 10 +1.

In the fall 2022 semester, the senate voted to create a Student Equity Plan 2.0 workgroup. This group completed its work on the plan, which was presented to the senate during the fall semester and approved for recommendation on November 30th, 2022.

- Review and revise waitlist policy and procedure.

The senate was unable to get to this topic within the academic year, but has begun collecting history of this work for discussion and possible action in the fall 2023 semester.

- Continue to develop and promote professional development specific to increasing equity.

During the 2022-23 academic year, the Academic Senate, in collaboration with the Dean of STEM, facilitated the offering of numerous Communities of Practice, all 13 of which were focused on various aspects of Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA) values. These CoPs are immensely popular, and we hope to strengthen and improve the program next year by reinstating the Academic Senate's Faculty Professional Development subcommittee.

- Participate in addressing cultural concerns at the college.

We did not get to this issue directly during the 2022-23 academic year.

- Review and update as necessary Academic Senate constitution, bylaws, areas of representation and practices.

The senate engaged in a complete revision of the Bylaws during the spring 2023 semester. The proposed revisions were approved by the senate at its last meeting of the semester on May 17, 2023. The revision did not address several issues requiring deeper discussion, such as the disposition of the senate's Professional Ethics subcommittee; the revision of the senate's Faculty Professional Development Committee; the reorganization of area representation due to the addition of the new Ethnic Studies Department; and the vote to approve adding two additional associate representatives to the senate body. These topics will be taken up in fall 2023.

- Support development and implementation of Guided Pathways organization, structures, and initiatives.

The senate voted to recommend the establishment of a multi-constituent Guided Pathways workgroup in fall 2022. The Superintendent/President called for the formation of this workgroup in December 2022, and the work group completed all work, submitting a detailed robust proposal to the President's office and cabinet in March 2023. In late spring, the Superintendent/President informed the Senate President that he preferred to defer most substantive action until the new Superintendent/President comes into office in July 2023. In the meantime, existing Guided Pathway projects continue moving forward.

- Work with the District to develop a sustainable and meaningful system for SLO assessment and disaggregation of student SLO data.

On September 21, 2022 the senate voted to form a faculty workgroup to develop a proposal for addressing accreditation requirements regarding SLO assessment and disaggregation of SLO data. The workgroup shared its initial proposal on November 16, proposal #3 was approved November 30, a revised proposal #1 for definition of "regular cycle" for assessment of courses of 4 years was approved December 7th, and the workgroup brought back a completely revised proposal #2 in April 2023, which was approved by the body on May 3, 2023. Proposal #2 called for the District to identify a group of faculty to serve as SLO Liaisons to assist SLO coordinators in the training and support of faculty as they work to meet the new requirements for systematic SLO assessment using disaggregated data, and August 10th was subsequently identified by the District for all faculty to have the opportunity for training using the new SLO assessment software eLumen.

- Complete revision to 2018 version of Faculty Hiring procedure.

The complete revision of the 2018 version of procedure 4.3.2P, Faculty Hiring, began prior to the current academic year. The item was taken up for completion on December 7, 2022, and the body approved the final changes to this and recommended approval of the complete revision on March 15, 2023. The procedure was subsequently forwarded to the Superintendent/President and the Vice President of Human Resources. The procedure was referred to the VP of Human Resources at the end of March, 2023, and upon writing of this PRPP March 25 we await a formal response from the VP regarding what were described as possible minor edits required. The ASEC hopes the VP will be able to meet over the summer to describe concerns so that we can bring back to the body in fall 2023 if needed for review and approval.

- Equity

While the senate did not address Equity as a discrete issue, much of the senate's work this academic year revolved around issues of equity and access. SJRC has long considered membership as a "teaching" or "home" college in the California Virtual College for over a decade without coming to any resolution. This year the senate introduced into discussion both forms of membership again, beginning in late November 2022. On February 15th the body voted to recommend that SRJC join the CVC as both a home and teaching college. This membership, while it will take time to implement, will offer SRJC students greater access to online courses that will make it possible for them to complete programs of study at SRJC. It will also open our courses up to students from other California Community Colleges, and has the potential to help us avoid cancelling low-enrolled courses by opening access to other CCC students. CVC membership helps level the playing field for our students by increasing access to courses that meet students where they are, when they are able to enroll.

The body also engaged in discussion regarding a grant to support the development of Open Educational Resources (OER) at SRJC, and established a workgroup to plan for potential OER development and application for a larger grant to fund OER development at SRJC. The group has identified some possible actions to take and will bring these proposals forward in early fall 2023 to the senate.

- Address local impacts of AB705.

While issues related to AB705 and AB1705 have not been taken up by the entire academic senate body, representatives of the senate including the AS President have engaged in discussion regarding curricular and curricular support matters. Together with representatives of the Mathematics, English, English as a Second Language (ESL), and Counseling departments, administrators and Curriculum Office representatives, the Academic Senate president meets to consult and review curricular proposals and other efforts in support of student equity as we work to meet the requirements of AB1705.

- Continue to work with AFA on areas of overlap and/or mutual interest.

The Academic Senate, with the support of the Superintendent/President of the college, worked with the Academic Senate for California Community Colleges and the Community College League (CCL) to offer a Collegiality in Action workshop at SRJC in February 2023. The full management team, academic senate body, and AFA council all participated in this highly informative and effective workshop. Subsequently, the AFA came to the Senate to consult on the matter of Faculty Self-evaluations as they prepared to negotiate with the District in advance of a new contractual agreement. This was a highly successful and collaborative process. AFA negotiators were invited to sit in on a special meeting of the Academic Senate held openly, and then the body sent an ad hoc subcommittee of the senate to meet in closed session with AFA to share senate feedback.

The AS President has since sent a request to AFA Cabinet to consider holding a joint meeting of the two groups on August 30 to discuss a proposed agreement on matters of overlap between the two bodies, and we eagerly await a response to this request. We look forward to further collaboration to help the District move forward in service to our students.

The Academic Senate, again with the support of the Superintendent/President, has engaged the ASCCC to participate in the ASCCC Coaching Program. A faculty coach has been identified, and now, at the request of the current Superintendent/President, we will wait for the new S/P to be in place to create an agreement on what the goals of the coaching program will be. This program should be of tremendous help in strengthening the role of the Academic Senate at SRJC.

6.1 Progress and Accomplishments Since Last Program/Unit Review

| Rank | Location | SP | M | Goal | Objective | Time Frame | Progress to Date |
|------|----------|----|----|--|---|------------|--|
| 0000 | ALL | 02 | 03 | Implement Guided Pathways | Determine Pathways for SRJC programs of study; identify GP programs such as First Year Experience (FYE) program, FYE interdisciplinary course; Improve course mapping, collaborate with District to provide strong Academic Senate leadership in the implementation of GPs at SRJC. | 2023-2027 | tbd, but District receives GP funding that can support implementation needs. |
| 0001 | ALL | 01 | 01 | Review and revise the Academic Senate's Faculty Professional Development subcommittee with an eye to supporting faculty professional development in culturally responsive andragogy. | As specified by the 10+1, to provide oversight and input into Faculty Professional Development activities, including those for new faculty orientation | 2023-24 | NA |
| 0002 | ALL | 01 | 01 | Review, provide input, and make recommendations regarding District Educational Plan. | 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. | 2023-24 | NA |
| 0003 | ALL | 02 | 01 | Review, provide input, and make recommendations regarding the College's response to the Accreditation Requirements. | To determine, by pedagogical principles, the optimum class limit for every class across the District, and to finish a wait list policy. | 2023-24 | NA |
| 0004 | ALL | 02 | 01 | Support the work of the District Online Committee | Work with DOC to separate issues related to the collective bargaining agent from the Academic Senate's 10+1, and collaborate with the committee to assess faculty online training needs to direct professional development offerings. | 2023-24 | NA |

6.2b PRPP Editor Feedback - Optional

The PRPP program has many sections which do not apply directly to the work of the Academic Senate, and as a result several responses need to be "massaged" to relate in any useful way to the prompts. In addition, the antiquated nature of this program makes it unnecessarily time consuming to complete the PRPP. As a person who was present when this program was introduced in the 2000's I am dismayed to see that we continue to operate using such outdated clunky software.

6.3a Annual Unit Plan

| Rank | Location | SP | M | Goal | Objective | Time Frame | Resources Required |
|------|----------|----|----|--|---|------------|--|
| 0000 | ALL | 02 | 03 | Implement Guided Pathways | Determine Pathways for SRJC programs of study; identify GP programs such as First Year Experience (FYE) program, FYE interdisciplinary course; Improve course mapping, collaborate with District to provide strong Academic Senate leadership in the implementation of GPs at SRJC. | 2023-2027 | tbd, but District receives GP funding that can support implementation needs. |
| 0001 | ALL | 01 | 01 | Review and revise the Academic Senate's Faculty Professional Development subcommittee with an eye to supporting faculty professional development in culturally responsive andragogy. | As specified by the 10+1, to provide oversight and input into Faculty Professional Development activities, including those for new faculty orientation | 2023-24 | NA |
| 0002 | ALL | 01 | 01 | Review, provide input, and make recommendations regarding District Educational Plan. | 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. | 2023-24 | NA |
| 0003 | ALL | 02 | 01 | Review, provide input, and make recommendations regarding the College's response to the Accreditation Requirements. | To determine, by pedagogical principles, the optimum class limit for every class across the District, and to finish a wait list policy. | 2023-24 | NA |
| 0004 | ALL | 02 | 01 | Support the work of the District Online Committee | Work with DOC to separate issues related to the collective bargaining agent from the Academic Senate's 10+1, and collaborate with the committee to assess faculty online training needs to direct professional development offerings. | 2023-24 | NA |

