

Santa Rosa Junior College

Program Resource Planning Process

Academic Senate 2014

1.1a Mission

The Academic Senate is created 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 traditional 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 a 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, this Academic Senate is 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 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 senate must assure those constituents' voices be heard in recommendations in the 10 plus 1 areas in which the Board agrees to collegially consult with the faculty on professional and academic areas identified in Policy 2.5, Section III.B.1.a 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).

All six areas support the mission of the District.

The Academic Senate supports 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 for 2013 - 2014 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 as 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 committee is continuing to look at the effect of placing prerequisites on courses to support student success and retention. A pilot study to determine if prerequisites achieve these goals, which was started in Life Sciences, has now 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 Senates supports this part of our mission through our role in shared. 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 that will reward students for becoming fully matriculated. Faculty are actively participating on the Student Success and Support Programs and Student Equity Committees to develop a comprehensive plan to address student needs.

The Academic Senate supports 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; this requires significant coordination among several departments and will hopefully find extended and deepened support as the academic year moves forward. 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.

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 two 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.

Recently, two additional efforts have surfaced across campus: 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 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 our 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 college. Faculty have played an active role on through the Institute for Environmental Education and the Integrated Environmental Planning Committee. One of the 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 is also 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.

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 employee 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 practice in such growth activities. 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.***

As active participants in Strategic Planning, faculty were very involved in our environmental scan. Many other 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 Arts & Lecture series, SRT, Planetarium, outreach to high school and elementary school students, career fairs, transfer days, etc. Others 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 this 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 diversity both life-style and economic. Encouraging safe access to campus via bicycles would open up needed parking spaces, encourage environmentally friendly access, and promote healthy lifestyle alternatives. We encourage the District to work with the IEE and IEPC to develop bicycle friendly campuses.

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 develop Senator's contributions to your 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. 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 prominent 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 agenda. We have also made changes to our by-laws and re-wrote the professional ethics policy, code, and procedure in an attempt to update it and make it a more robust process. We are also working with our Senate Subcommittee, the Petaluma Faculty Forum (PFF), to increase the flow of information between our two bodies. Starting summer 2013, with financial support of the Petaluma Campus, we can now take Petaluma faculty leaders 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. Two have now joined the Senate. This fall the chair of PFF, Bic DoVan will attend the Academic Senate Plenary.

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 business of reviewing District policies and procedures; passing resolutions; hearing reports of District and Senate Consultation Committees; support or not 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 an annual retreat in the fall semester typically on a Friday early in the new academic year. 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.

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 and 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 Program Revitalization and Discontinuance and in conjunction with AFA, the Compressed Calendar Task Force. The Constitution and Bylaws for the Academic Senate can be accessed at the following links:

<http://www.santarosa.edu/senate/constitution.shtml>

A link to our bylaws can be found on the Senate webpage:

<http://www.santarosa.edu/senate/>

1.1d Hours of Office Operation and Service by Location

The Academic Senate office is located in 1368 Bailey Hall and is staffed by a part-time administrative assistant (currently: Andrea Stein). The office is open for a total of 24 hours per week: Monday, Tuesday Wednesday, and Thursday from 9:00 to 3:00; on 1st and 3rd Wednesdays from 11:00 to 5:00 (allowing for the AA to take notes during Senate meetings), otherwise during the usual 9 to 3 on other Wednesdays. 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 by the administrative assistant in accordance with the Open Meeting Law's requirements.

1.2 Program/Unit Context and Environmental Scan

The Academic Senate's activities are primarily supported by the Senate President and the administrative assistant since they are the only paid staff with the Senate President being provided 80% reassign time.

The Senate President or designee serve by position on eleven committees, councils or President's advisory committees: Basic Skills Committee, Budget Advisory Committee (BAC), College Council (CC), Curriculum Review, Equivalency Committee, Educational Planning and Coordinating Council (EPCC), Institutional Planning Council (IPC), Project Learn Committee, Faculty Staffing, Program and Resource Planning Process (PRPP), and Program Review. In 2013-2014 a Senate President Designee, Terry Shell (Past AS President) served on the PRPP Advisory Committee to assure continued progress is made on the accreditation team's first recommendation. The Senate President will resume attendance Fall

2014. Due to a time conflict with Petaluma Faculty Forum, Terry Shell also served as the AS designee to BAC.

As co-chair of IPC, the Academic Senate (AS) President assists in planning the agenda. Related to this function, the Senate President also took a leadership role in developing SRJCs Strategic Plan and preparing for our Accreditation Self Study. The co-chairs for SRJC's 2015 Accreditation Self Evaluation Steering Committee include: Wanda Burzycki, Accreditation Steering Committee Self Evaluation Faculty Co-Chair working with our SRJC Accreditation Liaison Officer, Mary Kay Rudolph. The AS President, Robin Fautley, also serves on the steering committee for Accreditation. Strategic planning was another area of focus from 2012-2014. The AS President served as co-chair with Jane Saldaña-Talley on the Strategic Master Plan Task Force. Terry Shell, as Past AS President, served with Dr. Frank Chong as Strategic Planning Leadership Co-chairs.

Doug Fisher is currently serving as CRC Co-chair. The AS President and AS Vice President (VP) Eric Thompson have been serving on CRC, this practice links the AS to CRC and insures that curriculum issues are heard and approved by AS. At many California community colleges the Executive Committee Vice President receives some release time and as part of their duties they also serve as CRC co-chair. This may be a best practice moving forward. Since the first item in the 10+1 is curriculum, this practice would create a stronger link between AS and CRC.

For the past several years, College Council (CC) has been co-chaired by Carol Hatrick as the President's designee but the President attends all meetings as an active member which will continue to be the practice in 2014-2015. Katie Gerber joined Scott Rosen in 2013-2014 on the Professional Development and Faculty Professional Development Committees. In 2014-2015, Laura Sparks is replacing Scott Rosen as the Petaluma Faculty Development Coordinator. Project Learn is co-chaired by AS VP Eric Thompson as the President's designee. In 2013-2014 Anne O'Donnell and Wanda Burzycki also serve on Project Learn "by position." Rebecca Perloth will replace Wanda in this role as Wanda is focused on her role in accreditation. Eric Thompson or Anne O'Donnell reports approximately once a month on Project Learn's work at Senate meetings. Ann Foster was the President's designee as chair of the Basic Skills committee for 2013-2014 and she will continue to be the chair for 2014-2015. Ann Foster and Lauren Servais, have been very active in developing and implementing the New Faculty Development Program. The intensive first two years of Faculty Development centers on best practices for teaching (including developmental students) and orientation to SRJC. In addition to two initial full days of orientation, faculty cohorts meet once a month for 3 hours to learn to navigate the campus, gain insight into campus culture, and learn effective practices for promoting student success. New faculty also meet with their faculty mentors one hour per month.

Since 2008, the AS President or designee attended most of the Petaluma Faculty Forum meetings and retreats; PFF is a Senate subcommittee that provides information and feedback between the AS and the Petaluma faculty and raises and addresses issues of concern to faculty. We will continue this practice to coordinate activities and provide information between the Senate and PFF. Bic Ha Doan (chair) provided bi-monthly update reports to the Senate last year.

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, Program Revitalization and Discontinuance Evaluation Committee (3.6/P), Faculty Staffing

Committee, Calendar Committee, and the Priority Registration Task Force. The President also prepares and launches Professional Ethics Investigations. In 2013-14 the Professional Ethics Policy, the Professional Ethics Code and the Professional Ethics Procedure underwent a thorough revision. Additionally, over the past two years the Senate President helped develop and successfully implemented the new Teaching Fellows Program and also served on the Innovations Grants Committee. The Academic Senate oversees the work of task forces created by the Senate such as the Textbook Committee, Workload Task Force, consideration of credit for the International Baccalaureate Program, equivalency procedure revisions, and Curriculum changes especially as they concern the Student Success Act.

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 and graduation. College involvement includes attendance at hiring forums, Harvey Hansen Memorial Barbeque, Soupfest, MESA Awards, Student Awards Banquet, Classified Senate Awards, and Faculty Recognition; plus attendance at public functions such as: Day Under the Oaks, the President's Address, 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. Beginning in spring 2008, the AS President has contacted 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. I am delighted that during the past year I have been able to take other faculty to the Plenary with me. In the Fall Laura Aspinall attended as AS Secretary and Laura Sparks attendance was supported as a Petaluma representative. In the spring AS VP Eric Thompson also attended the Plenary, plus Vince Hamilton represented Petaluma and Jeff Diamond represented CTE with support from Perkins Funding; each contributed to the summary of breakout sessions giving the most complete overview of Plenary events to date. A list of resolutions with key items highlighted was also shared with the campus community. Additionally, Laura Aspinall (AS secretary) attended the ASCCC Leadership Institute last summer and was accompanied by the Senate Parliamentarian, Laura Sparks with financial support from Petaluma. District financial support for attendance at the fall and spring Plenary and the Leadership Institute is vital and an excellent way to assure 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.

The Senate continued its program aimed at encouraging participation by faculty in shared governance. Senators were asked to mentor a faculty member who shows promise of greater involvement in the campus community in the future. Six senators participated by talking to their mentee about the role of the Academic Senate, AFA, and various campus committees, they encouraged them to come to various meetings, including at least one Senate meeting and as a thank you for their involvement they were invited to a Social that was hosted by Dr. Chong. The program was a success: it resulted in three mentees being elected to the Senate for next year (1 from 2013-14 and 2 from 2012-2013) and other mentees signed up to help on various committees next year are already making various significant contributions to the college.

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>

Duties of the Academic Senate President

○ 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 students 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 by-laws.
- 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 college and district governance policies, ensuring the effective participation of other governance groups and the primacy of faculty on academic and professional matters.

○ 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, Accreditation Self-study, and Annual Report.

- **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.

- **Maintaining Contact with the Academic Senate for California Community Colleges**
 - Attend and participate in the fall and spring Academic Senate Plenary Sessions, and the Area Pre-session meetings, providing for 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 cause to be conducted 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 responding 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.
 - **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.
 - Assure effective faculty participation on various institutional groups, e.g., Matriculation Committee, Department Chairs, Staff development.

Academic Senate Goals 2013-2014

Top 10 Goals in Rank Order

In 2013-2014, the Senate set and achieved many goals and continues to work on others. Below is a summary of the progress on meeting these goals:

A. Increase the number of fulltime faculty.

As a result of our age structure, we are experiencing a daunting turn over in our faculty due to retirements. Additionally many more are likely to retire in the next few years (~27% are currently eligible for retirement). This results in a tragic loss of talent, institutional memory, faculty mentors and some of our finest campus leaders. To maintain excellence and stop the attrition of the number of highly qualified FT faculty, the Academic Senate in Fall of 2011 passed a Resolution that at SRJC all FT instructors leaving the institution, plus one are replaced working toward the goal of 75/25. In the short run, fewer FT faculty strains departments, some to a breaking point. This is particularly problematic in departments that have a plethora of courses and very few fulltime faculty compared to numerous adjuncts. Among other things, this makes it nearly impossible to keep curriculum up to date and to complete assessment of SLOs. It also makes it more challenging to recruit FT faculty to do the work of shared governance in the District. All this is happening as faculty are being stretched to do more with fewer resources: in our courses, at our school and as a result of edicts from the State. Relying on the FON or 50% law for making hiring decisions is shortsighted. We cannot afford

to have a lag in faculty replacements followed by a flurry to catch up, this is not a sustainable practice. Having staggered faculty recruitment will add greater stability to our departments and the college.

After a lull in hiring of fulltime faculty as a result of fiscal challenges our fulltime faculty numbers have diminished from 303 in 2009 to 277 in 2014 (~8.5% reduction in 6 years). Going back to the first year of record keeping, 2002-2003, we have suffered an even larger attrition from 311 to our current 277 (~11%). It is imperative that we halt this erosion. After the hiring process was well-underway, in 2013 due to late announcements of retirements or resignation and depletion of fulltime faculty because several were selected to serve as interim deans, there was a scramble to fill positions and meet our FON and the 50% Law. Consequently this year the administration graciously agreed to hire an additional 10 faculty above those that announced they would be leaving prior to the beginning of the spring hiring cycle. Later, as a result of categorical funding, it was decided that we would hire an additional 4 counselors. This brought the total number of faculty approved to hire up to 30. Currently, 24 of those positions have been filled and the six remaining positions are expected to be hired this fall.

Currently, almost 40% of our faculty have served less than 6 years at Santa Rosa Junior College as fulltime employees. Since these new faculty will need to step quickly into leadership roles to fill the void left by attrition, it is essential that we continue to recruit new faculty in anticipation of those we will be losing so that we don't end up with an underprepared and inexperienced workforce.

As predicted by their average age, in 2013 the retirements by deans in administration was extremely high also creating a scramble to fill positions. As mentioned, many of these positions were filled on an interim basis. While we appreciate the chance for faculty to explore working in an administrative role by becoming an interim dean without giving up their faculty position, filling four of these positions with some of our best FT faculty further erodes the number of faculty that are teaching, serving their departments, and contributing to faculty shared governance responsibilities. We request that temporary FT faculty replacements are hired to fill positions of faculty serving in this interim capacity.

After years of class reductions re-growing our course offerings has also been a challenge because, in addition to FT faculty, we lost part-time faculty that sought jobs elsewhere or also reached retirement age. Although we applaud the efforts to grow the schedule to meet the needs of students, we have seen that students did not flock back in droves. Thus the shrinking and stretching of the schedule are more easily accomplished on paper than in actuality. It is the fervent hope of the faculty that we develop a more stable class schedule, stop eroding the FT faculty to make up for the structural financial imbalance that the college faces, and recognize that faculty and student population are not as nimble as we would like.

B. Lab/Lecture/Online Workload

Workload Task Force (WTF) was formed in 2010 with AFA and Senate representatives. The task force found that SRJC lab classes are compensated at the lowest rate in the state and recommended further study to implement a three tier compensation for labs based on the amount of outside class preparation time (lab workload factors: 1.00, 0.80 and 0.67). A Senate Consultation Committee met last year to develop a plan for how fair compensation could be accomplished. This fall those disciplines wishing to have their compensation evaluated are keeping records on the number of hours they put in outside of class for preparation, grading, etc. Consideration of online workload will be tackled at a later date.

C. Increased transparency in faculty staffing

Last year, based on a compromise made with Dr. Chong regarding the Senate's request to make Faculty Staffing a Senate Consultation Committee, the Senate President served as the co-chair of faculty staffing. In an attempt to increase transparency, faculty requests are to include a narrative summary with prompts that reflect the core criterion that Faculty Staffing Committee (FSC) uses to make its determinations. It was hoped that this process would make the selection process more "transparent" and level the playing field. Previously, the narrative summary was optional and those who did it often presented the most compelling arguments for their staffing request. While this revision was helpful to FSC, the departments still voice concerns regarding how decisions are made. They feel that their cluster ranking should be the primary method by which staffing decisions are determined. All clusters naturally think their requests are the most critical and they are not comparing against the needs of other clusters. It would be a good exercise for DCC to tackle the creation of such a master list. The FSC needs to have continued dialog at DCC-IM to improve communication and to make the process by which positions are selected more transparent.

Another recommendation that was adopted this year was to separate out requests for math and English instructors from their clusters. These large departments have significant need and are frequently granted their position requests. This can be very problematic for smaller disciplines that are never ranked as high within the cluster or are overshadowed by the needs of these large departments. This year, of the ten positions that were granted in addition to the number of faculty lost, six were in math and English. This allowed smaller departments in their clusters to be weighed equally against other department requests.

D. Increased diversity among faculty

As we observe a shift in the demographic make-up of our students we recognize the benefit of diversifying our workforce. To do so we are asking for greater recruitment efforts where we might be able to attract a diverse and highly qualified applicant pool. Last year a Senate committee was formed that worked on editing the Faculty Hiring: Regular and Adjunct Policy and Procedure (4.3.2/P). The committee completed its draft recommendations in Spring 2014 and these recommendations will be vetted through appropriate shared governance committees.

Additionally the Senate President and the AFA President have been working with Human Resources to edit the Equal Employment Opportunity (EEO) Plan which is also critical to attracting and maintaining a diverse workforce.

E. Implementation of Student Success Act (SSA) Recommendations

The recommendations of the Student Success Act (SSA) continues to have a large impact on curriculum forcing departments that had repeatable courses to rewrite curriculum and place courses into related activity groups. CRC and departments have actively engaged in implementing SSA mandates, including: developing the Course Identification numbering system (C-ID), adopting Transfer Model Curriculum (TMC), and changing top codes. In addition to regular reports on changes at the state level, Ann Foster and Laura Servais reported on Teaching and Learning Institutes, Learning Communities and the Basic Skills Committee's investigation of alternative assessment models.

A new committee has been actively working to develop a Student Success Support Program Plan and a Student Equity Plan. Dean Li Collier is co-chairing this Student Success and Equity Committee Senate Consultation Committee with Audrey Spall (Academic Senate President Designee). These plans will be vetted in shared governance and presented to the Board of Trustees this fall.

F. Mentoring Institutional Memory

This year we were well-represented at the ASCCC Plenary Sessions and also at the ASCCC Leadership Institute. In addition to the Senate President, the fall Plenary was attended by Laura Aspinall representing the Senate Executive Committee and Laura Sparks (Senate Parliamentarian) representing Petaluma. These two active members of the Senate also attended the Leadership Institute in June. AS President attended the Spring Plenary with the AS VP, Eric Thompson, Senator Jeff Diamond representing CTE (Perkins Funding) and Vince Hamilton representing Petaluma. Last year's Leadership attendee, Erin Sullivan, and this year's attendee to the Spring Plenary, Vince Hamilton have been elected to the Senate. It is our hope that these participants, who show promise as future faculty leaders, will bring back what they learn from the experience to their representative groups and become more actively involved in leadership in the District. Already I am lining up faculty to attend the Fall and Spring Plenaries and next year's Summer Leadership Institute. Additionally, with the changes that are occurring in Curriculum, it is essential that the CRC chair is supported in attending CRC conferences.

To foster the development of new faculty leaders as we see a large amount of retirements, the Academic Senate continued to implement the Senate Mentorship Program. Participating Senators partnered with faculty members that show promise as potential faculty leaders. These Senators and their mentees meet throughout the fall and spring semester to discuss shared governance and to visit campus meetings. Once again, Dr. Chong graciously acknowledged their efforts by hosting a social at his home. This year the project resulted in the election of one new senator from this year's program and two from last year's. Other mentees joined other college shared governance committees.

The New Faculty Orientation Program also serves to promote knowledge of and appreciation for shared governance. In addition to other presentations, such as by AFA, the President of the Senate and the Chair of PFF are asked to present twice during the year to new faculty regarding shared governance and the role of each governing body.

The Teaching Fellows Program is now welcoming its third cohort of students who are interested in becoming teachers. These students are partnered with master teachers who help them develop an understanding of and skills as an educator. Besides the long term benefit of developing potential teachers, the faculty that were involved had the opportunity to examine what it means to be an effective teacher and polish their own skills.

G. College-wide information systems: Course Management Systems. Support staff for college information systems (CATE, Moodle)

Progress has been made by the District in support of college information systems. Student's now have access to a degree audit program. At the request of the Senate and Academic Affairs, instructors can now input their office hours in the portal for their student's to see. The Academic Integrity report form, that a Senate subcommittee worked diligently to develop, is now available online. Currently there are two alternate online learning platforms available for faculty to design for their students: our homegrown CATE program and Moodle. The long-range goal is to transition away from CATE. Although it may appear to be cheaper to use an IT maintained platform, these are not the high quality programs used by other community colleges (such as Blackboard) and it is proving difficult to attract and retain programmers to perform these functions. Another upgrade for the college is the adoption of Drupal, a user-friendly content management system. This program will make it easier to find information and allow students, faculty and staff to have access to forms online. The Senate will be introduced to the platform this fall and there are multiple Flex opportunities to learn more.

As I attend statewide senate events, I am always reminded that Santa Rosa Junior College does not have a monopoly on wisdom or great ideas. When faced with a challenge, we should remember to look at solutions created by others and not always try to reinvent the wheel. Ultimately as we struggle to find the resources to manage our homegrown systems that have not kept pace with our needs, we have great need to consider moving away from plugging holes in the leaky dike and migrate to a robust and supported enrollment management system such as Banner or People Soft.

H. Accountability Scorecard

The Senate had the opportunity to hear reports from Institutional Research on our Accountability Scorecard. Initially our scorecard showed a seriously low rate of accomplishment in the area of basic skills success. Through careful examination it was ascertained that there was a discrepancy in how the scorecard was calculated as it interfaced with our course numbering system. This resulted in our score being dragged down. That problem has now been resolved and our numbers for math and English now are in line with the state average. However, ESL still shows a considerable discrepancy. This may be due to the number of course levels that we offer. To improve our scores, Institutional Planning Council will be setting targets as well as deadline to accomplish our targets.

I. Compressed Calendar

There continues to be a vocal group of faculty that wish to see the Academic Calendar condensed. The Task Force, after collecting its findings on how various programs on campus would be affected and which programs supported such a change, it became an item that would have to be negotiated by the union (All Faculty Association or AFA). The conclusion of AFA was that they would not pursue a compressed calendar at this time because of the numerous programs that felt that their students would be adversely affected. Those programs that contend that compressing would help with student success and retention are welcome to do that for individual courses. SRJC may benefit a variety of student needs by making some courses late start or designing courses to fit within the eight-week short course model. Another idea that Petaluma Campus considered is to create a cohort of classes to offer in a semester that would give students a chance to take a full load of general education courses in a coordinated, shortened semester. Having a variety of options is likely to serve the maximum number of our students.

J. Course and Program Assessment

There was a major push last year with support from Project Learn to complete institution, course and program assessments. Many programs have embraced the goal and have completed most of their course and program assessments. Other's still have a way to go. To date we have 982/1645 (5937%) of our course SLOs assessed and posted on Sharepoint for at least one SLO. Many courses are approaching 100% completion of assessments. There are currently over 2000 course assessment postings. Although total completion is still below our targets, major and certificate assessments have increased dramatically since last year. Majors assessments are lagging behind with 33/105 (31%) assessed. In some cases departments are working to complete course assessments that will allow them to complete their major assessment. Certificates, mostly in CTE, have complete 51/163 (31%).

It is important to look at which programs are struggling. Some programs, especially in CTE disciplines, have many courses, very few of which are taught by fulltime faculty – this thwarts compliance. In some departments, the work simply was not accomplished. To complete assessments, Adjuncts were encouraged to apply Flex time obligations to working on their assessments. When this is not an option, VPAA Mary Kay Rudolph approved compensation for Adjuncts completing this work. To further encourage participation, the Academic Senate passed a resolution, supported by the administration, which rewards the completion of assessments. A momentary incentive will be given

for each course that assesses 100% of their SLOs by the end of the fall 2014 semester. Additionally, a lottery-style ticket will be given for each SLO completed and will be entered into a drawing for cash prizes. All funds will be given to departments to use in support of student success. Here again I will stress that when there is an inadequate staffing of full-time faculty in a department, the work of the department fails to be completed.

The list below is a summary of the Senate's activities during 2013-2014.

**Significant Policies, Issues, and Discussions
Academic Year 2013 – 2014**

(Small parenthetical numbers and letters relate to area of consideration in 10+1 and Senate Goals)

Approved revision or creation of new policies and/or procedures:

1. Policy/Procedure 2.1/P Procedures for Developing Board Policies and Administrative Procedures (6, 10)
2. Policy 2.6.2 Professional Ethics (11)
3. Policy/Procedure 2.5/P Governance and the Committee System (6, 10)
4. Policy/Procedure 2.7/P Discrimination Compliant Procedures (6)
5. Policy/Procedure 3.6 & 3.6P Program Review, Evaluation, Revitalization, & Discontinuance (1, 2, 4, 5, 9)
6. Policy 3.9 Faculty Obligation to Students (1, 3, 5, 11)
7. Procedure 3.9.1P Syllabus (3, 5, 11)
8. Policy/Procedure 3.13/P, Career and Technical Education Program Advisory Committees (2, 4, 5)
9. Policy 3.14 The College Calendar (4, 5, 10, 11)
10. Policy/Procedure 3.28/P (previously 3.12.2/P) Online Instruction / Distance Education (1, 4, 5)
11. Policy and Procedure 4.3.2b/P Equivalency of Faculty Qualifications (1, 6, 11)
12. Policy 7.16 – Children and Visitors in the Classroom and Work Areas (6, 10, 11)
13. Policy 8.1.12 Student Educational Leaves (5)
14. Procedure 8.1.5P Attendance Requirements (5)
15. Policy 8.2.10 Military Service (5)

Discussion of revision or creation of new policies and/or procedures:

16. Policy/Procedure 8.6/P Student Success and Support Program (4, 5, 10, E)
17. Policy and Procedure 4.3.2/P Faculty Hiring (6, 10, 11, D)

The Academic Senate approved or discussed:

1. 2015-2016 Calendar (1, 5)
2. Election of Senate Secretary and One Semester Replacement of Vice President (5 m)
3. Emergency Preparedness Best Practices (8, 10)
4. IB Task Force: Grids (1, 5)
5. Professional Ethics Code and Senate Procedure (11)
6. Project LEARN Steering Committee: new General Education SLOs (1, 4, 5, 7, E, J)
– A. O'Donnell, K. Abrahamson, KC Greaney (10 m)
7. Revision to: Textbook and Instructional Materials Committee (1)
8. Strategic Planning: Goals and Objectives Statements (A, 6, 10)
9. Strategic Planning: Vision, Mission, Values Statements (A, 6, 10)
10. Student Services Reorganization (5, 6, 10)
11. Student Success and Equity Committee Proposal (4, 5, 10, E)
12. Textbook Committee Function Statement (4, 5)

13. Curriculum Review Committee Issues: Getting the Pulse of the Senate (1, 6)
14. Equal Employment Opportunity (EEO) Plan (5, 10, 11, D)
15. Project Truth
16. Renumbering remedial Math, English and ESL courses (D, 1, 2, 4, 5)
17. Strategic Enrollment Plan (4, 5, 6, 7, 8, 10)
18. TBA/DHR Audit Finding and Proposed Remedy (1, 10)

The Academic Senate's resolution positions (Local and State):

1. Project Learn/Accreditation Resolution on Assessment (D, 5, 7)
2. Resolution – SLO Assessment Incentives (1, 5, 7, J)
3. 2.01 ASCCC Statement on Accreditation
4. 2.02 Request of ACCJC to Model Effective Self-Evaluation Practices
5. 2.03 Sufficient Advance Notice for Changes to Required ACCJC Annual Reports
6. 2.04 Employ the Term “Action Required” Rather Than “Recommendation” for Evaluation Findings That Must Be Addressed by the Two-Year Rule
7. 2.05 Responding to Draft ACCJC Accreditation Standards as They Relate to Libraries and Learning Support Services
8. 2.06 Equitable Access to College Resources for Part-Time Faculty
9. 2.07 Extend Deadline for CCSF to Meet Accreditation Standards
10. 2.08 ACCJC Transparency and Limitations on Standards
11. 2.09 Resolution Affirming Support for Diversity and Equity in Accreditation Standards
12. 2.10 Request of the ACCJC to Evaluate and Improve Inter-rater Reliability of Visiting Teams
13. 3.01 Demographic Data Collection of Multiple Identities
14. 5.01 Request of CCCCO to Alter Definition of “Apportionment”
15. 7.01 Academic Senate Participation in the Online Course Exchange
16. 7.02 Request of CCCCO to Provide Faculty Obligation Number Data
17. 7.03 Concurrent Credit/Not-For-Credit Enrollment
18. 8.01 Counselors as Discipline Experts
19. 9.01 Associate Degrees for Transfer (ADT) Development and Implementation Guidelines
20. 9.02 Modify Title 5 Language to Include Credit by Examination Processes into §55051 *Articulation of High School Courses* to Simplify the Awarding of Credit for Articulated High School Courses
21. 10.01 Adding Currency Requirements in the Disciplines List
22. 12.01 Community College Faculty Exchanges
23. 13.01 Campus Safety and Emergency Preparedness
24. 18.01 Use of Multiple Measures in Common Statewide Assessment Exams
25. 2.01 Modify Title 5 To Allow Colleges To Be Accredited By Any Nationally Recognized Accrediting Agency
26. 2.02 Submitting Proposed Revisions to the *2014 First Reading Draft of the Eligibility Requirements and Accreditation Standards* Through Written and Oral Testimony to the Accrediting Commission for Community and Junior Colleges (ACCJC)
27. 2.03 Explore Use of Simulated Accreditation Site Visits
28. 2.04 Collaborative Response to Accrediting Commission for Comm. And Jr Colleges 2014 Draft Revised Standards
29. 3.01 Infusing Cultural Competence
30. 5.02 Endorse Funding for Full-Time Faculty and Addressing Issues with the Faculty Obligation Number (FON)
31. 9.02 Changes to Recent Community College Repeatability Regulations

32. 10.01 Adopt the Discipline List Handbook
33. 12.01 Consistent and Sustainable Funding for Professional Development
34. 12.02 Faculty Professional Development
35. 13.01 Researching the Feasibility of the CCC Bachelor's Degree
36. 13.02 Add Established At-Risk Student Groups to Exemptions under Board of Governors Fee Waiver Policy
37. 13.04 Concern Regarding Chancellor's Office Staffing
38. 18.01 Adopt the paper *Multiple Measures in Assessment: The Requirements and Challenges of Multiple Measures in the California Comm Coll*
39. 18.02 Research the Impact of Offering Priority Registration to Student-Athletes

Reports to the Academic Senate:

1. Academic Integrity Reporting (3, 4, 5)
2. Accreditation (4, 7, 10)
3. Board President Introduction (10+1)
4. Board Redistricting Proposal (11)
5. Compressed Calendar Report (1, 4, 5, 10, E, I)
6. Curriculum Committee (1)
7. Department Chair Council (10+1)
8. District Online Committee (1, 4, 5)
9. Equivalency Committee – Update (6, 10, 11)
10. Health Services (4, 11)
11. Institute for Environmental Education / Integrated Environmental Planning Council (10)
12. International Student Program (4, 5, 10)
13. ITG Update (10, G)
14. Lab Lecture Equity (10, B)
15. Membership Recommendation Textbook Committee (1)
16. Petaluma Faculty Forum (10+1)
17. Plenary Report (10+1)
18. Professional Development (8)
19. Project Learn (1, 4, 5, 7, E, J)
20. SRJC Ethnic Demographics
21. SRJC Scorecard (5, 7)
22. Student Senate (10+1)
23. Update Regarding Opinion Survey (1, 2, 4, 5, 6, 10, G)
24. Work Load Committee Formation

2.1a Budget Needs

Have you implemented any cost savings measures during this academic year that have saved the District money?

The Academic Senate has reduced as much as is feasible costs associated with supplies and over the past several years the food for the Senate Retreat has been purchased and prepared at the expense of the Academic Senate Executive Committee and Senate volunteers. This past year Senate funds were used to have Culinary Arts provide a box lunch for Senators and guests. This is still a cost savings in

comparison to past practices of providing dinner. Expenses have been further reduced by holding the event for free at Pepperwood

How do your budget statistics compare to the district-wide range?

- *Academic Senate has total expenditures of about \$130.4K, 0.12% of the District total. This is a small program supporting students and is essential to faculty leadership and shared governance.*
- *Academic Senate has a faculty payroll of \$75.3K, 0.15% of the District total. This is the single largest expense and supports an 80% release time for the Senate President.*
- *Academic Senate has a total classified payroll of \$26.8K, about 0.14% of the District total.*
- *Academic Senate has \$0 in Management payroll.*
- *Total salary/benefits are \$121.3K, 0.15% of the District Total.*
- *Non-personnel costs are \$9.1K, 0.07% of the District total.*

The source of this information is the Santa Rosa Junior College – Program Unit Review for 2012-2013 from the PRPP planning website.

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) Dues paid to the State Academic Senate – It has been the trend for dues to go up an average of \$100 per year. In 2013-2014 the cost was \$5132.
 - 2) Travel to leadership and plenary conferences – until this year our travel budget has only been adequate to send one representative to the fall and spring plenary conferences and the summer Leadership Institute. In recognition of the critical need to invest in knowledgeable leaders to have affective shared governance, this past year we were able to bring two representatives from the Senate to Plenaries. Additionally, Perkins Funds were made available to take a CTE faculty to each event and Petaluma is providing funding to take a Petaluma faculty member. At these conferences faculty gain a larger prospective on issues affecting education throughout the State of California (including such things as implementation of Student Success Act mandates, Accreditation, Equivalency, and issues such as online education and MOOCs). 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 a report on a rich-array of topics. It also encouraged two Petaluma Faculty to run for the Senate. We would also like to encourage sending a representative from Student Services to at least one of these conferences a year, plus one or more representatives to the Summer Curriculum Conference. It is essential that the CRC co-chair attend.
 - 2008-2009 – our travel funding was reduced by \$600 to \$3279 (-15.5%)
 - 2009-2010, 2010-2011 – travel budget was \$3879
 - 2011-2012, 2012-2013 – travel was reduced to \$3500 (-9.8%)
 - 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.
 - 2014-2015 – We would like to request 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. Last year this cost \$5500, it would be slightly more this year because the Summer Leadership will be in Southern California (location alternates). Therefore, we request \$6000 to cover travel expenses.

3) Supplies – we have cut our supplies wherever possible to live within a restricted budget and practice sustainability, which is an essential part of SRJC’s mission and values; this also reflects reduced costs for the Annual Retreat.

- 2008-2009 – supply funds were reduced by \$600 to \$2900 (-17.1%)
- 2009-2010, 2010-2011 – supply funds were reduced to \$1043 (-64%); voluntary reduction due financial stress
- 2011-2012, 2012-2013 – supply funds were reduced to \$1000 (-4%); this funding is adequate for our needs and we are more concerned with having an increase in our travel budget and serving lunch at our annual retreat.
- 2013-2014 – Our supply budget of \$1000 adequately served our needs.
- 2014-2015 – We request that our supply budget continues at \$1000.

If you need additional funds, please explain.

- Our biggest need is in the area of travel. The contributions for travel by Perkins Funds and Petaluma 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 adequate funding 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.

2.1b Budget Requests

Rank	RS	ACTV	Object	Location	SP	M	Amount	Brief Rationale
0001	00	6030	0000	ALL	01	01	\$6,000.00	Increase travel funding to send an additional Senate Executive Committee member to conferences that inform campus decision making and prepare future Faculty Leaders
0002	00	6030	0000	ALL	06	04	\$45,000.00	Restoration of the 40% reassign time the Academic Senate had prior to 2002 - 2003. Many tasks have been added to the workload of the Academic Senate President and these should be shared to develop leadership.

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Administrative Assistant I	24	10	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 By-Laws, distribute state senate publications to all faculty. Maintain budget and oversees expenditures. Management of 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
N/A	0	0	

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties

2.2d Adequacy and Effectiveness of Staffing

The part-time administrative assistant provides adequate clerical and organizational support, however Andrea Stein recently announced her retirement as of October and will serve her last day as our AA on Sept. 11th. It is critical that this position be filled as soon as possible. I would like to strongly recommend that this position is combined with another position and made full-time, either on an 11 or 12 month basis depending on the needs of the other program. If this were the case, the Senate's AA could serve at 50% position since the intensity of the job duties vary seasonally. Because of the nature of the job, it would also be best to have the position reclassified as an AAIL. There are a few potential options for the other 50% load: 1) Faculty Development – this new position could be used to focus specifically on the needs of Faculty Development and take some of the burden off the Staff Development Coordinator that serves all District employees. 2) The Dean of KAD has been limping along without an AA – this position is highly ranked in the Academic Affairs PRPP. 3) Another highly ranked position in Academic Affairs is an AA to serve the Dean of Instruction and Strategic Program Development. This Dean's office is across the hall from the Senate Office, thus making the location and the association ideal.

Until such time that the AA can be replaced on a permanent basis, we request permission to fill this important position with an STNC.

2.2e Classified, STNC, Management Staffing Requests

Rank	RS	ACTV	Location	SP	M	Current Title	Proposed Title	Hrly	Type	Salary Increase	Benefits Increase	Total Increase
0001	00	6030	ALL	08	07	Administrative Assistant I	Administrative Assistant II	\$22.08	Classified	\$18.60	\$0.00	\$18.60
0002	00	6030	ALL	08	07	Administrative Assistant I	Administrative Assistant I	\$20.09	STNC	-\$233.00	\$0.00	-\$233.00

2.3a Current Contract Faculty Positions

Position	Description
Academic Senate President	2012-2013 Robin Fautley, Senate President 80% reassigned time

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

Robin Fautley is over 60 years of age and eligible for retirement. She anticipates retiring in 4 to 5 years. However, this will be after her term as Senate President and Past President have ended.

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

Restoration of the 40% reassign time the Academic Senate had prior to 2002 - 2003. Recently many tasks have been added to the workload of the Academic Senate President, for example Annual Review of Program Approval, Revitalization and Discontinuance, Strategic Planning, recurring Accreditation, and development and oversight of the Teaching Fellows Program. In addition to various committees served by the President by position, these are a few of the many activities required of the President leaving little time for working on other large projects such as revision of Policies and Procedures (such as Professional Ethics, Faculty Professional Development, and Syllabus revision), Priority Registration, and Curriculum Issues. Restoration would allow reassign time be given to other faculty who could share some of these tasks with the Senate President so that this important work of the District could be done properly. Often the appropriate designee is a member of the Executive Committee, but they are already fulfilling their obligations to the district and it is challenging for them to add additional tasks to their schedules. Furthermore, providing release time to the Vice President of the Senate would help prepare future college leaders with the potential of becoming the next Senate Presidents. As modeled by many other community colleges, to increase continuity between the Curriculum Review Committee and the Senate, it would be beneficial for the VP to serve on CRC and ideally even to serve as a co-chair.

The 40% could be divided as follows:

1. 10-20% release for the Senate VP or this could be divided between the Secretary and VP as their responsibilities indicate (the lower amount is appropriate if there is a Pres Elect or Past President)
2. 10% release time for the Senate President Elect – the Senate President elect needs to attend EPCC, CC, IPC and PRPP to become familiar with their future role. This is a huge workload to add to a full schedule on top of Senate and the Exec committee (and anything else they might be doing).
3. 10% release time for the Past President (PP) – the PP serves on exec committee for 2 years. This is critically important. The pattern has been for the PP to serve on a number of committees that require broad knowledge. Currently the recent PP is still serving as BAC co-chair, as the Senate President needs to attend PFF and it meets at the same time.

2.3e Faculty Staffing Requests

Rank	RS	ACTV	Location	SP	M	Discipline	SLO Assessment Rationale
0001	00	6030	ALL	02	04	Restore reassign time	<p>Restoration of the 40% reassign time the Academic Senate had prior to 2002 - 2003. Many tasks have been added to the workload of the Academic Senate President and these should be shared to develop leadership.</p> <p>The 40% could be divided as follows:</p> <ol style="list-style-type: none"> 1. 10-20% release for the Senate VP or this could be divided between the Secretary and VP as their responsibilities indicate (the lower amount is appropriate if there is a Pres Elect or Past President) 2. 10% release time for the Senate President Elect - the Senate President elect needs to attend EPCC, CC, IPC and PRPP to become familiar with their future role. This is a huge workload to add to a full schedule on top of Senate and the Exec committee (and anything else they might be doing). 3. 10% release time for the Past President (PP) - the PP serves on exec for 2 years. This is critically important. The pattern has been for the PP to serve on a number of committees that require broad knowledge. Currently the recent PP is still serving as BAC co-chair, as the Senate President needs to attend PFF and it meets at the same time.
0002	00	6030	ALL	06	04	Replace Interim Deans with temporary FT faculty	<p>When Interim Deans are selected from the faculty, their department is left to scramble to cover their temporary absence. This can be extremely challenging. We request that when such appointments are made, that the department is allowed to fill the position on a full-time, temporary basis.</p>

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

- 1) Replacement of Senate Table – the Senate table is too long and narrow to adequately facilitate large group meetings. It is impossible to see most people sitting at the table during discussions. Effort was made by the Dean of Facilities Operations to remedy this problem, but nothing came of it to date.
- 2) Senate Chamber Computer – To run meetings in the Senate Chambers a computer needs to be installed for use at the east end of the room (under the projection screen). It is impossible to run the meeting from the side of the room where the only dedicated computer is located. In meetings where this computer is used the person running the computer is isolated away from the discussion in most cases. It is simply not an ideal set up. Although it is possible to bring a computer to set up, the computer does not always sync well and we have experienced multiple problems.
- 3) Archival quality digital sound recorder – this recorder would be used at Senate meetings to create an archive of Senate activities that could be referred to for nuance that is not recorded in the minutes.

2.4c Instructional Equipment Requests

Rank	RS	ACTV	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0000	60	0000	ALL	00	00		0	\$0.00	\$0.00			
0000	60	0000	ALL	00	00		0	\$0.00	\$0.00			
0000	77	0000	ALL	00	00		0	\$0.00	\$0.00			

2.4d Non-Instructional Equipment and Technology Requests

Rank	RS	ACTV	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	00	6030	Santa Rosa	04	07	Install computer at the end Senate Chamber Table	1	\$150.00	\$150.00	Robin Fautley	Bertolini 4638	Robin Fautley
0002	00	6030	Santa Rosa	04	07	Replace Table in Senate Chambers	1	\$10,000.00	\$10,000.00	Robin Fautley	Bertolini 4638	Robin Fautley
0003	00	6030	Santa Rosa	04	07	Digital Sound Recorder, archival quality	1	\$150.00	\$150.00	Robin Fautley	Bertolini 4638	Robin Fautley

2.4e Safety, Utility, and ADA Impacts

N/A

2.5b Analysis of Existing Facilities

This year, as requested by the Vice President of Academic Affairs, the Senate Office was moved from Bussman Hall to Bailey Hall. This move centralizes many of the activities of the Senate Executive Committee and allows us to reserve space in a conference room when needed.

3.1 Diversify Funding - Grants/Contracts

None at this time.

3.2 Cultural Competency

- *How does the program/unit recruit faculty and/or staff, who are sensitive to the diversity of our students?*

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.

- *What 'best practices' does the program/unit use to affirmatively attract a diverse pool of candidates for openings?*

N/A

- *In what other ways does the program/unit promote cultural competence and responsiveness among faculty and staff?*

The Academic Senate supports cultural competency and diversity through Professional Development opportunities. Additionally, last year a group of faculty worked to draft a revision of the Faculty Hiring Procedure with the intent of better recruitment efforts for new faculty. We also encourage the use of monitors on committees that have been trained in cultural competency. The Senate also welcomes reports or discussions on related topics at our meetings.

3.3 Professional Development

- *What is your program/unit doing to support the professional development of your classified staff, faculty, and/or managers?*

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 Staff Development to oversee faculty professional development. We are actively working on and concerned about assuring that faculty have a robust offering of professional development activities through the college. We would also like to assure that we continue to attract faculty to serve as mentors for the Teaching Fellows Program. It is important that these mentors have a value added experience such as credit for PGI or Flex credit. It would also be appropriate to have these faculty receive a small amount of reassign time for their efforts.

Our only classified staff member has a 60%, 10 month load and therefore is not required to attend PDA events. However, it is critical that our AA maintains currency in job-related to skills. We would like to encourage our AA to participate in such developmental activities.

- *What professional development activities would be of benefit to your program/unit?*
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.

3.4 Safety and Emergency Preparedness

This spring 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 fall plenary regarding emergency preparedness: 13.01 Campus Safety and Emergency Preparedness.

3.5 Sustainable Practices

Reducing paper usage: the Academic Senate has moved to a practice of using online ballots for Senate Elections and has been sending out minutes and agendas in electronic format. We have also set up video conferencing to Petaluma to encourage observers to join the Senate meetings from Petaluma without having to drive to Santa Rosa. Furthermore, at the Senate Retreat we refrain from using disposable plastic bottles and other disposable or non-recyclable items.

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	SLO Identified	SLOs on Web	Assessment Methodology Identified	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented

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

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. However, the Senate represents the faculty and is required to get input of students and other constituents in any policy recommendations they make. Furthermore, the Senate was fundamental in helping to achieve 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. This year we extended our efforts with a resolution to support completion of assessments for all courses and programs. Furthermore, we approved a resolution to provide cash incentives for departments for completing all of their SLOs for a course and a lottery-style drawing of any course SLO that is completed.

The Senate President also works with Associated Student leaders on various District Standing Committees and Ad Hoc or Task Force groups as do other faculty appointees. In that capacity, we work to develop their leadership, communication, reasoning, and citizenship abilities.

5.0 Performance Measures

N/A - our request for release time for faculty does not involve the Faculty Staffing Committee. The list of committees (see duties above in Section 1.2) that are essential to have Senate leadership attendance makes it impossible for one person to complete the work, especially as projects of great importance to the District continue to be added.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	02	01	Increase the number of fulltime faculty	To serve students and support department and district service by increasing the number of fulltime faculty.	2014, until implemented	After years of not hiring faculty to replace those that retire, last year 10 extra faculty positions were approved. This was a very positive step toward regaining faculty that have not been replaced. We wish to emphasize the wisdom of following the Senate resolution calling for replacement of all faculty plus 1 until we reach the goal of 75/25. This is particularly important as we face many more retirements in the next few years and it is crucial that we don't end up with an underdeveloped workforce. It should also be noted that the workload on faculty has greatly increased and this is not a sustainable practice if we wish to see the work of the District completed
0002	ALL	06	06	Lab/ Lecture/ Online Workload	To create equitable workload for faculty and make it easier for lab faculty to serve on district committees	2014, ongoing	The AFA Workload Task Force determined that pay for our lab classes is the lowest in the state. As a result of this work a Task Force was formed with District Management and Senate appointed faculty to develop a process to determine fair compensation in various disciplines. This work will continue this year.
0003	ALL	06	06	Increased transparency in faculty staffing	To increase transparency and communication with in the faculty staffing process	2014, until implemented	A new narrative form was developed for faculty staffing with specific questions that guide the writer. These questions are the most important items that Faculty Staffing uses to make its ranked list. By clearly defining what we value in this document and also in the Faculty Staffing Guiding Principles, we hope to make the process clear to the writers. Additionally, last year all positions that were requested were made available (unranked) so that users can see every position that was not approved.
0004	ALL	03	05	Increased diversity among faculty	To support our diverse community so that students have role	2013-2014, ongoing	Progress was made on revising Procedure and Procedure 4.3.2/P, Faculty Hiring. Revisions are aimed at improving the hiring process and attracting a diverse applicant pool. Progress is also being made on the EEO Plan with a similar goal.
0005	ALL	01	01	Implementation of (SSA) Recommendations: Curriculum	To Implement SSA curriculum recommendations	2013-2014, ongoing	CRC and departments are actively involved in implementing SSA requirements to adopt TMCs, implement a Course Identification

							numbering system, change top codes, and to replace repeatable classes with activity groups. The Student Success Support Plan and Student Equity Plan are also being developed and should be completed in Fall 2014.
0006	ALL	06	04	Mentoring Institutional Memory (Developing Faculty Leaders)	To increase awareness and participation in shared governance: Senate mentorship	2013-2014, ongoing	Once again, senators picked a faculty member with promise for greater leadership and mentored them by introducing them to shared governance and inviting them to attend various committees. The program was very successful. Of the six Senate Mentees this year, 1 was elected to the Senate and 2 additional were elected from the previous year.
0006	ALL	06	04	Mentoring Institutional Memory (Developing Faculty Leaders)	To increase awareness and participation in shared governance: ASCCC leadership conferences	2013-2014, ongoing	We have been able to increase the number of participants at the State Senate Leadership Conferences. Last year we increased representation at the State AS Plenary. The Academic Senate was able to send two representatives, Perkins Funds supported sending a CTE faculty and Petaluma funded sending a Petaluma faculty leader. We also were able to send our Senate Secretary and a Petaluma Faculty member to the Summer Leadership Institute.
0006	ALL	02	04	Mentoring Institutional Memory (Developing Faculty Leaders)	To increase success and retention of tenure-track faculty	2013-2014, ongoing	The Senate, AAC and AFA are coordinating the New Faculty Development Program for tenure-track faculty to increase success and retention by providing support to instructors and encouraging participation in district service.
0007	ALL	04	07	College-wide information systems: Course Management Systems. Support staff for college information systems (CATE, Moodle)	To increase efficiency and quality access for our students and faculty	2013-2014, ongoing	Students now have access to a Degree Audit program; Academic Integrity reporting is now possible online; faculty can input their office hours through the portal; and Drupal has been adopted to make content management more seamless. The option of CATE or Moodle continues to be available.
0008	ALL	01	01	Accountability Scorecard	To create awareness and understand the use and implications of the new Accountability Scorecard	2013-2014, ongoing	The Senate had presentations of the New Accountability Scorecard and had a chance to review our results. Refinements have been done by the state that have improved SRJCs outcome in the areas of math and English.
0009	ALL	01	01	Compressed Calendar	To conclude the discussion regarding the feasibility study of calendar compression	2013-2014	AFA decided that it would not be beneficial at this time to pursue a compressed calendar. There is no incentive for the District to do so at this time and a number of programs felt it would be detrimental to students in their courses. Suggestions were made to those

							who feel strongly that compressing would benefit students in their curriculum.
0010	ALL	01	01	Course and Program Assessment	To increase the number of assessments completed for courses and programs	2013-2014, ongoing	The Senate has supported the completion of SLOs as much as possible. This is done through working with the Project Learn Committee and through regular Senate Reports. Support includes two resolutions this past year calling for completion and the development of an incentive program.

6.2a Program/Unit Conclusions

Location	Focus Areas & Questions
ALL	It is critical that we continue to invest in developing faculty leaders by providing access to ASCCC Institutes and other functions. Taking additional faculty to these State Senate Events has helped to bring more information back to our campus and has resulted in enthusiastic interest in participation in shared governance (including recruiting two new Senators).
ALL	Additionally, the Senate Mentorship Program is pairing potential leaders with Senators to encourage development of future leaders. This program over the past two years has recruited five new members of the Senate and others have joined other committees.
ALL	The new faculty development and mentorship programs are adding to the success and retention of new faculty, it is critical this program is maintained at a high level.
ALL	The Senate must work closely with the VPAA in a vigilant effort to revitalize our diminishing fulltime faculty. Last year this resulted in the replacement all of the faculty that accounted retirement or resignation, plus 10 additional faculty were recruited in recognition of the need to make up for the attrition of faculty over the past few years.
ALL	As the faculty grays, it is imperative that we not only replace all fulltime faculty that retire or resign from SRJC with high quality fulltime replacements, but additionally, we must work to regain the many fulltime faculty that we have lost through years of budget cuts and work toward the ideal 75/25 ratio. If fail to do so, we will have a heavily skewed population of developing faculty and this loss of master teachers will damage the quality of our programs, reduce institutional memory and damage the quality shared governance. Relying on the FON for making staffing decision reduces the college to the most minimal ratio of full time to part time faculty allowed by law and therefore indicates that mediocrity is our target at SRJC.
ALL	It is essential that we develop a faculty staffing process that accurately reflects department/program needs and that the PRPP effectively communicates these needs. We made progress last year by developing tighter guideline for faculty staffing and through the development of the new narrative summary form. We believe this change, and making the list of unranked requested positions available, makes the process of faculty staffing transparent.

6.2b PRPP Editor Feedback - Optional

N/A

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	02	01	FT/PT Faculty Ratio	Increase number of annual hires to exceed yearly faculty attrition by 1 until we reach the goal of 75/25	2015, until implemented	Costs associated with full time faculty compensation. It should be noted that replacing retiring faculty with younger faculty often nets a savings to the District.
0002	ALL	06	06	Lab/ Lecture/ Online Workload	Equitable lab pay will be negotiated by the District and subsequently ratified	2015, until implemented	Compensation increase for lab faculty whose course-load has been undervalued
0003	ALL	06	06	Increase transparency in faculty staffing	To insure that faculty staffing is fairly and equitably administered	2014-2015	Cost associated with creation and maintenance of a Drupple webpage
0004	ALL	03	05	Increase diversity among faculty	To provide a diverse workforce with cultural competency and to serve as role models by reflecting the diversity of our students and	2015, ongoing	Costs associated with recruitment outreach and advertising positions
0005	ALL	01	01	Implementation of (SSA) Recommendations: Curriculum	Support continued assessment, development of TMCs, creation of activity groups, development of CID	2014-2015, ongoing	Yearly attendance at the ASCCC Curriculum Institute by one or more faculty (ideally 2-3). Reassign time for Curriculum Chair.
0006	ALL	06	04	Mentoring Institutional Memory (Developing Faculty Leaders)	Develop leadership through Senate mentorship of developing faculty	2014-2015, ongoing	Minor costs associated with annual social
0006	ALL	06	04	Mentoring Institutional Memory (Developing Faculty Leaders)	Development of Leadership skills and tools: attendance at ASCCC conferences	2014-2015, ongoing	Travel costs and Registration fees associated with Fall and Spring Plenary Conferences and Summer Leadership Institute. Ideally 3 faculty/event.
0006	ALL	02	04	Mentoring Institutional Memory (Developing Faculty Leaders)	Continue four year, new faculty development program, with two year intensive	2014-2015, ongoing	Release time for Coordinating Faculty. Costs associated with workshop execution
0007	ALL	04	07	College-wide information systems: Course Management Systems. Support staff for college information systems (CATE, Moodle)	To increase efficiency and quality access for our students and faculty	2014-2015, ongoing	costs associated with purchasing new management systems and keeping systems running
0008	ALL	01	01	Accountability Scorecard	To create awareness and understand the use and implications of the new Accountability Scorecard	ongoing	costs of institutional research and implementation of program improvements
0009	ALL	01	01	Compressed Calendar	To conclude the discussion regarding the feasibility study of calendar compression	Spring 2014	Compressing the Calendar will not occur at this time. Costs associated with development of alternative modules
0010	ALL	01	01	Course and Program Assessment	To complete assessment of all Programs and Majors	Spring 2015	Cost of coordinator release time. Cost of incentive programs. Cost associated with paying adjuncts to complete SLO assessments.