Santa Rosa Junior College
Program Resource Planning Process

Academic Senate 2015

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 duty to set professional and ethical standards for the conduct of their profession and to promote the excellence of their profession. In order to achieve these ends and in accordance with Title 5 of the California Administrative Code, Subchapter 2, Sections 53200-53205, the Academic Senate was established.

1.1b Mission Alignment

The Academic Senate's mission, as stated in the preamble to the Constitution, directly relates to the District's mission of promoting student learning throughout a diverse community by increasing the knowledge, skills and enhancing the lives of those who participate in the District's programs and enroll in its courses. The 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 that the Board agrees to collegially consult with the faculty on professional and academic areas identified in Procedure 2.5, Section I.C including:
1. Curriculum
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. Faculty roles in District and College Governance
7. Faculty roles and involvement in accreditation processes
8. Policies for faculty development activities
9. Process for program review.
10. Processes for institutional planning and budget development
11. Any other academic or professional matter designated through mutual agreement
      (Title 5, Sections 53200 and 53203).

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

The Academic Senate supports all areas of the District's Strategic Plan Mission through participation in the Governance Structure and Committee System from which the mission is developed and also

provides input to assist the District in meeting our mission. The District mission, defined by the five year Strategic Plan in 2013, includes:

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

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

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

2. ***We provide a comprehensive range of student development programs and services that support student success and enrich student lives.***
   Academic Senate supports this part of our mission through our role in shared governance. Since the passage of the Student Success Act there have been many steps taken to align with the new guidelines that focus on student success. Among these steps was development of a new Priority Registration model 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 endorses several initiatives to support students' success and enrich their lives. An excellent example of Senate support for this part of our mission is the work of the Basic Skills Committee (BSI), this standing committee and senate consultation committee, focuses on best practices to support student success in developmental students. Through the BSI initiatives, we offer numerous learning communities pairing English classes with classes across disciplines. To directly support students enrolled in 300-level Math, English, or ESL courses, we have implemented an Embedded Counseling program that supports counseling visits in each 300 level course throughout the semester. These same students have access to a range of learning support centers across both campuses: Tutorial Centers, Writing Centers, and Math Labs. With more precise log-in methods in certain centers, we are beginning to track the courses for which students are seeking tutoring each time they log in. One example of how Student Equity funds are being used is in support of the "PALS" Program which pairs former students with classes to serve as role models. Each PAL works with a faculty member and dedicates 1.5 hours/week to assist in class, as a tutor, provide grading assistance, and as a study group leader.

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

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

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

   Two environmentally oriented Senate Consultation Committees also support this mission of the college. Faculty have played an active role through the Institute for Environmental Education and the Integrated Environmental Planning Committee. One of the co-chairs on each of these committees, Katie Gerber, actively participated as a co-chair in the development of the Strategic Plan's Goals and Objectives and served as faculty development coordinator for the Santa Rosa Campus. Through these roles Gerber has shaped the direction of the college and has helped to move environmental sustainability practices forward. Current environmentally friendly practices on Professional Development Day and the session options support this part of our mission. The Senate also has a strong interest in the development of the Facilities Master Plan and hopes to infuse environmental sustainability into the plan.

4. ***We promote personal and professional growth and cultivate joy at work and in lifelong learning.***
   Professional development activities on PDA day and through our Flex program promote the continuing development of our workforce. Faculty are pleased to share this day with classified employees and administrators. We also recognize the need for faculty development to be supported by having robust faculty specific options for development in our PDA and Flex offerings, but also through the opportunity to attend discipline-related events. In many cases this requires travel and we support the college making such activities accessible to faculty. Faculty for years have supported each other in the mission to grow professionally by contributing to the Faculty Fund for Advanced Study. This program was instituted when travel funds became limited. However, because of the popularity of this program, faculty are only funded for one request. Additional funding from the college is still very much needed to provide an opportunity for more faculty to participate in such growth activities and the Faculty Fund should be a supplement and not replace the District's commitment to support professional development. We also support the ongoing Sabbatical Leave

Program. This is an important opportunity for in depth development, but does not remove the need for small-scale opportunities that would reach more faculty.

5. ***We foster critical and reflective civic engagement and thoughtful participation in diverse local and global communities.***

    Many faculty are involved in community or global outreach on an individual basis or at the program level. The faculty are involved in many activities that benefit the community. This can be seen in various ways throughout the campus, from CTE Advisory Committees to student and faculty interactions at Pepperwood Preserve. The Study Abroad Committee actively involves faculty and supports global engagement through faculty participation in the Study Abroad Program. In addition to the Study Abroad program/committee, many faculty teach in the Swedish students' program. Other activities that fulfill that mission in our community include the Day Under the Oaks, Arts & Lecture series, SRT, Planetarium, outreach to high school and elementary school students, career fairs, transfer days, etc. Other faculty volunteer for a variety of community groups and activities. An example of such involvement is the development of guided Spanish tours at the Laguna Sewage Treatment Plant, a critical form of outreach, especially during 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 both life-style and economic diversity. Encouraging safe access to campus via bicycles would open up needed parking spaces, encourage environmentally friendly access, and promote healthy lifestyle alternatives. We encourage the District to work with the IEE and IEPC to develop bicycle friendly campuses and to include such provisions in the Facilities Master Plan.

6. ***We regularly assess, self-reflect, adapt, and continuously improve.***

    The Senate meets once a year at our annual retreat. One of the goals is to elucidate the Senator's obligations to their constituent groups. This includes yearly encouragement to communicate regularly with the faculty they represent, both to report on what has been accomplished, but also to ask for input before important decisions are made. The Senate Executive committee continues to find additional ways to motivate faculty to do so. Another activity at the Retreat is the setting of our goals for the following year. In part, this activity allows us to reinforce what the Senate's function is and how that can be accomplished. To make the mission of the Senate more apparent to Senators, we identify items that relate to the 10+1 mandate of the Senate and which of our goals are being addressed by each item on our bimonthly agendas. We have also made changes to our bylaws and re-wrote the professional ethics policy, code, and procedure in an attempt to update it and make it a more robust process. 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 and Perkins Funding, we can now take Petaluma faculty leaders and CTE faculty to State Academic Senate Plenaries and to the summer Leadership Institute. Some of these leaders have been Senators, others we hope will bring a boarder awareness back to their campus.

1.1c Description

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

The Senate holds 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. Last year we also added an initial meeting to orient new Senators to the Senate.

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

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

1.1d Hours of Office Operation and Service by Location

The Academic Senate office is located in 1368 Bailey Hall and is staffed by an administrative assistant (currently: Jessica Melvin) who provides 60% support to the Senate. The office is open 40 hours per week: Monday through Friday from 8:30 to 5:00; this newly revised position also has summer coverage Monday through Thursday. 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

Describe any changes in the social, business, cultural, educational, technological or regulatory environment that could impact your program/unit over the next three years.
The Academic Senate's activities are primarily supported by the Senate President (80% reassign time) and the administrative assistant (60% time) since they are the main paid staff. Currently the President Elect and Executive Secretary are also each receiving 10% reassign time.

The Senate President or designee serve by position on eleven committees, councils, or President's advisory committees: Basic Skills; Budget Advisory Committee (BAC); College Council (CC); Equivalency Committee; Educational Planning and Coordinating Council (EPCC); Institutional Planning Council (IPC); Project Learn Committee; Faculty Staffing; Program and Resource Planning Process (PRPP); Program Review, Evaluation, Revitalization, and Discontinuance; and Student Success and Support Services (SSSP). In 2014-2015 due to a time conflict with Petaluma Faculty Forum, Terry Shell served as the AS designee to BAC. Tammy Sakanashi co-chaired Equivalency.   Eric Thompson co-chaired Project Learn and served on IPC. Audrey Spall co-chaired SSSP.

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, served on the steering committee for Accreditation. The AS President Elect will be serving as co-chair with Jane Saldaña-Talley on the Facilities Master Plan Task Force. The AS President will serve with Dr. Frank Chong as Facilities Master Plan 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 ensures 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 and continuing in 2014-2015, College Council (CC) has been co-chaired by Carol Hatrick as the AS President's designee but the AS President attends all meetings as an active member. The Professional Development and Faculty Professional Development Committees are co-chaired by Laura Sparks (starting fall 2014), as the Petaluma Faculty Development Coordinator and Katie Gerber as the Santa Rosa Faculty Development Coordinator. Next fall Ron Myers will replace Katie Gerber. Project Learn is co-chaired by AS VP Eric Thompson as the President's designee. In 2014-2015 served as SLO Coordinators and Anne O'Donnell and Rebecca Perlroth also serve on Project Learn "by position." Next year Eric Thompson will cover for Rebecca while she is on Sabbatical and George Sellu will replace the retired Anne O'Donnell. Eric Thompson 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 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 Dovan

(chair) provided at least two update reports to the Senate per semester. Next year Vince Hamilton will be fill this position.

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), Calendar Committee, and the Priority Registration Task Force. The President also prepares and launches Professional Ethics Investigations. Additionally, over the past three years the Senate President helped develop and successfully implemented the new Teaching Fellows. The Academic Senate oversees the work of task forces created by the Senate such as the Textbook Committee, Workload Task Force (Executive Secretary Laura Aspinall), Class-size Committee (Senate VP Eric Thompson), Senate Bylaw 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, graduation, and the Piner Magnet Orientation. 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, Eric Thompson attended as Senate VP, Tammy Sakanashi represented CTE, and Bic Dovan attended as the PFF chair. In the spring Laura Aspinall attended as AS Secretary, plus Nancy Persons attended as representative of Senate and Art Hsieh represented CTE with support from Perkins Funding; each contributed to the summary of breakout sessions giving a comprehensive overview of Plenary events. 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. In June 2015, Vince Hamilton (the new PFF chair) and Al Yu (CTE) are attending the Leadership Institute. District financial support for attendance at the fall and spring Plenary and the Leadership Institute is vital and an excellent way to ensure that important state-wide issues are understood and discussed at the local level, plus it provides informed faculty involvement in shared governance, provides better continuity, and encourages faculty to aspire to leadership roles.

Although it was successful for the past two years, this year due to lack of participation, the Senate Mentorship program was inactivated. We hope to resume this program aimed at encouraging participation by faculty in shared governance next year. Senators are asked to mentor a faculty member who shows promise of greater involvement in the campus community in the future. Senators participate by talking to their mentee about the role of the Academic Senate, AFA, and various campus

committees, they encourage them to come to various meetings, including at least one Senate meeting and as a thank you for their involvement they are invited to a social that Dr. Chong hosts. Previously 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 and are already making various significant contributions to the college.

Duties of the Academic Senate President

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

- **Being Familiar with the Statutory Context in which the Senate Operates**

    - Protect and honor the governance responsibilities that include, but are not limited to, Education Code and Title 5 mandates: 10 +1 academic and professional matters.

        1. curriculum including establishing pre-requisites and placing courses within disciplines
        2. degree and certificate requirements
        3. grading policies
        4. educational program development
        5. standards or policies regarding student preparation and success
        6. district and college governance structures, as related to faculty roles
        7. faculty roles and involvement in accreditation processing including self-study and annual reports
        8. policies for faculty professional development activities
        9. processes for program review
        10. process for institutional planning and budget development
        11. others as mutually agreed upon

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

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

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

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

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

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

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

- **Advocating for Faculty Interests**

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

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

    - Provide initiative in identifying and pursuing important institutional issues.

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

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

- Archive the senate's historical records.

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

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

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

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

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

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

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

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

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

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

- Remain vigilant about legislation affecting the California Community Colleges.

- Ensure good relations with the bargaining agent.

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

o **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.

o **Developing Senate Participation and Leadership**

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

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

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

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

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

o **Fostering Communication**

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

- Facilitate in developing and airing faculty views.

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

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

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

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

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

o **Securing Resources to Ensure Senate Success**

- Assure adequate resources for the Senate and manage them.

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

- Allocate the use of staff support of the Senate.

- Archive senate and college materials, using, perhaps both a "chron file" (listed chronically by date of receipt or action) and a topic file; compile a master list of senate files, and employ a check-out system for faculty who wish to "borrow" documents or files. (Too often, the college's institutional memory would be lost were it not for the archival content of the senate files.)

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

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

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

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

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

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

Academic Senate Goals 2014-2015
Top 10 Goals in Rank Order

In 2014-2015, the Senate set and achieved many goals and continues to work on others. Below is a list of these goals. See Section 6.1 for a progress report:

a. Increase the number of fulltime faculty

b. Senate Involvement in Accreditation

c. Participation in the development of the facilities master plan and college infrastructure

d. Course and Program SLO Assessment

e. Implementation of Student Success Act (SSA)

f. Play an advisory role in the choice and development of the content management system (for courses)

g.   Lab/ Lecture/ Online Workload

h.   Increased/maintain transparency in faculty staffing

i.   Accountability Scorecard with a focus on areas where we are underachieving

j.   Support effective technology training and support

k.   Mentoring institutional memory (develop faculty leaders)

l.   Involvement with staff professional development

The list below is a summary of the Senate's activities during 2014-2015.

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Significant Policies, Issues, and Discussions
Academic Year 2014 – 2015
(Small parenthetical numbers, caps, and lower case letters relate to area of consideration in 10+1,
Strategic Plan Goals, and Senate Goals respectively)

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Reports to the Academic Senate:

1.   Accreditation (4, 5, 7 , F, b)
2.   Budget Advisory (10, F, G, H , n)
3.   Clery Report (5, 11)
4.   Curriculum Review Committee (1, A, B, d)
5.   Department Chairs Council (5, 6, 10, A, B, C, F, H)
6.   IT Security Awareness Training (10, 11, B, D, H, c, j)
7.   ITG Purchasing Changes (10, B, D, H, j)
8.   Lab Equity (5, 10, B, C, F, H, g)
9.   LGBTQ Survey (4, 5, 10, 11)
10. Outlook 365 Conversion for Adjuncts (10, G)
11. Petaluma Faculty Forum (PFF) (10+1, all)
12. Plenary Report (10+1, all)
13. Professional Development – PDA Update (8, A, B, C, F, I)
14. Project Learn Update / SLO (1, 4, 5, 7, 9, A, B, H, b, d)
15. Reserve Textbook Purchases for Student Equity (4, 5, A, B,C, E, e, m)
16. Senate Goals for 2014-2015 (10+1, all goals)
17. SRJC Demographics (5, 10, D, K)
18. Textbooks (5, A, B, C, E, H)

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

1.   2.15/P Response to Sexual Assault, Sexual Harassment, Domestic Violence, Dating Violence, and Stalking – (5, 11, A, C, F)
2.   8.1.1/8.1.1P Academic Accommodations (5, 10, 11, A, B, C)
3.   8.5.2/P Student Clubs, Organizations or Ad Hoc Groups Policy (4, 5, 6, A,B,C, c, e)

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

4.   4.3.2/P Faculty Hiring (6, 10, 11, A, B, C, F, I, m)
5.   7.17/7.17P Service Animal (10, A, B, C)

The Academic Senate approved or discussed:

1.   AAUW (American Association of Univ. Women) Membership (4, 8, 11)
2.   AB86 Bridging the Gap Between High School and College (1, 4, 5, A, B, C, e)
3.   Academic Calendar for 2016-2017 (1, 5, 10, A, B)

4. Categorical Funding Model (5, 10, E, K)
5. Course Class Size Senate Subcommittee, CRC Advisory (1, 4, 5, E)
6. Draft 3-year Strategic Enrollment Management Plan (4, 5, 10, A, C, H)
7. Educational Master Plan (4, 5, 6, 7, A, B, C, H, b)
8. Educational Planning Initiative (10, 11, F, a, c, n)
9. Equal Employment Opportunity (EEO) Plan - Basics (5, 10, 11, D)
10. F. Chong: Fall Updates (10+1)
11. Flex Criteria (8, A, B, C, F, H, I)
12. Hispanic Serving Institution (HSI) Meta[4] Information Learn (4,5,8,10, A, C, F, G, H, e, i, m)
13. Information: Class Size Template (1,5,10,A,B,F,H)
14. Infrastructure Update Project (10, D, H, c)
15. Institutional Effectiveness Measures (5, 10, H)
16. Institutional Planning Website (7, 10, A, B, C, D, F, H, b)
17. ITG Tech Plan (6, 10, 11, G)
18. LGBTQ Campus Climate Presidential Advisory Committee and Senate Consultation Committee (5, 11, D)
19. New College Home Page Design (10, G)
20. Petaluma Faculty Forum – posting agendas/minutes online as an AS sub-committee (6, 10, 11, F)
21. PFF Bylaws and Constitution Revision (6, 10,11)
22. Preferred Names on Class Rosters (5, 11, D, G)
23. Priority Registration for Fall during Spring semester (5, 10, A, C, G, H)
24. Professional Development Charter (8, A, B, F, I)
25. Senate Bylaw Revision (10+1, all)
26. SRJC's Integrated Postsecondary Data System (IPEDS) Data Feedback Report for 2014 (5, 10, A, B, C, m)
27. State of California Online Education Initiative (OEI) (4,5,10,f)
28. Student Code of Conduct (5, 11, A, B, F)
29. Student Equity (4, 5, 10, E, K)
30. Student Equity – Implementation of Student Support (5, 8, 10, A, B, C, e, I, m, n)
31. Student Success and Support Program (SSSP) (4, 5, 10, E, K)
32. Student Success Scorecard (4, 8, 11)
33. Things to Ponder: A Financial Aid Director's Perspective (5, 10, A, B, C)
34. Umoja Proposal (5, 8, 11, A, B, C, e, i)

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

Local   PFF Resolution on Police Support on Campus (10, 11, F, a, c, n)

Local   Resolution to Change Signature on Bank Account

1.01F   Adopt the Resolutions Handbook

1.02F   Establish a Part-Time Representative Seat on the Executive Committee

2.01F   Student Learning Outcomes and Faculty Evaluations

2.02F   Accreditation Evaluation Teams and Commission Actions

7.01F   Restructure the FON to Include Noncredit Faculty

7.02F   ASCCC Involvement in the California Community College Institutional Effectiveness and Technical Assistance Program

7.03F   Aligning State Reporting Deadlines with Academic Calendars

9.01F   Local Degrees for Transfer and General Education Requirements

9.02F   Reporting Data on Low Unit Certificates

10.04S   Disciplines List – Supply Chain Technology

12.01S   Faculty Recognition

13.01S   S15 System-wide Collaboration on Violence Prevention Programs

13.02S   Allowed Experiences in Courses Related in Content

13.03S   Creating a Common Assessment Reporting Tool to Detail Student Skills

14.01S   Allowing Faculty to Submit the "Report Delayed" (RD) Symbol for Instances of Student Academic Dishonesty

16.01S   Update the Paper Textbook Issues: Economic Pressures and Academic Values

17.01S   Adopt the Paper the Local Senates Handbook

17.02S   Establishing Local CTE Liaison Position

17.03S   Establishing Local Legislative Liaison Position

17.04S   Collegial Consultation with Local Senates on Student Learning Outcomes Policies and Procedures

17.05S   Establish Local Noncredit Liaison Position

2.1a Budget Needs

- **Have you implemented any cost savings measures during this academic year that have saved the District money? If so, describe those. (Do not address schedule reductions, as those are reflected in section 5.)**
  The Academic Senate has reduced, as much as is feasible, costs associated with supplies. For several years the food for the Senate Retreat was purchased and prepared at the expense of the Academic Senate Executive Committee and Senate volunteers. More recently (in the past two years) 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. Other cost saving are the result of limiting copy costs.

- *How do your budget statistics compare to the district-wide range? See examples below.*
  o   Academic Senate has total expenditures of about $149.4K, 0.12% of the District total. This is a small program supporting students and is essential to faculty leadership and shared governance.
  o   Academic Senate has a faculty payroll of $89.3K, 0.21% of the District total. This is the single largest expense and currently supports an 80% release time for the Senate President and 20% release time for Senate Executive Officers.
  o   Academic Senate has a total classified payroll of $28.3K, about 0.15% of the District total. Last year we limped by with STNCs for the majority of the year. At the very end of the Spring Semester we finally have a permanent Administrative Assistant that has been increased from an AAI to and AAII and the 60% time has been increased to 11 months.
  o   Academic Senate has $0 in Management payroll.
  o   Total salary/benefits are $139.2K, 0.15% of the District Total.
  o   Non-personnel costs are $10.1K, 0.06% of the District total.

  The source of this information is the Santa Rosa Junior College – Program Unit Review Core Data for 2013-2014 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) <u>Dues paid to the State Academic Senate</u> – It has been the trend for dues to go up, last year dues increased by $400. In 2014-2015 the cost was $5658.
2) <u>Travel to leadership and plenary conferences</u> – until recently our travel budget has only been adequate to send one representative to the fall and spring plenary conferences and the summer Faculty Leadership Institute. In recognition of the critical need to invest in knowledgeable leaders to have effective 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 the Petaluma Campus is providing funding to take a Petaluma faculty member. Student Services for the first time funded an attendee at the Spring Plenary. At these conferences faculty gain a larger perspective on issues affecting education throughout the State of California (including such things as implementation of Student Success Act mandates, Accreditation, Equivalency, and issues such as online education and TMCs). It is impossible for one person to attend all of the relevant breakout sessions held throughout the conference. As a result of the greater attendance we were able to bring back reports on a rich-array of topics. It has also encouraged more Petaluma Faculty participation. We appreciate the opportunity to send a representative from Student Services to at least one of these conferences a year. It is also essential that the CRC co-chair attend the Curriculum Institute.
   - 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. The cost was $5500.
   - 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 $4800, however we did not have adequate funds to send a representative to the Leadership Institute.
   - 2015-2016 – We would like to continue with the attendance that we were able to support in 2013-2014. This allows us to bring 2-3 attendees (AS President, one executive committee member, and possibly another faculty leader) to the Plenaries and one faculty to the Summer Leadership Institute. Although Perkins, Petaluma, Student Services funds can increase total attendance to 4-5 and 2-3 respectively, the restrictions on who is selected does not allow us to make the most strategic, unrestricted selections from SR to attend. Therefore, we request $6300 to cover travel expenses.
3) <u>Supplies</u> – we have cut our supplies wherever possible to live within a restricted budget and practice sustainability, which is an essential part of SRJC's Strategic Plan mission and goals; 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 to financial stress

- 2011-2015 – 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.
- 2015-2016 – 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 Campus are extremely helpful, allowing us to bring more representatives to the State Academic Senate Events. However, the narrow specifications of who can use these special travel funds does not allow us to select the most salient individuals from the Senate to attend. To allow us to prepare future Senate leaders we, therefore, request 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. We also request that Student Services support sending a representative from their area as there are often items of critical importance to counselling covered at these events.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	08	04	$6,300.00	Increase travel funding to send additional Senate Executive Committee members to conferences that inform campus decision making and prepare future Faculty Leaders.
0002	ALL	08	04	$24,000.00	Restoration of an additional 20% reassign time the Academic Senate had prior to 2002 - 2003 (totaling 120%). Many tasks have been added to the workload of the Academic Senate President and these should be shared to develop leadership and reduce the unreasonable time burden placed on the AS President.

2.2a Current Classifed Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Administrative Assistant II	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 By-Laws, 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
N/A	0.00	0.00	

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
N/A	0.00	0.00	

2.2d Adequacy and Effectiveness of Staffing

The part-time administrative assistant provides adequate clerical and organizational support, however Andrea Stein announced her retirement as of October and served her last day as our AA on Sept. 11th. This critical position was subsequently filled by two STNCs with gaps of coverage. This transition created a great deal of stress as new employees had to be trained and much of the job had to be figured out because there was little guidance that would inform a transition. The approval of the position for replacement was delayed until early spring in part because the scope of the position warranted reclassification from an AAI to and AAII and because the 60% Academic Senate position was combined with a 40% position providing grant writing support for the Dean of Instruction and Strategic Program Development. With no internal candidates interested in this position, advertising for, interviewing and hiring delayed filling the permanent position until the end of the academic year. With our new AAII in place, we project that staffing will return to sufficiency.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type

2.3a Current Contract Faculty Positions

Position	Description
Academic Senate President	2012-2016 Robin Fautley, Senate President 80% reassigned time
Academic Senate Executive Committee	2014-2015 Eric Thompson Senate Vice President 10% reassigned time: added duties include co-chairing the Class-size Task Force
Academic Senate Executive Committee	2014-2015 Laura Aspinall Senate Secretary 10% reassigned time: added duties included co-chairing the Work-Load Task Force

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 3 to 4 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

Does the program have adequate contract and adjunct faculty to support its needs?
We request restoration of the Academic Senate's reassign time to 120% that was supported 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 duties; Facilities Master Planning; revision of the EEO plan, responding to Student Success mandates; and development and oversight of the Teaching Fellows Program. In addition to various committees that the President serves on 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 Bylaws, Faculty Professional Development, and Syllabus revision), Priority Registration, and Curriculum Issues. Other critical task forces that recently required Senate Leadership include the Work-Load Task Force and the Class-Size Committee. 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 because of their greater comprehension and potential for substantial communication, the appropriate designee is a member of the Executive Committee, but their commitments are already far-exceeding their obligations to the District and it is challenging for them to add additional tasks to their schedules. Furthermore, providing reassign time to the Vice President and/or President Elect of the Senate would help prepare future college leaders with the potential of becoming the next Senate President. 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% time for supporting the AS President could be divided as follows:
1. 10-20% release for the Senate VP as their responsibilities indicate (the lower amount is appropriate if there is also a President Elect and/or a Past President)
2. 10-20% release for the Senate Secretary as their responsibilities indicate (the lower amount is appropriate if there is a President Elect and/or a Past President)
3. 10-20% 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, the Exec committee, and AS committees (and any other District commitments).
4. 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. The recent PP actively participated on the Executive Committee, served as BAC co-chair, co-leadership for the Strategic Plan, and on IPC.

Last year the VP and Secretary each received 10% release time per semester in recognition of increased responsibilities for co-chairing some important task forces. This restored 20% of the requested 40%. With the election of a future president, next year we will have an extra member of the Executive Committee and the President-elect will receive the 10% reassign time. Because of the limit to 20%, at this time nothing is designated for the new VP and therefore their duties cannot be expanded.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	ALL	02	04	Restore reassign time	Restoration of the Academic Senate's reassign time to 120% that was supported prior to 2002 - 2003 (currently the AS receives 100% reassign time). Many tasks have been added to the workload of the Academic Senate President and these should be shared to develop leadership. The 40% time for supporting the AS President could be divided as follows: 1. 10-20% release for the Senate VP as their responsibilities indicate (the lower amount is appropriate if there is also a President Elect and/or a Past President) 2. 10-20% release for the Senate Secretary as their responsibilities indicate (the lower amount is appropriate if there is a President Elect and/or a Past President) 3. 10-20% 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). 4. 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. The recent PP actively participated on the Executive Committee, served as BAC co-chair, co-leadership for the Strategic Plan, and on IPC.
0002	ALL	06	04	Replace Interim Deans with temporary FT faculty	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.

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

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

  1) Switch the desktop computer for a laptop so that the Senate AA can take notes at meetings.
  2) 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. Following approval by the President, effort was made by the Dean of Facilities Operations to remedy this problem in 2012, but nothing came of it to date.

- **Have you found any ways to share equipment, technology and software with other programs/units and/or to save money by repairing or repurposing equipment, technology and software? If so, explain.**

  The Senate Office shares the administrative office printer for most print jobs.
  The Senate Office shares the AAII position with the Dean of Instruction and Strategic Program Development and uses the Senate office and computer for both positions.

2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact

2.4d Non-Instructional Equipment, Software, and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	04	07	Install computer at the end Senate Chamber Table	1	$0.00	$0.00	Robin Fautley	Bertolini 4638	Robin Fautley
0002	Santa Rosa	04	07	Replace Table in Senate Chambers	1	$10,000.00	$10,000.00	Robin Fautley	Bertolini 4638	Robin Fautley

2.5a Minor Facilities Requests

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

2.5b Analysis of Existing Facilities

This year the Senate Office was located in 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.

The table in the Senate Chambers continues to be inadequate and, even though Dr. Chong supported replacing this table in 2012, no action has occurred to date.

3.1 Develop Financial Resources

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

None at this time.

3.2 Serve our Diverse Communities

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

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

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

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

- ***Provide relevant career and technical education that meets the needs of the region and sustains economic vitality.***
  The Academic Senate seeks to engage CTE faculty to improve communication and ensure a CTE voice on the Senate and on critical committees. Through Perkins Funding, we also ask a CTE faculty to attend the ASCCC Plenaries in the fall and spring and the ASCCC Faculty Leadership Institute. Five CTE faculty this spring also attended an ASCCC Vocational Education Institute. As a result, the attendees were energized and excited to get more involved.

3.3 Cultivate a Healthy Organization

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

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

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

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

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

- ***Increase safety planning, awareness, and overall emergency preparedness.***
  The Senate has shown a keen interest in the development of emergency preparedness information that makes useful procedures accessible. It has also been the will of the Senate to support faculty including such information in their syllabi. Last year the Senate discussed and approved a document entitled: Best Practices-Promoting Safety in the Classroom. The adopted document is hung prominently on the Senate website. We also promote safety and emergency preparedness by offering PDA sessions focused on related topics. These topics are also included in new faculty orientation. The State Academic Senate also passed a Resolution at the plenary last year regarding emergency preparedness: 13.01-2013 Campus Safety and Emergency Preparedness.

3.4 Safety and Emergency Preparedness

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

- ***Safety Trainings***
  Per the District Injury and Illness Prevention Program (IIPP), what safety trainings does your department require? Contact Environmental Health and

Safety if you need assistance.
The Senate has no direct role in this Program, except to inform faculty and encourage participation.

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

3.5 Establish a Culture of Sustainability

Establish a culture of sustainability that promotes environmental stewardship, economic vitality, and social equity.
- *Expand, support, and monitor district-wide sustainability practices and initiatives.*
  One area of the Strategic Plan that is inadequately represented on our Scorecard is in the area of sustainability. Not only do we not have evidence to support our progress, we do not have metrics to measure against. Because of the slow progress, a group of concerned SRJC employees and students met to create a sustainability plan, called the 1818 Green Print Plan, which they hope will provide the necessary guidance to move forward.

- *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 has made no progress in this area except in reviewing and approving the Student Equity Plan. 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.

- 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 newly hired 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.

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

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
Shared Governance Participation				X				X	X		X	X	X			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 constituents 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. This year, 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 course 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 Associated Student leaders on various District Standing Committees, Ad Hoc Committees, and Task Forces. In that capacity, we work to develop student leadership, communication, reasoning, and citizenship skills.

5.0 Performance Measures

N/A - We request the increase and continuance of reassign time the Senate Executive Committee. This request for faculty reassign time 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 number of full time faculty	To serve students and support department and district service by increasing the number of annual fulltime hires to exceed yearly faculty attrition by at least 1 until we reach the goal of 75/25.	2014-2015, until implemented	For the past several years we have met the goal of increasing the number of FT faculty by at least one (if the vacancy is announced early enough). Additionally, this year, Student Services increased in number using categorical funding. This was a very positive step toward regaining faculty that have not been replaced - but it really does not address the deep number of losses in many departments during the economic downturn - especially if programs are growing in size, therefore using categorical funding provides the appearance of increasing the number of FT faculty without considering the overall departmental needs. We wish to emphasize the wisdom of following the Senate resolution calling for replacement of all faculty plus at least 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. Furthermore, it should be noted that replacing retiring faculty with younger faculty often nets a savings to the District. Furthermore, with financial support from the legislature to increase the number of FT faculty, we strongly encourage the District to use all funds provided to remedy the deep

							cuts that in FT faculty to alleviate the serious dis-ease apparent in DCC discussions.
0002	ALL	08	06	Senate Involvement in Accreditation	To fulfill the Senate 10+1 obligation number 7 - "Faculty roles and involvement in Accreditation" and to support a positive Accreditation outcome.	March 2015	Over the past few years, through shared governance, the majority of the Board Policy Manual was reviewed and updated. Many of these policies came to the Senate for approval. The Planning website was also reconstructed to make it easily accessible. Senate Leadership and several Senators also served on the Accreditation Steering Committee and various Standards Committees. The Senate was also kept informed of progress by periodic Accreditation Liaison Co-chairs reports.
0003	ALL	04	03	Participation in the development of the facilities master plan and college infrastructure	To represent the faculty voice in developing the facilities master plan. There is a significant need for faculty input in designing classrooms, improving alternative transportation, and practicing sustainability.	2014-2015, ongoing	The Bond passed in November and currently the Director of Capital Projects is being selected. The "2030" plan development will have Senate Leadership on the steering committee. The goal is to have the Facilities Master Plan completed by spring 2016.
0004	ALL	01	01	Course and Program SLO Assessment	To increase the number of assessments completed for courses and programs and achieve 100% assessment before our March 2015 Accreditation visit. We need to move to getting all SLOs for a course or program done.	March 2015, Ongoing	Project Learn gave regular reports to the Senate. Two incentive resolutions were implemented this year providing economic incentive to disciplines for completion of SLOs for courses and programs. This effort resulted in at least one assessment completed for all courses and programs.
0005	ALL	01	01	Implementation of Student Success Act (SSA)	To Implement SSA curriculum recommendations	2014-2015, ongoing	CRC and programs are actively involved in implementing SSA requirements to adopt TMCs, align with CIDs (Course Identification numbers), change top codes, and to replace repeatable classes with activity groups. The Student Success Support Plan and Student Equity Plan are also being revised to meet new mandates and should be completed in Fall 2015. Priority registration has been aligned with state mandates and Student Services is working to meet the Matriculation requires of Assessment, Orientation and Comprehensive Education Plans.
0006	ALL	04	07	Play an advisory role in the choice and development of the content management system (for courses)	To increase efficiency and quality access for our students and faculty	2014-2015, ongoing	Two new operating platforms were presented to and supported by the Senate: CANVAS and the new Common Course Management System. CANVAS is a learning management system with software that will replace CATE or Moodle. The Common Course Management System, selected by the Online Educational Initiative Task Force, will improve student transfer and allow for an

							exchange program between CCCs. The need to replace our SIS system is a hot issue and much in need of attention so that we can use these new platforms effectively. ITG favors Workday at this time.
0007	ALL	01	06	Lab/ Lecture/ Online Workload	To create equitable workload for faculty and make it easier for lab faculty to serve on District committees	2015, until implemented	The joint District Management and Senate Task Force completed their survey and presented recommendations for changing the pay structure for lab courses. Most of the disciplines that applied had evidence supporting 100% compensation. One justified 80%. The TF recommended that the disciplines that did not apply, generally because the application was too difficult to apply to their labs, also be compensated at 80% time. This will be a negotiated item.
0008	ALL	06	06	Increased/maintain transparency in faculty staffing	To increase transparency and communication to departments regarding the faculty staffing process	2014-2015, until implement	To continuously improve the process and to address the vocal concerns of the Department Chairs Council, the Faculty Staffing Committee (FSC) will implement several changes F15: 1) PRPPs - we do not need to have the FS portion completed prior to the fall semester. 2) Petaluma Campus requests will be approved by the departments, but do not need to be ranked. 3) A Rubric, which aligns with the narrative summary, will be used by the committee and department chairs will be able to receive feedback regarding areas where improvements can be made to their materials. 4) The FSC will arrange a meeting where departments can lobby in a forum with DCC members for their positions (instead of their Supervising Administrator being their only voice). FS will also present to DCC-IM in the fall, prior to submission deadlines for the spring rankings. 5) FS will develop a Webpage to post all documents and provide transparency. This will include the Dean's Ranking of positions.
0009	ALL	01	01	Accountability Scorecard with a focus on areas where we are underachieving	To create awareness and understand the use and implications of the new Accountability Scorecard	2014-2015, ongoing	The Senate had presentations of the New Accountability Scorecard and had a chance to review our results.
0010	ALL	04	04	Support effective technology training and support	Make sure that an adequate number and scope of technology trainings are available through Staff Development	2014- 2015, ongoing	IT and ITG addressed the Senate to identify their plans and progress. PDA Day and Flex opportunities address this goal and the Co-chairs of Faculty Professional Development should be tasked with implementation. As

							we adopt new platforms, training will become even more important.
0011	ALL	06	04	Mentoring Institutional Memory (Developing Faculty Leaders)	To increase awareness and participation in shared governance: ASCCC leadership conferences	2014-2015, ongoing	We continue to bring a number of faculty participants to the State Senate Leadership Conferences. With support from Perkins Funds for CTE faculty, Petaluma funds for Petaluma faculty, and SSSC funds for Student Services representation, we sent four faculty to each ASCCC Plenary. The Academic Senate also sent two faculty to the Summer Leadership Institute (CTE faculty and Petaluma PFF Chair).
0011	ALL	02	04	Mentoring Institutional Memory (Developing Faculty Leaders)	To increase success and retention of tenure-track faculty	2014-2015, ongoing	The Senate and AAC 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. This year the number of sessions required were reduced and faculty were able to choose topics to attend.
0012	ALL	02	04	Involvement with staff professional development	To assure that professional development meets the needs of faculty.	2014- 2015, ongoing	To improve communication the Senate Executive Committee met with PDC co-chairs last year. Next year the two faculty co-chairs of Faculty Professional Development will be Senators, this should increase the communication between the Senate and the Professional Development Committee (PDC). We are continuing to request that the PDC shares the PDA day program with us prior to its release. In rewriting our Senate Bylaws, the committee function of the Faculty PDC was updated. Potential changes to the structure still needs to be resolved.

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
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 new Senators).
ALL	Due to lack of participation, this year the Senate Mentorship Program that pairs potential faculty leaders with Senators to encourage development participation in shared governance was not implemented. Hopefully we can return to this model program next year.
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 of all of the faculty that announced retirement or resignation by the fall deadline, plus 1 additional faculty were recruited in recognition of the need to make up for the attrition of faculty over the past few years. A few additional positions were added in student services using categorical funding.
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 we 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 of 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 the goal. At the current rate of replacement, even with the plus one addition, since several of the newly approved positions are categorically funded in Student Services, the ongoing reduction in faculty resulting from the recession has left many academic departments understaffed creating anxiety and demands for reforms (see goal to increase transparency in Faculty Staffing).
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 guidelines for faculty staffing and through the development of the new narrative summary form. This alone has not diminished the calls for development of a rubric and the desire to see the ranked order of positions approved. For greater detail on the response, see the Faculty Staffing goal.
ALL	The completion of the work of the Work Load Task Force and their subsequent recommendations was a much needed and significant body of work. We look forward to progress in this direction by the negotiating team.
ALL	The Class-sized Task Force is meeting to set up criterion for assessing maximum class size. This is an area that creates anxiety among faculty who are concerned that decisions will be made to pack classes without regard for pedagogical concerns. Much more work needs to be done before evidence supporting specific class size maximums can be established.
ALL	The completion of the work of the Priority Registration Task Force is significant in meeting SSA mandates and provides rewards for fully matriculated students.
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 new Senators).
ALL	The Senate extensively revised and updated the Academic Senate Bylaws. There are still a few issues that will need to come back to the Senate for more discussion in the fall.

6.2b PRPP Editor Feedback - Optional

SRJC has been blessed with highly compentent and dedicated Academic Senate presidents who fully participate in College governance, significantly contribute to policy and procedure development and work side-by-side with the VPAA to ensure SRJC is fully represented on issues of Statewide concern. The academic senate has been thoughtful and pro-active in recruiting interviewing and replacing the tremendous number of retirements that we have experienced over the last few years. This PRPP is reflective of the level of conscientiousness and care the Senate President takes in all of the business in which they participate.

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	00	00	Academic Senate Goals for 2015-2016	To provide ranked goals defined by Senators, to be focal points for accomplishments by the Academic Senate during the year.	Fall 2015 - Spring 2016	The Academic Senate sets goals annually at our fall retreat. The goals for last year are listed in 6.1. Next year's goals have not been established. It is likely that many will be continuing, but it is premature to outline specifics here.