Santa Rosa Junior College
Program Resource Planning Process

Academic Senate 2016

1.1a Mission

The Academic Senate exists to secure the professional rights and to carry out the responsibilities of the faculty of the Sonoma County Junior College District. The faculty have the 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 Academic Senate represents the faculty voice in academic and professional matters and according to Policy 2.5 Governance and the Committee System, Section III.C.7, the Academic Senate will ensure that students and staff effectively participate in the processes through which it develops its recommendations to the Board as provided in Title 5, Sections 51023.5 and 51023.7. Therefore, the Academic Senate must assure those constituents' voices be heard in recommendations in the 10 plus 1 areas in that the Board agrees to collegially consult with the faculty on professional and academic areas identified in Procedure 2.5, Section I.C including:

1. Curriculum
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. Faculty roles in District and College Governance
7. Faculty roles and involvement in accreditation processes
8. Policies for faculty development activities
9. Process for program review
10. Processes for institutional planning and budget development
11. Any other academic or professional matter designated through mutual agreement
     (Title 5, Sections 53200 and 53203).

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

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

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

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

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

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

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

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

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

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

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

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

4. ***We promote personal and professional growth and cultivate joy at work and in lifelong learning.***
   Professional development activities on PDA day and through our Flex program promote the continuing development of our workforce. Faculty are pleased to share this day with classified employees and administrators. We also recognize the need for faculty development to be supported by having robust faculty specific options for development in our PDA and Flex offerings, but also through the opportunity to attend discipline-related events. In many cases this requires travel and we support the college making such activities accessible to faculty. Faculty for years have supported each other in the mission to grow professionally by contributing to the Faculty Fund for Advanced Study. This program was instituted when travel funds became limited. However, because of the popularity of this program, faculty are only funded for one request. Additional funding from the college is still very much needed to provide an opportunity for more faculty to participate in such

growth activities and the Faculty Fund should be a supplement and not replace the District's commitment to support professional development. We also support the ongoing Sabbatical Leave Program. This is an important opportunity for in depth development, but does not remove the need for small-scale opportunities that would reach more faculty.

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

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

6. ***We regularly assess, self-reflect, adapt, and continuously improve.***
The Senate meets once a year at our annual retreat. One of the goals is to elucidate the Senator's obligations to their constituent groups. This includes yearly encouragement to communicate regularly with the faculty they represent, both to report on what has been accomplished, but also to ask for input before important decisions are made. In Spring 2016, we added a spring retreat to have the opportunity to continue meaningful discussions about topics of concern to Senators in a non-formal setting. The Senate Executive committee continues to find additional ways to motivate faculty to do so. Another activity at the Retreat is the setting of our goals for the following year. In part, this activity allows us to reinforce what the Senate's function is and how that can be accomplished. To make the mission of the Senate more apparent to Senators, we identify items that relate to the 10+1 mandate of the Senate and which of our goals are being addressed by each item on our bimonthly agendas. We have also made changes to our bylaws and re-wrote the professional ethics policy, code, and procedure in an attempt to update it and make it a more robust process. In an effort to increase communication between constituent groups, starting summer 2013, with financial support of the Petaluma Campus and Perkins Funding, we can now take Petaluma faculty leaders and CTE faculty to State Academic Senate Plenaries and to the summer Leadership Institute. Some of these leaders have been Senators, others we hope will bring a boarder awareness back to

their campus. Also in 2015-2016 there has been an effort to increase communication between the Senate and AFA in areas of shared purview. We are hopeful that this endeavor will be fruitful.

1.1c Description

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

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

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

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

1.1d Hours of Office Operation and Service by Location

The Academic Senate office is located in 1368 Bailey Hall and is staffed by an administrative assistant (currently: Jessica Melvin) who provides 60% support to the Senate. This AAII position is currently shared allowing the office to be open 40 hours per week: Monday through Friday from 8:30 to 5:00; this 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 and outside the Senate Office 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. However, next year reassigned time will be restored to 40% to divide amongst the Executive Committee as warranted by their additional contributions.

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 (3.6); and Student Success and Equity (SSE). In 2016-2017 Ann Foster will co-chair Basic Skills. Audrey Spall will continue to co-chair SSE. Susan Wilson will continue to chair 3.6. Wanda Burzycki is currently serving as Curriculum Review Committee (CRC) Co-chair. This CRC co-chair also serves on: Majors and Certificate Review, Program Review (3.6). Members of the Executive Committee will also serve as follows: Laura Aspinall will serve on CC; Robin Fautley will serve as the AS President designee co-chair of Faculty Staffing and Equivalency Committee and as a member of BAC and EPCC. 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. Tara Jacobson will attend Petaluma Faculty Forum on behalf of the Senate President; Vince Hamilton (PFF chair) provides at least one update report to the Senate per semester.

As co-chair of IPC, the AS President assists in planning the agenda. Related to this function, the Senate President also takes a leadership role in implementation of SRJCs Strategic Plan and preparation of our Accreditation Self Study. Members of the Executive Committee also were active on the Facilities Master Plan Task Force: Robin Fautley served as co-leadership with Dr. Chong, Eric Thompson served as a tri-chair with Jane Saldaña-Talley and Leigh Sata on the Facilities Master Plan Task Force and Laura Aspinall is co-chair on the Universal Access Subcommittee.

For the past several years and likely to continue in 2016-2017, Carol Hatrick has chaired College Council (CC). By position the AS President attends all meetings as an active member. In 2016-2017, Project Learn will be co-chaired by Andrea Alexander and SLO Coordinators and George Sellu and Rebecca Perlroth will also serve "by position." Several times a year a Project Learn report is given to the Senate.

The Professional Development and Faculty Professional Development Committees are co-chaired by Tara Jacobson (starting fall 2016) as the Petaluma Faculty Development Coordinator and Ron Myers as the Santa Rosa Faculty Development Coordinator. 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). New 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. The new faculty orientation and mentorship programs will now be coordinated by the Professional

Development Coordinators and Academic Senate, respectively. In the new faculty mentor program, first year faculty meet with their faculty mentors one hour per month and attend four social functions during the 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), Calendar Committee, and the Priority Registration Task Force. The President also prepares and launches Professional Ethics Investigations. Additionally, over the past four years the Senate President helped develop and successfully implemented the new Teaching Fellows. In 2016-2017, two Academic Senate task forces will continue: Waitlist Task Force (ASVP Tara Jacobson), Class-size Committee (AS President Eric Thompson). In Spring 2015 major revisions to the Senate Bylaw were passed. This left a few unfinished bits that were updated this year. One item, the membership on the Senate's Faculty Professional Development Committee remains unresolved. Every five years Senate area representation needs to be updated, this task was completed in Spring 2013 and is due to be completed again in Spring 2018.

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

The AS President attends the State Senate's Plenary sessions as the voting delegate along with attendance at the Area B meetings preceding the Plenary to develop and amend proposed resolutions. 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. The Academic Senate President is delighted to continue taking additional faculty to the Plenaries and Area meetings. In Fall 2015, Eric Thompson attended Plenary as Senate VP, George Sellu represented CTE, and Carlos Valencia represented Petaluma. In Spring 2016, Eric Thompson attended Plenary as Senate VP, Laura Aspinall attended with support from SSE, AC Panella represented Petaluma and Cliff Norton represented CTE with support from Perkins Funding; each contributed to the summary of breakout sessions giving a comprehensive overview of Plenary events. Additionally, several faculty attended the Area B meetings. In June 2016 Summer Leadership Institute will be attended by Tara Jacobson (AS VP - Petaluma Funding); George Sellu (Senate CTE Liaison - Perkins Funding), Jennifer Carlin-Goldberg (Legislative Liaison - Senate Funding) and Angela Romagnoli (LGBTQ Committee tri-chair - SSE Funding). 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 two years, this year due to lack of participation, the Senate Mentorship program was inactivated for the second time. 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 the following 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.

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.**
  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 or a local vender (when Culinary Arts is not available) 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, however, starting this fall there will be a modest fee. Other cost saving are the result of limiting copy costs.

- *How do your budget statistics compare to the district-wide range?*
  o Academic Senate has total expenditures of about $67.8K, 0.05% 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 $18.2K, 0.04% 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. In fall 2016 the reassign time will increase to 40% for the Executive Officers. It also includes compensation for four adjunct faculty serving on the Senate.
  o Academic Senate has a total classified payroll of $12.7K, about 0.06% of the District total. In Spring 2015 we replaced our longtime AAI with and a permanent AAII. This 11 month position is currently shared fulltime with the Senate receiving 60% time.
  o Academic Senate has $0 in Management payroll.
  o Total salary/benefits are $53.6K, 0.06% of the District Total.
  o Non-personnel costs are $14.2K, 0.09% of the District total.

  The source of this information is the Santa Rosa Junior College – Program Unit Review Core Data for 2014-2015 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, last year dues increased by $240. In 2015-2016 the cost was $5888.
    2) Travel to leadership and plenary conferences – 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 Success and Equity (SSE) also funded an attendance at ASCCC events this year. At these conferences faculty gain a larger perspective on issues affecting education throughout the State of California (including such things as implementation of Student Success Act mandates, Accreditation, Equivalency, Equity, and issues such as online education and TMCs). It is impossible for one person to attend all of the relevant breakout sessions held throughout the conference. As a result of the greater attendance we were able to bring back reports on a rich-array of topics. It has also encouraged more Petaluma Faculty participation. We appreciate the opportunity to send a representative from Student Services and CTE faculty to these informative events. It is also essential that the CRC co-chair attend the Curriculum Institute.
      - 2008-2009 – our travel funding was reduced to $3750

- 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 $4350.
- 2014-2015 – We requested a continued increase in travel funds to support the President of the Senate and one representative (typically from the Senate Executive Committee) to be able to attend these meetings. This year the cost was $4900, however we did not have adequate funds to send a representative to the Leadership Institute.
- 2015-2016 – This year, once again, we had to request additional travel funds to send two attendees (AS President, one executive committee member, or possibly another faculty leader) to important ASCCC events. We were initially budgeted $3500 and had to request additional funds to equal $5000 to cover travel expenses to send two people to Fall Plenary and two people to Spring Plenary and one person to the Summer Leadership Institute.
- 2016-2017 – We would like to continue to receive support for attendance at ASCCC events. This allows us to bring 2 attendees (AS President, one executive committee member, or possibly another faculty leader) to the Plenaries and one faculty to the Summer Leadership Institute. Although Perkins, Petaluma, SSE funds can increase our total attendance by 3, the restrictions on who is selected does not allow us to make the most strategic, unrestricted selections from SR to attend. Therefore, we request $5500 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 Strategic Plan mission and goals; this also reflects reduced costs for the Annual Retreat.
- 2005-2006 – supply funds were $3000
- 2009-2010, 2010-2011 – supply funds were reduced to $1043 (-65%); voluntary reduction due to financial stress
- 2011-2016 – 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.
- 2016-2017 – 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, Student Success and Equity, and Petaluma Campus are extremely helpful, allowing us to bring more representatives to the State Academic Senate events. However, the narrow specifications of who can use these special travel funds does not allow us to select the most salient individuals from the Senate to attend. To allow us to prepare future Senate leaders we, therefore, request 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	Location	SP	M	Amount	Brief Rationale
0001	ALL	08	04	$5,500.00	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 Bylaws, distribute state senate publications to all faculty. Maintain budget and oversees expenditures. Manage events, travel, and retreats. Perform other administrative duties as may be assigned.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
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.

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	2016-2018 Eric Thompson, Senate President 80% reassigned time
Academic Senate Executive Committee	2016-2017 Robin Fautley Past Senate President 20% reassigned time: added duties include co-chairing Equivalency and Faculty Staffing; serving on several committees; other duties as needed to aid transition
Academic Senate Executive Committee	2016-2017 Laura Aspinall Senate Secretary

	10% reassigned time: added duties included co-chairing 2030 Plan Accessibility Committee; serving on College Council; AFA/Senate Relations Workgroup; other duties as needed
Academic Senate Executive Committee	2016-2017 Tara Jacobson Senate Vice President 5% reassigned time: added duties included serving on the Wait List Task Force; AFA/Senate Relations Workgroup; other duties as needed
Academic Senate Executive Committee	2016-2017 5% reassign time reserved for additional special task assignment

2.3b Full-Time and Part-Time Ratios

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

2.3c Faculty Within Retirement Range

`N/A`

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

Does the program have adequate contract and adjunct faculty to support its needs?

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; oversight of EEO plan revisions, 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. 5-20% 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. 5-20% 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. 5-20% 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 PP will actively participate on the Executive Committee, serve as Faculty Staffing co-chair, Equivalency co-chair, co-leadership for the Facilities Master Plan Steering Committee, and as a member of EPCC, BAC, Calendar Committee, and as a member of the Teaching Fellows Steering Committee.

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, we have an extra member of the Executive Committee and the President-elect will receive the 10% reassign time. Because of the limit to 20%, last year Senate VP did not receive any reassign time, thus limiting the assignment of additional tasks.

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. 5-20% 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. 5-20% 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. 5-20% 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 PP will actively participate on the Executive Committee, serve as Faculty Staffing co-chair, Equivalency co-chair, co-leadership for the Facilities Master Plan Steering Committee, and as a member of EPCC, BAC, Calendar Committee, and as a member of the Teaching Fellows Steering Committee.
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 Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

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

- **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. When this AAII position is split, two offices will be needed and that will require additional furniture and equipment.

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

2.5a Minor Facilities Requests

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

2.5b Analysis of Existing Facilities

The Senate Office 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. We understand that when the position is split into a separate AAII for the Senate and for the Dean of Instruction and Strategic Program Development an additional office space will be provided in Bailey Hall.

3.1 Develop Financial Resources

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

N/A – Only indirectly applicable.

3.2 Serve our Diverse Communities

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

- ***Identify the educational needs of our changing demographics and develop appropriate and innovative programs and services with a focus on the increasing Latino/a population.***
  The Academic Senate supports the work of the 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 are actively involved in the revision of the Equal Employment Opportunity Plan which must be completed before the Faculty Hiring Procedure changes can be adopted and implemented. The Senate also encourages the use of monitors on committees that have been trained in cultural competency. The Senate welcomes reports or discussions on related topics at our meetings.

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

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

3.3 Cultivate a Healthy Organization

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

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

classified staff at Professional Development Events to allow them to enhance their professionalism and assure that they have a technically competent tool kit.

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

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

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

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

3.4 Safety and Emergency Preparedness

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

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

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

3.5 Establish a Culture of Sustainability

Establish a culture of sustainability that promotes environmental stewardship, economic vitality, and social equity.

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

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

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

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

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

4.1a Course Student Learning Outcomes Assessment

N/A

4.1b Program Student Learning Outcomes Assessment

N/A

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented

4.2a Key Courses or Services that address Institutional Outcomes

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

4.2b Narrative (Optional)

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

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

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

5.0 Performance Measures

Academic Senate Goals 2015-2016
Top 10 Goals in Rank Order

In 2015-2016, 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	**AFA/Senate:** Strengthen relationships between AFA and Senate; support statement/resolution of interest in mutual cooperation in areas of shared interest and responsibility.
b	**75/25:** Continue advocacy to increased number of fulltime faculty with the goal of reaching *75:25.*
c	**Facilities Master Plan:** Encourage faculty participation in the facilities master planning process through faculty appointments to related committees, dissemination of planning information, and organization of facilities master planning events (examples could include: informational forums, cooperative planning of professional development day sessions).
d	**Budget:** Commitment to budgetary awareness through recruiting faculty to actively participate on BAC and increasing transparency in/understanding of budget assumptions, then providing meaningful reports to the Senate.
e	**Equity:** Advocate for Equity funding to be used for direct student support in classes; greater academic faculty representation in Equity Committee decision-making.
f	**Statewide Initiatives:** Participation in the planning and roll out and adoption of CAI, EPI, OEI
g	**Faculty Hiring:** Increase transparency and faculty input in the Hiring Process (e.g., update faculty hiring policy, preferred qualifications) *See article in Senate Rostrum, Sept 2015, on faculty purview of online education.*

h	**CANVAS:** Promote faculty's awareness and understanding of the implementation of CANVAS, as well as the supports available for this transition.
i	**Waitlist/Class:** Senate oversight and approval of waitlist/class size task force recommendations.
j	**Prof. Dev:** Provide direction and approval of Faculty Professional Development activities.
k	**Senate Voice:** Sponsor a resolution entreating the District to represent the Senate's voice during contract negotiations.
l	**Memory:** Support institutional memory by increasing faculty involvement in District shared governance committees through recruitment, advocacy and participation in Senate Mentorship program; AS consider resolution in support of robust accountability for college service.

The list below is a summary of the Senate's activities during 2015-2016.

<div align="center">

Significant Policies, Issues, and Discussions

Academic Year 2015 – 2016

</div>

(Small parenthetical numbers, caps, and lower case letters relate to area of consideration in 10+1, Strategic Plan Goals, and Senate Goals respectively)

Reports to the Academic Senate:

1. President's Report (10+1, all)
2. Accreditation Update (7, H)
3. Budget Update (10, G, d)
4. CTE Liaison Report (1, 2, 4, B, C, F)
5. DOC Report (1, 4, 5, A, B, C, H)
6. EEOAC Update (11, A, B, C, F, g)
7. Employee Demographics (5, 10,11, A, B, C, F, a, m)
8. Legislative Liaison Update (11, F, H)
9. Petaluma Faculty Forum (10+1, all)
10. Fall Plenary Report (10+1, all)
11. Spring Plenary Reports (10+1, all)
12. Professional Development (8, A, B, F, I)
13. Project Learn (1, 4, 5, 7, 9, A, B, H, b, d)

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

1. 3.9 Faculty Obligations to Students (1, 3, 5, 11, A, B, C)
2. 3.10/P Grading Policy (3, 5, A, B, C)
3. 4.3.11P Equivalency of Minimum Qualifications for Educational and Classified Administrators (5,6,10,11, A, B, C, F)

The Academic Senate Approved Action Items:
1. Academic Calendar for 2017-2018 (1, 5, 10, A, B)
2. Changes to Flex Guidelines and Implications (8, A, B, C, j)
3. CRC Resolution Supporting Currency of COR Review (1,2,4,5,7,9, A, B, C)
4. Open Educational Resources College Textbook Affordability Act of 2015 Plan (5, A, B, C, E, e)
5. Petaluma Campus Student Services Reorganization (5, 10, A, F, H)
6. Institutional Effectiveness Goals (5,10, H)
7. Professional Development: Flex Criterion (8, A, B, F, I)
8. Project Learn ISLO and GE SLO Alignment (1, 4, 5, 9, A, B, H)
9. SSSP 2015-2016 (4, 5, 8, 10, A, B, C, H, e)
10. Student Equity Budget Update (4, 5, 8, 10, A, B, C, H, e)
11. Student Equity Planning 2015-2016 (4, 5, 8, 10, A, B, C, H, e)
12. Time Between Finals and Grade Submission (3 5,A,B,C)

The Academic Senate Information Items or Discussion without Action:
1. 2030 Facilities Master Planning (10, D, E, H, c)
2. 2.16/P Records Retention and Destruction (6, 11, B, D, F, H)
3. 4.7.1P Faculty Absences and Coverage (10, D, F, H)
4. Budget Update (7, 10, G, d)
5. Class-size Task Force Template (1, 5, 9, A, B, C, G, i)
6. College Website Migration to Drupal (10, D, H)
7. Distance Education Changes (1, 5, 10, A, B, C, D, H, f, h, j)
8. Equity: Guided Pathways (1, 4, 5, A, B, C, e)
9. Launching the 2030 Plan (10, D, E, H, c)
10. LGBTQ Student Support (5, 10, A, C, D, F, H, e)
11. Placement Assessment Transitions (2, 5, A, B, D, H, f)
12. Project Learn ISLO and GE SLO Alignment (1, 4, 5, 9, A, B, H)
13. Resolution in Support of the District Representing the Senate Voice in District Negotiations (11, I, k))
14. Statewide Initiative Update: Education Planning (2, 4, 5, A, B, H)
15. Strategic Enrollment Plan (4, 5, 7, 10, A, B, C, F, G, d)

16. Student Equity (Intent to Propose) (4, 5, A, B, C, e)
17. Student Government Textbook Reform Resolution (5, A, B, C, E, e)
18. Student Information/Business System (5, 10, A, B, C, D, H, c, f, ,j)
19. Student Support and Success Plan (SSSP) 2015-2016 (5, 10, A, B, C, H, e)

The Academic Senate's Resolution Positions (Local and State – Fall and Spring):

Local	Bylaw Revision Resolution: President Elections (6,10, F, H)
Local	Resolution on Problems with Department Equivalency Standards (5, 11, B, H, g)
Local	Resolution on Textbook Affordability Initiatives (5, A, B, C, E, e)
Local	Resolution to Change Executive Committee Duties in the Absence of the President in the Academic Senate Bylaws (6, 11, H)
1.01 S16	Mentoring Programs for Part-Time Faculty
1.02 S16	Honor and Thank Emeritus Chancellor Brice Harris
3.01 S16	Diversifying Faculty to Enhance Student Success
3.02 S16	Student Equity: Ongoing Funding Commitment
6.01 S16	Support Legislation to Increase Cal Grant Awards
6.04 S16	Mental Health Services
6.05 S16	Direct Strong Workforce Funding to Districts
7.01 S16	Costs Associated with Prior Military Experience Credit
7.02 S16	Awarding Credit for Prior Learning Experience
9.01 S16	Adopt the Paper *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates*
9.02 S16	Develop a Paper on Effective Practices for Educational Program Development
9.03 S16	Criteria for Recording Low-Unit Certificates on Student Transcripts
9.04 S16	Flexibility in Awarding Unit Credit for Cooperative Work Experience
9.05 S16	Modify Regulations on Certificates of Achievement for Greater Access to Federal Financial Aid
9.06 S16	Student Learning Outcomes Assessment is a Curricular Matter
9.07 S16	Guidance on Using Noncredit Courses as Prerequisites and Co-requisites for Credit Courses
9.08 S16	Associate Degree for Transfer in Music
9.09 S16	Z-Degrees and Faculty Primacy
9.10 S16	Review and Reform of Curriculum and Instruction Regulations
9.11 S16	Academic Senate Guidelines on Course Substitutions for Associate Degrees for Transfer
9.12 S16	Prioritize Data Integrity
10.01 S16	Adopt the Paper *Equivalence to the Minimum Qualifications*
10.02 S16	Explore Changes to Minimum Qualifications
11.01 S16	Update the 2008 Technology Paper

13.01 S16 Feasibility Study to Expand the Hayward Award
18.01 S16 Develop Retesting Guidelines for the Common Assessment
18.02 S16 Placement Model for Transfer Statistics Using High School Transcript Data
18.03 S16 Local Determination of Advanced Placement Credit at California Community Colleges
18.04 S16 Increase Awareness of High School Articulation Resources
19.01 S16 Support for Faculty Open Educational
2.01 F15 Adopt the ASCCC Paper *Effective Practices in Accreditation*
2.02 F15 Endorse the CCCCO Task Force on Accreditation Report
7.01 F15 LGBT MIS Data Collection and Dissemination
7.02 F15 Support for Authorization Reciprocity Agreements
7.03 F15 Ensuring Accurate Information in the California Virtual Campus Catalog
7.04 F15 Economic Workforce Development (EWD) Program Evaluation
9.01 F15 Creation of Local Online Education Rubrics
9.02 F15 Defining the Parameters of the California Community College Baccalaureate Degree in Title 5
9.03 F15 Baccalaureate Level General Education at the California Community Colleges
9.04 F15 Limitations on Enrollment and Admission Criteria for Baccalaureate Programs
9.05 F15 Upper Division General Education Curriculum for Baccalaureate Pilot Programs
9.06 F15 Support for Baccalaureate Pilot Programs
9.07 F15 Definition of Regular, Effective, and Substantive Contact
9.08 F15 Evaluation of the Effectiveness of Local Curriculum Processes
9.09 F15 Revisit the Title 5 Definition of the Credit Hour
9.10 F15 Professional Guidelines and Effective Practices for Using Publisher Generated Course Materials
9.11 F15 Oppose External Honors Programs
9.12 F15 Support Local Development of Curricular Pathways
9.13 F15 Develop Descriptors for Alternative Prerequisites for Statistics
9.14 F15 Resolution in Support of Credit ESL
10.01 F15 Minimum Qualifications for Instruction of Upper Division Courses at the California Community Colleges
12.01 F15 Hiring Culturally Aware Faculty
13.01 F15 Addition of Course Identification Numbers (C-ID) to College Catalogs and Student Transcripts
13.02 F15 Update System Guidance for Noncredit Curriculum
13.03 F15 Opposition to Compensation for Adoption of Open Educational Resources
13.04 F15 Faculty Participation and Leadership in CTE Regional Consortia
13.05 F15 Condolences for Colleges and Universities Affected By Violence
15.01 F15 Adoption of Statement on Competencies in the Natural Sciences

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	06	01	AFA/Senate Relationship Improvement	Strengthen relationships between AFA and Senate; support statement/resolution of interest in mutual cooperation in areas of shared interest and responsibility.	F 2015 - Sp2016; ongoing	The Academic Senate and AFA agreed to meet throughout the year to work on areas of overlapping purview and to improve communication. This past year, the leadership of each met once in the fall and a larger group met in the spring. AFA also invited Senate Leadership to update them on relevant negotiated items. Next year we have agreed to meet every 5th Wednesday.
0002	ALL	02	06	Faculty Hiring	Continue advocacy to increased number of fulltime faculty with the goal of reaching 75:25.	F 2015 - Sp2016; ongoing	With the help of additional funding from the State of California, in 2015-2016 SRJC hired 10 faculty beyond the replacement rate. Additionally, when a faculty recruitment fails or a faculty member leaves in the first two years of tenure review, they are automatically approved to go back out to hire. This avoids picking a candidate (or retaining a tenure-track position) simply because there is a fear that the position will be lost if it must go back into the competitive process in Faculty Staffing.
0003	ALL	08	07	Facilities Master Plan Development	Encourage faculty participation in the facilities master planning process through faculty appointments to related committees, dissemination of planning information, and organization of facilities master planning events (examples could include: informational forums, cooperative planning of professional development day sessions).	F15 - F16; thru implementation	The Development of the Facilities Master Plan has been ongoing. Senate leadership has participated regularly. Many faculty, including numerous Senators, are involved on committees to provide input into the plan. The Senate has heard several progress reports. The FMP is to be presented to the Board in September 2016.
0004	ALL	06	07	Budget Awareness	Commitment to budgetary awareness through recruiting faculty to actively participate on BAC and increasing transparency in / understanding of budget assumptions, then providing meaningful reports to the Senate.	F 2015 - Sp2016; ongoing	Active participation on BAC has resulted in incremental steps toward a greater understanding of the budget and better communication. Two areas of potential change have been discussed with VP Robert: 1) selection of a cohort of colleges for comparison, verses colleges of all sizes and funding sources (especially in regard to District reserves). 2) Requests for budget projections to not just provide the worse case scenario.

0005	ALL	03	03	Equity Funding for Direct Student Support	Advocate for Equity funding to be used for direct student support in classes; greater academic faculty representation in Equity Committee decision-making.	F 2015 - Sp2016; ongoing	Discussions with the SSE committee leadership about the potential of separating the SSSP and Equity committees have not lead to any serious changes. If the committee is not going to be split into two separate related committees, then we suggest having focused meetings on various initiatives to increase success and equity that would include that would fall under an oversight committee that brought the various proposals together in an integrated fashion. The push to have more meaningful representation in support of equity has also not been successful, except adding another faculty and manager position to the committee. Since the membership of the committee was designed around SSSP, now that Equity is also part of the committee's purview, we hope to be able to reevaluate voting membership on the committee, especially if the committee continues to play a duel role. The AS President plans to attend meetings next year (this should allow first hand assessment of the efficiency of the committee's work).
0006	ALL	04	02	Awareness of Implementation Progress on Statewide Initiatives	Participation in the planning and roll out and adoption of CAI, EPI, OEI	F 2015 - Sp 2017; until done	The Senate has been kept informed of progress through reports. Implementation is pending.
0007	ALL	08	06	Improve Faculty Hiring Processes	Increase transparency and faculty input in the Hiring Process (e.g., update faculty hiring policy, preferred qualifications) See article in Senate Rostrum, Sept 2015, on faculty purview of online education.	F 2015 - Sp2016	A new rubric was implemented for faculty staffing this fall that directly aligns with the revised guidelines for the FS narrative summary. All documents used to assess staffing requests are available to review the Faculty Staffing website. Cluster rankings and which positions the Dean presented are available. HR data on adjunct pools and faculty staffing history will be shared with departments to review before the FS committee deliberates. Caution must be used for interpretation of historic data as department identities have changed.
0008	ALL	08	07	Awareness of progress on conversion to CANVAS	Promote faculty's awareness and understanding of the implementation of CANVAS, as well as the supports available for this transition.	F 2015 - F 2016	The Senate had ample opportunities to hear about the transition to CANVAS and to be made aware of the need to make the transition from CATE and Moodle. All conversions must be completed by Dec. 2016.
0009	ALL	08	07	Development of Waitlist/Class Size criteria	Senate oversight and approval of waitlist / class size task force recommendations.	F 2015 - Sp2016; ongoing	The Class-size task force shared the assessment rubric that has been developed with the Senate. Senate feedback was incorporated. Waitlists are seen as a subset of the work done by Class-size. The latter

							Task Force on waitlists has been slow to make progress as there was a lack of clear leadership and finding a meeting time has been challenging. We expect that more progress will occur next year.
0010	ALL	02	07	Professional Development Activities	Provide direction and approval of Faculty Professional Development activities.	F 2015 - Sp2016; ongoing	There is greater communication about the Faculty Professional Development options this year with several meetings occurring between the PDC faculty coordinators and the Senate Executive Committee. Spring 2015 the Senate approved flex criteria guidelines. This year PDC sought clarification on two items in the guidelines year that were too broad to interpret and because of push back received when the Senate guidelines were applied groups that develop lecture series. After many meetings with passionate pleas for such groups to have complete autonomy to develop a series for flex credit, the Senate chose to leave the authority in the PDC and developed mutually agreed upon language to make interpretation clearer.

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 campuses 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 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. The Senate will now be in charge of the new faculty mentorship program. Continuous quality improvements are being made, based on feedback from new faculty and department chairs, to refine the new faculty program..
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 10 additional faculty were recruited with support from the State funding designated for growing full-time faculty. A few additional positions were added in student services using categorical funding. Failed recruitments have approval to continue their search. This year, with the competitive hiring market for full-time faculty in California, several faculty recruitments were unsuccessful.
ALL	In the past several years there has been an unprecedented number of fulltime faculty retirements that has made it imperative to replace a large number of fulltime faculty. With the additional faculty hired last year we have returned to the pre-recession fulltime faculty headcount. Additionally, we must work toward the ideal 75/25 ratio. Currently, we have approximately one third of our faculty in tenure review. If we fail to keep up with retirements, we will continue to have a heavily skewed population of developing faculty and this loss of seasoned teachers may damage the quality of our programs, reduce institutional memory, and damage the quality of shared governance. Although financial pressure persists to rely upon the FON for making staffing decision, we must resist the pressure to reduce the ratio of fulltime to part time faculty to meet this goal that aims at mediocrity, by setting a metric for the lowest ratio of fulltime/part time faculty allowed by law.
ALL	It is essential that we develop a faculty staffing process that accurately reflects department/program needs and that the narrative summary effectively communicates these needs. This year the use of the rubric for evaluation increased the transparency of the process removing the apparent shroud of secrecy perceived by those outside the process. It will be interesting to find out if this change, plus posting all documents on the Faculty Staffing Website will diminish the insistence on seeing the ranked order of positions approved. Further changes have been made to the PRPP, reducing the amount of duplication that PRPP and the narrative represent.
ALL	This year a resolution was passed by the CCC State Senate that recognizes the need to provide pay-parity for lab instruction. Negotiations this spring resulted in taking the first step toward increasing pay for laboratory classes, as recommended by the Senate/District's multi-year Work Load Task Force, raising lab pay from 66.67% to 71%, with a promise to phase in other increases. Although this increase is seen by the District as unfunded burden, some of the money provided by the state to hire more fulltime faculty was held in reserve with the expressed intention of increasing pay equity. Since it widely recognized that the current system of payment is unfair, it is discouraging to hear that progress will move slowly. Like many other similar pay inequities in our history (lower wages for women and minorities), a long habit of doing the wrong thing for financial expediency does not make it right.
ALL	The Class-sized Task Force has set up criterion for assessing maximum class size. A few departments have been assessed using the rubric created to test its adequacy. Next year assessment will expand to other departments. There continues to be anxiety among faculty who are concerned about how decisions will be made and the impact it will have on pedagogy. Although very little progress has been made, the developing work on the Wait List Task Force will be connected to the work on class sizes.
ALL	The Senate extensively revised and updated the Academic Senate Bylaws in Spring 2015. This year we tackled a few additional unresolved issues. This included: the reelection cycle for the President and the duties for the executive committee in the absence of the President were both revised to allow for greater flexibility.

6.2b PRPP Editor Feedback - Optional

_

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	00	06	Academic Senate Goals for 2016-2017	To provide ranked goals defined by Senators, to be focal points for accomplishments by the Academic Senate during the year	Fall 2016 - Spring 2017	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.
0002	ALL	02	07	Class-size Task Force	To determine, by pedagogical principles, the optimum class limit for every class across the District	Fall 2016 - Spring 2017	NA
0003	ALL	01	07	Waitlist Task Force	To determine most effective and just policies and procedures for student waitlists	F16 - Sp17; until implemented	NA
0004	ALL	02	04	Professional Development Coordination	As specified by the 10+1, to provide oversight and input into Faculty Professional Development activities, including those for new faculty orientation	F16 - Sp17; until implemented	NA
0005	ALL	02	04	Implementation of New Faculty Mentorship Program	To coordinate and implement the new faculty mentorship program, which pairs new faculty with seasoned faculty from another department for guidance and support	Fall 2016 - Spring 2017	NA
0006	ALL	03	03	Senate Involvement in Student Equity Development	To increase instructional faculty and academic administrative representation on the Student Success and Equity committee, especially on the Student Equity side of the committee, since equity must be implemented in the classroom	Fall 2016 - Spring 2017	NA
0007	ALL	04	07	Facilities Master Plan Development and Implementation	To make progress toward adoption and implementation of the Facilities Master Plan and expenditure of funds to use Measure H Bond money to complete projects in the 2030 Plan	Fall 2016- ongoing	NA