

Academic Senate Goals 2018-2019

Resolutions	
Completed 18-07	1. Faculty primacy on program development
Completed 18-06	2. Faculty primacy on curriculum development
Completed 18-05	3. Faculty primacy on curriculum development and student success re: new funding formula
Completed 18-09	4. Stating class size is an academic and professional matter (student prep/success)
Completed 18-08	5. Faculty autonomy/leadership in reorganization of SP&S
Completed 18-11	6. Support of Transgender students – including support for use of student preferred names
	7. Advocate for the educational quality of the outdoor environment, including safety (hazardous traffic speeds on surrounding roads) and health (air quality from local pollution, noise pollution from machines and traffic).
Completed 19-02	8. Advocate to ensure the implementation of the Mt. SAC Climate Action Plan follows agreed upon standards.

Task Forces	
Carol Impara Chairing	1. Distance Learning – need to define regular and effective contact
Dianne Rowley, Chairing	2. Multiple Measures – Senate TF to monitor implementation, success/efficacy, and make recommendations for Spring and 2019-2020, including discussing and making a recommendation on the Reading Competency requirement.
Chisa Uyeki, Co-Chair	3. Funding Formula – guidance and recommendations, including: <ul style="list-style-type: none"> a. Funding opportunities and pitfalls b. What are colleges who are giving lots of certs/degrees doing differently c. Ensuring academic integrity/prevention of grade inflation in light of success metrics [consider if a letter of concern or Resolution is recommended on this topic] d. Requiring students’ affirmative consent on auto awarded degrees and certificates [consider if a letter of concern or Resolution is recommended on this topic] e. Give consideration to non-curricular interventions that could impact student completion, etc. f. Policies/procedures which require curriculum changes are based upon needs of students and not solely on funding g. Retaining purview of counselors
Hong Guo and Abby Wood, Chairing	4. Textbook Task Force – continuing work, need report from TF by end of semester

	<p>5. Faculty Hiring Task Force – continuing work, need report from TF by end of semester</p> <p>a. Edit AP to ensure transparency and clarity on how categorical hires are handled. Include language acknowledging that different criteria are used for faculty who have non-teaching roles.</p>
<p>Joint Senate & FA TF Scott Guth & Joan Scholars Chairing</p>	<p>6. Class Size- Joint FA & Senate Task Force. Work together to create MOU on class size standards what goes into the determination of class size.</p>
<p>Joint Senate & FA TF, Lina Soto, Chairing</p>	<p>7. Flex Days- determine appropriate number of professional development days and for which FA will negotiate.</p>

Refer to	
<p>CEDC emailed Faculty Co-Chair, Lina Soto, 3/11/19</p>	<p>1. Request CEDC look at turnover in part-time classified positions, especially those supporting student preparation and success. Could allowing PT classified to hold multiple positions and get benefits decrease turnover and increase program stability.</p> <p>1. Assess diversity, equity, & inclusion for college faculty— request tracking of faculty hires, tenures, adjunct faculty hires, and adjuncts with rehire rights by protected class.</p>
<p>C&I emailed Faculty Co-Chair, Kristina Allende, 3/11/19</p>	<p>1. Consider ways to support interdisciplinary relations and ensure communication of course changes that impact each other’s curriculum.</p> <p>2. Consider curricular changes that may be beneficial for students & funding formula-</p> <p>a. Consider local degrees vs. ADTs, justification for retention of local degrees, (ADTs provide increased points under funding formula)</p> <p>b. submission of certificates of 9-15 units to chancellor’s office when doing 4-year review</p> <p>c. position on multiple ladder certificates to degrees</p> <p>3. Look at variance procedure and if it is adequate to avoid bottlenecks in approving credit for comparable courses from all accredited colleges.</p> <p>4. Ensure that curriculum submitters understand ADT requirement to accept comparable courses.</p>
<p>DLC emailed Faculty Co-Chair, Carol Impara, 3/11/19</p>	<p>1. Consider taking and voicing a position on the Online Community College. <i>[Submitted and passed a resolution at Statewide Fall Plenary].</i></p> <p>2. Consider, and recommend any necessary procedural changes to account for required course acceptance from Online Course Exchange.</p>

FPDC	<ol style="list-style-type: none"> 1. Support for faculty interested in integrating educating students on campus support programs into the curriculum – perhaps development of faculty toolkits, canvas modules, lesson plans, etc. 2. Write AP on faculty professional development that specifies some or all of the following: <ol style="list-style-type: none"> a. Need for annual assessment of professional development needs b. Need for ample annual offerings as determined by faculty and faculty need c. Need for faculty to write curriculum for faculty professional development d. Need for faculty to be compensated for presenting through either a PGI formula and/or hourly rate e. Need for regular department chair training offerings f. Need for new faculty seminar to be offered and supported g. Need for support of conference and travel h. Need for faculty working on professional development activities to have unfettered access to available and designated resources for professional development activities i. Other items and topics as identified during the AP writing process 3. Support the development of professional development offerings on Climate Action Plan and sustainability
PDC	<ul style="list-style-type: none"> • Role of faculty in professional development • Set and communicate criteria used for compensating adjuncts for professional development workshops.
SSPS	Correct issue that majors entered in Banner do not reflect students’ majors
Homelessness & Basic Resources	Request committee consider development of student resting spaces on campus, to address sleep deprivation and its effects on learning.

Direct	President/Vice-President to Take Action
	<ol style="list-style-type: none"> 1. Work with FA leadership to improve the evaluation and reappointment process for Senate Appointed Coordinator positions to: <ol style="list-style-type: none"> a. enable timely reappointments based on eligibility for reassignment. b. involve the senate in consideration of adequacy of LHE assigned c. enable timely allocation of reassigned LHE as needs emerge
	2. Get and share completion data for programs
	3. Follow up with Dual Enrollment Coordinators and request submission of monthly written reports
	4. Ensure that faculty are involved in decision making for student software solutions being considered to aid in student success initiatives

	5. Articulate the need and identify a venue for a faculty involvement in discussions on schedule planning in response to new funding formula to ensure that varying needs by subject area are considered
	6. Request all GPS Workgroups #3 report to Senate on academic & professional matters.
	7. Follow up on establishment of Social Justice/Ethnic Studies Program, and report to Board of Trustees, Academic Senate, and Associated students in spring.
	8. Delegate to DE Liaisons - request review a comprehensive report on the impact of Dual Enrollment and ECHS courses on program students, non-program students, and participating faculty to determine in "pilot" should be continued in 2019-2020
	9. Advocate to FA to negotiate for Sustainability Coordinator Position
Direct	Senate President, VPs, and Executive Board
	1. Review campus governance structure per the last accreditation recommendation and clarify with the district the process for our review and approval of areas of primary responsibility. Ensure the following are addressed in the new structure: <ul style="list-style-type: none"> a. Adequately address Guided Pathways b. Address the intersection between the functions of Institutional Effectiveness Committee and Budget Committee
	2. Work to increase Faculty Participation in Academic Senate <ul style="list-style-type: none"> a. Define Senator-at-Large assignments b. Plan and actively recruit not previously/recently involved faculty to serve on committees and senate leadership. c. Outreach to departments d. Promote the role of the Academic Senate to faculty
Direct	VPs and FlexDay Advisory Committee
In progress	Ensure faculty and administrators are aware of state guidelines for Flexible Calendar certification. Make recommendations through FlexDay Advisory Committee to ensure compliance with CCCO requirements and to ensure Flex time is serving the best interests of Mt. SAC students.

Items for Future Consideration	<i>If Senate members feel any of these are urgent and wants to take any of these on please propose and lead senate action for this year.</i>
	1. Enrollment Management: How and when class cancellation decisions are being made (how close/far from start of classes), and what the required enrollment cap is currently. (Revisit in Spring 2019 or Fall 2019)
	1. Develop a standard for faculty who participate on committees and councils, outlining expectations for preparation and attendance, an attendance reporting plan, policy for replacement for members who do not meet the standard. Also consider development of a policy to clarify whether or not people attending meetings via phone, teleconference are "present" and able to vote - as well as whether temporary "stand ins" for published members of committees and councils may vote and/or act as regular committee

	members (including managers). Consider Brown Act implications. [after structure is figured out]
	2. Mt. SAC college-wide grading scale
	3. +/- grading
	4. Better alignment (ex: Communications and CSUs; Phy/Eng at CalPoly)
	5. Implementation of a college hour (There are also FA issues included in this issue)