

**Academic Senate Goals, 2018-2019  
Report**

<b>Resolutions</b>	
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
<i>Not worked on</i>	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.

<b>Progress</b>	<b>Task Forces</b>	
In Progress, Rollover to 19-20 Goals	Carol Impara Chairing	<p>1. Distance Learning – calling REGULAR &amp; EFFECTIVE TF not DL-working to define regular and effective contact per contract requirements.</p> <p>Progress: Task Force has met 6 times and has a draft rubric. Process still needs to be developed. Will consult with District and FA (per contract) and provide recommendations in fall.</p>
COMPLETED	Dianne Rowley, Chairing	<p>1. 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.</p> <p>Recommendations submitted to Senate in Spring 2019, reviewed by Exec board, and recommended to full Senate. They will appear as discussion on 9/5/19 and action item 9/19/19</p>
In Progress, Rollover to 19-20 Goals	Chisa Uyeki, Chair	<p>2. Funding Formula – guidance and recommendations, including:</p> <ol style="list-style-type: none"> <li>a. Funding opportunities and pitfalls</li> <li>b. What are colleges who are giving lots of certs/degrees doing differently</li> <li>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]</li> <li>d. Requiring students’ affirmative consent on auto awarded degrees and certificates [consider if a letter of concern or Resolution is recommended on this topic]</li> <li>e. Give consideration to non-curricular interventions that could impact student completion, etc.</li> <li>f. Policies/procedures which require curriculum changes are based upon needs of students and not solely on funding</li> <li>g. Retaining purview of counselors</li> </ol>

		Task Force met 4 times in spring 2019. A few recommendations have been drafted, but additional input from the faculty at large is needed so the TF is planning a faculty Town Hall.
COMPLETED: Recommendations accepted April 11, 2019	Hong Guo and Abby Wood, Chairs	<p>3. Textbook Task Force – continuing work, need report from TF by end of semester</p> <p>COMPLETED: Recommendations accepted April 11, 2019</p> <ol style="list-style-type: none"> <li>1. Publish and promote the revised college textbook affordability guidelines</li> <li>2. Publish and promote the Textbook Adoption Roadmap</li> <li>3. Encourage faculty to publish their materials at both the bookstore and off-campus places such as Day &amp; Nite</li> <li>4. Create a standing textbook committee that includes faculty, bookstore representatives and students to address ongoing issues</li> <li>5. Request the bookstore to publish policies on their website regarding textbook availability, buyback, and rental information</li> <li>6. Provide professional development opportunities to faculty concerning financial aid and textbooks</li> <li>7. Create a college-wide OER committee to develop an OER plan including, but not limited to, goals, funding, support, training, and other low- or no-cost resources that may be available</li> <li>8. Request Student Services to develop processes and disseminate information to students regarding the textbook process.</li> </ol>
Need to reconstitute with clearer guidance	Hong Guo and Phil Wolf, Chair	<p>Faculty Hiring Task Force – continuing work, need report from TF by end of semester</p> <ol style="list-style-type: none"> <li>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.</li> </ol>
In Progress, Rollover to 19-20 Goals	Joint Senate & FA TF Scott Guth & Joan Scholars Chairing	<ol style="list-style-type: none"> <li>4. Class Size- Joint FA &amp; Senate Task Force. Work together to create MOU on class size standards what goes into the determination of class size</li> </ol>
Need to confirm membership and begin work, Rollover to 19-20 Goals	Joint Senate & FA TF, Lance Heard and Emily Woolery, Chairs	<ol style="list-style-type: none"> <li>5. Flex Days- determine appropriate number of professional development days and for which FA will negotiate.</li> </ol>

Refer to	
CEDC emailed Faculty Co-Chair(s) 3/11/19 10/23/19	<ol style="list-style-type: none"> <li>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.</li> <li>1. Assess diversity, equity, &amp; inclusion for college faculty— request tracking of faculty hires, tenures, adjunct faculty hires, and adjuncts with rehire rights by protected class.</li> </ol>

<p>C&amp;I COMPLETE D or Agendized</p>	<p><b>1. Consider ways to support interdisciplinary relations and ensure communication of course changes that impact each other’s curriculum.</b> NOT COMPLETED. The Council did not discuss this. It will be placed on an agenda this year for discussion.</p> <p><b>2. Consider curricular changes that may be beneficial for students &amp; funding formula-</b></p> <ul style="list-style-type: none"> <li><b>a. Consider local degrees vs. ADTs, justification for retention of local degrees, (ADTs provide increased points under funding formula)</b></li> <li><b>b. submission of certificates of 9-15 units to chancellor's office when doing 4-year review</b></li> <li><b>c. position on multiple laddered certificates to degrees</b></li> </ul> <p>COMPLETED. Departments were encouraged to submit all 9-15 unit certificates to the CCCCCO for approval, and many have completed the paperwork for this submission. Additionally, the Arts Division faculty submitted laddered certificates as a result of a discussion with the Chair of C&amp;I.</p> <p><b>3. Look at variance procedure and if it is adequate to avoid bottlenecks in approving credit for comparable courses from all accredited colleges.</b> COMPLETED. Department Chairs have been contacted regarding this procedure. All those contacted do not see any bottlenecking occurring with the current process.</p> <p><b>4. Ensure that curriculum submitters understand ADT requirement to accept comparable courses.</b> COMPLETED. The initial discussion with faculty proposing an ADT includes this information. Additionally, the Articulation Officer reviews this with faculty who see her for assistance.</p>
<p>DLC COMPLETE D</p>	<p><b>1. Consider taking and voicing a position on the Online Community College.</b> COMPLETED. <i>Submitted resolution which passed by acclamation at Academic Senate for California Community Colleges Fall Plenary: <a href="#">Faculty Role in the California Online Community College</a></i></p> <p><b>2. Consider, and recommend any necessary procedural changes to account for required course acceptance from Online Course Exchange.</b> COMPLETED. Mt. SAC received a grant which will provide incentives and support for more faculty to submit their online courses for alignment with the OEI rubric, which will make the lengthy and demanding process of preparing a course for OEI alignment less of a barrier. The DLC determined that faculty should be recompensed for submitting courses through this laborious process, or for serving as part of a local peer review team.</p>
<p>FPDC</p>	<p><b>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.</b> Two current means of support: New Faculty Seminar and resources offered on the POD website (<a href="https://www.mtsac.edu/pod/resources/adjunctfaculty/supportingstudents/supportingandreportingstudents.html">https://www.mtsac.edu/pod/resources/adjunctfaculty/supportingstudents/supportingandreportingstudents.html</a>)</p> <p><b>2. Write AP on faculty professional development that specifies some or all of the following:</b></p> <ul style="list-style-type: none"> <li><b>a. Need for annual assessment of professional development needs</b></li> <li><b>b. Need for ample annual offerings as determined by faculty and faculty need</b></li> <li><b>c. Need for faculty to write curriculum for faculty professional development</b></li> <li><b>d. Need for faculty to be compensated for presenting through either a PGI formula and/or hourly rate</b></li> </ul>

	<p>e. Need for regular department chair training offerings</p> <p>f. Need for new faculty seminar to be offered and supported</p> <p>g. Need for support of conference and travel</p> <p>h. Need for faculty working on professional development activities to have unfettered access to available and designated resources for professional development activities</p> <p>i. Other items and topics as identified during the AP writing process</p> <p>IN PROGRESS: BP/AP 7160 task force developed BP/AP during Spring 2019 and submitted BP/AP 7160 for discussion to various stake holder groups (Fall 2019). Specific needs (as listed above) were not included in the AP. The task force chose to keep AP broad with specifics to be addressed in the contract (FA). Goal: approval of BP/AP 7160 by end of Fall 2019.</p> <p>3. Support the development of professional development offerings on Climate Action Plan and sustainability</p> <p>NOT COMPLETED: This item will be rolled over as a goal for 2019/20.</p>
PDC	<ul style="list-style-type: none"> <li>• Role of faculty in professional development <ul style="list-style-type: none"> <li>• Set and communicate criteria used for compensating adjuncts for professional development workshops.</li> </ul> </li> </ul> <p>Inconsistent access to funding (e.g. Guided Pathways, Basic Skills, SEAP) 6 hrs of pay for adjunct faculty negotiated through contract (2019)</p>
SSPS	Correct issue that majors entered in Banner do not reflect students' majors
Completed	Progress: has been corrected, but need to follow up for details
Homelessness & Basic Resources	<p>Request committee consider development of student resting spaces on campus, to address sleep deprivation and its effects on learning.</p> <p>Progress: Was not communicated to HBRC until 19-20.</p>

Direct	President/Vice-President to Take Action
In progress, bringing to Exec for discussion	<p>1. Work with FA leadership to improve the evaluation and reappointment process for Senate Appointed Coordinator positions to:</p> <ul style="list-style-type: none"> <li>a. enable timely reappointments based on eligibility for reassignment.</li> <li>b. involve the senate in consideration of adequacy of LHE assigned</li> <li>c. enable timely allocation of reassigned LHE as needs emerge</li> </ul>
In progress	<p>2. Get and share completion data for programs</p> <p>Progress: Have met with RIE to increased communication, would like to develop institutionalized channel for information sharing</p>
Requires Follow-up	<p>3. Follow up with Dual Enrollment Coordinators and request submission of monthly written reports</p> <p>Receiving regular verbal reports</p>
Need Instructional	<p>4. Ensure that faculty are involved in decision making for student software solutions being considered to aid in student success initiatives</p> <p>Progress: Faculty have been involved in EAB, but need more instructional faculty involvement.</p>

Faculty involvement	
In progress	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 Planning Town Hall for 10/10/19
In progress [Structure]	6. Request all GPS Workgroups #3 report to Senate on academic & professional matters. Progress: working on integrating GPS into Senate Structure- but need to meet with GPS folks. Have meeting scheduled to talk about transition.
Completed	7. Follow up on establishment of Social Justice/Ethnic Studies Program, and report to Board of Trustees, Academic Senate, and Associated students in spring.
Requires Follow-up	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
Completed	9. Advocate to FA to negotiate for Sustainability Coordinator Position Progress: completed for MOU, but need to follow up to ensure it is included in Appendix E negotiations.
<b>Direct</b>	<b>Senate President, VPs, and Executive Board</b>
IN PROGRESS, Rollover to 19-20 Goals	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"> <li>a. Adequately address Guided Pathways</li> <li>b. Address the intersection between the functions of Institutional Effectiveness Committee and Budget Committee</li> </ul>
<b>Roll over to 19-20</b>	2. Work to increase Faculty Participation in Academic Senate <ul style="list-style-type: none"> <li>a. Define Senator-at-Large assignments</li> <li>b. Plan and actively recruit not previously/recently involved faculty to serve on committees and senate leadership.</li> <li>c. Outreach to departments</li> <li>d. Promote the role of the Academic Senate to faculty</li> </ul>
<b>Direct</b>	<b>VPs and FlexDay Advisory Committee</b>
In progress, Rollover to 19-20 Goals	Ensure faculty and administrators are aware of state guidelines for Flexible Calendar certification. Make recommendations through FlexDay Planning Committee to ensure compliance with CCCO requirements and to ensure Flex time is serving the best interests of Mt. SAC students.

<b>Items for Future Consideration</b>	<i>These items were brought up for consideration- but were not prioritized for 18-19. If faculty 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
In GPS discussions	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)