Senate Goals from Post-Its
August 26, 2022

Below you will see all the input provided by senators at our Fall 2022 Retreat on Friday, August 26. Senate Exec sorted all of these into thematic groups and gave each one a heading, which appear in bold type below. They are sorted further into goals not yet addressed and those that Exec feels are already in progress. At our meeting on November 30 we will discuss these broad goals.

Address equity barriers and develop practices to address such barriers, as related to the 10 +1.

- Equity Barriers: Hiring (change practices), grading
- $$$ to support non-credit
- Push for 2-3 year education plans for all students
- Question ALL policies and procedures and review and revise with IDEAA lens!
- Lack of cultural awareness and humility
- Can we establish a practice/protocol for pause, something feels off – take one minute to reflect?
- Cost of instructional materials and books
- How the schedule of classes is developed – not linked to student need as far as times and modality
- Barrier = silos that make decisions that benefit from status quo. Overcome = ?
- We need a senate mentorship program and prospective senate training
- Limited access to online courses required for completion (ex. Math)
- Policy vs. Progress – it's hard when IDEAA changes require questioning current policy
- Institutional research collect and synthesize student data to bring to Senate regularly to help inform decisions regarding curriculum, program development, student preparation and success

Review and revise waitlist policy and procedure.

- Waitlist (or lack thereof) policies

Continue to develop and promote professional development specific to increasing equity.

- Faculty confusing "academic freedom" with ability to continue inequitable practices New Faculty Learning Program should set the culture of equity at SRJC, be student-centered
- Universal design for learning
- Color blind is not "equitable," to be anti-racist, a thumb may need to be placed on the scale
- Positionality statements in syllabi
- Interrogate grading practices Hard for new people to understand how things "work" at the college. Not welcoming or vary transparent
- Across fields and disciplines: Equity in curriculum instruction and assessment for multilingual and disabled students
- Can we not say "underprepared"? Let's say "underserved" students instead

Participate in addressing cultural concerns at the college.

- A kinder, more welcoming culture
- Collect and communicate wide-spread faculty input about who we are as a peri-/post-pandemic and the kinds of courses we offer and in what modalities
- Build a legacy of excellence
- "Professionalism" as a barrier
- Shared understanding of learning/instruction expectations, what some call rigor
- Pivot to a culture of practice/pilot projects, don't wait for perfection
- Shared understanding of student success and being a community college instructor
- Shared governance

Review and update as necessary Academic Senate constitution, bylaws, areas of representation and practices.

- Bylaws Update
- Distribution of Senate representation
- Committee assignment transparency

In Progress:

Support development and implementation of Guided Pathways organization, structures and initiatives.

- Guided pathway project implementation
- GP: new funding, overview, reporting
- Guided Pathways follow through (early alert)

Work with the District to develop a sustainable and meaningful system for SLO assessment and disaggregation of student SLO data.

- Disaggregation questions

Complete revision to 2018 version of Faculty Hiring procedure.

- Associate faculty in faculty hiring
- Complete faculty hiring procedure

Equity

- SRJC student population=multi-lingual second language learners multicultural students
- Equitable teaching and curriculum development
- How can we work with one-fits-all curriculum and assessment designed for only one population?

- Online offerings: math, science labs
- Too little too late
- Elimination of remedial classes
- Are we truly serving community?

Address local impacts of AB705.

- 10+1 #5 Standards and policies regarding student preparation and success: How to better serve students who are not getting to the transfer point: AB705, Transfer Data focuses on students who succeed
- Address impacts of AB705/1705 on students, in particular STEM students returning after a long time out of school – not equitable

Continue to work with AFA on areas of overlap and/or mutual interest.

- Given the sheer number of associate faculty and the number of classes associates teach: how to associate working conditions (UNION ISSUE?) affect associate faculty's ability to do equity work?
- Associate faculty are NOT paid with equal pay for equal work. Full-timers make more per class than part-timers do (UNION ISSUE)
- Administrative and professional institutional training for new and new-ish hires
- Faculty should be trained on their rights and benefits at the workplace
- Class sizes is an issue of equity. Can we dedicate to working to lower class sizes for the benefit of our students and faculty? It could help us support our associate faculty. Answer: YES, this is being negotiated

Questions:

- Where do Open Forum issues go? ANSWER: Please see flow chart on [Senate Home Page](#)
- Can we make motions to encapsulate the spirit of a resolution with precise wordsmithing to be developed later? Answer: No, motions must be specific in order to be voted upon
- Budget allocations: are we still operating on fire waiver status? I've heard 2 more years. Do we have 2 more years of hold harmless after that? ANSWER: The Fire Waiver ends on June 30, 2023 – until that time our Full-time Equivalent Student (FTES) count is 19,451 (from which the Faculty Obligation Number, or FON, is realized). For the academic year 2023-24 we'll receive 50% of the FTES of the Fire Waiver amount. In terms of the "Hold Harmless" designation, the 2025-26 academic year is the first where our COLA could potentially be withheld unless we have met our new, reduced FTES goal (President Persons has asked VP Kate Jolley to confirm what the new target FTES is).

Draft Goal Statements – AY2022—23

Equity (Barriers and Practices): Address equity