

Resolution 22-1: Program Planning and Assessment – Academic Senate Role

Whereas, Title 5, section 53200 states that a primary function of the Academic Senate is to make recommendations with respect to academic and professional matters;

Whereas, the academic and professional matters, referred to as the 10+1, includes “Processes for program review”;

Whereas, according to the ASCCC publication [*Program Review: Setting a Standard*](#), “. . . program review represents the best process to ensure quality programs and weave the faculty 10 +1 responsibilities into the fabric of the college.”;

Whereas, in 2008 the Academic Senate worked on a new model for program review and in doing so changed the name to Program Planning and Assessment;

Whereas, subsequent changes that occurred in a governance redesign in 2013 resulted in the elimination of the Program Planning and Assessment committee, a faculty-driven committee, and shifted the oversight of the Discipline PPA process to the office of Institutional Planning, Research, and Effectiveness.; and

Whereas, accreditation standard IB states that “The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.”

Whereas, during the 2021 – 2022 academic year, the Academic Senate identified the discipline faculty’s Program Planning and Assessment as one of our top three priorities of focus based on current processes; be it

RESOLVED, That the Hartnell College Academic Senate work with other campus stakeholders to conduct an evaluation of the current Discipline PPA process during Fall 2022 using the guidelines provided in the ASCCC adopted paper *Program Review: Setting a Standard*; and

RESOLVED, That the Hartnell College Academic Senate, no later than spring 2023, use the evaluation results to revise the current Discipline PPA process and bring it into alignment with the ASCCC recommendations and the responsibilities outlined in the 10+1.

Resolution 22-2: Professional Development – Academic Senate Role

Whereas, Title 5, section 53200 states that a primary function of the Academic Senate is to make recommendations with respect to academic and professional matters;

Whereas, these academic and professional matters, referred to as the 10+1, include “policies for faculty professional development activities”;

Whereas, BP/AP 7160 make no mention of the role of the Academic Senate in the development of policies for faculty professional development;

Whereas, the Academic Senate identified professional development as one of our top three priorities of focus based on current practices;

Whereas, the ASCCC paper, “[Going Beyond Development; Faculty Professional Learning – An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success](#)” acknowledges that “profound changes to the role of faculty, the make-up of the student body, and shifts in teaching, learning have led to an expansion of faculty roles to keep up with new directions in teaching and research.”

Whereas, that same ASCCC paper references research on professional development that speaks to a need to reconceptualize what it is and that there is a notion among educational researchers that professional development implies episodic training disengaged from daily practice and that new theories recognize effective professional learning as a sociocultural activity that requires ongoing participation in communities of practice; and

Whereas, the ASCCC recommends that each college have a solid faculty development plan built on an equity-minded framework; be it

RESOLVED, That the Hartnell College Academic Senate work with the new incoming President Gutierrez and the Board of Trustees to revise BP/AP 7160 Professional Development; and

RESOLVED, That the Hartnell College Academic Senate work with the appropriate college stakeholders to develop a professional development plan that aligns with ASCCC recommendations and the Academic Senate responsibilities outlined in the 10+1; and

RESOLVED, That the Hartnell College Academic Senate work with the appropriate college stakeholders to develop a professional development plan that provides professional learning opportunities which address culturally responsive practices, curricular design, and pedagogy with an intentional focus on improving teaching, learning, and student support with the integration of equity minded practices.

Resolution 22-3: Enrollment Management and the Faculty Role

Whereas, discipline faculty have a unique understanding of the best modality, place and time for course offerings;

Whereas, the Accrediting Commission for Community and Junior Colleges Standard II A6 states, “The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.”;

Whereas, the ASCCC paper, “The Role of Academic Senates in Enrollment Management” outlines the importance of including discipline faculty in the enrollment management process as part of the Academic Senate “10 + 1”; be it

RESOLVED, That the Hartnell College Academic Senate request the reformation of the enrollment management team; and

RESOLVED, That the Hartnell College Academic Senate requests representation on the enrollment management team to include one full-time faculty representative from each of the following:

- Agriculture, Business and & Industries Meta Major;
- Arts and Languages Meta Major;
- Health Sciences Meta Major;
- Social Sciences Meta Major;
- S.T.E.M. Meta Major; and
- Counseling, as well as
- Academic Senate President (or designee)
- Curriculum Chair (or designee)