MIDTERM REPORT PLANNING AGENDA 4 DRAFT AUGUST 7, 2014

(ITEMS 1-3)

Item 1: The College's future flex days will promote cultural awareness and diversity in the workplace.
Standard III.a.5.b

Solano Community College has regularly provided workshops and training at Flex Cal days for faculty and staff to promote cultural awareness and diversity in the workplace. Evidence of this include excerpts from past Flex Cal programs dating from Fall 2011 to the present.

Past Flex Cal programs have included many cultural awareness and diversity training opportunities for faculty and staff that have included the following activities:

- Viewing and discussing culturally based documentary movies [E4.1.1: Fall 2011 Staff Development FLEX CAL Activities] [E4.1.2: Fall 2012 Staff Development FLEX CAL Activities]
- Book reading discussions [E4.1.3: Fall 2012 Staff Development FLEX CAL Activities, E4.1.4: Spring 2013 Staff Development FLEX CAL Activities]
- Puente program meetings [E.4.1 Fall 2011 Staff Development FLEX CAL Activities]
- Basic Skills Mini Conference [E.4.1 Fall2011 Staff Development FLEX CAL Activities]
- Student Equity Mini Conference [E.4.4 SPRING 2013 STAFF DEVELOPMENT FLEX CAL ACTIVITIES]
- Numerous Math and English basic skills workshops for faculty [E.4.1 FALL 2011 STAFF DEVELOPMENT FLEX CAL ACTIVITIES, E.4.2 SPRING 2012 STAFF DEVELOPMENT FLEX CAL ACTIVITIES, E.4.4 SPRING 2013 STAFF DEVELOPMENT FLEX CAL ACTIVITIES, E.4.6 SPRING 2014 STAFF DEVELOPMENT FLEX CAL ACTIVITIES]
- Numerous student equity and student success workshops [E.4.1 FALL 2011 STAFF DEVELOPMENT FLEX CAL ACTIVITIES, E.4.2 SPRING 2012 STAFF DEVELOPMENT FLEX CAL ACTIVITIES, E.4.3 FALL 2012 STAFF DEVELOPMENT FLEX CAL ACTIVITIES, E.4.4 SPRING 2013 STAFF DEVELOPMENT FLEX CAL ACTIVITIES, E.4.6 SPRING 2014 STAFF DEVELOPMENT FLEX CAL ACTIVITIES] and
- Numerous policy workshops sponsored by the SCC HR department that include Equal Employment Opportunity (EEO) training, Sexual Harassment training, Workplace Bullying, Family Educational Rights and Privacy Act (FERPA) and Mandated Reporting???? training [E.4.3 FALL 2012 STAFF DEVELOPMENT FLEX CAL ACTIVITIES, E.4.4 SPRING 2013 STAFF DEVELOPMENT FLEX CAL ACTIVITIES, E.4.5 FALL 2013 STAFF DEVELOPMENT FLEX CAL ACTIVITIES, E.4.6 SPRING 2014 STAFF DEVELOPMENT FLEX CAL ACTIVITIES]

Ongoing Diversity and Equity Activities.
Many of the activities cited above are planned for our Fall 2014 FLEX CAL days, illustrating SCC's continued commitment to provide ongoing equity and diversity training for faculty and staff [E.4.7 FALL 2014 STAFF DEVELOPMENT FLEX CAL ACTIVITIES].

Many of the HR sponsored College Policy workshops cited above pertaining to cultural awareness and diversity are now offered on-line on a scheduled basis for all staff [E.4.8 Email from HR Executive Admin to Chair of Flex Cal Committee, June 25, 2014 IS THE ONLINE OPERATIVE????? HAVE WE ANNOUNCED THIS TO ALL AT SCC??]

Planning Faculty Development Activities.
The Flex Cal Committee at SCC meets regularly (HOW IS MEMBERSHIP DETERMINED?) (weekly in the past and biweekly presently) to plan Flex Cal activities for faculty and staff the following semester [E.4.9 Minutes from two consecutive meetings showing this weekly schedule].

The Flex Cal Committee solicits feedback from faculty and staff for activities to offer. An example of this is a Brainstorming session held during a Flex Day Oct 12, 2012 [E.4.10 FALL 2012 STAFF DEVELOPMENT FLEX CAL ACTIVITIES]. The feedback from this session was summarized [E.4.11 How about Flex Cal Program Brainstorming] and many of the suggestions were implemented in subsequent Flex Cal activities. For example for Fall 2014 there is a session devoted to referring students that are having trouble in the classroom to the various services available at SCC (how does this follow?) [E.4.7 FALL 2014 STAFF DEVELOPMENT FLEX CAL ACTIVITIES].

The Flex Cal committee also solicits feedback from each workshop and activity to determine the quality of the activity or workshop and to solicit support for continuing an activity or ideas for new activities. Evaluation forms [E.4.12. Flexible Calendar Evaluation Form] are distributed, collected and the responses summarized for review by the Flex Cal Committee. The Flex Cal Committee uses this information for planning future activities. Comments are generally favorable. For example, the Fall 2012 Flex Cal evaluations most responses were "Excellent" with the remainder in the "Good" category [E.4.13. FLEX CAL OPTIONAL ACTIVITIES EVALS]. What about evaluations pertaining to 2013/2014?

WHAT ARE PLANS FOR THE FUTURE? WILL FLEX CAL REMAIN THE SAME? HOW WILLWE EVALUATE IF FLEX CAL IS EFFECTIVE?

2. The College will reassess the status and effectiveness of the faculty professional development committee and program needs.
Standard III.A.5.b

Background context: The Academic Senate has historically charged its Flex Cal Committee, a subcommittee of the Academic Senate, to design and implement various professional development activities (required by SCFA Contract EVIDENCE???).

Additionally, the various faculty divisions (now Schools) have been primarily responsible for approving faculty requests for professional development requests. Since 2011, budgetary restrictions have prevented the formal establishment of a Faculty Professional Development Committee, although some professional development fund criteria and funding have been established for the use of Basic Skills Funding (EVIDENCE HERE?). Other professional development funding has been allotted primarily through Strategic Funding Proposal funding (EVIDENCE HERE).

In the spring semester of the 2013-2014 academic year, the SCC Academic Senate reconsidered the role of its standing subcommittee on flex-cal in the following ways: 1. to explore/discuss the clarification with administration what activities should be appropriate/approved for optional flex-cal hours, including the determination of what role(s) its subcommittee should play; 2. in looking at how faculty development funds are awarded to faculty, to determine if the purview of its subcommittee should be expanded to include the formal vetting of requests for faculty professional development funds. In addition to various related discussions of flex-cal and the flex-cal committee at its meetings on January 9, 2014 [E4.1.1], March 3, 2014 [E4.1.2], April 21, 2015 [E4.1.3] and May 5, 2014 [E4.1.4], an Academic Senate task force solicited input from faculty regarding the types of activities currently approved for optional flex-cal by various academic deans, the results of which were reported to the Senate on April 21, 2014 [E4.1.4].

Although no formal actions on this issue were taken by the Senate by the end of the 2013-2014 AY, both issues were on-going subjects of conversation between the Academic Senate and the Interim Vice-President of Academic Affairs during Summer 2014: 1. the interim VPAA expressed to the AS President that Administration advocated the use of ASCCC recommendations on flex and professional activities to determine the suitability of activities for optional flex-cal; 2. the interim VP AA communicated to the AS President support of shifting faculty development funds to the control of the flex-cal committee should the Senate opt to expand the charges of its subcommittee.

Both of these items were reported to the Senate by its President at its first meeting of the 2014-2015 AY on August 11, 2014 [E4.1.5]. In addition, the AS President will agendize the following items: 1. as a discussion item, the adoption of the ASCCC recommendations on flex-cal activities as the standard for SCC; 2. as an action item, the renaming of the flex-cal committee to the Faculty Development Committee and the expansion of that committee's purview to include the receipt and vetting of faculty petitions for professional development funds; 3. should the Faculty Development Committee be formed, as an action item, to charge this committee with the development of an petition process, including an application for funds, a timeline, including deadlines, and ongoing evaluations after a defined period of time, yet to be determined (TIMELINE IS IMPORTANT HERE….END OF FALL SEMESTER 2014??).

Conclusion: The Academic Senate and the SCC Administration recognizes that need for faculty to assess the status and effectiveness of a faculty driven professional development committee and to set and assess goals for various programs needs based on Institutional

data.   It is anticipated that the Academic Senate will have established a formal Faculty Development Committee this semester (or something to that effect). This Committee will also work with Administration to establish a fair process for allocating funding for professional development.

Item 3: The College will enhance campus climate for employees by maintaining transparency and good communication, providing training for employees in interpersonal relations, and providing more opportunities for faculty, staff, and managers to interact.
    Standard IV.A.1

To enhance campus climate for employees:

- Maintaining transparency and communication
  Transparency is maintained at SCC where the steps in arriving at decisions are clearly and immediately visible to all parties. Transparency is often achieved through the use of formal policies, broad and diligent representation on committees and taskforces, and open communications among all members of the College.

  The College has redesigned its Shared Governance function so as to more effectively involve representatives of all constituents of the College. In hiring, search committees are used to recommend unranked candidates to the S/P for hiring. Particular groups have been formed by the CEO to provide input into decision-making. For example, the President's Council on Emergency Preparedness has been working to prepare the College for any major disasters; the President's Advisory Council on Sustainability has worked to focus the College community on the issues of renewable energy and sustainability. [E4.3.1: Sample minutes: President's Council on Emergency Preparedness (to include date) and President's Advisory Council on Sustainability (date needed)]

  The proliferation of College has seemed excessive to some and as a result, a Committee on Committees was formed in 2013 to establish greater efficiency by not only reducing the number of committees, but also to reduce the number of meeting times for some. Already the number of Shared Governance Council meetings has been reduced and the former FaBPAC (SPELL OUT) has been merged with what is now the Shared Governance Council [evidence here: C on C document and minutes documenting merger] This group achieved some early successes by reducing the number of meetings of the Shared Governance Council and merging the former FABPAC with SGC. Currently, the Student Equity Committee has proposed a consolidation of various student success committees to more effectively address student equity. The Committee on Committees has also recommended that all committees now specify their purpose, membership, terms of office, etc. [evidence here], the intent being to involve a greater number of people in participating in committees, to improve decision making, and to reduce the amount of time spent in attending meetings.

Improved communications have been enhanced in various ways:

- Ten Plus One, a subcommittee of the Academic Senate, was initiated to bridge communication gaps between the leaders of the Academic Senate and the President's Office. After a year and a half of meeting, this group of four faculty and four administrators definitely reduced the communication gap [evidence here]. This year the Ten Plus Once committee will continue to meet.

- Weekly SPD: To keep in touch with College constituents, the President created and Superintendent President Direct (SPD) bulletin in 2011 (???) as a way of informing the entire College community of important information and events, to include the publication of the Shared Governance Agenda [Use some SPDs as evidence]. A 2013 survey indicated that the publication is widely read [evidence here]. In 2014, the President has requested that important announcements are routed to SPD for inclusion when possible, thus reducing the number of emails on campus [ALG minutes here]. SPD is viewed as the primary source for information pertaining to the entire College.

- "Providing training for employees in interpersonal relations": This particular training focusing on interpersonal relations is difficult to institute in a comprehensive way. At a minimum, we have held training for customer service and will do so again in the future. [Shirley has evidence]. COULD EIAC PLANNING BE LINKED HERE?

- "Providing more opportunities for faculty, staff and managers to interact": The College has hosted Leadership Academies involving all constituents of the college representatives in Summer 2013 and Summer 2014. The first Academy involved members of the administration as well as some non-supervisors. The second institute involved members of the Classified staff, Administrators and Faculty. This second Solano Leadership Academy (SLA) was more extensive than the first, by all accounts, and was a most successful practicum in cross discipline interaction. [Evidence as well as evaluation of the academies].

In the past few years, SCC has become more engaged in assessing and improving communications and will continue to do so.