



Academic Senate Minutes

Date: Friday, November 18, 2016

Time/Location: 1-3 PM / WCC Room 113 & LCC Room 115

Senate Roles and Responsibilities (The 10+1)

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| <ol style="list-style-type: none">1. Curriculum, including establishing prerequisites and placing courses within disciplines.2. Degree and certificate requirements3. Grading policies4. Educational program development5. Standards or policies regarding student preparation and success6. District and college governance structures, as related to faculty roles | <ol style="list-style-type: none">7. Faculty roles and involvement in accreditation processes, including self-study and annual reports8. Policies for faculty professional development activities9. Processes for program review10. Processes for institutional planning and budget development11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate |
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Senators: **Matt Clark** (President), **Donna McGill-Cameron** (CTE), **Doug Stone** (WCC Adjunct), **Jaya Shah** (Math & Science), **Kevin Ferns** (Secretary, FaLaHum), **Greg Gassman** (Social Science), **Christopher Howerton** (VP, At-large), **Mike Papin** (LCC)

Absent: **Jose Vallejo** (Student Services), **Pam Geer** (CCC & LCC Adjunct), **Ali Harder** (ASWCC Rep)

Guests: WCC VP Kono

Call to order 1:05 p.m.

Item	Description-Type	Lead	Background and Objective
I	Approval of Agenda - Action		Approve agenda of 11/18/16 (MSC Gassman/Howerton)
II	Public Comment		Guests are welcome to comment on any item on the agenda or not on the agenda. For items on the agenda, they may comment now or during the discussion of that item.
	<i>Discussion</i>		
III	Approval of Minutes-Action		Review and approve the minutes of 10/7/16 (Approved as amended MSC Howerton/Gassman) and 10/28/16 (Approved as amended MSC Howerton/Gassman) regular meetings.
	<i>Discussion/Decision:</i>		
IV	President's Report - Information/Discussion	Clark	
	<i>Discussion/Decision:</i> <ol style="list-style-type: none"> 1. The report is attached below. 2. At the plenary, Clark attended a session on diversity and hiring, engagement of PT faculty, funding streams, zero-cost degrees. McGill Cameron attended additional sessions as well, including TOP code alignment, and non-credit sessions. 3. Clark attended the WCC post-election dialogue and felt it was well facilitated by Dean Ortiz-Mercado. 4. Clark was recently contacted by someone familiar with student misconduct wishing to present a workshop. He forwarded his number to the deans. 		
V	Vice President's Report 1. Committee Appointments – Action 2. Curriculum Update – Information/Discussion 3. Other – Information/Discussion	Howerton	Objective: 1. Appoint faculty members to committees. 2. Receive update on work of the Curriculum Committees.
	<i>Discussion/Decision:</i> <ol style="list-style-type: none"> 1. Jeannine Mullin has been appointed to the VCEPS hiring advisory committee. 2. Dena Martin has been appointed as the faculty rep for the Sabbatical Leave Committee 3. Leslie Deniz and Brandi Asmus will be CTE reps on the Ag Dual Enrollment hiring advisory committee. Howerton and Clark will be the other two faculty representatives on the committee. 4. Howerton has noticed that no volunteers have at times come forward as division representatives for some committees. Senate reps may need to be called upon as the representatives if none can be found. 5. The curriculum committee met this morning. Service learning was discussed and the senate may be called upon to weigh in. 6. The next issue of the SLO Lane will release after the Thanksgiving break. 		
VI	Senate/Committee Reports - Information	Senate	

Discussion/Decision:

1. Gassman received the following email from M. Moreno to read at the meeting:

Hello Greg,

Ethnic Studies would request that WCC be a sanctuary campus.

To my knowledge, Santa Rosa Jr. College's Academic Senate is now discussing sanctuary campus status. Some of the faculty at YCC have just begun discussing this possibility.

CSU Sacramento created a sanctuary campus to protect undocumented students.

See <http://fox40.com/2016/11/17/sac-state-president-says-campus-is-a-safe-place-for-undocumented-students/>

Also given that I'm on sabbatical, I wonder if I missed a message from our Chancellor, WCC President acknowledging the national happenings of hatred and racism?

UCD President sent the following message right after the election, on November 9th:

"The University of California is proud of being a diverse and welcoming place for students, faculty, and staff with a wide range of backgrounds, experiences and perspectives. Diversity is central to our mission. We remain absolutely committed to supporting all members of our community and adhering to UC's Principles Against Intolerance. As the Principles make clear, the University "strives to foster an environment in which all are included" and "all are given an equal opportunity to learn and explore." The University of California will continue to pursue and protect these principles now and in the future, and urges our students, faculty, staff, and all others associated with the University to do so as well. We are proud of what the University of California stands for and hope to convey that positive message to others in our state and nation."

I am making the request for sanctuary campus because I received messages about the recent happenings in the City of Woodland (i.e. racial tensions at the high schools and strong message from city leaders not tolerating bigotry). Also, I have been hearing experiences first hand from college students in our region.

I have copied Ethnic Studies faculty, the division, Diversity Committee, and AB540 campus advocate. May all be well at WCC for minoritized students (i.e., racial, immigrant, LGBTQ), always.

Thank you for sharing this announcement with the Senate. We deeply appreciate it. Please let me know if you have any questions and let me of the outcome.

Concerned,

Melissa Moreno, Ph.D.

2. Shah reports that he, along with four others, went to a student success institute in San Antonio. He will be putting together a report on this. One big takeaway was the lack of data at WCC and the lack of faculty involvement pertaining to first year students.
3. Following is the written report sent from Jose Vallejo, who had originally planned to attend the meeting but whose student appointment schedule was changed without notifying him this morning:
 - Requests for counselors to attend and make presentations at local high schools continue to be ignored. And if there is correspondence, counselors are not included and therefore never know the status of the requests.

	<ul style="list-style-type: none"> • Petitions continue to get lost and delayed for weeks and some for months. We are not adhering to the “7 to 10 working days for review.” • Student Services faculty support the resolution on today’s agenda (with minor changes) and would like to point out that we are a third of the full time faculty (including our LCC student services faculty) and we don’t believe that it is best practice to discourage one third of the faculty from participating in shared governance. • Faculty schedules continue to be changed without consultation or a courtesy notification to faculty. • Meetings continue to be changed with short notice. For example, today’s counseling meeting was cancelled and then added to Student Services meeting from 12:30 – 1:30. This defeats the purpose of discussing the counseling agenda because it is not possible to cover it all in one hour during the student services meeting, which includes information from all departments. <p>4. McGill-Cameron commends LCC faculty and staff for working with her to smooth the transition to WCC. In particular, Peggy Alexander has been particularly helpful. McGill-Cameron reports that the recent plenary was enjoyable and informative. McGill-Cameron reports issues regarding meeting with a dual enrollment instructor regarding a course outline at an offsite location. The member is teaching the course currently but there may be some content issues that don’t measure up to the course outline.</p> <p>5. Papin reports that LCC will hold an open house January 10 to give the community a tour of the facility. On the calendar committee, the committee selected the option in which professional development days occurred during the semester. The committee also determined not to indicate on the calendar the Saturdays in which the campus would be closed. The Saturday class students will be notified as to the days the classes should meet.</p>		
VII	Ex-officio Reports - Information	Harder	
<i>Discussion/Decision:</i> No report.			
VIII	Resolution Regarding Student Service Participation on Committees – Action	Senate	<p>Background: Connected to disagreement regarding the process of scheduling faculty in Student Services, said faculty are either unwilling or unable (according to admin and faculty respectively) to serve on various committees and participate in college activities.</p> <p>Objective: First read of the resolution (see below) supporting participation of Student Services faculty members on committees and in college activities and debate of adoption.</p>

	<p><i>Discussion/Decision:</i></p> <p style="text-align: center;">Draft Counselor Participation on Committees Resolution</p> <p>Whereas governance committees and college-wide activities both benefit from the diversity offered by a wide cross-section of faculty participation;</p> <p>Whereas the perspectives of faculty members from Counseling, Learning Resources, & Student Services are essential to the work of various committees (e.g., schedule development); and</p> <p>Whereas the ability to adequately staff the committees at WCC is adversely affected by faculty members from Counseling, Learning Resources, & Student Services not participating on committees; therefore</p> <p>Resolved that the WCC Academic Senate affirms the importance of the participation of faculty members from Counseling, Learning Resources, & Student Services on WCC/YCCD committees and in WCC activities; and</p> <p>Resolved that the WCC Academic Senate urges WCC faculty members and the WCC administration work collaboratively to reach agreement that removes any impediments (real or perceived) to the participation of faculty members from Counseling, Learning Resources, & Student Services on committees and in activities.</p> <p>Minor grammatical changes were made to the draft resolution. Ferns suggests a rewording of the third part (highlighted) to avoid the perception that the senate faults the faculty for lack of participation: Whereas the ability to adequately staff the committees at WCC is adversely affected by faculty members from Counseling, Learning Resources, & Student Services not participating or not being allowed to participate on committees; therefore</p>		
IX	<p>Sabbatical Leave Task Force Recommendations – Information/Discussion</p>	<p>Senate</p>	<p>Background: DCAS charged a small group of faculty to draft recommendations regarding the YCCD sabbatical leave process. The first draft has been released.</p> <p>Objective: Review the draft recommendations and gather feedback.</p>
	<p><i>Discussion/Decision:</i></p> <p>1. The senate will look at this again in a future meeting. The draft is very comprehensive and provides a good guide going forward for the committee.</p>		
X	<p>Bylaws Revisions: Elections – Information/Discussion</p>	<p>Clark, Ferns, McGill-Cameron, Gassman</p>	<p>Background: There are areas of the Senate Bylaws that the senate has deemed problematic regarding elections.</p> <p>Objective: Review recommended changes regarding election to the Bylaws, with the intent to debate adopting at a future meeting.</p>
	<p><i>Discussion/Decision:</i></p> <p>Elections of the senate vice president and secretary need to be clarified. Once the senate is seated and the president is elected, one suggestion is to have a nomination process first for the Vice President one meeting and then hold the vote the next meeting. At that time the nomination process for the secretary would begin and then the vote would be held the next meeting. Also, candidates should be encouraged to submit written statements when more than one candidate is running.</p>		
XI	<p>Professional Development (PD) at WCC - Discussion</p>	<p>Senate</p>	<p>Background: Professional development activities at WCC have been mixed in terms of both attendance and comprehensive planning.</p> <p>Objective: Hold initial discussions regarding the state of PD and consider recommendations for improving/strengthening our PD practices.</p>

	<i>Discussion/Decision:</i> YC has a professional development coordinator and a budget. WCC does not have a comparable position and does not have sufficient budget for professional development. The flex coordinator at WCC has different responsibilities from the professional development coordinator. The September 6 professional development day at WCC was not successful. The October meeting at WCC was better attended. Stone recommends that part time faculty need to be able to find out important basic information to better integrate them into the campus. The senate will investigate the funds that may be available and the process for accessing monies.		
XII	Adopted Plenary Resolutions Review – Information/Discussion	Senate	Background: The ASCCC Fall Plenary took place November 3-5 in Costa Mesa. On the last day of Plenary, delegates voted on a slate of resolutions. Objective: Review the adopted resolutions with the intent and discuss which, if any, should inform the immediate work of the WCC Academic Senate.
<i>Discussion/Decision: Not addressed</i>			
XIII	Bylaws Revisions: Clean-up – Information/Discussion	Clark, Ferns, McGill-Cameron, Gassman	Background: As part of the process of revising the Senate Constitution and Bylaws, a number of typos have been identified. Objective: Review the “typos”, with the intent to debate their corrections at a future meeting.
<i>Discussion/Decision: Not addressed</i>			
XIV	LCC Faculty Members on Committees – Information/Discussion	Senate	Background: The senate made recommendations regarding adding LCC designated slots to college committees. Objective: Review status of LCC faculty integration to college committee structure.
<i>Discussion/Decision: Not addressed</i>			
XV	Faculty Participation on Committees - Discussion	Senate	Background: There has been a decrease in faculty members stepping forward to fill slots on WCC and District committees Objective: Discussion of situation and possible remedies.
<i>Discussion/Decision:</i> Howerton has had trouble recruiting division reps for committees. Perhaps the division senator should be worked with to find suitable reps, or else simply take the position. We need to do more to encourage faculty to be on committees.			
XVI	Education Master Plan (EMP) Draft Review – Information/Discussion	Dr. White, Senate	Background: WCC is in the process of updating its EMP. A new draft with College Objectives under a Completion by Design framework has been distributed for feedback. Objective: Review the new draft with focus on the College Objectives.
<i>Discussion/Decision: Not addressed</i>			
XVII	Accreditation - Information	Clark, Howerton	Background: Under 10+1, the senate and the trustees will mutually agree on faculty roles relating to accreditation. Objective: Provide an update on the current status and timelines for the accreditation process and to report on the work of the Accreditation Steering Committee (ASC).of the changes.
<i>Discussion/Decision: Not addressed</i>			
XVIII	Proposed Prioritization Plan for Instructional Equipment and Deferred Maintenance Funds, Strong Workforce Funds, and Perkins Funds – Information/Discussion	Clark	Background: The Chancellor’s Executive Team (CHEX) has drafted a proposal for allocating funds from certain funding streams. The proposal was brought to DCAS and will now be vetted at each college (at WCC the vetting will take place primarily in Budget and Planning (B&P)). Objective: Review the proposal with the intent of informing the senate appointees to B&P.

	<i>Discussion/Decision: Not addressed</i>		
XXI	Future Agenda Items-Discussion		Dual Enrollment Pathways, Convocation, WCC Student Probation Processes, College Catalog, SSS Priorities, CCC, ADA in the Classroom
	<i>Discussion/Decision:</i>		

Senate adjourned 3:02 p.m.

Adopted WCC Academic Senate Goals, 2016-2017			
#	Goal	Who	Status
1	Student Success: Work with the Student Success Committee to identify and address barriers to student success (e.g., counseling availability, course offerings...).	Clark, Vallejo	Ongoing
2	Curriculum: Create catalog/class schedule subcommittee (via curriculum and scheduling committees).	McGill-Cameron, Howerton	Ongoing
3	Lake County Campus (LCC) Transition: Integrate LCC faculty and staff members into the WCC governance and planning structure. Ensure that LCC students are not negatively impacted by the transition.	Clark, Howerton, Papin	In progress. The senate and College Council have filled newly added LCC seats.
4	Professional Development: Build comprehensive annual (or semester long) professional development plans and increase faculty participation in professional development activities.	McGill-Cameron, Clark, Howerton	Preliminary conversations have taken place.
5	Faculty Evaluation: Improve the faculty evaluation process with an increased focus on professional development.	Howerton	In progress. New assessment tool was piloted last year. Team training started this year.
6	Sabbatical Leave: Define sabbatical leave process in light of the multi-college transition and unclear definitions of roles in the current process.	Clark	Task force will soon release draft recommendations to DCAS and then to the senates.
7	Grading Policies: Review, update, and distribute Faculty Handbook.	Clark	DCAS is awaiting work of CLAS
8	Colusa County Campus (CCC) Planning: Create comprehensive process for CCC scheduling and planning.	Clark, Geer, Vallejo, Papin	Environmental scans (internal and external) have been completed.
9	Revise Senate Constitution and Bylaws.	Clark, McGill-Cameron, Gassman, Ferns	In progress
10	Sustainability and Grant Funding: Define process for seeking grants and sustaining work after grants or categorical funds expire.	Clark	Very preliminary discussions
11	Education Master Plan (EMP): Work with College Council to create the new WCC EMP	Clark, Howerton	In progress; the senate has received and reviewed the first draft of the EMP.
12	Distance Education (DE): Work with the Curriculum Committee and the Dean of Student Success and Planning to strengthen the WCC DE modality. Work should include, but not be limited to, faculty training, student training, student supplemental resources, and ensuring regular, instructor initiated contact.	Clark, McGill-Cameron	DE coordinator established; DE Handbook approved; senate DE Subcommittee established.

Meetings with WCC Administration

(11/1) – Highlights:

1. The SLO and Flex Coordinator positions are both up for refilling this year. We discussed the level of compensation for each, the duties of each and disparities between positions and compensation at WCC and YC. We also discussed the need to increase professional development (PD) at WCC for all groups. For faculty, this might be part of the Flex Committees purpose, but they aren't meeting regularly nor have they been filling this function. PD for classified staff is not part of their charge. YC has a PD Coordinator; we do not.
2. I informed the administration of my intent to send a memo to all administrators reminding them of the rhythm of the WCC Academic Senate and the need to send documents requiring senate signature to the senate in a timely manner.
3. We discussed support for the Curriculum Committee. Nili Kirschner will work as a co-chair as a special project for Spring 2017, in anticipation of hiring a second faculty coordinator for Fall 2017. There is also a process underway to hire a clerical assistant whose duties will include minutes for the Curriculum Committee and other governance committees.
4. We spoke briefly about seasonal decorations. President White will send out a memo regarding dos and don'ts.
5. We discussed various issues relating to the resignation of the Math IA (exit interviews, refilling the position, temporary solutions to fill the void...). We will begin recruitment with the hope to fill the position early in late January, 2017.
6. The administration shared a proposed process for situations such as a request to move TRIO to the suite formerly occupied by WAM.
7. We received an update on mail routing for the three campuses of WCC.

(11/8) – Highlights:

1. We agreed that the English position at LCC met the auto-refill criteria.
2. We discussed a breakout session I attended at Plenary regarding integrating plans (BSI, SSSP, SEP, and eventually SWF). At WCC we are ahead in many aspects of this integration.
3. The administration informed us that CSU Sacramento has asked to return a High School Equivalency Program (HEP) to WCC. They had lost funding but have now regained and they are looking for space to house the program at WCC.
4. We looked briefly at the Convocation survey and agreed to place a discussion of the results at the top of our next agenda.
5. There is still no word on the process for allocating SWF funds from Chancellor Houston.
6. Regarding the use of UPS for routing mail between WCC, LCC, and CCC it was suggested that timelines for expected deliveries be established and shared with all employees.
7. In anticipation of a discussion about the senate budget, I committed to tracking down our budget and the YC senate budget.
8. Regarding PD, I stated that we may be overdue for sexual harassment avoidance training and President White said the admin may use an EEO grant to hold a conflict resolution training. President White will also investigate the allocation of PD funds in light of the LCC transition.
9. The DIG work group is working on definitions and defining data elements.
10. Regarding the OER grant, we discussed the progress to this point on implementing. I also reported on information from a breakout session regarding an extended date for implementation and the possibility that there may be additional funds available to schools that have already received grants.

(11/15 - Cancelled)

Budget & Planning and PRVT (11/17) – Highlights:

1. Nearly all academic programs have submitted their program review. There are a number of non-academic programs that have not done so yet. Dean Martinez has encountered a problem pulling reports (some programs that have been submitted are not showing in the reports). As soon as that has been fixed, reports will be distributed to appropriate units for prioritization (e.g., all staffing requests to FSAPC or all Social Science staffing requests to the Social Science Division).
2. Under the umbrella of “closing the loop of the WCC planning cycle”, we discussed the need to close the loop in three ways: (1) assessing the process, (2) giving feedback to the programs, and (3) assessing the results of allocations made based on the process. It was agreed that Dean Martinez would draft a survey to get feedback from everyone involved in writing PRs on the current process. It was suggested that we could strengthen the process and address (1) & (2) (at least to some extent) by annually having programs doing comprehensive reviews meet with the PRVT/B&P for a dialogue.

DC3 (11/1) – Highlights:

1. In reviewing the board agenda, there was concern that the minutes might not reflect the key points of a speaker. The Chancellor suggested, that it was the responsibility of a speaker on the agenda to emphasize to the recorder what those key points were. It was agreed that speakers on the agenda might not be aware of that and providing them with advance notice of that expectation should mitigate the concern.
2. We received an update from HR Director Whitfield regarding the payroll issues. It is hoped that nearly all issues have been dealt with. However, an internal audit will be conducted, with the goal of calendar year accuracy for all employees when W2s are issued. It was pointed out that some YC-AFT members might still have step and longevity issues. Whitfield responded that the comprehensive audit should address. It was also suggested that HR is understaffed. Whitfield agreed. Whitfield also identified “lessons learned”: (1) need to continually assess systems, (2) need for a commitment to re-engineer the system, (3) need for a stronger connection between HR and Fiscal Services, and (4) need for more Colleague training and education on coding. DSET will work to automate the payroll process.
3. Revisions of AP 4530 Academic Program Specific Handbooks, AP 7161 Flexible Calendar Program, and AP 5700 Intercollegiate Athletics were shared for information.
4. We continued to revise the DC3 Charter. We reordered some of the guidelines for clarity and agreed that there would be more detail added to the guideline on referring issues to other bodies. Although a couple of members felt the agendas are not set with members input, others disagreed and the charter provides the avenue for anyone to place items on the agenda.
5. We agreed that for future decisions, we would use the following scale in recording assent/dissent: A – fully support, B – support with reservations, C – opposed, but can explain the decision, and D – opposed and believe a proper process was not followed.
6. We agreed that two-way email lists should be expanded and automated. It was also agreed that HR automation was higher priority.

DCAS (11/15) – Highlights:

1. There was a discussion about distance education (DE), focused on students from other states. For students from other states to take YCCD DE classes, there should be an agreement between the offering college and the state of the student (typically paid for by the college). There is a large consortium of state wherein the participating states waive the requirement, but California is one of the few states that is not a member. Colleges who allow out of state students to take DE classes are also required to have a well-established complaint process that said students could use. YCCD does not. It was suggested that we might write and advertise a policy that states that the district not accept out of state DE students, at least until the state is able to join the consortium. This would likely affect a very small number of students, but might be inconsistent with some trustee’s vision of DE in the district. DCAS will await the Chancellor’s input before taking further steps.
2. DCAS indicated that both colleges are interested in an IEPI follow-up PRT visit related to DE, but that only YC is interested in a PRT visit regarding SLOs and “authentic assessment”.

3. We spent more time on AP 4300 Field Trips and Excursions. A clean revision will be distributed soon for senate review. Although this AP touches on elements of the Service Learning issue, we will likely need a new AP for service learning which also has curricular issues. I will research what is done at other CCCs.

Board of Trustees (11/10) – Highlights:

1. The proposed Academic Calendar for 2017-2018 was pulled from the agenda due to concerns regarding the scheduling of Saturday classes relative to times campuses are closed.
2. It appears that after moving some Summer FTES to last year to meet our 2015-2016 target, there will still be at least 87 FTES to move into 2016-2017.
3. Although official ratification of the election results don't occur for a number of weeks, Measure Q appears to have passed with 57.4% support (55% was required).
4. A veteran at YC sent publishers a request for text donations to the veteran students at YC and received a promise of 300 texts (wholesale value over \$20,000)!
5. The meeting was Trustee Sandy's last as chair (Trustee Pasquale (recovering quickly from his heart attack) takes over in December. I believe that Trustee Sandy's performance was exceptional. (To celebrate his pending freedom, this was the shortest trustee meeting in a while.)
6. The WCC Student Trustee, Sandra Casatillo, reported on an enjoyable experience at GA in Sacramento and thanked Dena Martin for helping make it possible.

Miscellany

1. Thank you to Dena Martin, who stepped up in a big way! She volunteered to attend General Assembly (GA) for California Community College Students in an advisory role, which allowed ASWCC, ASLCC, and ASYC to attend the GA. This was a very important function in helping the students of all three sites strengthen their knowledge base and their voice.
2. As per the FAYCCD Bargaining Agreement, I met with FAYCCD rep Ferns, WCC VP Konuwa, and HR Director Whitfield to review the request for a second curriculum faculty co-chair at WCC. All felt the request merited approval and we forwarded that recommendation to President White. He subsequently approved the request.
3. Plenary was very enjoyable and informative. A full report is forthcoming (I'm sure that the anticipation is palpable!)

Draft Counselor Participation on Committees Resolution

Whereas governance committees and college-wide activities both benefit from the diversity offered by a wide cross-section of faculty participation; and

Whereas the perspectives of faculty members from Counseling, Learning Resources, & Student Services are essential to the work of various committees (e.g., schedule development); and

Whereas the ability to adequately staff the committees at WCC is adversely affected by faculty members from Counseling, Learning Resources, & Student Services not participating on committees; therefore

Resolved that the WCC Academic Senate affirms our belief in the importance of the participation of faculty members from Counseling, Learning Resources, & Student Services on WCC/YCCD committees and in WCC activities; and

Resolved that the WCC Academic Senate urges WCC counseling faculty members and the WCC administration work collaboratively to reach agreement that removes any impediments (real or perceived) to the participation of faculty members from Counseling, Learning Resources, & Student Services on committees and in activities.

BYLAWS

ARTICLE I - DUTIES OF OFFICERS AND SENATORS

SECTION 1 – Officers of the Academic Senate

There shall be a president, a vice president, and a secretary of the academic senate. Only full-time faculty members are eligible for the office of president and vice president

SECTION 2 – Election of the President

1. The president of the senate shall be elected at-large from the membership of the full-time faculty.
2. The election of the president shall conform to the procedures specified in Bylaws, Article III, Section 2.

SECTION 3 – Election of the Vice President

At the last meeting in February of each year, the senate shall nominate, from its membership, a vice president for a one-year term. The nomination shall be subject to confirmation by a majority of the senate.

SECTION 4 – Election of the Secretary

At the last meeting in February of each year, the senate shall nominate from its membership a secretary for a one year term. The nomination is subject to confirmation by a majority of the senate. In the absence of an elected secretary, the senate may choose to rotate secretarial duties among its members.

SECTION 5 – Terms

1. The president shall serve for a term of two academic years. The president shall serve a maximum of two consecutive terms (of 2 academic years each) but may serve additional terms after an interruption of service of at least one term.
2. The vice-president and the secretary shall serve for one academic year.
3. The past-president (when seated) shall serve for one

academic year

SECTION 6 -- Duties of the President

1. Preside at all regular and special meetings of the senate.
2. Preside at all meetings of the faculty called by the senate president or by the senate.
3. Attend, or have a senate representative attend all regular meetings of the Board of Trustees. The vice president should first be asked to attend in the president's absence; if the vice president is unavailable, then another member of the senate should be asked.

4. Represent the senate in all “major governance” committees if the senate has not already appointed a person to represent the senate at such meetings. The president should regularly attend all “major governance” committees, especially when major academic and professional matters are under discussion. The academic senate shall determine which committees are to be defined as “major governance” committees.
5. The president should be accompanied by the vice president, another senator, or designated faculty representative at all meetings with the administration. The vice president shall first be asked to accompany the president; if the vice president is unavailable, another member of the senate or a faculty representative should be asked.
6. Serve as an ex-officio member of all senate committees.
7. Prepare and distribute an agenda for each senate meeting.
8. Ensure that senate business is carried forward from previous senate meetings in a timely manner.
9. Implement decisions of the senate and supervise administration of senate business.
10. Perform those tasks that the senate or president deems necessary to the responsible discharge of the president’s obligations to the faculty and senate.
11. The president will be the official spokesperson for the academic senate.

SECTION 7 – Duties of the Vice President

1. If the president is absent or incapacitated, the vice president shall assume the duties of the president until such time as determined by the senate.
2. The vice president shall regularly attend “major governance” committees as assigned.
3. The vice president or a designee from the senate shall attend all curriculum committee meetings.
4. The vice president shall accompany the president when possible in meetings with the administration.
5. The vice president shall perform other duties as assigned by the president or the senate.

SECTION 8 – Duties of the Secretary

1. Keep minutes of all meetings and distribute them to all faculty members.
2. Keep the official record of the senate business.
3. Assume the duties of the president if both the president and vice president are absent or incapacitated.
4. Keep and report the official attendance record of the senate.

SECTION 9 – Duties of Senators

1. Attend senate meetings regularly.
2. Report senate deliberations to constituents and carry constituent concerns to the senate.
3. Represent the senate only when authorized to do so.

SECTION 10 – Ineligibility or Resignation

1. If the president resigns or becomes permanently incapacitated, the senate shall determine whether to hold a new election or have the vice president serve the remainder of the president's term. Upon the election of a new president by special election or as outlined in Bylaws, Article III, Section 1, the new president will immediately assume the role of president of the academic senate.
2. A senator shall become ineligible for a position on the senate when he or she no longer meets the definition of "faculty" as set forth in Constitution, Article III, Section 1, and shall be required to resign immediately from the academic senate. The vacancy thus created shall be filled as herein provided (See Bylaws, Article III).

ARTICLE II- MEETINGS

SECTION 1 – Regular Meetings

1. Regular Calendar Meetings – The academic senate shall hold regular meetings at least once every month during the academic year (August through May). The senate shall, by resolution, set forth the calendar of meetings (to include date, time and place) for the succeeding academic year during the final May regular meeting (Sec. 54954, California Government Code [Brown Act]).
2. Regular Agenda Meetings – An agenda for each regular meeting shall be posted at least 72 hours before the meeting containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. The agenda shall also specify the time and location of the meeting and shall be posted in a location that is freely accessible to members of the public (Sec. 54954.2, California Government Code [Brown Act]).

SECTION 2 – Special Meetings

Special meetings of the academic senate may be held for regular or special business matters, but 24-hour notice, per Brown Act requirements, must be given to all senators, full-time and adjunct faculty, and the general public setting forth the date, time, and place.

A special meeting of the academic senate shall be called by the president upon the written petition of at least three members of the senate or ten percent of the members of the faculty, or at the discretion of the president.

SECTION 3 – Compliance with Brown Act

All regular and special meetings of the senate and its committees shall be open to all parties, with the exception of those portions of the meetings closed by the consent of the senate or president such as sessions to discuss personnel matters. (See Section 54956.7—Closed Session, California Government Code [Brown Act], for guidelines for closed session requirements.)

SECTION 5 – Tenure Hearings

Tenure hearings are closed personnel sessions of the academic senate and are to be held prior to February 15.

SECTION 6 – Compliance with *Robert's Rules of Order*

All academic senate meetings shall be conducted in accordance with generally accepted parliamentary procedures, as described in *Robert's Rules of Order*.

ARTICLE III - ELECTIONS

SECTION 1 – Formation and Duties of Election Committee

Election Committee – During the first week of May, the president of the senate shall solicit volunteers from the faculty to serve on an “Election Committee” for the following academic year. The senate shall then select at least three of these faculty members to form the Election Committee. It shall be the duty of this committee to actively seek out qualified candidates to be nominated for all elections. The Election Committee shall follow the procedures below in conducting the election:

1. Set and advertise the dates for nominations and elections.
2. Issue secret ballots.
3. Ensure that each faculty member casts only one vote and ensure that all faculty members in the representative group are given the opportunity to vote.
4. Secure the ballot box and tally ballots in the presence of all members of the committee.
5. Report the results of the election in writing to the president of the senate.

SECTION 2 – Election of the President

1. The full time faculty shall elect the president of the academic senate by the end of the first week of February. The new president will assume the duties of president of the academic senate at the **first senate meeting** of the following academic year.
2. Nominations – The vice president at the time of nominations will automatically be a nominee for president if she/he agrees to run. Other nominations for president may also be made by submitting to the Election Committee a petition of nomination signed by not less than ten percent of the full time faculty members including the nominee.

SECTION 3 – Election of Senators Representing Academic Groups

Academic Group 1 shall consist of one representative from each representative area (full-time faculty):

- a. Mathematics and Science (mathematics, statistics, life sciences, nutrition, computer science, physical sciences)

2. Language Arts (English, speech, English as a second language [ESL], reading, foreign languages, art, humanities, philosophy, library)
3. Business and Vocational Education (accounting, economics, agriculture, administration of justice [AJ], business, early childhood education [ECE], mass communications)
4. Social Sciences (history, sociology, psychology, anthropology, , political science, ethnic studies)
5. Student Services (Disabled Students Programs and Services [DSPS], counseling)

Academic Group 2 (full-time faculty)

- a. One at-large senator

Academic Group 3 (adjunct faculty)

1. One at-large faculty member from the Woodland campus
2. One at-large faculty member from the Colusa outreach

Group members shall nominate from their own group. If a representative area from Academic Group 1 chooses not to elect a representative, that position will become an at-large position and the person elected to this at-large position will represent all full-time faculty members. If the Colusa outreach chooses not to elect a representative, that position will become an at-large position to be filled by an adjunct faculty member at the Woodland campus, and this senator will represent all adjunct faculty. Only area senators elected by the means set forth in Bylaws will be seated.

1. By the end of the first week of February, the Election Committee shall notify those academic groups that are eligible to elect a member from within their unit to serve on the

senate. Only those individuals who meet the criteria for "faculty" as set forth in Senate Constitution, Article III, Section 1, may be elected.

2. The nomination from an academic group may be made by self-nomination or by another member of the representative group, with the consent of the nominee. All nominations shall be submitted to the Election Committee by the end of the second week of February. The Election Committee will hold elections as specified in Bylaws, Article III, Section 1.
3. Faculty shall have 5 working days after the close of nominations to cast their ballots.
4. If a representative area or academic group does not submit a nominee, that position shall be declared an at-large position and the person elected to that position will represent all faculty members.

SECTION 4 – Election of At-Large Senators

1. By the end of the third week of February, the election committee will notify the faculty of open at-large seats and will begin accepting nominations. These include:
 1. The seat(s) reserved for full time faculty.
 2. The seats reserved for adjunct faculty.
 3. Any seats that may result from a division not nominating a senator to represent it.
2. Nominations for at-large senators will close on February 28 or the first working day afterwards.
3. Faculty shall have 5 working days after the close of nominations to cast their ballots.

SECTION 5 – Nomination and Confirmation of Vice President

As soon as the new senate has been elected, it shall nominate one of its members to the office of vice president. The senate shall vote by secret ballot to confirm the nominee. Confirmation requires a majority of the votes cast. If the nominee is not confirmed, the senate shall submit another nomination. This process will continue until a vice president is elected.

SECTION 6 – Nomination and Confirmation of Secretary

Following the election of the vice president, the senate shall nominate one of its members to the office of secretary. The senate shall vote by secret ballot to confirm the nominee. Confirmation requires a majority of the votes cast. If the nominee is not confirmed, the senate shall submit another nomination. This process will continue until a vice president is elected or the senate decides not to seat a secretary.

Section 7 Ties

In the event that an election results in a tie, the elections committee will conduct a coin flip to determine the winner.

SECTION 8 – Senate Term Limits

The senate president shall serve a two-year term. The past president shall serve a one-year term, immediately following his or her term as president. All other senators shall serve three-year terms with elections staggered in years as follows:

1. Language Arts/Art –2017, 2020, 2023...
2. Math/Science –2017, 2020, 2023...
3. Social Science –2018, 2021, 2024...
4. Business/Vocational Education –2018, 2021, 2024...
5. Student Services –2016, 2019, 2022...
6. Adjunct for Woodland –2016, 2019, 2022...
7. Adjunct for Colusa –2018, 2021, 2024...

8. At Large –2016, 2019, 2022...

ARTICLE IV - RECALL AND

DISMISSAL SECTION 1 – Recall of Senators

Any member of the academic senate is subject to being recalled by two-thirds of the faculty that elected them, as defined in Constitution, Article III, Section 1. The academic senate governs the recall procedures. Further, any member of the academic senate is subject to being expelled by a vote of two-thirds or more of the membership of the senate.

SECTION 2 – Recall of Officers

If the president is recalled, the senate shall determine whether to hold a new election or have the vice president serve the remainder of the president's term. Upon the election of a new president by special election or as outlined in Bylaws, Article III, Section 1, the new president will immediately assume the role of president of the academic senate.

SECTION 3 – Petition of Recall

If an academic group wishes to recall the individual they elected to be their senate representative, a petition signed by a majority of the eligible unit's voters and presented to the academic senate will start the recall process. The Election Committee will then conduct an election to fill the vacant seat as outlined in Bylaws, Article III, Section 1. A two-thirds majority of the votes cast is required to remove the senator from office. The vacated seat will then be filled for the duration of the term by holding a special election.

SECTION 4 – Recall of At-Large Senator

If the senator to be recalled is an at-large senator representing full time faculty, a petition signed by forty percent of the full time faculty presented to the academic senate will start the recall process. An election, as outlined in Bylaws, Article III, Section 1, will be held. A two-thirds majority of the votes cast is needed for the recall to take place. The vacated seat will then be filled for the duration of the term by holding a special election.

SECTION 5 – Recall of Adjunct Senators

If the senator to be recalled is an adjunct senator, a petition signed by forty percent of the eligible adjunct faculty presented to the academic senate will start the recall process. The term "eligible adjunct faculty" refers to the faculty that are eligible to vote for that senator. If the senator is representing the Woodland campus, only those adjunct faculty members teaching in Woodland can vote. If the senator is representing the Colusa outreach, only those adjunct faculty members teaching in Colusa can vote. If the Senator is serving all adjunct faculty, then all adjunct faculty can vote. An election, as outlined in Bylaws, Article III, Section 1, will be held. A two-thirds majority of the votes cast from is needed for the recall to take place. The vacated seat will then be filled for the duration of the term by holding a special election.

SECTION 6 – Dismissal of Senators for Excessive Absences

If a senator misses more than 50% of regular Senate meetings during any semester, that senator will be considered derelict in his or her duty and shall be removed. If the senator in question represents a Representative Area, the group will be notified that their senator has been removed from office. The Election Committee will then conduct a new election for that academic group using the election procedures as outlined in Bylaws, Article III, Section 1. If the senator in question is serving at large, the senate will declare that seat vacant and the Election Committee, using the election procedures, will conduct a new election as outlined in Bylaws, Article III, Section 1.

ARTICLE V - AMENDMENT PROCEDURES

SECTION 1 – Manner of Amendment

The Woodland Community College Academic Senate Constitution and Bylaws shall be amended in the following manner:

1. Amendments can be put forward in one of two ways: First, the sponsor of an amendment shall submit to the academic senate a copy of the proposed amendment, with the signatures of thirty percent of the full time faculty. Second, the academic senate may by majority vote become the sponsor of an amendment. In either case, the senate shall set a date for a meeting of the faculty for the purpose of debating the proposal. The sponsor shall distribute copies of the proposed amendment to the faculty no later than five working days prior to the faculty meeting.
2. The senate shall conduct an election on the proposed amendment no earlier than five working days, nor later than ten working days, following the date of the faculty debate of the amendment.
3. A two-thirds majority vote as defined in Bylaws, Article V, Section 2 shall be required to amend the Constitution.
4. A two-thirds majority of the senate shall be required to amend the Bylaws.

SECTION 2 – Amendment Voting Weights

For voting purposes, the number of faculty shall be defined as all full-time faculty plus two-fifths of the adjunct faculty. Each full-time faculty member shall have one full vote. Each adjunct faculty member shall have a two-fifths vote.

ARTICLE VI – SUPPLEMENTAL PROCEDURES

In order to facilitate the operation of the senate and provide for the resolution of contentious issues, the senate shall from time to time formulate “Supplemental Procedures.” These Supplemental Procedures will carry the authority of senate resolution, and shall be binding. They will generally deal with issues of less importance than those items enumerated in this

Constitution and Bylaws. They can be passed and modified by a majority vote of the senate.
They will be published separately from this Constitution and Bylaws.

Sabbatical Leaves at YCCD October 31, 2016 At a meeting on August 9, 2016, at which the following persons were present: Fernando Canto-Lugo, Matt Clark, Marc Flacks, Kevin Ferns, Elena Heilman, Douglas Houston, Christopher Howerton, GH Javaheripour, Lisa Jensen-Martin, Greg Kemble, John Thoo, Michael White, Angela Willson: a Sabbatical Leave Task Force was commissioned to undertake the following [5, p. 5].

- Focus on criteria first, then the process
- Separate the criteria for the process and criteria for approval
- Consider process issues (e.g., something that would unintentionally make someone ineligible)
- Reflect on – The Chancellor limits – Purpose and limits identified in the contract – Sabbatical Leave Committee comments and questions
- Provide clearer instructions and rubric
- Keep best practices in mind
- Talk to faculty who applied for sabbaticals in recent years
- If the Task Force has questions for the Senates, Thoo will send them to both Kemble and Clark.
- If there are questions about what is in the contract, they should go to FAYCCD.
- The task force may recommend to the Academic Senate that a change be made to the contract. The Academic Senate would then work with FAYCCD.
- The Task Force may propose changes to policies
- Submit outcome of Task Force to Clark and Kemble who will take it to the Academic Senates and then to DCAS.

1 The members who were appointed to the Sabbatical Leave Task Force are John Thoo (chairman), Fernando Canto-Lugo (YC Academic Senate representative), Matt Clark (WCC Academic Senate representative), and Marc Flacks (Sabbatical Leave Committee representative). The Sabbatical Leave Task Force respectfully submits this report. Since FAYCCD Contract [3, p. 9, ¶4.2.1.6] states, Criteria used for ranking sabbatical leave applications and evaluation procedures shall be developed by the Academic Senate(s) and the Leave Approval Committee as named in 4.2.1.5, this report only contains ideas for the Academic Senates and the Sabbatical Leave Committee to consider, and does not propose anything definitive.

1 What the ASCCC says

1. “By virtue of its traditional benefit to professors, institutions, and students, sabbatical may appropriately be considered as a ‘right’ by the professoriate” [1, p. 1].
2. “Leaves of absence are among the most important means by which the teaching effectiveness of faculty members may be enhanced, their scholarly usefulness enlarged, and an institution’s academic program strengthened and developed” [1, p. 1] (citing the AAUP). “Colleges should do everything they can to establish, nurture, and preserve wide-ranging, effective sabbatical leave programs . . . [which] involves financial arrangements that provide sufficient compensation for faculty to actually accept the sabbatical awards” [2, p. 15].
3. “Sabbatical . . . is generally acknowledged within academe as a productive period of professional enrichment. . . [A] broad interpretation defines sabbatical as a paid interruption in a professor’s teaching schedule for a predetermined period in order that he or she may achieve an academic goal such as publishing, conducting research, or earning academic credits ñ [sic] as well as other professional ambitions that contribute to individual and/or institutional objectives” [1, p. 5].
4. A survey conducted by the ASCCC in Fall 2006 [4] found that “views concerning the role of sabbaticals included an opportunity to do research, to do instructional research, for retraining, to generate artistic products, or to generate large scale writing projects” [1, p. 6]. In addition, “most colleges . . . recognized one or more of the following factors as rational for providing sabbaticals: accrual of academic units, completion of a degree or certificate, generation of a product (a written document, study, work of art), professional enrichment (travel or internship). . . research, program or course development, retraining, and other activities that support the mission of the college” [1, p. 7].
5. “The ideal, of course, would be a sabbatical program that combines high compensation with an uncomplicated application process, thus leading to high faculty participation, and to results that are valuable for all members of the college community” [2, p. 5].
6. “Those proposals which have ill defined objectives and outcomes should not be summarily rejected, but there should be an opportunity to meet with the committee to receive assistance with refining proposals” [2, p. 7].
7. “Review committees composed mainly of faculty members are likely to impart academic integrity to the entire process and to encourage widespread faculty participation across the institution. To achieve high utilization of sabbaticals, the process has to both encourage applications, and

subsequently encourage faculty implementation of approved sabbatical leave awards. . . . A particular effort should be made . . . to encourage applications that go beyond traditional 'academic' disciplines and activities" [2, p. 7]. 8. "An evaluation process that is objective, transparent and involves review by faculty peers is more likely to encourage participation in the sabbatical process" [2, p. 14]. 9. "Though no sabbatical policy provides leave solely for rest, a wide range of activities can provide professional renewal that reinvigorates faculty and their commitment to the professions. . . . In a system as large and diverse as the California community colleges, value from sabbatical leaves can be found in a wide range of activities. . . . Some of the more traditional activities include: • Formal (institutional) study [taking classes] • Informal (independent) study [develops own course of study] • Travel [to specific places outside the local area; usually combined with gathering of resources unique to the particular locations; can be especially useful for disciplines involved in the comparison of different cultures or surveys of international resources in the arts, humanities, and social sciences] • Work experience [in a particular business or industry] • Curriculum development [for a new program or expand an existing program] • Other scholarly or creative activities [research, writing, artistic activities, or other discipline-related work; enhancing pedagogical skills] • A combination of the above" [2, pp. 9–10]. 10. "The idea of a sabbatical should inspire excitement and creativity. . . . The need to demonstrate value to the institution should not turn the application process into a competition of who can promise the most. . . . [I]t is important not to limit projects to narrow discipline needs. Faculty and colleges can benefit from professional development in broader areas such as techniques and strategies appropriate to basic skills, or distance education, or leadership. Sabbaticals could also be used as part of a faculty retraining program in an alternative or additional discipline . . . [or] to gain experience or perspective in a temporary administrative position" [2, p. 10]. 11. Pages 11–12 of [2] list examples "of a broad range of activities that are perhaps beyond the traditional categories." It is noted that "a list of examples will not capture all that is possible in the way of original, creative or inspiring projects" and that "committees should share creative examples with faculty and indicate their openness to such proposals."

2 Ideas for YCCD guiding principles

1. A faculty member who applies for a sabbatical shall not also be a member of the Sabbatical Leave Committee, or at least shall recuse himself (or herself) from deliberating his application or voting if he is a member.
2. No faculty member shall be prevented from taking a sabbatical leave because of staffing or program support or continuance. The Colleges and the District shall secure the best possible staffing to ensure that students and programs are supported to the utmost while a faculty member is on sabbatical leave.
3. No sabbatical leave shall be denied based solely on the proposed activity if it falls within professional development.
4. A faculty member has a right to meet with the Sabbatical Leave Committee, the member's Academic Senate, the member's College President, the Chancellor, and the Board of Trustees to discuss the member's sabbatical leave application.
5. A faculty member who applies for a sabbatical leave may be present at the meeting in which the member's application is being discussed for approval, but the member shall be excused before deliberations or a vote. The Sabbatical Leave Committee may ask the applicant questions at the meeting.
6. If a faculty member's sabbatical leave application is not approved, the member has a right to know the specific reasons for the decision.
7. If a faculty member's sabbatical leave application is not approved, the member has a right to challenge the decision by appealing to either the Sabbatical Leave Committee or the faculty member's Academic Senate, and to the Board of Trustees. Correspondingly, sabbatical leave applications and appeals shall be processed and decided upon in a timely manner 4 so that, if a decision is appealed up to the Board of Trustees, the member's proposed professional development activity shall not be hindered if the ultimate appeal is ultimately successful.

3 Ideas for roles of various individuals and groups

- 3.1 Chancellor
 1. Ensure that sufficient funding is included in the YCCD annual budget to pay for appropriate replacement faculty, whether they be long-term temporary full-time faculty or temporary full-time adjunct faculty or adjunct faculty as needed, as provided by the FAYCCD contract [3, §4.2]. Appropriate

replacement faculty shall be hired in a timely manner so as to ensure that there is no disruption in course offerings or academic programs due to a sabbatical leave. 2. Ensure that sabbatical leaves do not run afoul of any law, statute, code, or policy, whether they be federal, state, or local. 3. Forward to the YCCD Board of Trustees for approval any sabbatical leave that the Sabbatical Leave Committee has approved provided that the leave does not run afoul of any law, statute, code, or policy, whether they be federal, state, or local. 3.2 Presidents and Vice-Presidents 1. Promote sabbatical leaves as an important avenue of faculty professional development. 2. Publish College goals that might be met through a sabbatical leave, keeping in mind that sabbatical leaves are primarily for faculty professional development and not for accomplishing institutional goals. 3. Provide support or assistance to faculty members in preparing their sabbatical leave applications so as to maximize their chances of approval. 4. Clear the way for hiring appropriate replacement faculty, whether they be long-term temporary full-time faculty or temporary full-time adjunct faculty or adjunct faculty as needed, and to ensure that appropriate replacement faculty are hired in a timely manner so that there is no disruption in course offerings or academic programs due to a sabbatical leave. 5. Participate as members of the Sabbatical Leave Committee as provided by the FAYCCD contract. 5 3.3 Faculty Supervisors 1. Support sabbatical leaves as an important avenue of faculty professional development. 2. Advise the President or Vice-President on the hiring of appropriate replacement faculty to ensure that there is no disruption in course offerings or academic programs due to a sabbatical leave. 3. Work with HR in the hiring of appropriate replacement faculty, whether they be long-term temporary full-time faculty or temporary full-time adjunct faculty or adjunct faculty as needed in a timely manner. 4. Serve as resource persons if requested by the Sabbatical Leave Committee. 3.4 Academic Senates 1. Promote and uphold sabbatical leaves as an important avenue of faculty professional development, and to “be prepared to collaborate [with FAYCCD] in defense of sabbatical rights and to clearly communicate their value to the institution” [2, p. 2]. 2. Establish with the Sabbatical Leave Committee “[c]riteria used for ranking sabbatical leave applications and evaluation procedures” [3, p. 9, ¶4.2.1.7]. 3.5 Sabbatical Leave Committee 1. Establish with the WCC and YC Academic Senates “[c]riteria used for ranking sabbatical leave applications and evaluation procedures” [3, p. 9, ¶4.2.1.7]. 2. Create a sabbatical leave application form that is simple, yet requests all of the necessary information. 3. Establish a timeline for the sabbatical leave application process that allows for at least the following. (a) Disseminate information. (b) Assist faculty members to prepare their applications. (c) Evaluate applications, and approve or disapprove applications, and to rank approved applications if the number exceeds the available number of sabbatical leaves. This shall include time for the following. i. Obtain clarification or additional information in order to evaluate an application properly. ii. Receive and evaluate an appeal if an application is not approved. (d) Complete the process to allow the timely advertising and hiring of appropriate replacement faculty. 6 Ideally, the timeline will not vary from year to year. 4. Publicize the availability of sabbatical leaves as an important avenue of faculty professional development. 5. Make available previous successful sabbatical leave applications as examples. 3.6 Faculty 1. Uphold sabbatical leaves as an important avenue of faculty professional development. 2. Provide content expertise if the Sabbatical Leave Committee requests their assistance in evaluating an application. 3. Assist in the screening and interviewing of prospective replacement faculty. 3.7 FAYCCD 1. Uphold sabbatical leaves as an important avenue of faculty professional development, and to “be prepared to collaborate [with the Academic Senates] in defense of sabbatical rights and to clearly communicate their value to the institution” [2, p. 2]. 2. Ensure that the FAYCCD Contract is followed. 3.8 HR 1. Work with the responsible faculty supervisor to advertise and search for appropriate replacement faculty, whether they be long-term temporary full-time faculty or temporary full-time adjunct faculty or adjunct faculty as needed in a timely manner. 2. Work with the responsible faculty supervisor to coordinate or assist in the screening and interviewing of prospective replacement faculty in a timely manner. 4 Idea for Purpose The purpose of a sabbatical leave is to provide an

extended period of time and the freedom from regular duties for a faculty member to pursue a course of study or other creative activity, which might include travel, for professional development when other avenues of professional development are unavailable, inadequate, or inappropriate.

7 5 Ideas for Criteria and Rubric

1. Completeness: Is the proposal complete in providing all the information needed by the committee?
2. Clarity: Are the goals and rationale of the proposal clear?
3. Seniority: Perhaps we can have a formula where years of service add points to an application, but only if the applicant has not taken sabbaticals previously.
4. Time Sensitivity: Perhaps more weight can be given to applications based on urgency (e.g., development of new curriculum that is urgently needed, would take precedence over a proposal with a longer term horizon).

6 Ideas for application process

The years mentioned here are placeholders only, and are intended only to give an indication of the timeline.

1. September 2000: Sabbatical Leave Committee holds an information workshop for faculty members who are interested in applying for a sabbatical in the academic year 2001–2002.
2. November 2000, first-half: Sabbatical Leave Committee holds an application workshop to review any applications for 2001–2002. Faculty members who are applying may use the workshop to have their applications checked for completeness and clarity or to obtain suggestions or advice for improving their applications. Faculty members must understand that there is no guarantee at this time that their applications will be approved.
3. November 2000, second half: Sabbatical Leave Committee reviews applications and forwards approved applications to the Chancellor.
4. December 2000, first week: Chancellor consults the Sabbatical Leave Committee if he (or she) believes that any of the applications are questionable. The Chancellor and the Sabbatical Leave Committee come to an agreement on those applications.
5. December 2000, second week: Faculty member appeals if his (or her) application is not approved.
6. December 2000, second half: Sabbatical Leave Committee makes final (second) decision on any applications that were appealed.
7. January 2001: Chancellor forwards approved sabbaticals to the Board.
8. February 2001: Advertise for long-term replacement faculty members. This commences the hiring process for replacement faculty members to begin working in the upcoming fall semester.
- 8 9. April 2001: Sabbatical Leave Committee holds an information workshop so that faculty members who are interested in applying for a sabbatical leave in Fall 2001 for the academic year 2002–2003. The application itself should include the following.
 1. A place for a faculty member’s supervisor to acknowledge that he (or she) is aware that the faculty member is applying for a sabbatical. This is to allow the supervisor to begin working on a replacement faculty member should the application be approved.
 2. A place for the applicant to indicate that the application may or may not be used as an example for future applicants.
 3. A place for the Sabbatical Leave Committee to state the reasons an application is not approved.

References

[1] Academic Senate for California Community Colleges (ASCCC). Spring 2007. Sabbaticals: Benefiting Faculty, the Institution, and Students. Sacramento, CA. http://www.asccc.org/sites/default/files/publications/sabbatical-rights_2007_0.pdf

[2] Academic Senate for California Community Colleges (ASCCC). Spring 2008. Sabbaticals: Effective Practices for Proposals, Implementation and FollowUp. http://www.asccc.org/sites/default/files/publications/Sabbaticals_0.pdf

[3] FAYCCD Contract (Collective Bargaining Agreement). Academic years 2013–2016.

[4] The Academic Senate for Community Colleges (ASCCC). Fall 2006. “Survey on Sabbatical Leave Policies and Practices.” <http://www.surveymonkey.com/Report.asp?U+259689165258>

[5] Sabbatical Leave Discussion Minutes. Tuesday, August 9, 2016, 10:00 a.m.– 1:30 p.m., Board Room and WCC Room 114. Recorded by Renee Hamilton. 9