We are your Academic Senate. We meet twice a month during the school year. We work to support the process of participatory governance.

We uphold and support the “10+1” areas of shared governance. In our areas of expertise, our local governing board will rely primarily upon the judgment of the Academic Senate.

All, please enjoy this end-of-the-year summary of the good work of your Academic Senate.

**Faculty Hiring 2017-18**

Hiring for full time tenure track positions remained strong during the 2017-18 school year. With approximately 40 faculty members in middle of the tenure process, and up to 14 new hires this year alone, the college will continue to see new faces as we continue to grow our programs.

- Early Childhood Education
- Cooperative Work Experience Instructor
- Psychology Instructor
- Mathematics x 2
- Computer Science
- Counselor
- Nursing
- Agricultural
- Spanish
- Alcohol and Other Drugs
- English
- Philosophy
- Chemistry

**Senate Committee Updates**

The Curriculum Committee continued to approve new and updated curriculum. The biggest change has been

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**Title 5 §53200 (b):** Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. Section 53200 (c) “Academic and professional matter” means the following policy development and implementation matters:

1. Curriculum including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate
the switch to local approval for college courses. Dr. Kelly Locke will lead a team of five faculty and two support staff to the ASCCC Curriculum Institute this July. A Guided Pathways perspective will be offered. Alignment of curriculum, a focus on transfer, and meta-majors mean the Curriculum Committee will be very busy for the foreseeable future. More reassign time, Dr. Locke?

The Faculty Professional Development Committee may be poised for a renaissance. Recent years have seen the good work of the committee melded with a broad college focus on professional development for the entire campus professional community.

The Full Time Faculty Hiring Committee (FTFHC) began their work late in the Fall semester by selecting Deborah Stephens as the committee chair. Hard work, much analysis, spreadsheets, and presentation to the Academic Senate and the Academic Affairs Council followed. The result of this good work resulted in Hartnell College President Dr. Lewallen accepting the list of requested faculty positions in its entirety. It should be noted that many individuals have worked over the last two years to bring the FTFHC back into position of import. Work still needs to be done on the further integration of the FTFHC with the Program Planning and Assessment process. Please do reach out to Deborah and thank her for her hard work addressing this—until now—intractable issue.

Participatory Governance Updates

**Guided Pathways**
The California community college system embarked on a radical change to our mission to educate or citizens. A student centric focus is being constructed with the promise to better serve our student needs. Faculty were selected by the Academic Senate to attend several workshops on the topic. And there were several presentations on campus during the year. Dr. Hetty Yelland has been selected as the Guided Pathways Coordinator and will be serving as the faculty point-person for all issues regarding guided Pathways.

GUIDED PATHWAYS

Hartnell College has embarked on a journey to join this growing national movement aimed at greatly improving student success. The Guided Pathways framework "creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success. The Guided Pathways framework also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience."
Accreditation
The Academic Senate selected four faculty co-chairs to assist in drafting the Institutional Self-Evaluation Report (ISER). Ann Wright, Lisa Storm, David Beymer, and myself—Chris Moss, along with a host of faculty and staff support, assisted the team in writing the initial draft of the document. It now goes to Michael Hooper—English instructor and ISER co-chair—for final edits. This report is the initial part of the accreditation process that culminates with a visit by the friendly folks from the ACCJC, and a reaffirmation of our accredited status (we all so very much hope!). 😊

Program Review
Due to low enrollments and a lack of college support, the Alcohol and Other Drugs Program was placed into the AP 4021 Program Evaluation process. A committee representative of college stakeholders was convened, data was assessed, and suggestions offered. The result of the committee was a list of recommendations which included a full time tenure track position. This recommendation was supported by the FTFHC and approved by the college President Dr. Lewallen, and is currently in process—see above.

AB 705, Multiple Measures, and All That
New legislation that will directly affect our students is currently being enacted. AB 705 The Seymour-Campbell Student Success Act requires community college students to complete a transfer level English and Mathematics course within one year of beginning classes at a community college. Concern over success and persistence rates for our students under this new measure has led to an exploration of ways to proactively support student success. Approaches focus on supplementary student support labs for transfer level English and Math courses. Attention to student success rates in courses that require English and Math prerequisites will also require attention. It should be noted that AB 705 has the capacity to significantly change the classroom experience for our students, and instructors.
Funding Formula Change
The community college system will most likely undergo a very significant change in how the state funds our enterprise. Funding will no longer be based entirely on our Full Time Equivalent Student (FTES) number. In its place will be a revised funding stream formula where 60% of funds will be based on FTES, 20% will be based on service to students from historically underrepresented groups, and 20% based on incentives based on time to degree, transfer, or certificate. This is truly new. I’m sure I’ve missed/left off some nuance. The next few years are sure to be very much a time of—um—discovery.

Finally
I am completing my two-year term as your Academic Senate President. I must say that my time in this place has been some of the most enjoyable time I have spent in this profession. My colleagues—you—have made my tasks doable, and my responsibilities manageable. It is my hope you have found my service helpful and useful.

I have made many requests, and I have one more. Please extend to the incoming Academic Senate leadership team all support and access you have granted me and mine.

It is my pleasure to introduce...
- President: Lisa Storm
- 1st Vice President: Cheryl O’Donnell
- 2nd Vice President: Melissa Hornstein
- Secretary/Treasurer: Nancy Schur-Beymer
- Member-at-Large: Tony Anderson

Thank you,

Chris Moss