

## Academic Senate Objectives 2005-06

Objective	Tasks	Responsibility	Due Dates	Progress: Fall 05	Spring 06
<b>Student Learning Outcomes</b> <i>Develop SLOs, by supporting the activities and timeline that the SLOT has developed, so that progress is made in developing course-level SLOs.</i>	<ol style="list-style-type: none"> <li>1. Communicate the proposed timeline for developing course-level SLOs.</li> <li>2. Assist the SLOT in developing appropriate activities for spring in-service related to course-level SLOs.</li> <li>3. Support training to assist in the development of course-level SLOs over Spring 2006.</li> </ol>	John Koetzner	Fall, 2005  Fall, 2005  May, 2006		
<b>Institutional Graduation Requirements (IGR)</b> <i>Continue the dialogue on IGR regarding Cross-cultural, Health &amp; Personal Development, Information Competency</i>	<ol style="list-style-type: none"> <li>1. Inform faculty regarding IGR recommendations from SLOT Committee</li> <li>2. Request input from faculty</li> <li>3. Facilitate dialogue for final decision on IGR</li> </ol>	John Koetzner	Fall, 2005  Fall, 2005 Spring, 2006		
<b>Reassigned Time</b> <i>Ensure a fair and equitable practice of determining and allocating reassigned time to full-time faculty</i>	<ol style="list-style-type: none"> <li>1. Work with Joint Senate/Union Committee to define areas of responsibility</li> <li>2. Work with Superintendent/President to further goal</li> </ol>	Ad hoc Committee with Meet & Confer	May, 2006		
<b>Program Marketing Support</b> <i>Continue to work towards improving program marketing support for instructional programs</i>	<ol style="list-style-type: none"> <li>1. Develop a procedure/chain of responsibility that ensures that marketing requests made by faculty in their Program Reviews, are dealt with.</li> </ol>	Leslie, Charles, Kathy Lehner, Ross Beck, committee members	May, 2006		

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<b>Program Marketing Support</b> <i>(continued)</i>	<ol style="list-style-type: none"> <li>2. Develop a strategy and plan for marketing and promoting low enrollment classes.</li> <li>3. Develop a procedure/chain of responsibility to ensure that the college website is accurate and updated at all times.</li> <li>4. Develop a strategy and plan for marketing and promoting instructional programs that offer special events.</li> <li>5. Develop an institutional marketing plan that is tied to the Strategic Plan, to ensure that ongoing marketing support exists for instructional programs, now and in the future.</li> <li>6. Develop a procedure/chain of responsibility to ensure that an updated master calendar exists and is developed in a way that is useful and usable to all.</li> </ol>				
<b>Online Faculty Evaluation Tool</b> <i>Adopt an online faculty evaluation tool</i>	<p><b><u>Short Term</u></b></p> <ol style="list-style-type: none"> <li>1. Subcommittee to select one tool among existing tools</li> <li>2. Provide opportunity for feedback</li> <li>3. Circulate to all affected</li> </ol>	Charles, Jessica, Nancy, Neill	November 17, 2005		

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<b>Online Faculty Evaluation Tool</b> <i>(continued)</i>	instructors 4. Send tool to bargaining unit to negotiate  <u><b>Long Term</b></u> 1. Assess interim tool to determine what works best for our institution 2. Revise to accommodate our needs 3. Adopt permanent online faculty evaluation tool 4. Refer to bargaining units to negotiate		May, 2006		
<b>Faculty Evaluation Tool</b> <i>Review and possibly revise faculty evaluation tool</i>	1. Provide faculty forums to discuss our current faculty evaluation tools, its purpose and effectiveness 2. Recommend revisions if necessary	Leslie, Nancy, Jessica	May, 2006		
<b>Committee Handbook</b> <i>Review, revise and update the Mendocino College Committee Handbook</i>	1. Review, revise and update the "Preface" in the MC Committee Handbook 2. Review and revise the committee forms that appear in the handbook 3. Develop a timeline that articulates the sequence of events necessary for yearly updates and when these activities should take place	Leslie Saxon West <i>(with Instruction Office personnel)</i>	January, 2006		

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<p><b>Academic Senate and Collective Bargaining Unit Relationship</b>  <i>AS and collective bargaining unit to develop a clear understanding and protocol of how the two entities should and will interact with one another to better serve the faculty.</i></p>	<ol style="list-style-type: none"> <li>1. Form an AS/Union Joint Issues Committee</li> <li>2. Determine issues of joint concern</li> <li>3. Determine areas of responsibility of AS and areas of responsibility of Union</li> <li>4. Participate in ongoing dialogue about faculty concerns and issues and work together to ensure that those needs and concerns are addressed</li> </ol>	Academic Senate and Collective Bargaining Members	May, 2006		
<p><b>Classroom Management</b>  <i>Provide support to classroom faculty in handling student behavioral issues.</i></p>	<ol style="list-style-type: none"> <li>1. Define and assess the scope of student behavioral issues at Mendocino College</li> <li>2. Review the current Student Conduct Policy</li> <li>3. Determine how to best support faculty in handling student behavioral issues</li> </ol>	Jean, Steve C. & Jessica	May, 2006		