

Academic Senate Executive Task Force on Structure

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Purpose: The overall goal of the evaluation and recommendation of changes to the committee structure is to ensure the integration of Guided Pathways, Student Equity and Achievement Programs, and Sustainability, as well as other academic and professional policy and procedure development and maintenance is occurring within the shared governance process.

At the September 19, 2019, Senate Executive Board meeting the board directed the AS President to create an Executive taskforce to consider organizational structure to bring recommendations to the Executive Board. Areas to be addressed include unresolved issues list identified through the April 24, 2019 and Aug 1, 2019 planning meetings as well as the August 22, 2019 Senate Planning Retreat agreed upon by the Exec Board at the September 5, 2019 meeting.

1. Budget planning and allocation processes for funds other than General Funds
2. Research – ensuring that decisions are data-informed
3. Program Initiation & Planning
4. Ensuring that MAPs are updated and kept current at curriculum changes
5. Interdisciplinary Degrees
6. Academic and Support Programs, ensure these programs are aware of what each other is doing, 10+1 planning & policy
7. Catalog
8. Student outreach & in-reach: Dual Enrollment, MECA, Noncredit, Promise+, Summer Programs
9. OER, textbooks, copyright, and bookstore relations
10. How students who would have been enrolled pre-collegiate classes are impacted by changes to placement

Meetings: *Because of scheduling challenges not everyone was able to attend every meeting. Chisa scheduled additional meetings to gather input from stakeholders and shared findings with the TF as the work developed. Additional discussions that informed our work also happened within current Senate committees and council meetings.*

September 24, 2019: Chisa met with GPS Group 2 to review GPS workgroup purposes & functions

September 30, 2019, October 4, 2019, October 9, 2019, & October 23, 2019: TF Meetings

October 24-25, 2019: Chisa meeting with Leading From the Middle/GPS faculty Coordinators

October 30, 2019: TF Meeting

November 5, 2019: Chisa met with GPS Group 2 on Mapping & Catalog Committee

November 5, 2019: Academic Support & Shared Governance TF meeting with Madelyn Arballo, Meghan Chen, & Shiloh Blackster

Resources Considered:

- current purposes & functions for committees and councils
- Guided Pathways Scale of Adoption
- Student Equity Plan
- Barnes & Noble Contract
- Current Guided Pathways workgroup structure
- Guided Pathways materials from ASCCC
- ASCCC materials on 10+1, and 10+1+GP
- APs and Committee descriptions from other California Community Colleges

Methods:

We worked with alacrity through research and thoughtful discussion over many hours of meetings to address identified unresolved issues, as well as related issues that arose through the work with solutions that uses existing structure and processes where practical and there is a high possibility of success.

Discussion:

We acknowledge the following factors:

1. There are already a lot of committees operating on campus, at varying levels of effectiveness and participation. Developing more effective committee dynamics will be a next steps.
2. Our goal is to develop a structure that pulls Guided Pathways into the shared governance structure and is responsive to current campus and statewide initiatives (SEA Programs and Sustainability)
3. Guided Pathways has been operating outside of the shared governance structure, and has been able to make strides due to the effort and commitment of participants. We hope to harness this commitment and support the work within the shared governance structure.
4. 10+ 1 and Academic Senate purpose and function are our starting place for considering matters that should be in the Senate committee structure as they are the responsibility of the Senate.
5. An effective structure that ensures flow of communication and that recommendations get appropriate input and are informed by accurate data and information. Lines of communication for information and recommendations need to be well defined.

Recommendations:

Issue	What needs to be addressed	Resolution
1. Budget planning and allocation processes for funds other than General Funds	Currently the budget planning processes for SEAP, SWF, and other categorical funding are inconsistent and lack transparency. or variance in process may not going through the Budget Com. Issues related to SCFF)	Recommend that new or revised budget plans and processes go to A) Academic Senate and Instruction Team for review, and then to AMAC, and B) Budget Committee, and then to PAC. This will ensure alignment with accreditation, add creditability and transparency to the processes, and support the elimination of silos.
2. Research	Need to ensure that Senate and Senate committee and council decision making is data-informed. We often learn of research after the fact, and want to be less reactive in our use and engagement with data.	A) Appoint a Research Liaison who will report to full Senate. Research Liaison will be a member of the GPS Research Workgroup B) Continue to integrate research highlights as informational items at full senate meetings C) Going forward the Senate will continue discussions regarding faculty, Data Coaching and Senate functions.
3. Program Initiation & Planning	Need a solution to catch potential overlap or priority misalignment due to program development being funded before any check for overlap, mission-alignment, or to ensure reflection of priorities in the Educational Master Plan, Strategic Plan, PIE, LAOCRC, or needs of potential students and the community.	Other CCC have processes in place for program initiation review to identify potential issues and address them before program development begins in earnest. Task Force of members of EDC to make a recommendation to senate for how to operationalize a program initiation process.
4. Ensuring that MAPs are updated and kept current at curriculum changes	Currently the MAP update process is unclear for some and inconsistent. Map maintenance needs ongoing attention, and campus policies, procedures, and processes need to be established and distributed. Mapping process needs to engage (non-counseling) discipline faculty with counseling faculty.	<ul style="list-style-type: none"> a. Mapping & Cataloging Committee b. Counselor with reassigned time to act as Mapping Coordinator c. RISE (Relmaging the Student Experience) program will engage faculty across campus with opportunities for all programs to work on program development activities to support Pathways.

<p>5. Interdisciplinary Degrees</p>	<p>Interdisciplinary Degrees are currently “owned” by Senate. This requires the creation of a TF to review and make any changes. It also can result in challenges in the effective scheduling and promotion of degrees. Local AA general degrees may need to be realigned, which should be done in conversation with a counselor.</p>	<ul style="list-style-type: none"> a. For new degrees: agree on rotation at the establishment of the degree. b. Existing degrees rotate among disciplines by 4-year review c. Additional discussion is needed to address local AA general degrees. Perhaps a TF in 20-21.
<p>6. Academic and Support Programs, ensure these programs are aware of what each other is doing, 10+1 planning & policy</p>	<p>Need to develop curricular expectations for academic support centers, including closer connection between support centers and subject curriculum. Need to ensure faculty role in developing policies and procedures in this area.</p>	<p>Academic Support Workgroup will continue meeting to work on operational issues, and issues will be addressed through Early Intervention Committee.</p>
<p>7. Catalog</p>	<p>Need for increased communication between catalog users and development of the Catalog, and ensuring all changes to APs/BPs are reflected.</p>	<p>Current GPS Online Catalog will be replaced with a single Senate Mapping & Cataloging Committee, reporting to C&I to address the policy, procedures, and practices to ensure that the College online catalog and program maps are coordinated, appropriately reflect the programs, and are user-friendly.</p>
<p>8. Student outreach & in-reach: Dual Enrollment, MECA, Noncredit, Promi</p>	<p>Ensure planning, policies, and procedures to support onboarding activities are coordinated.</p>	<p>Onboarding Committee, reporting to SEAP Council</p>

se+, Summer Programs		
9. OER, textbooks, copyright, and bookstore relations	Need to Reconstitute Bookstore Commission to address bookstore & instruction issues. Makes sense to connect to the Textbook & Inst Materials Committee- and include faculty and Student Services membership. Commission is called for in B&N contract.	Developed Textbook & Instructional Materials Committee, revise P&F of Textbook & Instructional Materials Committee to add Bookstore Commission.
Additional Issues		
10. Enrollment Management, criteria and classroom utilization	Enrollment management needs more transparency for faculty to understand decision making and may benefit from faculty POV in decision making.	Add two faculty members to the Enrollment Management Workgroup as start. Faculty participation will help with transparency of decision making and can report back.
11. Delta Students (Formerly known as Basic Skills students, or students who would have previously been placed in below transfer level math or English)	Because of changes to placement and funding the current structure is not meeting the structural needs or needs of students. Any solution should ensure that students who are not succeeding are provided appropriate early support.	<ul style="list-style-type: none"> a. Charge Content Review Committee with examining data relevant to student success in the courses impacted by changes due to AB 705 to identify any issues, including analyzing data necessary to evaluate if a course may be needed as a prerequisite in post-AB 705. Also Content Review may consider the development of a forward looking (rather than retrospective) data-informed process to determine if a prerequisite will be needed. b. Dissolve Basic Skills Committee c. Form new Early Intervention Committee (see P&F) d. Ensure that FPDC & GPS PD is including professional development to support

		pedogeological changes with consideration of successful strategies to support learning for these students
12. Non-instructional vs. Reassigned time	Some funding for faculty work has delineated non-instructional hours or reassigned time. If there are not funding restrictions it should be up to the faculty to determine the best compensation for the work assigned (within the already established contractual agreement).	Lance Heard & Chisa Uyeki met with Joan Sholars and Emily Woolery to discuss FA considerations. There is some interest in articulating broad concepts. A Task Force could be formed with the charge of looking at this question. This could be considered as a goal for 20-21. Both Dr. Scroggins and Dr. Mahon had agreed that it was reasonable, and within the professional judgement of faculty to determine the best method of compensation available. Senate could also consider drafting a resolution stating a position.