

ACADEMIC SENATE OFFICERS		Present
President: Craig Goralski		X
Past-President: Bryan Seiling		X
Secretary: Damon de la Cruz		X
Treasurer: Kathleen McAlister		X
Curriculum Chair: Silvie Grote		Absent
Senators: Please indicate departure time if you leave before adjournment.		
Academic Senators		Signature
Business/CIS 1	Bret Clarke	X
Career Technical Education 1	Amanda Gargano (T1, Y1) Jeremy Peters (Alt)	X
Career Technical Education 2	Michael Klyde/Paul Kelley (T3, Y2)	X
Counseling 1	Mymy Lam (T1, Y2)	X
Counseling 2	Marisa Lehmeier (T1, Y1)	X
Fine Arts 1	Katalin Angelov (T2, Y1)	X
Fine Arts 2	Paul Paiement (T3, Y1)	X
Health Science 1	Damon de la Cruz (T1, Y1)	X
Health Science 2	Lynn Mitts (T2, Y1)	X
Health Science 3	Julia Cherney (T1, Y1)	X
Language Arts 1	Liana Koeppel (T1, Y2)	X
Language Arts 2	Michael Brydges (T1, Y1)	X
Language Arts 3	Kathleen McAlister (T1, Y1)	X
Library/Learning Resource Center 1	VACANT	
Kinesiology:	Bill Pinkham/Margaret Mohr (T2, Y2) Kelly Morris for Mohr(ALT)	X
Science/Engineering/Math 1	Adam Eckenrode (T2, Y2)	X
Science/Engineering/Math 2	Joel Gober (T3, Y1)	X
Science/Engineering/Math 3	Ron Armale (T1, Y1) Nicole Ledesma (Alt)	X
Social Science 1	Gary Zager (T1, Y2)	X

Social Science 2	Jason Thibodeau (T1, Y2)	X
Adjunct Faculty Senator 1	Jenifer Kalamian (T1, Y1)	X
Adjunct Faculty Senator 2	Jaclyn Magginetti (T1, Y2)	X
Adjunct Faculty Senator 3	Daniel Pueblos (T1, Y1)	X
Liaisons		
Associated Students	Robert Mounce	X
Campus Diversity	Maha Afra	Absent
Campus Technology	Peter Maharaj	X
CC Foundation:	Damon de la Cruz	X
Program Planning and Review	Maha Afra	Absent
Professional Development	Michael Brydges/ Ruth Gutierrez (Alt)	X
United Faculty	Dale Craig	X
Student Success Committee	VACANT	
Student Learning Outcomes	Christie Diep/ Nicole Ledesma	X
AdFac United	Tonya Cobb	Absent
Accreditation	Liana Koepfel	X
CTE Liaison	Carlos Urquidi	Absent
Distance Education	Kathleen McAlister	X
Basic Skills	Cindy Shrout	Absent
Council on Budget and Facilities	Craig Goralski	X
GUESTS PLEASE SIGN ON BACK	GUESTS PLEASE SIGN ON BACK	
	GUESTS:	
Print Name:		Campus Role:
Steven Estrada		Social Sciences

ACADEMIC SENATE

Minutes for February 28, 2019
Place: CCC – 414 3:00 pm to 5:00 pm

AGENDA:

- I. Establish Quorum and Acknowledge Alternates**
 - a. Establishment of quorum at 3:04
 - b. Alternate(s)
 - a. Kelly Morris for Margaret Mohr
 - b. Nicole Ledesma for Ron Armale
- II. Adoption of the Agenda**
 - a. Motion to combine IIIV A and IX A and move them to after Faculty Announcements and Invitations
 - b. Motion to move VIII D to after the President's Report
 - c. Motion to move IX B to after VIII B
 - d. Motions were made by Craig Goralski and Seconded by Michael Brydges (M/S/U)
- III. Approval of Minutes from 02.14.2019**
 - a. Gary Zager was not present at the meeting, he was represented by an alternate.
 - b. Gary Zager did not move to adjourn the meeting, that motion was made by Bret Clarke (M/S/F)
 - c. Michael Klyde moved to adjourn the meeting (M/S/U)
- IV. Public Commentary (3 minutes per speaker)**
 - a. No Public Commentary
- V. Faculty Announcements and Invitations (2 minutes per speaker)**
 - a. Joel Gober – The district purchased a Dashboard software that tracks faculty performance and many things about our district. A discussion occurred about the utility of dashboard programs and who would have access to this program.
 - b. Gary Zager – Accolades for Cliff Lester's images on the fourth floor of the CCCPLEX
- VI. Special Reports (3 minutes per Report)**
 - a. Associated Students

Robert Mounce

Special election Wednesday, Robert described the election/ appointment process

Blood drive – if you donate a pint of blood you will receive a pint of ice cream.

B. United Faculty

Dale Craig

1. A negotiating session is scheduled for Monday
2. Benefits meeting scheduled for two weeks, March 22nd

C. AdFac

Tonya Cobb

1. Our new contract has been ratified and approved by the Board of Trustees on Tuesday, February 26th. Thank you for all of your support! Per our agreement, we will have a committee to continue to work with the District on rehire rights.
2. Adfac United will host a California Part-time Faculty Association (CPFA) Conference at Fullerton College on Saturday, April 6th. Stay tuned for more details.
3. Adjuncts who were not able to attend the paid professional development (Sexual Harassment, Payroll, Risk Management, and Title IX) at Cypress or Fullerton can register and attend the training on April 16th at the Anaheim Campus.
4. The online membership form can be accessed via our website and Facebook page: <https://leadernet.aft.org/webform/adjunct-faculty-united>
5. Our next E-Board meeting is scheduled for Friday, March 15th at 12:30 in the ADFAC office located at 305 N. Harbor Blvd., Suite 313 in Fullerton.
6. Please look us up on Facebook and our website for regular updates and information.

D. Professional Development

Michael Brydges/
Ruth Gutierrez

1. Rape Aggression and Defense (R.A.D) training has been pushed back one week, now March 8-29.
2. Green zone training by Vets is on March 11, this coincides with the Veteran's 5K and the dedication of the Veterans Center
3. March 13 emerging Technologies Symposium
4. D.E. Canvas Training
5. April 9th Strategic Conversation
6. Funding Travel Reports, please make sure to get your area Dean's signature, and follow up with your Dean.
- 7.

E. Curriculum Committee

Silvie Grote

1. Since the last Senate meeting, Curriculum Committee met once - on February 19th. David Soto, Coordinator/ Educational Services & Technology at the NOCCCD, shared that FC curriculum committee did not agree with the scheduled dates for eLumen and CourseLeaf software demonstrations on their campus, which were originally planned for March 12th and March 26th. A new announcement will come out when those dates are re-scheduled and confirmed. Demonstrations at CC will take place as scheduled (April 23rd and April 24th, noon - 4pm).
2. Because Curriculum Committee meets only bimonthly during the months of February and March, curriculum Assistance Session was announced for Tuesday, February 26th. Curriculum Committee chair, Articulation Officer and CurriCUNET Specialist held curriculum Assistance Session from 3-6pm this past Tuesday and helped 5 faculty members, 3 of which were Division Curriculum Committee representatives. Should there be an interest, more sessions will be announced for March.
3. Faculty should be engaged in a discussion of local curriculum approval process under the direction of the curriculum Division representative. Specifically, the workflow in CurriCUNET management system will be discussed during next meeting on March 5th. At this meeting, the committee will start re-visiting the current ByLaws document as well.

F. Academic Senate Treasurer's Report

Kathleen McAlister

1. No Report

G. Cypress College Foundation

Damon de la Cruz

1. The Americana Awards were a success.
2. The mini-grants are available. Senators and Liaisons were emailed the application.
3. The foundation is seeking faculty who wish to help on the scholarship committee to score applications online.

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|---|--------------------|
| H. Student Equity and Achievement Committee | Vacant |
| 1. No Report | |
| I. Student Learning Outcomes Assessment | Christie Diep |
| 1. SLO Handbook is being updated. | |
| 2. eLumen and Courseleaf demos. | |
| J. Program Review and Department Planning | Maha Afra |
| 1. No Report | |
| K. District Council on Budget and Facilities | Craig Goralski |
| 1. Covered in President's report | |
| L. ACCJC Self Study | Liana Koepfel |
| 1. The report was emailed to ACCJC yesterday (02.27.2018). | |
| M. CTE Liaison | Paul Kelly |
| 1. No Report | |
| N. Distance Education | Kathleen McAlister |
| 1. Meeting next Thursday | |
| 2. OEI announced that they will be inviting colleges to apply in the summer to join the OEI consortium. Cypress College will apply to join. | |
| O. Diversity, Equity and Inclusion Committee | Maha Afra |
| 1. The Day of Expression was supported, in part, through diversity funds. This was held at the fine arts gallery. | |

VII. President's Report and Committee Appointments

- a. President's Advisory Committee (PAC) Meeting – Expanded Promise Grant, all first time students get first year of tuition paid. The requirements for this are: They must be taking 12 units or more, and they must fill out their FAFSA.

VIII. Faculty Issues – Unfinished Business

- a. Guided Pathways Update (10 minutes) Bryan Seiling
And
VPI Introduction/Guided Pathways Discussion (15 minutes) Craig Goralski

New VPI Carmen Dominguez will introduce herself to the Senate. She gave a brief description of her background and committed to aiding the CCAS as best possible. She discussed how new initiatives will require resources. Nic Perry was introduced as a resource for our campus to incorporate Guided Pathways. Nic distributed paperwork that had online resources for Guided Pathways. A copy of the handout is attached to these minutes.

- b. Program Review Chair Job Description (10 minutes) Bryan Seiling
The Senate second read of a draft of the new Program Review Chair Job Description. Bryan indicated that there had only been some minor changes/additions.

1. Liana moved to add language similar to the Curriculum Chair description that would incorporate a stipulation on a tenured faculty as a qualification. Second, Bryan Seiling. M/S/U one (1) abstention, Michael Brydges

2. Jason Thibodeau moved to amend the language at points 10 and 18 to read “complete other duties as needed as determined by Academic Senate”. Second, Bryan Seiling. MSU one (1) no, Michael Brydges.

a. Michael Klyde called to vote, Jason Thibodeau second. M/S/U

b. Vote to end debate M/S/U

c. Vote on amended Program Review Chair Qualification and Responsibilities Description M/S/U

IX. Faculty Issues – New Business

- a. VPI Introduction/Guided Pathways Discussion (15 minutes) Craig Goralski

See item VIII A

- b. Hiring Committee Director-Professional Development Discussion (20 minutes)
Craig Goralski

This item has been agendized in response to a concern about how informed the senate was regarding a vote on February 14. President Goralski is going to review the information presented on the 14th, provide an update based on things that have happened since the 14th and at that point the senate can vote whether or not they want to rescind the motion from the 14th.

1. President Goralski summarized the time line of the agendized item. He provided information that he presented to senate on the 14th. This included a discussion regarding the BOT approval three new director positions. The UF president reached out the presidents of the three senates and asked for resolution in opposition to the proposed positions. This request was made because proper process was not followed, and the district has indicated that there are no monies to increase salary and benefits. President Goralski approached that Senate in the fall and was given authorization sign that resolution. The three senate presidents and the UF president signed the resolution and presented it to the Board of Trustees. The vote for the positons was taken off the agenda and it was re-agendized minus one position. There was some concern about the language of the remaining two positions. A single position was brought forward in January. The new single positon was titled District Director of Professional Development. Despite opposition from the three senates and UF the position was approved by the Board.
2. HR then needed to form a hiring committee. They reached out to the Senates and UF asking for faculty representation on the hiring committee. This prompted a discussion among the presidents as to whether or not send names forward for the hiring committee. President Goralski gave a list of pros and cons as to the sending someone forward. The district wanted people on the committee by February 7th.
 - a. UF did not want to send anyone
 - b. Fullerton did not want to send anyone
 - c. NOCE did not want to send anyone

- d. The Cypress Senate voted to send Bryan Seiling forward
3. The decision by the Cypress College Academic Senate to send someone forward was not received well by the other entities. There was a sense that the Cypress Senate was not well informed and the decision was hasty.
4. There is Board Policy that directs hiring committees. President Goralski spoke with Human Resources (Irma Ramos) and received clarification that if a hiring committee member drops out or if a constituent group is not represented the process still moves forward. The composition of the hiring committee was discussed, UF will not have representation on the committee.
5. The senate then discussed the decision made on February 14th to send Bryan Seiling forward to the hiring committee.
6. Craig moved to extend debate ten (10) minutes. Second, Brett Clarke. M/S/U
7. Bryan moved to reaffirm our decision on at the February 14th meeting to send Bryan Seiling to serve on the hiring committee for the District Director of Professional Development , second Joel Gober.
 - a. Gary called to vote M/S/U Michael Brydges, Nay
 - b. Ten(10) yes, seven(7) no, two (2) abstentions
8. Bryan moved that senate president communicate with the other senate presidents urging them to send representatives forward.
 - a. Call to vote M/S/U
 - b. Second, Bret Clarke. M/S/U

X. Adjournment

- a. Gary Zager Moved to adjourn M/S/F
- b. Joel Gober moved to adjourn, Nicole Ledesma, second. The meeting was adjourned at 5:24 MSU

The agendas for all Cypress College Academic Senate meetings can be found on line at www.cypresscollege.edu/facultystaff/senate. Agendas are physically posted in the window of TE3, 2nd floor.

It is the intention of the North Orange County Community College District to comply with the Americans with Disabilities Acts (ADA) in all respects. If, as an attendee or a participant at this meeting, you will need special assistance, the NOCCCD will attempt to accommodate you in every reasonable manner. Please contact Damon de la Cruz, Academic Senate Secretary, at 714-484-7000 ext. 46006 or Craig Goralski, Academic Senate President, at (714) 484-7000 ext. 48374 at least 48 hours prior to the meeting to inform us of your particular needs so that appropriate accommodations may be made.

2/28/19

Guided Pathways Resources

- ✓ Academic Senate for California Community Colleges (ASCCC): asccc.org

Leadership & development activities for faculty. Options include webinars, regional meetings, workshops, networking communities and can send Resource Teams with sessions and coaching tailored to faculty's needs

- ✓ Vision Resource Center, a service of the CCC: visionresourcecenter.ccco.edu

Need to create a user account, but once registered, access to multiple resources. Workshops, GP Regional Coordinators (Libby Lee Curiel – Rio Hondo Faculty: llcuriel@cccco.edu), SCFF details, Student Success Metrics, Vision for Success, Guided Pathways.... Statewide-focused resources with local communities built in.

- ✓ Program Mapper – Cypress College is one of ten colleges piloting Program Mapper to help organize, display and operationalize academic pathways. Kathleen Reiland is leading the college-wide effort for Cypress.

Curriculum maps/guides are loaded into the software (Concentric Sky) and provides the basis for what the student sees. For Cypress, it can also be used to help organize and illustrate the program maps on the upcoming new website.

[Bakersfield College](#) has a great example of how they have organized their Program Mapper.

- ✓ Another example of organization using a different website structure: [Norco College](#)
- ✓ An example of a national best practice for integrating student services, including essential gateway courses is in the Tennessee Board of Regents system: [Roane State Community College](#)

How to get involved:

- Encourage your students to complete the brief Guided Pathways Survey link in Canvas
- Make time to attend Guided Pathways Faculty forums
- Academic mapping and building the pathways are faculty-driven – we need all areas participating
- Join upcoming Work Groups: technology, messaging & communication, academic mapping, etc

My Info: Nicola Perry: nperry@cypresscollege.edu or 47415.

What's Faculty-Driven About Guided Pathways?

October 2018

Jeff Burdick, ASCCC Guided Pathways Task Force

Guided pathway frameworks are designed to help students successfully move from their previous school or employment into college and on to a goal: a certificate, degree, transfer, or discrete set of skills. Student involvement is essential so that every element of a framework will be focused on student success. In the April 2018 *Rostrum*, Julie Bruno, then the ASCCC president, wrote about the involvement of students in governance and explained the legal foundation for their involvement under Education Code and Title 5 §51023.7, which contains the “9+1” areas in which student voice must be included.^[1]

Most of the items listed in the 9+1 overlap with faculty purview over academic and professional matters as delineated in the 10+1 areas of academic senate purview in Title 5 §53200.^[2] This overlap drives student-centered elements of curriculum, degree and certificate requirements, educational program development and maintenance, standards and policies regarding student preparation and success, governance structures, policies for professional development, processes for program review, and processes for institutional planning and budget development. In short, the faculty purview over academic and professional matters governs nearly every element of guided pathways framework design and implementation.

In addition to the clear designation of faculty primacy in Title 5, the authors of *Redesigning America’s Community Colleges* point out that faculty and staff involvement is essential for success: “To develop and sustain an effective guided pathways model, a college needs a critical mass of faculty and staff excited about the process, ready to collaborate with one another to achieve larger goals, and willing to engage in inquiry, reflection, and ongoing improvement” (144).^[3]

Faculty involvement in leadership for design and implementation of guided pathways is both legally mandated and desirable. This position is further supported by ASCCC resolution 17.02 (Fall 2017), which directs that the ASCCC “affirm the right of local academic senates and senate leaders to play central roles in the development of all elements of a guided pathways framework . . . that are relevant to academic and professional matters.”^[4]

These various statements all lead to the same conclusion, which has been repeated in multiple venues around the state: the design and implementation of a college’s guided pathways framework must be faculty-driven. While each college will determine its own governance structure in accord with its own mission, values, and culture, the key to a successful framework and implementation is the faculty, who work most closely with students and have the 10+1 responsibilities for student success.

Some colleges may choose to work within existing governance structures with specific tasks assigned to committees, task forces, or ad hoc groups; other colleges may choose to create a separate, but connected, governance structure for guided pathways. Some of these decisions will be determined by the size of the college: small colleges struggle to populate many additional committees, while larger colleges may find the discrete structure to be less disruptive to existing functions. The following are some points to consider about participatory governance and faculty primacy as each college moves forward.

Guided Pathways Collaborative Teams. A key component of guided pathways is the use of groups that are sometimes referred to as “cross-functional teams” to design, implement, and monitor the framework elements. These teams are designed to include many voices and knit together the overall effort so the results benefit students and maximize the strengths of the college as a whole. The ASCCC Guided Pathways Task Force published a [Glossary of Terms](#) for guided pathways in which these teams are defined: “A Guided Pathways Collaborative Team, occasionally referred to as a Cross-Functional Team, is a group working together to undertake tasks with representatives who provide important skills and perspectives to support the goals of the group. Examples of collaborative teams include workgroups to design and implement specific aspects of Guided

Pathways, such as defining meta-majors or redesigning orientation.” In addition, permanent shared governance committees, such as the curriculum committee, may also function as collaborative teams.

Local academic senates should appoint qualified, sufficient, and diverse faculty members to these teams so the completed work benefits students and honors the primacy of senate purview in academic and professional matters. Senates should also monitor activities across the campus to be sure that faculty purview is maintained and that tasks are assigned to appropriate teams.

Faculty leadership roles. Academic senates should establish clear faculty leadership roles within the governance structure for guided pathways. This task can be achieved through the use of existing senate committees and through the creation of guided pathways-specific committees that are chaired or co-chaired by faculty and that include appropriate faculty representation. Elements of the framework plan should be referred to the local senate for review and approval, and the academic senate president has the responsibility of gaining approval from the senate for annual reports before submission to the chancellor’s office.

Liaisons. Most colleges have already appointed a guided pathways faculty liaison whose responsibility includes acting as a conduit between ASCCC and the local senate. Senate meetings and communications might include regular reports from the liaison. Senates may also choose to use their faculty liaison to work with the Chancellor’s Office regional guided pathways coordinators to enhance communication. Academic Senate Presidents can designate their college’s liaison by contacting directoryupdate@asccc.org.

Data Analysis. Guided pathways change the milestones that guide our work and help us move students through pathways, and therefore effective design of pathways requires collaborative interpretation and analysis of data. Faculty, being the key providers of contextual data, need to work hand in hand with those involved in developing data to inform design and re-design. Although a college’s research department may have excellent skills in analyzing the numbers, the data is unusable without knowledgeable context and then knowledgeable implementation. The involvement of faculty in the guided pathways metrics, milestones, and data analysis is essential. From the start, as colleges make a case for guided pathways, prioritize issues and barriers for students, or begin student focus groups, faculty must be front and center in this work.

Communication. Since implementing guided pathways frameworks may involve radical change to many functions and departments, communication is key, especially early and complete communication. Informing faculty of what has been decided after the fact is a recipe for disaster; including faculty in the development of proposals and soliciting their input allows them to be a part of the process. The senate can help establish a communication plan that is proactive, includes all stakeholders, leverages governance structures, and places senate leadership and its work for students in the forefront.

Regional Guided Pathways Support. The California Community Colleges Chancellor’s Office established seven regions for the Strong Workforce program, and the regions are now being used for guided pathways with regional coordinators tasked with being “connectors, leaders, trainers, and supporters” for individual colleges. Local senates should be represented in any efforts with the regional coordinator, and senates should maintain vigilance regarding consolidation of efforts with the region.

Leadership partners: Nearly every department and function of a college will be touched by changes required by the guided pathways framework, and many leaders will be involved: faculty, administration, staff, the college’s students, and also students of feeder high schools and pathway universities. The work of guided pathways is the work of faculty, though it is often framed as the work of administrators. Creating a partnership mentality among leaders places an additional responsibility on the communication plan as well as on the overall vision so that stakeholders have a clear view of where this work is taking the college.

Student inclusion. Associated Student Government (ASG) representatives should be members of relevant committees, and the academic senate leadership can advocate for and approve committee lists that include

appropriate representation. But the senate can also take an additional step for student success. For the most part, ASG representatives are the students who are successful, engaged, and well informed; committees working on guided pathways also need to hear from unsuccessful, disengaged, and uninformed students because those are the targets for many of the guided pathways initiatives. The academic senate can help identify students whose voices need to be heard and work for their inclusion in the process.

The strategic plan. For most colleges, a multi-year strategic plan is the launching pad for nearly everything that gets done. Such a plan is not only the product of a great deal of work by the entire campus, but it is approved by the governing board, setting an agenda for subsequent years. Placing the tasks for guided pathways in that strategic plan and identifying the champions or responsible people or committees is a key strategy to maintain momentum and to clearly define roles. The constant churn of college leadership can disrupt a plan that exists only in people's heads or on ad hoc committees. The senate can take a leadership role in urging administration to organize the revision of the existing strategic plan to include guided pathways and support the approval of the governing board.

The ASCCC Guided Pathways Task Force recently surveyed local senate presidents and found that faculty support for college guided pathway redesign is generally high, but there were concerns about getting the work done, including questions of where faculty will find the time and how pathways will affect curriculum and educational programs. These are questions that should be addressed by faculty in the planning process.

Guided pathways can be designed in 114 ways or more, and that variety is one of the real strengths of the community college system: no templates and no one-size-fits-all approach will work because every college is unique and finds its own path toward excellence. But fundamentals that support student success are the same fundamentals that built this fine system of higher education: faculty, administration, and staff working together. And a key to success is faculty-driven leadership focused on student success.

[1] <https://asccc.org/content/honoring-student-voice-ensuring-students%E2%80%99-effective-participation-governance>

[2] <https://foothill.edu/classified/media/Title5.pdf>

[3] Bailey, Thomas R., Shanna Smith Jaggars, and David Jenkins. *Redesigning America's Community Colleges: A Clearer Path to Student Success*. Cambridge, Massachusetts: Harvard University Press. 2015.] A useful, brief summary of *Redesigning* is available here: <https://www.irsc.edu/uploadedFiles/FacultyStaff/Redesigning-Community-Colleges-For-Student-Success.pdf>

[4] <https://asccc.org/resolutions/local-academic-senate-role-developing-and-...>