

2021 SENATE ORIENTATION



THE SHARED GOVERNANCE STRUCTURE



California
Education Code

TITLE V


Chabot-Las Positas Board of Trustees Policy

THE CALIFORNIA EDUCATION CODE

- ▶ Laws which can only be changed through legislative action



ED CODE 87359 (B)

- ▶ No later than July 1, 1990, hiring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board.
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TITLE V



- ▶ The Statewide Board of Governors' interpretations of California Ed Code and subsequent policies for its implementation
- ▶ They have the force of law, although they are occasionally modified by the BOG


TITLE V SECTION 53200

- ▶ Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters.



“ACADEMIC AND PROFESSIONAL MATTERS” (OR 10+1)

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
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10+1 CONTINUED

- 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
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10+1 CONTINUED

- 9) Processes for program review
 - 10) Processes for institutional planning and budget development
 - 11) Other academic and professional matters mutually agreed upon between the governing board and the academic senate
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CONSULT COLLEGIALLY

- ▶ ***Rely primarily upon*** (the recommendations of the Academic Senate)

Or

- ▶ ***Mutually agree*** (the Board or its designee and the academic senate shall reach mutual agreement by written resolution, regulation, or policy effectuating such recommendations)

CHABOT-LPC BOARD POLICY

- ▶ The Board will *rely primarily upon* the Academic Senate for:
 - ▶ Curriculum, including establishing prerequisites and placing courses in disciplines
 - ▶ Degree and certificate requirements
 - ▶ Grading policies
 - ▶ Faculty roles and involvement in accreditation processes including the self study and the annual reports
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CHABOT-LPC BOARD POLICY

- ▶ The Board will *reach mutual agreement with* the Academic Senate regarding:
 - ▶ Educational program development
 - ▶ Standards and policies regarding student success
 - ▶ District and college governance structures as related to faculty roles
 - ▶ Policies for faculty professional development activities
 - ▶ Process for program review
 - ▶ Process for institutional planning and budget development
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LPC/ DISTRICT INSTITUTIONAL PRACTICES TO MEET BOARD POLICY



CURRICULUM, DEGREE AND CERTIFICATE REQUIREMENTS, GRADING POLICIES

The LPC Curriculum Committee (a subcommittee of the LPC Academic Senate) has Senate approved procedures for curriculum and program development. The Board of Trustees typically approve all curriculum as informational items (they do not discuss, but rely primarily upon our expertise). We do not currently have a process to standardize curriculum across the campuses.

APPROVED

APPROVED

ACCREDITATION SELF STUDY AND ANNUAL REPORTS

The LCP Senate appoints faculty leads to each step of the accreditation process in consultation with the College President. College Council oversees Accreditation. The District ESS Committee oversees the process from a district level, but only the colleges are accredited.



EDUCATIONAL PROGRAM DEVELOPMENT

We use the Curriculum Committee, and at times, the Planning Committee, for generating new programs, the Senate approves new programs, and collaborate with Administration and CEMC for FTEF. We have a process for educational program development involving a number of committees.



STANDARDS AND POLICIES REGARDING STUDENT SUCCESS

Too many to count!!!
Committees include
Distance Education,
Guided Pathways, Student
Equity and Achievement,
Student Learning
Outcomes.... And various
task forces at any given
time!



DISTRICT AND COLLEGE GOVERNANCE STRUCTURES AS RELATED TO FACULTY ROLES

We have both a College Council and a Chancellor's Council which bring together governing bodies for participatory discussions related to various college and district wide structures. We will be evaluating the District governance structure this Fall.



PROCESS FOR PROGRAM REVIEW

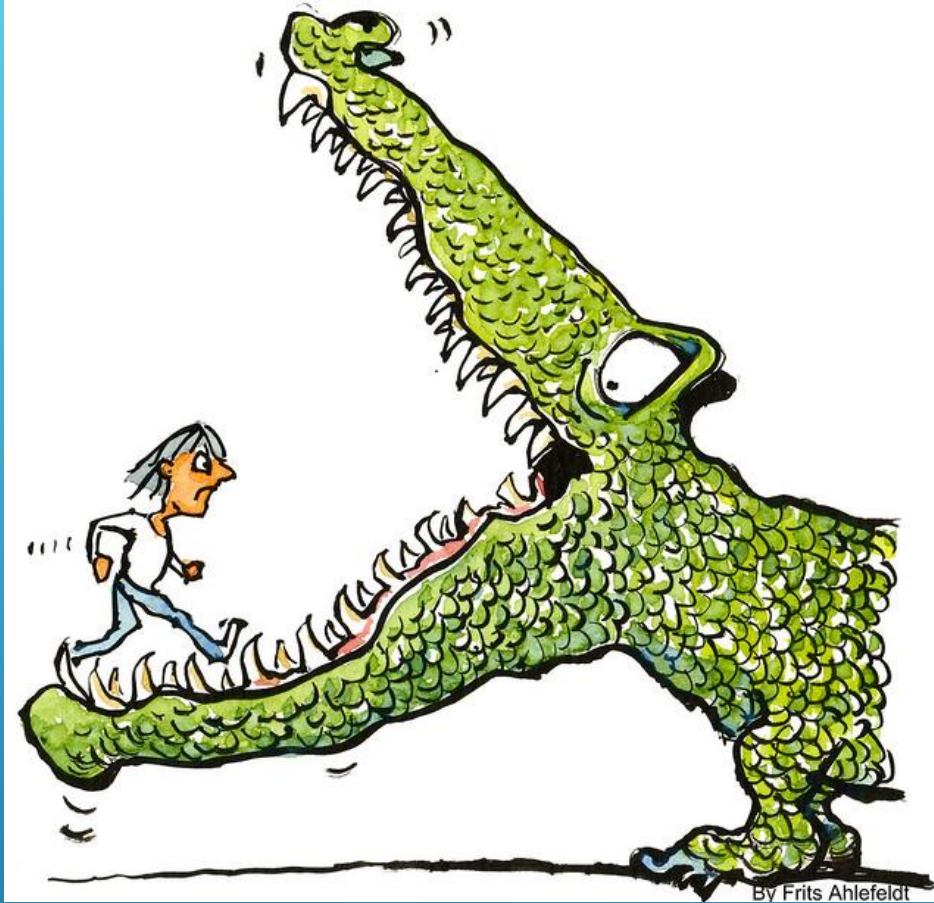
Our Program Review Committee provides guidance for both writing and evaluating self assessments for the various academic and support programs.



PROCESS FOR INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT

LPC has 5 committees that flow into our Planning and Budget Cycle – the Budget Committee, IPC (Institutional Planning Committee), RAC (resource allocation), Faculty Hiring Prioritization, and CEMC (Enrollment management) with College Council having oversight. At the District Level we have DEMC (District Enrollment Management) and PBC (Planning and Budget)





- 1 – Enrollment decline and recapturing strategies
- 2 – SCFF – Funding Formula, Budget Allocation Model
- 3 – AB705 Outcomes and Evaluation
- 4 – Faculty Diversification
- 5 – Implementation of two resolutions: supporting LGBTQ+ communities and combatting anti-Asian racism
- 6-A continuation of addressing anti-Black racism and inequities built into scaffolding documents and institutional habits

2021 CHALLENGES

Presidential Goals for 2021-22

1) BAM SCFF Reconstruction

Work with college and district committees towards a more effective allocation model

Need a data cleanup – make sure we are accurately reporting and accurately receiving all metric points possible



Presidential Goals for 2021-22

2) Faculty Diversification (statewide goal)

LPC has improved significantly since 2000, yet still has not done as well as Chabot in creating a full time faculty population more representative of its student body Both colleges struggle with diversification with part time faculty - last year we had a joint committee with the FA to discuss this – the number of classes we may be cancelling make this an even more important issue – we may also be taking advantage of state initiatives to raise our FON and hire more faculty

Year of Measurement	LPC Fall 2000	LPC Fall 2019	Chabot Fall 2018
Number of FT Faculty	83	123	181
% African American	4%	7% (Student pop 4%)	7%
% Native American	0	1% (Student pop >1%)	0
% Asian	7%	12% (Student pop 23%)	16%
% Hispanic	6%	11% (Student pop 31%)	17%
% Multi	0	2% (Student pop 8%)	2%
% White	81%	60% (Student pop 34%)	53%
Part Time Faculty % White		68%	

Presidential Goals for 2021-22

3) Enrollment Crisis – all hands on deck



Presidential Goals for 2021-22

4) Remote Fires – Zoom, FERPA and the new normal

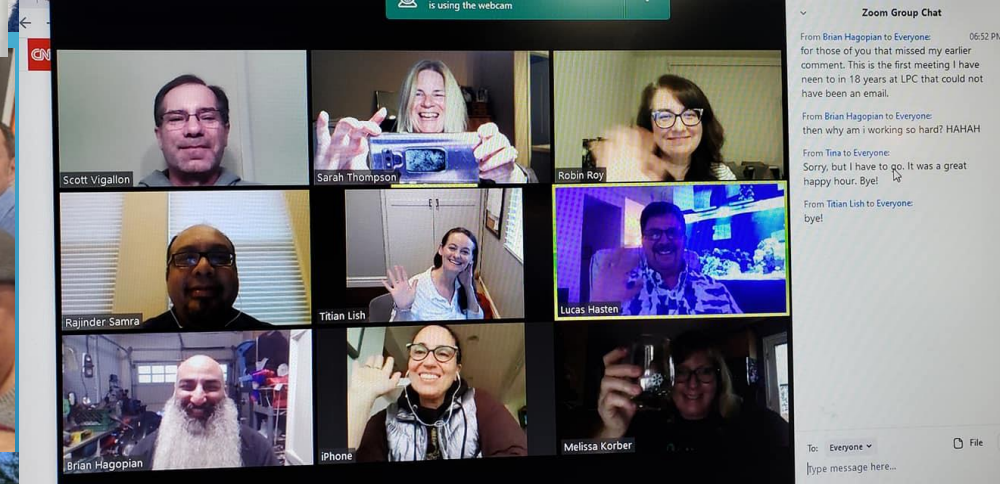




5. Work with the Associated Students to implement LGBTQ+ Resolution

Presidential Goals for 2021-22

6) More fun tasks – Accreditation, Institute Audit Option, Program Development, Training My Successor, LPCCOVIDBITEME, Return to Campus Plan



Non-Senate – CEMC, DEMC, Chair the Legislation and Advocacy committee for FACCC