

The Top 10 (+ 1) for Guided Pathways Liaisons (5-8-18)

Guided Pathways (GP) Liaisons are faculty from each of the 114 California Community Colleges (CCCs) identified by local senates to act as the key local contact regarding GP-related training, needs, resources, and communications.

Your local academic senate and the Academic Senate for California Community Colleges are responsible for professional and academic matters as delineated in title 5, often referred to as the “10 + 1”. This responsibility ensures our involvement in the functions of our colleges where faculty leadership is most important and should be principally relied upon.

As a result, the ASCCC developed a “10 (+ 1)” list to aid GP Liaisons in their work by translating our purview into implementation and action questions. While some items are directly aligned to the 10+1, others provide an opportunity to assist in defining the GP liaison role as the key contact for the college. Where appropriate, references to the “10 + 1” “academic and professional matters” as defined in title 5 § 53200 are included in {}. GP Liaisons should endeavor to work with their academic senates to answer the questions that follow.

1. Who is your:
 - a. Guided Pathways Liaison?
 - b. Faculty Guided Pathways Lead?
 - c. Academic Senate President?
2. Was your college involved in a formal or informal guided pathways effort prior to the introduction of the California Community College Guided Pathways Grant Program? And, if so, which one?
3. What is your local definition of guided pathways? {(4) educational program development}
4. What problem or problems does your college expect guided pathways to solve?
5. What is your local engagement plan – what steps will be taken to ensure the engagement of the entire college in guided pathways? How will students be involved? How will the roles of all campus constituencies be defined – or re-defined?
6. Most colleges have engaged in many efforts to improve student success over the last ten (or more) years. What local efforts that are consistent with guided pathways were initiated at your college prior to the introduction of California Community College Guided Pathways Grant Program? {(5) standards or policies regarding student preparation and success}
7. Based on your Guided Pathways Workplan, what are 3-4 things that your college will be working on in 2018-2019? {(6) district and college governance structures, as related to faculty roles;}
8. How is the allocation received for the implementation of California Community College Guided Pathways Grant Program being used? {(10) processes for institutional planning and budget development}
9. What is your local process for making changes to your Workplan?
10. What structures do you have in place – or will be developed – to ensure that appropriate parties are involved in making decisions related to guided pathways?

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+1 How will you ensure sustainability of your guided pathways efforts? {(11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.}

Title 5 § 53200. Definitions.

For the purpose of this Subchapter:

(a) "Faculty" means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.

(b) "Academic senate," "faculty council," and "faculty senate" means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term "academic senate" also constitutes reference to "faculty council" or "faculty senate."

(c) "Academic and professional matters" 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; and
- (11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

(d) "Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

- (1) relying primarily upon the advice and judgment of the academic senate; or
- (2) agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.