NORCO COLLEGE

Academic Senate/ISPC Joint Meeting Notes
September 30, 2020/1:00-3:50pm
https://cccconfer.zoom.us/j/94223331430

Present: Laura Adams, Charise Allingham, Greg Aycock, Rex Beck, Kimberly Bell, Quinton Bemiller, Michael Bobo, Michael Collins, Leona Crawford, Monica Esparza, Kevin Fleming, Monica Green, Vivian Harris, Dominique Hitchcock, Marie Hicks, Azadeh Iglesias, Tenisha James, Kim Kamerin, Ruth Leal, Sam Lee, Virgil Lee, Mark Lewis, Jethro Midgett, Lisa Nelson, Chris Poole, Suzanne Schepler, Kaneesha Tarrant, Dana White, Patti Worsham

1:00 – 1:50pm

- **SPGM: What is different between the current and proposed structures? (5 minutes)**
  - Creating two new councils: Academic Council and Institutional Effectiveness & Governance Council
  - Increasing clarity and effectiveness of how we get the strategic work completed at the college:
    - The SPGM proposes that all councils, committees, work groups and project teams have a posted charter.
    - A charter will clarify the scope, purview, purpose, expected deliverables, and membership.
    - The SPGM aligns each committee based off their scope and their functions.
    - Standing committees of the Academic Senate will still report to Academic Senate; no change proposed.

  - Refining the meeting schedule
    - In the proposal schedule, all councils to meet during college hour allowing for greater stakeholder participation while reducing the total hours spent in meetings.
    - College Council would also meet during college hour on the second Thursday. Leadership Councils will meet concurrently on the fourth Thursday of the month.

- Dates were strategically chosen not only to increase governance participation, but also to expedite our processes.
- Meeting dates selected to assure that items going through the College Council can be presented at the next District Strategic Planning Council meeting.

- **SPGM: Review of Chapter 6: Governance (10 minutes)**
  o We are looking to eliminate any duplicate groups or deliberations as we are too lean to have duplicate work.
  o Move operational discussions under administrative areas when possible to organize committees and council work around strategic goals and objectives.
  o Make sure that all our governance language aligns with our values and our college mission.
  o Question raised: "The membership composition of committee shall be decided by the respective leadership council. I thought standing committees are decided by the Senate?"
    - Response: We will add a statement to the SPGM excluding Academic Senate subcommittees from this requirement.
    - Edit **Meetings** section where it reads, "One meeting per month during college hour" to read, "Meeting at least 3 times per semester".
    - Edit **Membership** section that reads, "Members may be removed after three absences at the discretion of the constituent group" to match the language of the Academic Senate bylaws.
    - Edit **Members** section by removing sentence that reads: "Academic Senate standing committees are composed of faculty representatives from all schools/departments."
    - Edit the following **Co-Chairs** section, "The meetings are led through a co-chair system: standing committees of the Academic Senate comprised of faculty and administrative co-chairs…" to add, "If applicable," "per the Senate's constitution," or" per the Senate's bylaws."
- **Small group breakout discussions (20 minutes)**
  o How can we best delineate what is operational versus strategic?
  o What are the synergies/connections of Senate subcommittees and college committees with the 4 leadership councils?
  o Reporting out (See Attached Reports)

2:00 – 2:50pm

  o **SPGM: Review of Chapters 7: Decision Making Process (15 minutes)**
    o This section provides a workflow of how decisions are made as well as providing the scope or purview of what a committee is charged with doing. (Visual shared by Dr. Fleming)

- There is an accreditation standard that explicitly says we need to have a process for how individuals can bring ideas or proposals forward at the college.
  - Any individual or group is free to develop ideas or proposals on any topic germane to the operation of the college.
    - Where that proposal goes will be discussed by the council whose purview is most germane to the subject matter of the proposal.
    - The council should invite any individual or group to bring items or ideas forward for consideration.
- The work of a project team or work group is different than that of a committee in that it is both a smaller group of individuals and laser-focused on a specific solution or problem.
- Work group will normally function up to one academic year on a specific problem to either solve it or to make recommendations for how to solve it.
- Comparatively, committees have constituency representatives where there are campus-wide emails with agendas and minutes that must be reviewed and posted on a website.
- Work groups and project teams are smaller, comprised of individuals who get together to do targeted work.
- Leadership Councils' scope and purview includes:
  - decisions that impact only the areas under the council's purview,
  - decisions that will require funding and inclusion in appropriate program review, and
  - the creation of workgroups, project teams, or committees.

    (Note: For standing/sub committees of the Academic Senate, committee recommendations addressing any 10+1 area will be forwarded to the Academic Senate.)

- NC President is the final authority for the decision-making body on items that do not involve 10+1 matters.
- Evaluation of the planning and decision-making process
  - It is an explicit accreditation requirement that we evaluate decision-making processes.
  - Each year, the appropriate bodies of the planning and decision-making process as specified in the SPGM will participate in the following evaluation of the process:
    1. Report of Resource Allocation,
    2. Report of Effectiveness of Standing Committees and Leadership Councils,
    3. Institutional Effectiveness and Planning Survey,
    4. Memorandum from College President to the Norco College community, and

    5. Progress Report on Strategic Planning Key Performance Indicators (KPIs).

- o Based on the new framework being used, Quinton previously suggested to the Academic Planning Council (APC) to remove "Council" from its name.
- o Suggested edit to **Leadership Councils** section, included removing the line that reads: "Since councils represent comprehensive membership of all college constituencies, council members will review proposals/plans to make sure it accurately reflects issues that their role/position represents on the council."
- o Discussion about Committee of the Whole being included in the SPGM as a forum for all to come together.

- **Discussion held in lieu of breakout session – Master Calendar structure and the role/purpose of College Hour?**
  - o This matter should be taken to faculty and no decision should be made without faculty input.
  - o Student Services often do not have College Hour allotted to them due to students seeking assistance during that time.
  - o College Hour is a crucial place where intellectual and academic community is constructed.
    - Open time like that provided during College Hour is really required so that we know our students are going to be available, and faculty are hopefully going to be available.
    - Suggest not triple booking meetings along with a strong endorsement of maintaining College Hour.
  - o Governance meetings during College Hour encourages the participation of our students and employees in the process. Governance meeting participation is a professional development opportunity for students.

3:00 – 3:50pm

- o **SPGM: Review of Chapter 11: Institutional Procedures (20 minutes)**
  - o This chapter contains a lot of our governance procedures that are going to be folded into the SPGM at large. This suggests the possible elimination of Chapter 11.
  - o We have a procedure for the review of the mission statement, the procedure of which will be revised and retained since it is an accreditation requirement.
    - This procedure will ensure we have a documented process under the purview of Institutional Effectiveness and Governance Council.
    - IEGC will spearhead the process on behalf of the college every five years
  - o Evaluation of the planning and decision-making process is also in this chapter.
    - The draft SPGM now has a whole chapter addressing evaluation.

- The new SPGM would override the evaluation of the planning and decision-making process, thus, there will be no need for a separate policy.
- The governance manual will describe our policy for decision-making processes.
  - The reports of ISPC standing committees to ISPC will shift to reporting to the leadership councils.
  - Strategic planning timeline is included in the draft.

- **SPGM: Chartering process discussion (30 minutes)**
  - Charter template included in SPGM draft #1, pages 96-98, and it is the one of the biggest changes in the SPGM.
  - This establishes a process for creating a new council, project team or workgroup. A concept borrowed from American River College.
  - Under the new structure, it is proposed that every council, committee, and workgroup have a charter, which is a specific document that clarifies its goal. The charter document would be created by either the sponsoring entity (i.e., one of the leadership councils) or the Academic Senate.
  - These charter documents will be posted on college websites for transparent, thereby creating a repository of information that describes the scope, purpose, etc. of these different groups and project teams
  - The charter will be established by the overseeing Senate, council, or committee, and it would create either a committee, work group, or project team with explicit durations (e.g. one year, two years, etc.).
  - The charter template requires that the group define its purpose.
  - The completed charter will clearly delineate scope/deliverables and specify if the group is being asked to solve a problem, create a plan, write a proposal, or implement an initiative, along with a due date.
  - Who attends meetings should be clearly specified in the bulleted section under the **Membership**. The membership and the composition of that group would be very clearly delineated, and its membership is based on expertise, title, functional area of responsibility, or constituency representation.
  - Meeting time/pattern specified in charter so as to be cognizant of our scarce human resources and to use our time effective.
  - Clarity of purpose and scope are critical so that everyone knows why they are part of a group.
    - Charters of Senate subcommittees must be approved by Senate, and it is up to the Senate whether it wants to have its subcommittees complete a charter document.
    - Senate will determine how they want to structure the scope and purview of its subcommittees.

- It was asked what happens if the Senate or a council did not want to change their scope. It is recommended to start with a collaborative effort and the focus should remain on meeting our EMP goals.
- Charters may also work for task force groups, project teams, planning teams (i.e. Commencement Planning, Welcome Day).
- It was helpful to draft a charter for the Racial Justice Taskforce because it made it very clear to the group and the entire institution as to the direction of the group.
- Expiring charters will be revisited every Spring term and seek plans that are laser-focused on our end goals for our students using the best knowledge we have at the time.
- This yearly chartering cycle will provide clarity going into the next academic year by:
  - defining the scope is of the group, etc. and
  - giving members time to reassess the membership and the roles.
- Guided Pathways group is a perfect example of a work group.
  - Guided Pathways work group was convened.
  - It had a certain scope and charge related to the scale of adoption, change in district metrics, change in state metrics, and change in college metrics. It completed this initial charge and is now transitioning into separate Project Teams.
- This process is similar to what Academic Senate standing committee currently do.
- Suggestion was made to add a row to the Charter Template that connects the charge to equity and anti-racism.
- Also suggested, add a row to the Charter Template just for the EMP objective to ensure the connection is laser beam clear
- The Charter template is customizable so as to be flexible.
- Link to Strategic Planning and Governance Manual - Draft

Breakout Session Notes

Group 1

Kimberly Bell, Virgil Lee, Mark Lewis, Jethro Midgett, Chris Poole, Suzanne Schepler

Group 2

Laura Adams, Michael Collins, Azadeh Iglesias, Ruth Leal, Lisa Nelson

Group 3

Rex Beck, Patty Worsham, Dominique Hitchcock, Leona Crawford, Greg Aycock, Kaneesha Tarrant

1. How can we best delineate what is operational versus strategic?

   o Reviewed operational (p. 50)
   o Reviewed strategic (p.50): long-term and high level; college-wide impact versus an individual department/area. Strategic goals are documented within the plan. Question regarding add/delete strategic goals – need to think through the ramifications.

2. What are the synergies/connections of Senate subcommittees and college committees with the 4 Leadership Councils? – Resource, Academic, Student Support and Institutional Effectiveness

   o Leadership councils are not authorized to make decisions for senate subcommittees, however interface between senate subcommittees and leadership councils will allow for valuable input.
   o Feedback and input
   o Reasonable representation to protect 10+1 rights of the Senate
   o One role of the Leadership Council role is to advise and recommend to the senate subcommittees

Group 4

Samuel Lee, Quinton Bemiller, Michael Bobo, Marie Hicks, Monica Esparza, Charise Allingham

1. How can we best delineate what is operational versus strategic?
   o Beneficial to have clear definitions of Operational and Strategic.
   o In Academic Affairs many operational items can become strategic or have gray areas.
     • Example- Defining modes of instruction in the schedule and how they are communicated to students.

- Started operational then became a 10 plus 1 issue which created tension.
- Building the schedule is operational yet modes of instruction includes curriculum which need to go to Academic Senate.
  - Example- The issue of a return to some face-to-face (testing) for some areas in the spring. Seems operational but is a 10 plus 1 issue.
- In Chapter 6, page 50 – Administrative is aligned with operational, is this always true?
  - Administrative offices are conducting business that is operational but at times need to go through the strategic planning process.
  - Issue with operational example- Library hours example not only operational; issue went to Academic senate. Discussion about replacing that example in the SPGM.
- Innovation in the community can motivate better strategic planning
  - Needing to solve problems at the operational level can lead to innovations-do these items need to be go through the strategic planning process?
- Operational items are things that have been approved or prioritized by our governance process.
- Operational is about the how; Strategic is about the why.

2. What are the synergies/connections of Senate subcommittees and college committees with the 4 Leadership Councils?
- Professional Development Committee works with Institutional Effectiveness-Institutional Research.
  - For example- Professional Development-Equity in the classroom needs to involve IR to have a way to measure and indicate if they are meeting the goals.
  - Other PD workshops may not align with Institutional Effectiveness
- Committees are organic should they move upward and align with strategic planning.

Group 5

Kevin Fleming, Vivian Harris, Tenisha James, Kim Kamerin, Dana White

Operational vs. Strategic

- Went over manual
- Future vs. now
- Size of scope

Tactical/Operational vs Strategic Planning

- o Tactical implementation
  - Marketing Committee/Style Guide update example as being tactical
- o Resources - Established budget - Moving money
- o Need more clarity in this definition
- o Some committees/councils can do both now
  - Curriculum Committee example: new program vs. simple approvals of course updates