

## Student Representatives on College Planning Committees and Task Forces

### **Staff Equity Committee (SEQ)**

Over the years the student demographic landscape of Long Beach City College has been altered from one of majority white to one of majority minority. This is a direct reflection of the change in the city's demographic profile, which today reflects a sixty-seven percent ethnic minority population. These demographic changes warrant institutional structures that support those changes particularly in light of the 80% - 90% of students with basic skills needs, and also in light of the institution's Educational Master Plan which requires that we "Identify and evaluate obstacles to student success, and the ways to overcome them, in the areas of support services, instructional and staff support, facilities, and **equitable hiring.**"

### **The Staff Diversity Task Force**

The Staff Diversity Task Force co-chaired by the Academic Senate representative, Lee Douglas and the administrative representative, Rose DelGaudio, Vice President of Human Resources was charged with the development of an institutional diversity plan with the goal of improving the proportional ethnic and gender representation of faculty and staff relative to the proportions in the LBCCD community with timelines and annual benchmarks.

### **The Staff Equity Plan**

Since fall 2007 the Staff Diversity Task Force, comprised of the various constituencies on campus: faculty, classified, and administration, has worked diligently to assess institutional policies and practices which have created barriers to diverse hiring. The Task Force formulated the Staff Equity Plan in response to these barriers and thus identified three major areas which demand continuous action:

- (1) Dialogue/Training:** The objective here is to create an on-going intellectual campus-wide dialogue on the topic of equity as it relates to our students and staff. The purpose is to promote organizational learning while at the same time creating a climate of shared commitment and responsibility.
- (2) Recruitment:** The objective here is to create a faculty internship program that serves as a pipeline to full-time faculty positions; conduct broad based outreach to ensure equitable recruitment practices in support of appropriately diverse pools of applicants; and to provide applicant training opportunities to support their successful candidacy.

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**(3) Policies and Procedures:** The objective is to review and revise Board policies and administrative regulations as well as institutional practices to ensure adherence to legal requirements and contemporary practices which foster equitable hiring processes.

The Task Force recognizes that necessary to a successful plan was the need to move the topic of diversity from the margin to the center of the institution. It is no longer acceptable to just make claims in support of diversity, but rather senior leaders, department chairs, and existing faculty all have key roles to play in efforts to increase the presence of under represented faculty. It is no longer someone else's concern, it is everyone's concern. Further, the institution must imbed the efforts of diversity and equity into the core of its mission and everyday institutional functioning. It therefore requires comprehensive and on-going dialogue/training efforts to achieve sustainable change.

The Task Force also placed significant importance on the role of recruitment as a successful strategy to achieve a diverse staff. The Task Force's work here provided opportunity to "think out of the box" in terms of new approaches to recruitment which involves broader outreach efforts at multiple levels and in multiple venues.

The current Staff Equity Plan represents the first phase of its design and implementation for year one. Phase II will continue to build upon the Phase I structures as it transitions from a Task Force to the Staff Equity Committee.

**Charge:** (responsibilities, tasks)

The charge of the Staff Equity Committee is to assist the district in implementing and monitoring its *Staff Equity Plan* as well as provide suggestions for Plan revisions as appropriate. The committee will assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may sponsor events or other activities that promote and support equal employment opportunity, nondiscrimination, retention and diversity in collaboration with other appropriate groups. The committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected.

### **Facilities Advisory Committee (FAC)**

#### **Mission Statement**

Administrative Services facilitates the efficient and effective utilization of college resources to further the educational mission of the college. We work proactively with all college constituents to integrate our professional expertise in the areas of [Fiscal](#)

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[Management](#), [Facilities & Operations](#), [Instructional & Information Technology Services](#) and [Business Support Services](#) to design and implement working solutions to operational and academic challenges. Our services are a strategic response to meet students, faculty, staff and community members' needs and enable their goal attainment in a constantly changing environment.

### Goals:

- (1) Maintain financial stability and institutional compliance with Federal, State and local rules and regulations.
- (2) Design, construct, maintain, and implement improved physical facilities; and provide operational (academic & non-academic) support services.
- (3) Provide innovative and effective solutions to instructional and information technology challenges.
- (4) Identify and manage risks to continue to ensure a safe and secure learning and work environment.
- (5) Streamline practices to economize resources and create efficiencies

The [Budget Advisory Committee](#), the [Facilities Advisory Committee](#), and the [Citizen's Oversight Committee](#) fall under the auspices of Administrative Services as well. The Budget Advisory Committee and the Facilities Advisory Committee are both participative governance committees stemming from the campus' College Planning Committee. The Citizen's Oversight Committee is formed under the guidelines of Proposition 39 and contains members of the community with oversight responsibility of the District's general obligation bond funds.

### **Technology Oversight Task Force**

The Long Beach Community College Technology Plan addresses institutional needs across Instructional, Administrative, and Student Services areas. A set of premises guided the development process with the objective to deliver a workable conceptual framework that serves as a comprehensive model of current technology applications on campus.

### **Curriculum Committee**

The Committee on Curriculum and Instruction, herein referred to as the Curriculum Committee, is the primary recommending body on curriculum and instruction. It is a standing committee of the Academic Senate. As appropriate, recommendations of the Curriculum Committee shall be forwarded to the office of the Vice President, Academic Affairs for formatting, and through this office to the Superintendent-President for placement on the agenda of the Board of Trustees. The President of the Academic Senate shall then present Curriculum Committee proposals to the Board of Trustees for information or approval.

A. Compliance: The procedures used to review, recommend, approve, and implement courses and instructional programs shall comply with the provisions of Title

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5 and guidelines from the Chancellor's Office.

### Functions

- (1) Review and make recommendations regarding new courses, courses to be inactivated or deleted, and changes in existing courses.
- (2) Review and make recommendations regarding the feasibility, appropriateness, and need for proposed educational programs.
- (3) Review and make recommendations regarding the appropriateness, need, effectiveness, and priority of existing educational programs.
- (4) Review and make recommendations regarding the appropriateness, need, and priority of proposed and existing courses within existing programs.
- (5) Review and recommend changes in AA/AS degree requirements and areas of concentration, and recommend courses to fulfill the CSU and Intersegmental General Education Transfer Curriculum.
- (6) Recommend new academic policies.
- (7) Review and recommend changes to existing degrees, proficiencies, and curriculum guides.
- (8) Review and recommend changes in academic policies.
- (9) Review and approve changes in academic procedures, regulations, and standards of good practice.
- (10) *Approve new academic procedures, regulations, and standards of good practice.*
- (11) Assist in informing college faculty of new and revised academic administrative regulations, policies, procedures, and standards of good practice.
- (12) Oversee the operation and effectiveness of the subcommittees of the Committee on Curriculum and Instruction.
- (13) Remain current on issues regarding curriculum and instruction.
- (14) Disseminate information and train faculty and administrators regarding curriculum and instruction.
- (15) Annually review information in the college catalog, the official legal document describing all courses, curricula, degrees, and educational policies and programs of the district, to determine the accuracy of information on curriculum and instruction.

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### Meetings

- (1) Curriculum Committee and subcommittee meetings shall be held regularly, and meeting schedules and locations shall be published in advance.
- (2) Minutes, summaries, and consent agendas shall be kept of all Curriculum Committee and subcommittee meetings. Minutes shall be published for the Curriculum Committee meetings. Minutes, summaries, and consent agendas will be kept on file in the Academic Senate Office.
- (3) A simple majority of the membership shall constitute a quorum to conduct the business of the Curriculum Committee.
- (4) Courses, programs, and action requests submitted to the Curriculum Committee

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shall require a majority vote for approval.

- (5) In the event of cancellation of two consecutive regularly scheduled meetings for lack of a quorum, the initiator of an action before the Curriculum Committee or a subcommittee may, at the initiator's option, submit the matter directly to the Academic Senate President for consultation with the Vice President, Academic Affairs, and for consideration and action by the Senate.

### **Composition**

The Curriculum Committee shall be composed of the following members:

- (1) Elected Faculty Members: One member may be elected from each department, including LAC and PCC counseling and library. Departments may, by mutual agreement, choose to elect a joint representative. A joint representative will have a single vote.
  - a. Each elected faculty member, and other appropriate Curriculum Committee members, will be assigned to at least one standing subcommittee by the Curriculum Committee Chair in consultation with the subcommittee chairs with the goal of as broad a representation as possible from the various departments and schools of the college.
  - b. Faculty members shall be selected by a process determined by the Academic Senate.
- (2) Faculty Members (or designee) by position:
  - a. Academic Senate President
  - b. CCA President
  - c. Honors Program Coordinator
  - d. Articulation Officer
  - e. Transfer Center Coordinator
  - f. Matriculation Specialist
  - g. CHI President
  - h. Program Review Subcommittee Chair (if not already serving)
  - i. Representative from the Academic Senate's Career and Technical Education Committee
  - j. Past Curriculum Committee Chair (for one year)
  - k. Assessment of Student Learning Outcomes Subcommittee Chair (if not already serving)
- (3) Two Student Representatives appointed by the Associated Student Body Cabinet
- (4) Administrative Representatives (or designee):
  - a. Administrative Dean, Institutional Research/Academic Services, who serves as liaison with the Chancellor's Office and manages curricular databases.
  - b. Four instructional deans from Academic Affairs
  - c. Dean, Counseling/Student Support Services
  - d. Dean, Admissions & Records
  - e. Vice President, Economic & Resource Development

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- (5) Ex Officio, Nonvoting:
  - a. Superintendent-President
  - b. Vice President, Academic Affairs
  - c. High School Liaison (LBUSD)
  - d. Provost, Pacific Coast Campus

### **Voting Rights**

All members of the Curriculum Committee as listed in 4005.6, Section B.I,2,3,4 shall have a vote on the Curriculum Committee and the subcommittees on which they serve.

### **Terms of Office**

- (1) The term of office for the chair of the Curriculum Committee shall be two years. The Curriculum Committee Chair can serve more than two terms, but only two consecutively.
- (2) The term of office for elected faculty members shall be three years.
- (3) The members of the standing subcommittees shall serve three-year terms.
- (4) The term of office for the subcommittee chairs shall be three years, and the terms shall be staggered.
- (5) The term of office for the Past Curriculum Committee Chair shall be one year.
- (6) If an elected Curriculum Committee member misses three consecutive Curriculum Committee or three consecutive subcommittee meetings without informing the chair, this will be considered an act of resignation and the election process initiated.

## **Standing Subcommittees**

### **Academic Policy and Standards:**

#### **Membership**

- (1) The Chair shall be a faculty member elected by the subcommittee from the elected faculty members on the subcommittee. If no one from the subcommittee is willing to be elected chair, the subcommittee may nominate a chair from the Curriculum Committee at large.
- (2) One-third of the elected Curriculum Committee faculty members, with as broad a college representation as possible (including a counselor)
- (3) One student from the Curriculum Committee
- (4) Matriculation Specialist
- (5) Dean, Admissions & Records
- (6) One instructional dean as administrator liaison

#### **Charge**

The Academic Policy and Standards Subcommittee shall:

- (1) Review and recommend to the Curriculum Committee changes in academic standards and policies including, but not limited to, grading, requisites,

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credit/noncredit, experiential learning, innovative instruction, independent study, distance education, work experience, dean's list, credit by examination, unit limitation, advanced placement, and academic renewal, probation, and dismissal.

- (2) Review and recommend to the Curriculum Committee policies and standards for the conduct of classroom research.
- (3) Review and recommend to the Curriculum Committee policies and standards for assessment, placement, and evaluation of student outcomes in placement, remediation, and proficiency/competency testing.

### **Associate Degree and General Education:**

#### **Membership**

The Chair shall be a faculty member elected by the subcommittee from the elected faculty members on the subcommittee. If no one from the subcommittee is willing to be elected chair, the subcommittee may nominate a chair from the Curriculum Committee at large. One-third of the elected Curriculum Committee faculty members, with as broad a college representation as possible One student from the Curriculum Committee Transfer Coordinator Honors Program Coordinator Articulation Officer Dean, Admissions & Records One instructional dean as administrator liaison.

#### **Charge**

- (1) Review and recommend to the Curriculum Committee changes or additions to the Associate Degree that include areas of concentration, general education, and certificates linked to the degree.
- (2) Review and recommend to the Curriculum Committee changes or additions to the CSU-General Education requirements, the IGETC, career certificates, and certificates of completion not linked to an Associate Degree.
- (3) Review and recommend to the Curriculum Committee additions or changes in proficiency requirements for the college curriculum.
- (4) Review and recommend to the Curriculum Committee additions or changes to existing curriculum guides for each discipline's field of concentration for the Associate Degree or certificate program.
- (5) Evaluate the appropriateness of the Associate Degree and General Education requirements and make recommendations to the Curriculum Committee.
- (6) Resolve inter-program conflicts resulting from curricular overlaps.
- (7) Review all proposed additions of new programs for appropriateness in meeting the mission, goals, and Educational Master Plan of the college and make recommendations to the Curriculum Committee.
- (8) Review documents submitted to the Curriculum Committee for compliance with state standards and regulations as appropriate.

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### **Assessment of Student Learning Outcomes**

#### **(1) Membership:**

- a. The Assessment of Student Learning Outcomes Subcommittee Chair
- b. Two faculty members from each of the instructional schools and Counseling; one from each Student Success and Library Technology
- c. One faculty representative from each subcommittee of the Curriculum Committee: Associate Degree/General Education, Program Review, Course Evaluation and Academic Policy and Standards
- d. One faculty representative from each of the following groups: Academic Senate, Department Heads and PCC
- e. Two faculty representatives from Student Support Services
- f. The Dean, Academic Services
- g. The Associate Dean, Institutional Effectiveness
- h. One instructional dean
- i. One student member to be appointed by the ASB
- j. One part-time faculty member to be appointed by CHI

#### **(2) The Assessment of Student Learning Outcomes Committee shall:**

- a. Survey the educational programs at Long Beach City College for current use of student learning outcomes and update this information annually.
- b. Serve as a resource for activities related to the assessment of student learning outcomes by assisting faculty to articulate student learning outcomes, develop strategies to assess the accomplishment of those outcomes, and use the findings from student learning outcomes assessment to further improve teaching and learning.
- c. Review the LBCC principles of assessment of student learning outcomes, modify as necessary, and present them to the Curriculum Committee for adoption.
- d. Develop student learning outcomes for general education, after consideration of student learning outcome statements in LBCC Program Plans and other sources, to take to the Curriculum Committee for approval. Implement an assessment process and utilize the findings to improve general education.
- e. Craft a comprehensive, college-wide plan for student learning outcomes assessment that may include such areas as background research, assessment procedures, timelines for pilot programs and assessment activities, resources for materials and instruments, and utilization of assessment results.
- f. Provide an annual report that summarizes, analyzes, and evaluates the past year's student learning outcomes assessment activities and accomplishments. Use the report to make necessary improvements and adjustments to the assessment effort.
- g. All faculty members serving on standing subcommittees of the Curriculum Committee, except the Program Review Subcommittee and the Assessment of Student Learning Outcomes Committee, shall be members of the Curriculum Committee.
- h. The chairs of the standing subcommittees shall be faculty members elected by the members of the standing subcommittee, shall be selected from the elected

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faculty members as listed in 4005.6, Section D.1, and shall serve three-year terms. The Program Review Subcommittee Chair shall be elected from the faculty members serving as their department representatives on the subcommittee for a three-year term.

- i. The chairs of the standing subcommittees and the Curriculum Committee shall meet on a regular basis throughout the academic year to discuss curricular issues and exchange information about upcoming meetings.

### **Student Success Committee**

Charge: The Student Success Committee will meet routinely to support the basic skills and student success efforts of the college, which may include, but are not limited to, the following:

- (1) Develop and recommend a mission statement for the basic skills agenda based on institutional goals.
- (2) Provide input for development of administrative leadership responsibilities supporting the basic skills agenda.
- (3) Continue to develop, review, and evaluate the basic skills plan.
- (4) Recommend criteria for institutionalizing innovative and effective programs.
- (5) Provide ongoing recommendations about basic skills improvement efforts.
- (6) Publicize recommendations to other shared governance bodies on campus.
- (7) Promote the basic skills plan throughout the institution.
- (8) Recommend priorities for the basic skills/student success agenda.
- (9) Collaborate with other established groups, committees, taskforces and programs to share information and minimize duplication of efforts

The Student Success Committee will report to the College Planning Committee.

### **Academic Senate**

The Academic Senate is the primary voice of the faculty in promoting effective participation in the decision-making process of college-wide academic and professional matters.

Elected by faculty-at-large from their respective campuses, senators and alternates serve three-year terms and work to take part in debates, to make motions, to write resolutions in an effort to help steer decision making.

The passage of AB 1725 in 1988 confirmed the Academic Senate's role as the college's primary voice in academic and professional matters. The Long Beach Community College Academic Senate affirms its commitment to a broad and inclusive vision of collegial consultation in these matters.

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Our standing committees and sub-committees also address areas identified by Title 5, Section 53200 and work in tandem with the Academic Senate for the benefit of our students.

The Academic Senate is a representative body, and we actively solicit your input and questions. Please contact us through our website or by contacting any current Academic Senator. All Long Beach City College faculty enjoy the right to attend and address meetings of the Academic Senate and to be full voting members of the Senate's standing committees.

### **Pacific Coast Campus Task Force**

Charge:

The PCC Task Force will engage all relevant groups of the college in developing a comprehensive educational plan for the Pacific Coast Campus whereby students can complete the necessary coursework and receive the necessary student support services to receive an associate's degree, complete transfer level coursework, or receive a career/technical certificate. The role of the Pacific Coast Campus Task Force is to serve as a Task Force of the College Planning Committee. In addition, the PCC Task Force serves an advisory role to the AVP of PCC. Specifically, the PCC Task Force will:

- (1) Review planning documents and relevant data and recommend goals for the development of the Pacific Coast Campus plan;
- (2) Develop action plans, time lines, resource requirements, and other recommendations deemed appropriate to implement actions necessary for achieving identified goals;
- (3) Proactively respond to the needs of students and staff by anticipating needs, recommending solutions, identifying resources and using these to enhance the student, faculty and staff experience at the Pacific Coast Campus;
- (4) Collect comments and share changes/revisions to the Pacific Coast Campus plan with the campus community;
- (5) Consider and incorporate, where appropriate, information from the Executive Committee,

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College Planning Committee, Academic Council and other standing groups, information relative to the PCC planning framework;

- (6) Evaluate priorities, by making recommendations such as which programs and activities should be supported;
- (7) Guide the allocation of resources;
- (8) Function as an advisory group for the Associate Vice President on areas related to the development of a comprehensive educational plan for the PCC campus.
- (9) Recommend additional planning processes or identify key planning issues not otherwise addressed – especially those that may be needed to link school or unit planning to campus-wide planning efforts;
- (10) Receive updates from standing committees and work groups (e.g. Enrollment Management Committee, Student Success Plan, Staff Equity Plan, Technology Plan, etc.) and conduct environmental scans to assure that the PCC Task Force is fully informed about campus initiatives and issues that may influence planning;
- (11) Review the results of periodic strategic planning processes and refer items to appropriate campus groups for further study and recommendation.

### **Human Resources – Hiring Committee**

Sit on a review board with faculty and staff members during the hiring process of new college employees.