Senate Respons es to Questions Pr esented by CReST

P resented to Academic Senate - March 9, 2021

4 . The s tatewi de Ac ademic Senate has been a st rong proponent of gui ded pathways. Consider

the extent to which Hartnell’s Academic Senate has infused the c oll ege redesign phi losophy of

self-reflectiv e ass essment and improvement, and embedded g uided pathway s pri nci ples, i nto

Senate processes and work product. How would Senate leadership best characterize the

Senate’s rol e thus far in c ol lege r edesign/g uided pathw ays along the c ontinuum dis played

below? What role would Senate like to have? Choose from the terms below or provide

di ffer ent terms that bes t apply , al ong w ith a narrative.

In t erm s o f leadership, the Senate was not involv ed in the s elect io n o f faculty appo inte d

to Guided Pathways leadership in a formal way. As such, there have been some decisions m ade

and presented to Senate that were a com binatio n of surprise and co ncern. The Senate has no t

bee n involved directly in leadership pertaining to the Guided P athway s initiativ e (o utside o f

consultatio n with President O’Do nnell). Beyo nd the confirm atio n o f faculty appointments for

the “Year o f Inquiry”, the Senate has had a limited role. For example, there is not a Senate

appointee to the current CReST team, whereas during the inquiry phase, there was. This is not

to take away from presentatio ns made at Senate that prov ided some useful info rmatio n and

asked for some limited input, but to highlight key areas (su ch as program mapping) that did not

get Senate feedback.

Howev er, the Senate W ANTS Guided Pathways to be succe ssful, and knows i t can o nly

be so if faculty hav e buy -in and leadership. Senate leadership initiated the To wn Hall to help

to wards this goal, but w e beli eve o ther areas o f action sho uld include:

● A co nsiste nt program mapping philo so phy fo llo wed by all co -leads;