Liesel Reinhart: These are often make or break questions at Mt. SAC. This is a really important topic for us here at the campus.

Liesel Reinhart: Welcome to the Magic Mountie podcast. This is a podcast that's dedicated to helping faculty and other college employees as they try and navigate the challenging fabric of serving students, especially at Mount San Antonio college, but everyone's welcome.

Christina: Christina, here. Today we bring you the fourth and final episode in our series about getting a full-time faculty job at a California community college, recorded live at a recent on-campus training. This episode tackles subjects full-time faculty need to know about Guided Pathways, shared governance, and curriculum. Presenters include expert faculty from across campus joining for an interactive panel dialogue. Enjoy.

Liesel Reinhart: This is a very loose conversation. It's an opportunity to ask some questions and for us to talk a little bit more about questions you might be asked that don't specifically have to do with your discipline, but have to do with those full-time faculty responsibilities we talked about earlier.

Liesel Reinhart: These four people have joined us today to share their experience and knowledge in some of these areas to help you out. So, we're going to go down the line and I'll just have them introduce themselves briefly. And then I'll just do some q&a and we'll get going.

Mark Boryta: Hi, I'm Mark Boryta. I teach with Earth Sciences Astronomy program, and I also am a Guided Pathways faculty person.

Patricia M.: Hi, everyone. I'm Patricia Maestro. I have three hats. I am a counseling professor and counselor. The other thing that I do is a co-chair, my co-chair chairs for the Counseling Department. The third thing that I do is the Guided Pathways faculty coordinator for the institution.

Lina Soto: Hi, my name's Lina Soto. I'm co-chair of the Counseling Department as well, and a counselor professor. I also am co-vice president of the academic senate.

Dianne Rowley: Hi, my name is Dianne Rowley. I'm an instructor in the Learning Assistance Department, where we have math, and reading, and study skills and writing classes. I also am the department chair. And I also am the Assistant Curriculum Liaison. So, curriculum at Mt. SAC goes on a four-year cycle. All the courses come through Curriculum to be reviewed. So that's part of what I do.

Liesel Reinhart: And all four of these individuals have a little bit of reassign time for their work in these areas. Some, more than others. And that's part of their full-time faculty load. Usually people, after they get tenure, over the years, might move into various reassigned positions. That allows them to find other ways to serve. We have some areas of big, faculty responsibility here.

Liesel Reinhart: So why don't we get started with the most mysterious term in the room? How many of you out here know what Guided Pathways is?

Liesel Reinhart: Okay. Great.

Liesel Reinhart: Let's learn a little bit about that from Mark and Patricia.

Patricia M.: So, I'm going to talk about the large, institutional structure of Guided Pathways and Mark is going to talk more specifically about what we're doing with faculty in regards to Guided Pathways. So we're going to tag team.

Patricia M.: Guided Pathways at Mt. SAC has been around for about three and a half years. We were one of the original colleges that participated in the national study before California decided to adopt it for all community colleges. So, we're about three and a half years ahead of all institutions, a couple of other colleges in California.

Patricia M.: But the best way that I like to describe what Guided Pathways is as an institution, is that we're unpacking the institution's processes. And what I mean by that, we're looking at the institution and the process in which our students go through our process, and how do we make it better for them from the moment they start, and for us, meaning starting when they start thinking about coming to Mt. SAC.

Patricia M.: So this could mean they're a junior in high school and they're talking to their friends and says, "What are you going to do after you finish college?", well, they're thinking about, "Well, I'm going to go to Mt. SAC. What would that look like?", to the point when they apply to our institution, all the way through orientation, all the way until they register and they're in your classes. Then, it's taking the student, from the moment they're in your classes to get through the different processes to earn their degree, their certificate, and then exit.

Patricia M.: Exit can mean leaving into the workplace. Or, exit means transferring to a university to then enter the workplace. So, our institution is unpacking all of these processes. And looking at them and saying, "How do we make this better and much more efficient and much better for the student?". So, for a long time, there was a tag theme that says the student has to get ready for college. Mt. SAC has adopted, "We need to get ready for our students. We need to look at our process to make this better for them, 'Why should they go through obstacles to get through our process?', and that includes everything from the moment they start to the moment they exit, and look at those experiences".

Patricia M.: And so, a couple of projects we've been working on, and the first project that we really started to tackle in our initial stage of Guided Pathways at Mt. SAC is something called MAPs. And MAPs provides students an opportunity to look at, "Where does it need for me to start at Mt. SAC. My goal is to earn Degree X, and what does that look like? How long is going to take me? What should I take?"

Patricia M.: And so what we did in our first project was develop all 200-something MAPs across all of the curriculum. And this was done in conjunction with partnership with the instructional faculty of the discipline and counselors. And then, we've developed a website and now it's housed. So that's one big project that we took on initially. The second project that we've been working out is now, what do we do with them? Now, we've built these MAPs and now how do we get them in students hands? So the next thing we're looking at is the onboarding process. And I know a lot of people are like, "Well, what does that mean?". Again, looking at that student who's 45 years old, and his re-entry. How do we get these MAPs into their hands? How do we help them understand what we offer? But how do you get from point A to point B in this areas of, "I want to study X".

Patricia M.: So, we're developing systems, and I'm not going to get into the systems today, to be able to get this information to students. And that's what we're working on next. There's a lot of other projects we're working on. We have a faculty part that Mark is going to talk more about. We have a research component embedded through all of these processes that have a student voice, a faculty voice, a classified voice, a management voice. So a lot of research is happening across the different layers.

Patricia M.: And then, there's a third part. And that's where I'm going to hand it off to Mark, where I really want him to zero in on, the faculty part. Because you are all key in helping the student once they start in your class to get them to the exit. Even if that exit was three, four, five semesters ago, it still means, what did you do with that first time they came into your class? And what are you doing with them as they progress? And what are we doing them upon exit? Because the college and it's higher funding, all community college stuff, funding is all going to be based upon exit. Did we get students to earn a certificate, an Associates, a transfer degree? And that's all on us. And the biggest factor of success is you. Because you're the ones who see them all the time. So, think about how you can invest in helping students in a class, in a program that goes beyond what happens in the classroom.

Patricia M.: Caduceus, the Caduceus Club started years ago by a biology professor to help students engage with their science major and practical experiences with medical, health-related fields. It's been around for like, 12 years. And it's grown from a hundred students to thousands of students who come to hear about panels and veterinarians, and pharmacists, and internships and how to apply for the UCs, apply for the universities, how to apply for a med school and veterinary school. That's what we're talking about.

Patricia M.: So it's going beyond what you learn in the classroom and giving them those practical, life experiences of taking it outside the classroom. All of us will touch these students at some point. So I'm going to have Mark talk about that.

Mark Boryta: My name is Mark. I teach geology and astronomy and students don't come in the door thinking, "I'm going to be a geologist". What can you do to guild the path, so we say, make it so that the student knows where they're going to go with this and what they can do with it? My task is to try to convince faculty that they do know these things and there are other things they can do more consciously so that they can help guide students out of the college without having them wasted their time.

Mark Boryta: We're going to have a faculty retreat coming up in April and it will be a process of selecting of somewhere around 40 faculty members to take part in this. We're going to go to an undisclosed ... no, it's not undisclosed, we're pretty much set on going to the Temecula Creek Inn. Faculty need to know that what they do for the most part is in line with the Guided Pathways initiative and what they can do to improve on that, to integrate their efforts with the efforts of the rest of the college.

Liesel Reinhart: Let's switch gears and get a couple of other topics in the room as well. Shared governance, Lina is here. She's the vice-president of our academic senate. And she's going to tell you a little bit about when, you know those councils and committees that we talked about earlier, that you might be a part of. She is one of the people who appoints people to those and can give you some more detail about the full-time faculty responsibilities in this area.

Lina Soto: Shared governance is exactly what it sounds like. It is up to all of us to share in governing the college. And that doesn't mean faculty only. It's classified. It's faculty and administrators. So, the committees that I appoint to, I appoint to senate committees only. And there are several other committee structures as well. There are the governance committees, the operational committees, there are others, and then there are the academic senate committees.

Lina Soto: So, with academic senate, what we're really looking at is, our primary function is to make recommendations with the respect of academic and professional matters. So that's a very broad term, academic and professional matters. The academic and professional matters include these 10, plus 1. Really 11, but, 10 plus 1. So, our committees make recommendations to the vice-presidents and president. They implement the recommendations usually if they're primarily relied upon. And when they don't like our recommendations, sometimes we have some stronger words and say why we really feel this is necessary. But it really is a matter of working together and getting Classified's opinion, what they think is important, getting all of our faculty opinion and why is it important to us, and administrators hearing that, and then, making the best determination for what they think is best for the college knowing all that they know and everything that they're trying to make successful of the college, as well.

Lina Soto: So, we're all here for students and that's what we want to keep in mind. But with all these committees, it can kind of seem like, "Well, which one am I on and what does it mean to be on a governance committee?", "What does it mean when I'm on a operational committee?". The governance committees, you can see the accreditation, budget, campus equity and diversity. They're looking at the whole college in these areas. Every committee has their own purpose and function. And so once you get in there, you say, "Okay. This is what we're supposed to do. These are the discussions that we have here, or how it's going to impact the campus and what do we want to implement. What do we think is working, what is not working?". And that's what you do in those committees.

Lina Soto: When we're looking at operational committees, they're kind of more in the depths in doing work on these specific areas. So, Police and Campus Safety Advisory, that's very new. But the academic senate actually really pushed for this, and so did classified senate. So, so many of our constituencies came together and said, "We need a Police and Campus Safety advisory". We took that to the president and he said, "Okay. Let's make it happen". And so, we came up with what we thought the makeup should look like. And now they're starting to meet and talk about what does community policing look like. What standards do we want our Police and Campus Safety to have on this campus? And so, they're getting started on doing all of that.

Lina Soto: Our academic senate committees, those are all academic and professional matters. So you can see with the curriculum and instruction, Dianne will get into that in a little bit, that is our purview as faculty. That is something that we handle, no one else does. So it's really important that you know what your voice is, that you do have a voice and that you get involved. It's not just, "When I can", it is expected as a full-faculty member that you will get involved on campus-wide committees, not just on the committee in your department. Because those are important, too. And sometimes you feel really busy just getting involved in what you're doing with Guided Pathways in your department, what you're doing with the classroom and any behavioral problems that are coming up your way. But it's also your responsibility to be involved campus-wide.

Liesel Reinhart: One of the questions that I've actually asked before on a hiring committee here at Mt. SAC is, as an adjunct faculty member, you don't have as many responsibilities in these areas, but as a full-time faculty member, you'll have six hours a week of responsibilities, what are some of the things you would do with that time? And sometimes people say, "I'd join committees and things", but other times people say, "I think I would be interested in joining the Outcomes Committee and the Voices Committee. I've reviewed both of those. I'm really interested in recognition and here's my experience with that. And I would have a lot to contribute", or the Insurance Committee, "I actually worked as an insurance broker at one point. As a faculty member I could contribute a lot to the topic of insurance, and I was excited to see I could bring that value to your Insurance Committee".

Liesel Reinhart: So, if you speak concretely and find some places already, that you think you could offer value, I think that would be a really specific answer you could give when you get that kind of question.

Lina Soto: And that's all part of the research of which ever school you go to, because our structure is different from other schools. So you want to look at what their structure is like, as well.

Liesel Reinhart: All right. Let's talk about curriculum. You have a hand out for this one.

Lina Soto: I was appointed by academic senate to be the curriculum helper. There's a faculty curriculum lead person, and then there's the helper person, that's me. Every course and program on campus, and degree, has to be reviewed every four years. So, we have a big faculty committee. We meet once a week and we just review courses that are due to be reviewed. And we look at them and we have to make sure that the units are good, and the topics are aligned with what they're supposed to be.

Lina Soto: We have faculty group. It's everybody from every division, usually two people from every division on campus. So that we can look at and we can have conversations about, "Now what class are they doing there?", you know, is it overlapping with another department or area? And these are conversations that we have.

Lina Soto: So, what a great experience to know how to create a COR, or perhaps you've written a course, or perhaps you did a distance learning amendment. There's a lot of opportunities. But the adjuncts in our department also help us with curriculum, too, because there's a lot of courses. It's a lot. So, if you can find an opportunity to say, "Hey, I'll help you with that", it's just another thing to put on your resume and say, "I know how to do curriculum". Beware of, in the interview, pitching your great idea for this awesome class that you have been always wanting to teach. Unless it really fits in with Guided Pathways, or unless you can find a way to fit it in. And it has to be a lower-division course. Be careful you're not pitching an upper-level research course or something like that. Because, remember, community college can only do the lower-division courses. So, that's really important to know when you're in that situation.

Lina Soto: Know your COR. Do you know where to find your COR? Because in the interview, they'll ask you questions about what do you teach. And you want to be fluent in what's on your COR. You want to be able to say things like, "measurable objectives", known methods of evaluation, throw that in your interview. And that's always helpful, too. So know your course outline of record.

Liesel Reinhart: I think to the point where, what's happening in our classrooms and the pedagogy that we employ is so important, and being able to talk about having a framework, if you have experience with studying teaching techniques, if you have learned methods or done professional development that help you, being able to talk about that in your interview is a very basic way in which you can show that you support initiatives like Guided Pathways and equity, if nothing else, to be able to tie it to the fact that you are a practitioner who's thinking about your teaching and want to improve your teaching skills and using some examples of that.

Liesel Reinhart: And also that you're interested in future professional development opportunities at the campus, I think, is a really great thing to say. Because we don't expect anyone to come in fully prepared, fully aware, fully baked, and fully ready for all facets of this job. But you are looking across the table and wondering, is that person going to become that individual? Will they commit? Or, once we hire them, will they keep learning? Will they keep growing? Will they keep doing things that we're not standing over them and making them do? So, to the extent that you can convince us of that, that is an enormous benefit in the hiring process.

Liesel Reinhart: We're so grateful that you are invested in wanting to be a part of the future of this college. I think all of us would say that it's a wonderful place to work. It's worth the struggle. We know it can take time. And it can be a pain to sometimes get those documents to upload. And it means a lot that you're already interested enough in professional development to be a part of our community here today. And, really, good luck out there. We wish you the very best.

Liesel Reinhart: Thank you all, for coming.

Liesel Reinhart: Hey, thanks, so much, for joining us for the Magic Mountie podcast. We love your likes. We love your shares, and we love your comments. So, please, engage with our community. Download from wherever you love to get your podcasts; iTunes, google, RateMyProfessors, we're there. And we want you to be back with us next week. Remember, any opinions that are expressed in this podcast do not necessarily represent Mt. San Antonio College or any of it's agents. We'll see you next time.