CUYAMACA · COLLEGE ·

ACADEMIC SENATE MEETING MINUTES

Thursday, May 14, 2009

Present: M. Wangler, N. Jennings, B. Pescar, D. Hajj, C. Morrin, P. Setzer, G. Differding, T. Nichols, K. Wergland, E. Cardenas, A. Zambelli, A. Munoz, K. Dudzik

Absent: N. Keeley

Guests: Dr. Cristina Chiriboga, Interim President, and Connie Elder, Dean of Learning & Technology Resources

The senate minutes are recorded and published in summary form. Readers of these minutes must understand that recorded comments in these minutes do not represent the official position of the Academic Senate. The Academic Senate expresses its official positions only through votes noted under "Action."

Call to Order
Academic Senate President Michael Wangler called the meeting to order at 2:07pm.

I. Approval of Minutes – Meetings of February 26 (revised), March 26
M/S/U (Hajj/Differding) to approve the Minutes of February 26, 2009, as revised.
M/S/P (Setzer/Pescar; two abstentions) to approve the Minutes of March 26, 2009.

II. President's Report

A. College President's End-of-Year Update
Interim President, Dr. Cristina Chiriboga, provided an update on the college's enrollment, budget, and end of the year events & activities. She reported that the College and its staff had a lot to celebrate. She stated that Cuyamaca College had the highest enrollment in its history, with a 14% increase in FTES for the spring semester.

Dr. Chiriboga also reported on the development of the 2009-10 tentative budget, which is scheduled to go to the Governing Board for approval at their June meeting. In anticipation of deep cuts to the State's budget for community colleges, the district is building a 5.5% deficit factor into the 2009-10 tentative budget (for fiscal year 2008-09 the deficit factor was 3%, which turned out to be right on target). She indicated there could be deep and painful cuts as the State's budget crisis worsens.

Finally, Dr. Chiriboga expressed kudos for all involved in the very successful Spring Garden Festival, which drew over 7000 people to the college on April 25th. She also attended the EOPS Recognition Ceremony and praised the faculty, staff and students involved in this annual event. Dr. Chiriboga concluded her update by inviting all faculty to the upcoming Cuyamaca College Foundation Gala on May 16th, and the after commencement party at the Water Conservation Garden on June 3rd.

III. Vice-President's Report
Vice President Nancy Jennings announced newly appointed faculty for the following search and interview committees: Cindy Morrin and Donna Hajj as Co-Chairs for the Search and Interview Committee for the Dean of Counseling and Matriculation, and Teresa McNeil and

Amaliya Blyumin as Co-Chairs for the Search and Interview Committee for the Student Services Specialist; She also reported that Donna Riley will be the new Co-Chair of the Curriculum Committee for 2009-10.

IV. Committee Reports

A. Facilities Use Task Force

Pat Setzer, member of the Facilities Use Task Force, summarized the progress being made by this group. He reviewed AP 6700- Civic Center and Other Facilities Use, and highlighted two areas in need of revision: the statement on the use of alcoholic beverages, and the section on insurance practices.

He also reviewed the newly proposed Facility Use Reservation Form, indicating that internal groups have priority and can reserve facilities up to 1 year in advance, while outside organizations are allowed to make reservations up to 6 months in advance of an event.

Senators discussed the proposed process for reserving facilities and asked for clarification on several items. P. Setzer agreed to take the Senate's questions and input back to the task force, and will return in the fall with a progress report.

B. Districtwide Website Task Force

Connie Elder, member of the District-wide Website Task Force, discussed the results of a recent analysis of the district and college websites. She stated that Web presence has become increasingly important and that the district and college websites have become outdated and difficult to navigate.

The Task Force will be making recommendations for redesigning the websites to make it more user-friendly for students, faculty, and staff. C. Elder will return to the Senate for a progress report in the fall.

C. Faculty Handbook Task Force

Barbara Pescar, Part-time Officer At-large, provided an update on the progress of revising the faculty handbook. She reported that the bulk of the revisions are complete, but there are still a few gaps to fill in. A final version of the faculty handbook will return for Senate approval in the fall.

V. Action Items

A. Online Instructor Certification

M/S/U (Differding/Hajj) to approve the Online Instructor Certification Policy, as recommended by the Online Teaching & Learning Committee with the following changes:

Revision of Phase 2 title statement to read as follows: *"After an instructor has started teaching an online course, it is strongly recommended that they be required to complete the following:"*

Revision of 4th bullet, Phase 2 to read as follows: *"Continuing professional development in online teaching (minimum of 5 hours/year)*

(Attachment A)

B. Faculty Guidelines for Keeping Textbook Costs Down

M/S/U (Zambelli/Differding) to approve the recommended faculty guidelines for keeping textbook costs down, as recommended by the Districtwide Textbook Task Force. (Attachment B)

C.   Academic Honesty/Dishonesty Policies
M/S/U (Zambelli/Differding) to approve the revised catalog language for the section on Academic Honesty/Dishonesty, as recommended by the Curriculum, General Education, and Academic Policies & Procedures Committee. (Attachment C)

D.   Academic Master Plan
M/S/U (Differding/Zambelli) to endorse the 2010-11 Academic Master Plan.

E.   Student Services Master Plan
M/S/U (Hajj/Setzer) to endorse the 2010-11Student Services Master Plan.

F.   Shared Governance Council & Committee Revisions
M/S/U (Hajj/Pescar) to endorse the revised charges & compositions to the college shared governance councils & committees listed in the College Organizational & Governance Handbook, as recommended by the College Policy & Procedures Committee.

G.   Process for Selecting Faculty Co-chairs of College Shared Governance Councils & Committees
M/S/U (Differding/Pescar) to approve the process for selecting faculty co-chairs of college shared governance councils & committees. (Attachment D)

H.   Curriculum Committee Charge and Composition
M/S/U (Zambelli/Differding) to approve the revised charge and composition of the Curriculum, General Education, and Academic Policies & Procedures Committee. (Attachment E)

I.   Process for Selecting the Faculty Co-Chair of the Curriculum Committee
M/S/U (Zambelli/Differding) to approve the process for selecting the faculty co-chair of the Curriculum, General Education, and Academic Policies & Procedures Committee. (Attachment E)

J.   Academic Senate Co-sponsorship of Post-Commencement Reception
M/S/U (Hajj/Setzer) to approve the allocation of $300 for the Senate's co-sponsorship of the 2009 post-commencement reception for faculty and staff

K.   MOU between the Academic Senates and United Faculty
M/S/U (Zambelli/Pescar) to approve the joint resolution for developing a memorandum of understanding for future working relations between the Academic Senates and the United Faculty. (Attachment F)

VI. Information

There were no information items.

VI.   Announcements/Public Comment

M. Wangler announced that there would be an early senate meeting on August 27th - the 4th Thursday in August to deal with a critical accreditation issue related to diversity.

N. Jennings then gave heartfelt thanks to Senate President Michael Wangler for his competent and courageous Senate leadership and said that he represents the faculty very well.

Adjournment - Academic Senate President Michael Wangler adjourned meeting at 3:50p.m.

Recorded by: Joy Tapscott

Attachment A

Online Instructor Certification Policy

Instructors assigned to teach fully online classes, including to a lesser degree those teaching in blended classes, will be required to complete the following training:

Phase 1: Before an instructor is assigned to teach an online class for the first time they must complete training in the following areas three areas:
- Online teaching and pedagogy
- Course management system
- Course material accessibility

Examples of satisfactory training include completion of one of the following:
- San Diego State University's Educational Technology or similar degree program
- Cuyamaca College offered courses
  - ED214 (Online teaching and pedagogy course)
  - Teaching with Blackboard online course (offered via LRC)
  - ED216 (accessibility course under development)
- Completion of the California Community College @One Online Teaching Certification (http://www.cccone.org/certification/index.php). The @One certification includes all three elements considered essential preparation for teaching online.
- Completion of a similar online instructor certification program at another institution

Phase 2: After an instructor has started teaching an online course, it is strongly recommended that they be required to **complete the following:**
- Training in multimedia products pertinent to their proposed course material delivery.
- Mentoring from an experienced online instructor for at least the first semester and longer if deemed appropriate.
- Subscribe to the Cuyamaca College Online Blog
- Continuing professional development in online teaching (minimum of 5 hours/year)

Phase 2 training can be accomplished through a variety of means including but not limited to:
- Presenting or participating in online learning multimedia courses and workshops offered during Cuyamaca College Flex Week.
- Completion of California Community College @One multimedia courses

- Participation in conferences, webinars, listservs, forums or workshops related to online teaching.
- Mentoring new online instructors.

Continuing Evaluation

A critical component of maintaining the quality of online education is continued evaluation. This doesn't mean a new evaluation system needs to be developed; it simply means that online classes should be evaluated as part of the normal instructor evaluation process. Online and traditional instruction are dissimilar, they require different skill sets for class preparation and delivery. If an instructor teaches both online and in the classroom, it is most strongly recommended that both venues be evaluated in a comprehensive instructional evaluation.

Attachment B

HOW CAN FACULTY KEEP TEXTBOOK COSTS DOWN?
ACADEMIC SENATE ADOPTED GUIDELINES
SPRING 2009

Faculty should consider all means to control and reduce textbook and course material costs that do not compromise academic freedom or educational quality.

Faculty guidelines:

1. Adopt or revise departmental purchasing guidelines. Consider adopting or revising your departmental purchasing guidelines to incorporate the principles outlined below.

2. Disseminate information about how students can keep textbook costs down. The ASGC flyer "How Can Students Keep Textbook Costs Down?" can be distributed in class or included in class syllabus or webpage.

3. Submit textbook orders early. This lowers the cost by giving the bookstore time to purchase more used books from students and increases used book availability. It allows students to shop alternate sources for the best price.

4. Consider department-wide textbook adoptions. Department-wide textbook adoptions allow the bookstore to purchase more used books. In addition, the same book can be used by students who retake a class.

5. Consider price before adopting a book. Is there a lower cost book alternative? Consider the price of instructor based ancillary materials and if they are necessary. Using ancillary materials eliminates the used book buyback and used book option.

6. Order unbundled books when possible. Extra CD-ROMs and workbooks may seem like a good deal, but in fact, it drives up the price by requiring a new purchase each time eliminating the used book and buy back cost savings for students. The bookstore can only buy back textbooks with all the bundled items intact and unused.

7. Create your own textbook study guides and support materials. Requiring students to purchase bundled workbooks, study guides and CD-ROMS with textbooks drives costs up and prevents students from reselling their books. Creating your own study guides and support materials eliminates this additional cost. Explore resources such as grants and release time to create the materials.

8. Stay with the same edition for as long as possible. Adopting a new edition eliminates the used book availability and bookstore buybacks for a semester.

9. Allow your students to use older editions. If you must order the new edition, consider letting your students use older editions when available. Post the older edition information in the syllabus.

10. Consider open learning content instead of a traditional textbook. Consider the offerings at California Community Colleges Open Content CCCOER, Rice University's Connexions, California State University's MERLO, and other repositories of extremely low cost and free content.

11. Require a library copy from publisher representative. Work with the library regarding maintaining reserve and reference copies of textbooks. Consider adopting books only if publisher will provide two or more desk copies.

12. Designate as required only those textbooks and materials that will be used. Designate others as optional. Consider that some student resources will not fund optional textbooks and materials, i.e., EOPS/CalWORKs. If more than one textbook or material is required, clearly outline in syllabus when each will be used.

13. Check with the publisher or bookstore for a paperless e-text version. E-text versions are often and initially cheaper. However, consider that E-text books eliminate the buy back and used book option for students.

14. Provide textbook ISBN number. Display textbook ISBN number on syllabus and/or course webpage. This allows the student to shop around for the best price.

15. Consider providing information to students about campus sources for textbook assistance. Provide contact information for financial aid, EOPS/CARE, CalWORKs and New Horizons on your syllabus and/or course webpage.

16. Recognize that selling instructor complimentary editions drives textbook costs up. Faculty sales of review or complimentary instructor copies impact costs, since most publishers "give away" millions of dollars in books each year, a cost then passed on to students. Many feel it is unethical for individual faculty members to use these giveaways to increase personal income.

Attachment C

CATALOG REVISION

The State Chancellor's office recently published a legal opinion (07-12, see attached) concerning the failing of students who are found to have cheated or plagiarized. The opinion states that it is not legal for faculty to fail a student in a class solely for cheating on or plagiarizing a single work or assignment.

>Specifically, "*an instructor would be justified in giving a student a failing grade on a particular assignment or examination if the student were found to have plagiarized in preparing that assignment or cheated on the particular examination.*"

>Further, "*an instructor cannot automatically give a student an 'F' grade for the entire course where the student is only known to have cheated or plagiarized with respect to one of several assignments that count toward the final grade.*"

Therefore, the Cuyamaca College catalog (see below) should be revised to reflect this change.

Under the heading of ACADEMIC HONESTY/DISHONESTY POLICIES, the **CUYAMACA COLLEGE 2008-09 CATALOG** (p. 33, second column) states the following:

>*Options may be taken by the faculty member to the extent that the faculty member considers the cheating or plagiarism to manifest the student's lack of academic performance in the course. One or more of the following actions are available to the faculty member who suspects a student has been cheating or plagiarizing:*

>*1. Review – no action.*
>*2. An oral reprimand with emphasis on counseling toward prevention of further occurrences.*
>*3. A requirement that work be repeated.*
>*4. A reduction of the grade earned on the specific work in question, including the possibility of no credit for the work.*
>*5. A reduction of the course grade as a result of item 4 (above), including the possibility of a failing grade for the course.*
>*6. Referral to the office of the Assistant Dean of Student Affairs for further administrative action, such as suspension or expulsion.*

The Curriculum Committee recommends revision of the college's catalog statement to read as follows (suggested changes are highlighted):

>**Options may be taken by the faculty member to the extent that the faculty member considers the cheating or plagiarism to manifest the student's lack of academic performance in the course. One or more of the following actions are available to the faculty member who suspects a student has been cheating or plagiarizing:**
>
>**1. Review – no action.**
>**2. An oral reprimand with emphasis on counseling toward prevention of further occurrences.**
>**3. A requirement that work be repeated.**
>**4. A reduction of the grade earned on the specific work in question, including the possibility of <u>a failing grade or</u> no credit for the work.**
>**5. A reduction of the course grade as a result of item 4 (above), including the possibility of a failing grade for the course, <u>if a failing grade for the work produces such a result</u>.**
>**6. Referral to the office of the <u>Associate</u> Dean of Student Affairs for further administrative action, such as <u>a failing grade for the course</u>, suspension or expulsion.**

Attachment D

Process for Selecting Faculty Co-chairs
of College Councils & Committees

Unless otherwise indicated, the following process will be followed for selecting faculty co-chairs of college councils, committees, and subcommittees where a co-chair structure exists. Faculty co-chairs shall be selected from the faculty membership of the committee/council, and shall retain their membership status while serving as co-chair. Under normal circumstances this process should take place at the beginning of the Spring Semester for terms starting on July 1.

1. When an opening occurs for a faculty co-chair position, the presiding faculty co-chair and/or administrative co-chair shall inform the committee/council of the opening, and review with the committee/council the nomination and selection process to fill the vacancy.

2. Nominations shall be open for 2 weeks following the announcement of the opening. Individuals may self-nominate, or nominations may be submitted by any faculty member on the committee/council. Nominations shall be submitted to the administrative co-chair's administrative assistant.

3. Once nominations close, the new faculty co-chair shall be selected by majority vote through secret ballot of the faculty members on the committee/council. The name of the new faculty co-chair shall be reported to the Vice President of the Academic Senate.

4. The term shall be for 2 years and start on July 1, or at a time established by the committee/council for mid-year replacements.

Attachment E

Curriculum, General Education and Academic

Policies and Procedures Committee

Charge	In accordance with Title 5 (T.5 55002 (a)(1)), and consistent with the Governance Structure of Cuyamaca College, the Committee, under the authority of the Academic Senate, has the oversight responsibility for the following: 1) approve additions, deletions and modification of courses and programs~~, including~~ and review the student learning outcomes of the college credit and non-credit curriculum; 2) approve courses for inclusion in the General Education package; 3) Curriculum Alignment, Articulation and Differentiation procedures between Grossmont and Cuyamaca Colleges; 4) Report regularly to the Academic Senate regarding all of the above. 5) Appoint sub-committees or work groups as needed to help conduct the committee's business. Scope of work includes review and recommendations of related academic policies and procedures (e.g., advanced placement, graduation requirements, etc.) for final submission to Academic Senate and forwarding to the College Policy and Procedures Committee.

Attachment E

Meeting Schedule	First and third Tuesday, 2:00~~-~~ *4:00* p.m.
Co-Chair(s)	Faculty ~~*(selected from composition of the committee)*~~ *(See selection process below)* Vice President, Instruction
Composition	Vice President, Instruction *Faculty Co-Chair* Division Dean of Instruction for reviewing technical matters *Full-time faculty representing the following areas (6 total):* ~~Faculty Representative~~ • Business/~~Vocational~~ *CTE* ~~Faculty Representative~~ • Math ~~Faculty Representative~~ • Science/Engineering ~~Faculty Representative~~ • Liberal Arts ~~Faculty Representative~~ ~~Basic Skills/~~ • Communication Arts ~~Faculty Representative~~ • Articulation Counselor~~/ Librarian~~ *2* Faculty Members at Large (~~2~~ *Open to all faculty*) As much as possible, the Committee is structured to provide representation from all instructional segments of the college. ~~*To ensure continuity, two-year terms are recommended with not*~~ *No* more than 50% of the committee ~~*being*~~ *should be* replaced each year.
Ex-Officio (Non-Voting)	Members as appropriate: Instructional Operations Supervisor Dean of Counseling and Matriculation Division Deans of Instruction (2), including Dean ~~*for Continuing Education and Special Programs*~~ *for Non-credit and Community Learning*
Adopted	2/96
Revised	2/99 3/99 (approved by Academic Senate) 10/00 *2/09*
Notes	~~*Faculty Representative term: Two years minimum for continuity*~~ ~~Faculty representing Basic Skills and the Library~~ *Basic skills, library, non-credit, and part-time faculty* are encouraged to serve on the Committee. *Preference for at-large appointments will go to non-credit and part-time faculty.*

Minutes 05-14-09　　　　　　　　　　　　　　　　　　　　　*Approved 09-24-09*

Attachment E

Process for Selecting the Faculty Co-chair of the Curriculum, General Education and Academic Policies and Procedures Committee

The following process will be followed for selecting the faculty co-chair of the Curriculum, General Education and Academic Policies and Procedures Committee. Under normal circumstances this process should take place at the beginning of the Spring Semester for terms starting on July 1.

1.   When an opening occurs for the faculty co-chair position, the presiding faculty co-chair and/or administrative co-chair shall inform the committee and the Academic Senate of the opening, and review with the committee the nomination and selection process to fill the vacancy.

2.   Nominations shall be open for 2 weeks following the announcement of the opening. Individuals may self-nominate, or nominations may be submitted by any faculty member on the committee or by any member of the Academic Senate. Nominations shall be submitted to the administrative co-chair's administrative assistant.

3.   Once nominations close, the faculty members on the committee shall vote through secret ballot with a simple majority rule determining the nominee to be submitted to SOC for appointment.

4.   The term shall be for 2 years and start on July 1, or at a time established by the committee, in consultation with the Academic Senate, for mid-year replacements.

Attachment F

Academic Senate Resolution to develop a Memorandum of Understanding (MOU) between the Academic Senates and United Faculty

Whereas, The faculty of the Grossmont-Cuyamaca Community College District enjoy faculty-driven organizations that protect the full range of faculty professional duties and work conditions, from the curriculum to sick leave, including the authority, responsibilities, compensation and benefits for full- and part-time faculty across the two colleges;

Whereas, The organizations – the Academic Senates and the United Faculty – have separately defined and jointly defined responsibilities in law, code and regulation as well as other responsibilities that require consultation among the organizations in order to achieve the most effective outcomes for all faculty; and

Whereas, Open communication, documentation and transparency serve the organizations and all faculty well;

Resolved, That the Academic Senates and United Faculty develop a Memorandum of Understanding (MOU) for appropriate separation of duties and responsibilities and to identify issues where the organizations' authority overlap; and

Resolved, That the MOU is developed with input from all stakeholders and that any topic suggested by one senate or the union can be considered for inclusion in the MOU; and

Resolved, That the Academic Senates and United Faculty establish means of effective, ongoing communication regarding issues relevant to the professional lives of faculty.