



ACADEMIC SENATE MEETING MINUTES

Thursday, November 4, 2010

Present: Reem Asfour, Chuck Charter, Guillermo Colls, Dan Curtis, Gregg Differding, Kim Dudzik, Donna Hajj, Nancy Jennings, Jesus Miranda, Brad Monroe, Angela Nesta, Terrie Nichols (temporarily for Dan Curtis), Jodi Reed, Pat Setzer, Carla Sotelo, Patrick Thiss, Beth Viersen, Michael Wangler

Guests: Julianna Barnes, Vice President of Student Services

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

The Senate met ½ hour earlier than usual and President Michael Wangler called the meeting or order at 1:35pm.

I. Approval of Minutes

There were no minutes to approve.

II. President's Report

A. Announcements

There were no announcements.

B. Conversation with the Vice President of Student Services

Michael introduced Dr. Barnes, Cuyamaca's new Vice President of Student Services, and had all of the Senate members introduce themselves.

Dr. Barnes thanked the Senate for having her at the meeting and spoke briefly about her background. She said that she had spent 10 years at UCSD before coming to the community college environment where she has now been for 11 years. Prior to Cuyamaca she served as a student services dean both at Miramar and San Diego City College.

Dr. Barnes said the Cuyamaca College environment was refreshing and she loved it here. She said the commitment of individuals at this college distinguished it from other colleges, which she noticed from her very first meeting and said she was pleased to find such dedication to student success.

Michael then gave her a 10 + 1 card from the Senate and she thanked the Senate saying she looked forward to working with everyone.

C. Hayward Award

Information was presented about the nomination and application process for the 2011 ASCCC Hayward Award.

Michael stated he would send out an email calling for nominations, which would then go to the Senate Awards Committee for a recommendation. Nancy indicated that the next Senate Awards Committee meeting was November 15th, which would allow for the recommendation

to be presented at the November 18th Senate meeting. Michael indicated that this item could be moved to action by the Senate with a 2/3rds vote, in order to meet the application deadline of December 1, 2011.

III. Vice President's Report

No Report

IV. Action

A. Critical Staffing Plan for 2010-11

M/S/U (Setzer/Monroe) to endorse the College's Critical Staffing Plan for 2010-11. **(Attachment A)**

Michael stated the Plan would go to IPC next and then move on to the District. Pat Setzer asked when we would be able to start the hiring process for the faculty positions. Michael stated that the process could begin once the plan had been fully vetted and approved at the district level—probably by the end of the fall semester.

B. Best Practices for Effective Online Instruction

M/S/U (Thiss/Differding) to endorse the Online Teaching & Learning Committee's recommendations for Best Practices for Effective Online Instruction. **(Attachment B)**

C. Service Recognition for Retiring Governing Board Members

M/S/U (Setzer/Thiss) to approve the Academic Senate resolution recognizing the service of retiring Governing Board member Rick Alexander. **(Attachment C)**

M/S/U (Thiss/Differding) to approve the Academic Senate resolution recognizing the service of retiring Governing Board member Deanna Weeks. **(Attachment D)**

Michael said he would be present these resolutions to the Governing Board at their November 16th meeting.

D. Committee Service Guidelines

M/S/U (Thiss/Hajj) to approve revisions to the Academic Senate's Committee Service Guidelines. **(Attachment E)**

E. Fall Plenary Resolutions

There were no motions regarding the 2010 Fall Plenary Resolutions.

V. Information

A. Voluntary Senate Fund

Donna Hajj, Full-time Officer At-Large, presented a proposal from SOC for soliciting donations for the 2010-11 Voluntary Senate Fund.

Donna shared a draft solicitation letter and indicated that it would be placed in Faculty mailboxes along with a return envelope. She added that there would be an additional incentive this year—a drawing for a box of See's Candy at the December Senate meeting.

There was a discussion about ways to increase donations followed by several on-the-spot donations from various Senate members.

Carla Sotelo suggested that Senate members match donations up to a certain amount. The Senate agreed to match total donations up to the first \$200, and to add this information to the letter.

Michael then asked for a motion to move this item to an Action Item, which requires a 2/3rd vote.

M/S/U (Monroe/Thiss) to move the Voluntary Senate Fund Letter to an Action Item.

M/S/U (Setzer/Thiss) to approve the Voluntary Senate Fund Letter, as revised.
(Attachment F)

B. Academic Calendar Options

Michael provided background information from previous meetings where the Academic Calendar had been discussed. The most common topics included changing the way Spring Break is scheduled and options for moving to a compressed calendar.

Several Senators suggested that it was a good idea to standardize when Spring Break is scheduled, adding that the Friday before Easter could still be recognized as a holiday if desired. It was suggested that the best place to schedule Spring Break is in between the two 8-week sessions.

Other topics that require further discussion include Thanksgiving week, and the possibility of a compressed calendar. All of these items will be discussed at a future DCEC meeting, and any recommendations related to the calendar would be brought back to the Senate.

VII. Announcements/Public Comment

There were no announcements or public comment.

Meeting adjourned at 3:00pm

Recorded by Joy Tapscott

Attachment A

Cuyamaca College

Multi-Year Critical Staffing Plan

Funded Critical Positions from FY 09/10 to be filled in 10/11 - \$98,822

Grounds Maintenance Worker, Sr.	Required to maintain landscape from College growth
General Maintenance Worker, Sr.	Maintenance of equipment in new facilities
Custodian (.475 FTE)	Services needed to maintain new facilities

Funded Critical Positions at TB to be filled in 10/11 - \$410,587

President	Accreditation requirements (Recruit FY 10/11 & fill FY 11/12)
Associate Dean of Athletics	Title IX compliance
Associate Dean of Student Affairs	Replacement position to address student discipline issues
Counseling & Assessment Supervisor	Student services for assessment, counseling, & scheduling
Financial Aid Supervisor	New regulations for PELL Grants and direct loans
Media Services Technician	Services needed for faculty and staff

Funded Emergency Positions Identified after AB for FY 10/11 - \$75,876

Financial Aid Advisor	Replacement position to meet increasing PELL grants and loans
Custodian	Services needed to maintain new facilities

Prioritized Critical Positions Identified after AB for FY 10/11 - \$497,051

Faculty(2)	Increase full time faculty to support instructional programs
High School Outreach Coordinator	Replacement of College's only outreach coordinator
Writing Lab Assistant	Support students in Comm Arts writing lab
Assoc Dean Special Funded Programs	Mgmt of EOPS, CARE, DSPS & CalWORKS
Art Technician	Replacement of College's only Art Technician
Science Lab Assistant	Support evening students in the Science lab
Admissions & Records Specialist	Support increasing growth of veterans to the College
Administrative Secretary	Replacement in Business Services to process forms for College
Foundation Director (.50 FTE)	Part time Director to increase College revenues

sg 9/23/2010

Staffing Plan Update

Attachment B

Best Practices Checklist for Effective Online Instruction	
Course Overview and Introduction	<p>1.1 Instructions clearly define how to get started and where to find various course components (e.g. welcome email and/or schedule note).</p> <p>1.2 A statement orients the student to the purpose of the course, its components, and organization. In the case of a hybrid course, the statement clarifies the relationship between the face-to-face and online components.</p> <p>1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are stated clearly.</p> <p>1.4 The instructor's introduction is appropriate and available online, and contact information is clearly stated.</p> <p>1.5 Students are asked to introduce themselves to the class, or participate in an alternative ice-breaking activity.</p> <p>1.6 Minimum student preparation, and, if applicable, prerequisite knowledge in the discipline are clearly stated.</p> <p>1.7 Minimum technical skills and tools expected of the student are clearly stated.</p> <p>1.8 Students are directed to District online information regarding student success in online courses.</p> <p>1.9 Course syllabus and course schedule (including due dates) are featured prominently and schedule is updated as needed.</p>
Student Learning Outcomes	<p>2.1 All learning outcomes are clearly stated and written from the students' perspective.</p> <p>2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with course-level student learning outcomes.</p> <p>2.3 Instructions to students on how to meet the learning outcomes are adequate and clearly stated.</p> <p>2.4 Learning activities (e.g. projects, essays, discussions, labs) promote the achievement of the stated learning outcomes.</p>
Assessment and Measurement	<p>3.1 The types of assessments selected measure the stated learning outcomes and are consistent with course activities and resources.</p> <p>3.2 The course grading policy is clearly stated.</p> <p>3.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation (e.g. scoring rubric).</p> <p>3.4 Instructors use more than one method to assess student learning, and the methods are appropriate to the content being assessed.</p> <p>3.5 Students have access to current grades prior to critical semester dates (i.e., Credit/No-Credit and final drop dates).</p>
Resources and Materials	<p>4.1 Instructional materials contribute to the achievement of the stated course and module/unit learning outcomes.</p> <p>4.2 The relationship between the instructional materials and the learning activities is clear.</p> <p>4.3 Instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.</p> <p>4.4 All resources and materials used in the course are appropriately cited (e.g. A.P.A., M.L.A., link to original document).</p>
Regular and Effective Contact	<p>5.1 Learning activities foster instructor-student, content-student, and if appropriate to the course, student-student interaction (e.g. e-mail, discussion, phone, online conferences).</p> <p>5.2 Instructor responsiveness and availability standards (turn-around time for email, grade posting, etc.) are clearly stated and are commensurate to that of face-to-face class (3 hours for 3-unit class).</p> <p>5.3 Requirements for student interaction are clearly articulated.</p> <p>5.4 The instructor reads online discussions, and responds as appropriate.</p> <p>5.5 The instructor posts weekly announcements that help students navigate the course.</p> <p>5.6 The instructor provides constructive and timely feedback on assignments (1-2 weeks).</p>
Course Technology	<p>6.1 Tools and media support the learning objectives, student engagement, and active learning.</p> <p>6.2 Navigation throughout the online components of the course is logical, consistent, and efficient.</p> <p>6.3 Required technologies and campus resources are specified in the course syllabus.</p> <p>6.4 Instructions on how to access resources are sufficient and easy to understand.</p> <p>6.5 The course design takes advantage of appropriate available tools and media (e.g. video, online conferencing, textbooks).</p>
Learner Support	<p>7.1 The course instructions articulate or link to available support services (technical, academic, student services).</p> <p>7.2 Course instructions answer basic questions related to research, writing, technology, etc., or link to tutorials or other resources that provide the information.</p>
Accessibility	<p>8.1 The course meets current Federal and State ADA standards regarding accessibility in online and hybrid courses (i.e., alternative text for images, captioning for video, transcripts for audio, etc.).</p> <p>8.2 For details regarding ADA standards, please refer to http://www.cuyamaca.edu/dsps/web_accessibility.asp.</p>

Attachment C

Whereas, Trustee Rick Alexander has served as a member of the Grossmont-Cuyamaca Community College District governing board continuously since 1990;

And Whereas, during that time Trustee Alexander has worked diligently and faithfully on behalf of the students and community he represents;

And Whereas, during his tenure Trustee Alexander worked tirelessly to address statewide funding inequities through equalization of the funding formula for community college districts, thereby substantially increasing the funding base for the district;

And Whereas, Trustee Alexander contributed to and participated in the successful campaign for Proposition R, providing over \$200 million to construct new facilities and renovate existing facilities on both campuses;

And Whereas, Trustee Alexander has provided leadership, support, and commitment to the governing board's vision of two comprehensive colleges within the district;

Therefore, be it resolved that the Academic Senate of Cuyamaca College recognizes, commends and thanks Trustee Alexander for his service to Cuyamaca College, the Grossmont-Cuyamaca Community College District, and the community it serves.

Attachment D

Whereas, Trustee Deanna Weeks has served as a member of the Grossmont-Cuyamaca Community College District governing board since 2004;

And Whereas, during her tenure on the governing board Trustee Weeks has served faithfully and with distinction, bringing valuable experience as a business and community leader;

And Whereas, Trustee Weeks participated in and contributed to the statewide effort, led by the Grossmont-Cuyamaca Community College District, to reform the funding formula for community college districts, thereby substantially increasing the funding base for the district;

And Whereas Trustee Weeks participated in and provided leadership during the implementation of Proposition R, resulting in dramatic improvements to the facilities at both colleges in the district,

And Whereas, Trustee Weeks has provided leadership, support, and commitment to the governing board's vision of two comprehensive colleges within the district;

Therefore, be it resolved that the Academic Senate of Cuyamaca College recognizes, commends and thanks Trustee Weeks for her service to Cuyamaca College, the Grossmont-Cuyamaca Community College District, and the community it serves.

Attachment E



Cuyamaca College Academic Senate Committee Service Guidelines

Committee Service

Service by faculty members on committees is critical to the functioning of the college and the district. Not only does it afford faculty the opportunity to stay informed on important issues, but it also provides faculty an important voice in the shared governance decision-making process. Committee service is expected as a part of a faculty member's additional professional responsibilities, and should be taken seriously. Members who fail to attend meetings or neglect their committee work compromise the faculty voice on important issues.

Committee Appointments

Faculty members are appointed by the Senate Officers Committee to serve two-year terms. At the end of the two-year term, faculty members may apply for reappointment. Faculty members are notified of committee vacancies through a campus-wide email sent out by the Academic Senate President at least once per semester. Before faculty members volunteer to serve on a committee, they should review the charge of the committee, including member responsibilities and meeting dates and times. **Faculty members should ensure that there are no scheduling conflicts before volunteering to serve on a committee, as proxies are not allowed and committee appointments cannot be shared.** This information is provided in the college or district Governance Structures Handbooks, which are available on the Academic Senate website: <http://www.cuyamaca.edu/as/> Faculty members who are interested in serving on a particular committee should notify the Academic Senate President and Vice-President. A current list of committee members, including any committee vacancies, is available on the Senate website.

Committee Member Responsibilities

Members

- Attend scheduled meetings regularly
- Notify co-chairs if you cannot attend
- Fulfill assignments given in meetings
- Notify committee co-chairs and the Academic Senate Vice President if you can no longer serve

Members Representing Constituency Groups

- Keep members of your constituency group informed on committee activity
- Consult with constituency groups on important issues discussed in the committee, and take input from constituents back to the committee

Faculty Co-chair Responsibilities

Work with the Administrative co-chair to:

- Develop and distribute agendas for meetings
- Facilitate committee meetings
- Report on committee actions to appropriate groups
- Maintain a list of current committee members
- Notify members of any changes in meeting schedule
- Review the charge of the committee
- Propose any changes to committee charge or membership through the college's Policy and Procedures Committee

Attachment F



• ACADEMIC • SENATE •

November 8, 2010

Dear Faculty Colleagues,

It is that time of year where we once again ask you to donate to our Academic Senate Voluntary Fund. Over the years, the Academic Senate Voluntary Fund has been used to fund various activities on campus including a student textbook raffle, the Teaching Excellence Award, and co-sponsoring the much anticipated post-commencement reception. This year the Academic Senate plans to support a very special event: An Honor Court Dedication for Emeriti Faculty. This event is still in the planning stages, but promises to be a wonderful opportunity to honor the distinguished services of our Emeriti Faculty at Cuyamaca College. In order to support this effort, we need to double our funds. To that end, we will hold a drawing for a one pound box of See's Candy. For every \$10.00 donation, your name will be entered into the pool. We will announce the winner of our drawing at the December 9, 2010 Academic Senate meeting. In addition, individual members of the Academic Senate have agreed to match total donations up to the first \$200. The Academic Senate Voluntary Fund cannot support these events without your generous support.

Place your CASH donation along with the bottom portion of this letter in my mailbox. If you are short on cash, remember that there is a convenient ATM on campus that does not charge you a service fee.

Full time faculty suggested donation: \$20.00

Part time faculty suggested donation: \$ 10.00

Sincerely,

Donna Hajj
Academic Senate Officer At Large

Name: _____

Phone or Extension: _____

Donation Amount:

\$10.00 \$20.00 \$30.00 \$1000.00 Other \$_____