



# ACADEMIC SENATE MEETING MINUTES

Thursday, February 24, 2011

- Present:** Reem Asfour, Mary Asher Fitzpatrick, Chuck Charter, Dan Curtis, Greg Differding, Kim Dudzik, Donna Hajj, Jesus Miranda, Angela Nesta, Jodi Reed, Donna Riley, Don Schultz, Pat Setzer, Michael Wangler
- Absent:** Nancy Jennings, Guillermo Colls
- Guests:** Connie Elder, Dean of Learning & Technology Resources; Taylor Smith, Music Department

*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

President Michael Wangler called the meeting to order at 2:05pm.

### I. Approval of Minutes

Michael stated that there were no minutes to approve.

### II. President's Report

#### A. Announcements

Michael announced that Jim Custeau, Automotive Technology Program Coordinator, received the Excellence in Leadership Award from the California Community Colleges Association of Occupational Educators.

Michael also announced the next Senate meeting on March 10 will take place in Room E106.

Michael added two items to the president's report, and one additional committee report:

II.E. Budget Update

II.F. ARCC Report – Accountability Reporting for Community Colleges

IV.A. Technology Plan Committee

#### B. Governing Board Report

The following actions took place at the February 22, 2011 Governing Board meeting:

- The Governing Board ratified the Sabbatical Projects for 2011-12. The two sabbatical recipients from Cuyamaca College are Courtney Hammond and Lyn Neylon.
- The following Cuyamaca faculty will be earning their tenure on July 1, 2011: Nicole Keeley, Chris O'Byrne, Marie Ramos, Cyrus Saghafi, and Glenn Thurman.
- Bill Bradley, retired Math faculty from Grossmont, was awarded Professor Emeritus.

#### C. College President Search Update

Michael announced that paper screening had been completed and that candidates had been chosen for interviews. Finalist forums are expected to take place during the first week of April. An email announcing the finalists will be sent out after the first round interviews are complete.

#### D. Academic Planning and Institutional Effectiveness Task Force (AP&IE)

Michael indicated that this task force was now meeting on a regular basis and making progress on developing recommendations for restructuring the college's planning processes, including program review, master planning, and budget. The task force co-chair, Kathryn Nette, will be providing a report at an upcoming Senate meeting.

### **E. Budget Update**

The State Legislative Budget Committees for both the Assembly and the Senate approved budget reductions for the 2011-12 fiscal year as proposed by Governor Brown, including the following impacts for the California Community College system:

- \$400 million system-wide reduction
- Student fee increase from \$26/unit to \$36/unit
- Revenue from student fee increase (estimated to be \$110 million) to be used to offset \$400 million cut, for a net system-wide reduction of \$290 million.
- \$290 million cut to be implemented as a workload reduction in FTES
- No change to census date

Michael indicated that these cuts represent the best-case scenario, and are contingent on voter approval of the Governor's proposed 5-year tax extensions. If the legislature does not agree to a special election for voters to consider the tax extensions, or if the voters reject the tax extensions, we can expect the cuts to double.

### **F. ARCC Report- Accountability Reporting for Community Colleges**

Michael shared the draft ARCC Report and draft 500-word response for Cuyamaca College. He highlighted the Cuyamaca data, including the comparisons to other colleges in our peer group. Cuyamaca exceeds the peer group average in 6 of the 7 college-level indicators, and has the highest ranked scores in 2 of the 7 categories. Michael asked the Senators to solicit feedback on the 500-word response from their constituency groups. The deadline for comments is Tuesday, March 1, 2011.

## **III. Vice President's Report**

### **A. SOC Committee Appointments**

Nancy Jennings was absent due to her attendance at a district-wide diversity committee meeting. Michael reported that Chris O'Byrne was reappointed to the Instructional Program Review Committee.

## **IV. Committee Reports**

### **A. Technology Plan Committee**

Connie Elder and Taylor Smith presented the proposed College Technology Plan for 2011-12, which was developed by the College Technology Committee and endorsed by the Instructional Technology Council. Connie explained that resources to support instructional technology would likely be significantly reduced for 2011-12. Because of this, Connie and Taylor asked the Senate if it would be possible to take action on this item at today's meeting in order to take advantage of an additional \$29,000 that recently became available but must be spent before the end of the current fiscal year. There was further discussion about how this money would be spent, and Connie clarified that it would be used to support the highest ranked department needs as indicated in the 2011-12 Tech Plan Budget.

Angela Nesta moved, and Jodi Reed seconded a motion to suspend the rules and move this item to action. Michael indicated that a 2/3rds majority was required for this motion.

**M/S/U (Nesta/Reed)** to move this item to action at today's meeting.

**M/S/U (Differding/Miranda)** to endorse the College Technology Plan for 2011-12.

## **V. Action**

### **A. Process & Criteria for Approving Individual Professional Development Activities**

**M/S/U (Differding/Charter)** to approve the Professional Development Committee's proposed Process & Criteria for Approving Individual Professional Development Activities. **(Attachment A)**

**B. Software Upgrade Process & Timeline**

**M/S/U (Setzer/Differding)** to recommend conducting forced upgrades to software before the beginning of each semester.

**C. Accreditation Steering Committee**

**M/S (Differding/Hajj)** to endorse the proposed charge and composition for the 2013 Self-Study Accreditation Steering Committee.

During discussion it was suggested that a community member also be added to the composition of this steering committee.

**M/S/U (Reed/Setzer)** to amend the motion to add a community member to the composition of the 2013 Self-Study Accreditation Steering Committee.

**U (Differding/Hajj)** to endorse the proposed charge and composition for the 2013 Self-Study Accreditation Steering Committee, as amended. **(Attachment B)**

**D. Institutional Student Learning Outcomes & Mapping**

**M/S/U (Riley/Curtis)** to endorse SLOAC's recommendations for Institutional Student Learning Outcomes and the Student Learning Outcomes Mapping Document that shows the relationships between course, program & institutional SLOs and the college's mission and values found in the 2010-2016 Strategic Plan. **(Attachment C)**

**VI. Information**

**A. Process for Selecting Faculty Co-Chairs of College Councils & Committees**

Michael reviewed the proposed revisions to the process for selecting faculty co-chairs of college councils & committees. He indicated that the proposed changes were based on feedback from committee members and classified staff. Michael will send out the proposed changes for constituency group review and this will return as an action item at the next Senate meeting.

**VII. Announcements/Public Comment**

- Pat Setzer announced a concert after the Senate meeting at 7:30 p.m. in the theatre.
- Jodi Reed announced she would be sending out a survey regarding professional development.
- Angela Nesta reminded the Senate about the election and urged all faculty to vote.

The meeting adjourned at 3:30pm.  
Recorded by Joy Tapscott

# Attachment A

Faculty members are required to complete flex hours by attending Scheduled Activities or completing Individual Activities. These are paid hours, and forms must be submitted on time to receive the pay. For flex hours:

1. Submit the [Individual Activity Proposal](#) to Sandy Beasley as soon as possible. We need it a month before your activity date so the committee has time to review it.
2. Complete the activity and submit the [Completed Activity Form](#) with evidence of completion during the allowed time frame:
  - **Adjunct Faculty:** between professional development week and the 12th week of class.
  - **Full Time Faculty:** between July 1 and third Friday in May.

*NOTE: Completed Activity Forms will be accepted without an approved proposal, but it is to your advantage to have your activities pre-approved.*

## Process and Criteria

Your application will be reviewed by faculty members on the Professional Development Committee, who will decide whether to grant flex hours. If you wish to appeal, contact the Professional Development office and the committee will consult with your dean and review the decision. Here are the criteria that guide the committee's decisions:

1. The activity meets the [state guidelines](#) (improves teaching, maintains current academic and technical knowledge and skills, etc.).
2. The hours requested are reasonable.
3. Completion of the activity can be documented (e.g. receipt, program, agenda) and/or the teacher can clearly explain how the activity is relevant to his or her professional development in a brief summary submitted with the completed activity form.
4. Activities like museum visits, site visits, cultural arts activities, and Exercise Science classes are limited to 5 flex hours per semester. More hours may be approved by the committee when the activity is particularly relevant to the discipline (pre-approval strongly recommended).
5. The activity is not part of normal job responsibilities and is not already compensated, including
  - Regular instructional and office hours
  - Regular department meetings held at any time during the semester other than Professional Development Week
  - Standing committee meetings, including hiring committee meetings
  - Classroom preparation time (syllabus preparation, ongoing web page development, preparation of instructional materials, gathering resources, etc.)
  - Chair/Coordinator responsibilities, including those that occur during Professional Development Week (reassignment as a Chair/Coordinator is part of a full-time faculty load)
  - Activities occurring during paid work hours
  - Activities used for salary advancement

# **Attachment A**

**FORMS will be changed to help provide documentation.**

**PROPOSAL FORM:** add a box to enter the number of the relevant state guideline with a numbered list of the state guidelines at the bottom of the form

*For each activity, briefly indicate how your proposed activity is relevant to your professional development and meets state guidelines.*

**COMPLETED ACTIVITY:** add this line: *For each activity, provide documentation of completion (receipt, agenda, program, etc.), and briefly indicate what you did and learned, how it was relevant to your professional development, and how it met state guidelines.*

# Attachment B



<b>COMMITTEE/COUNCIL REQUEST</b>
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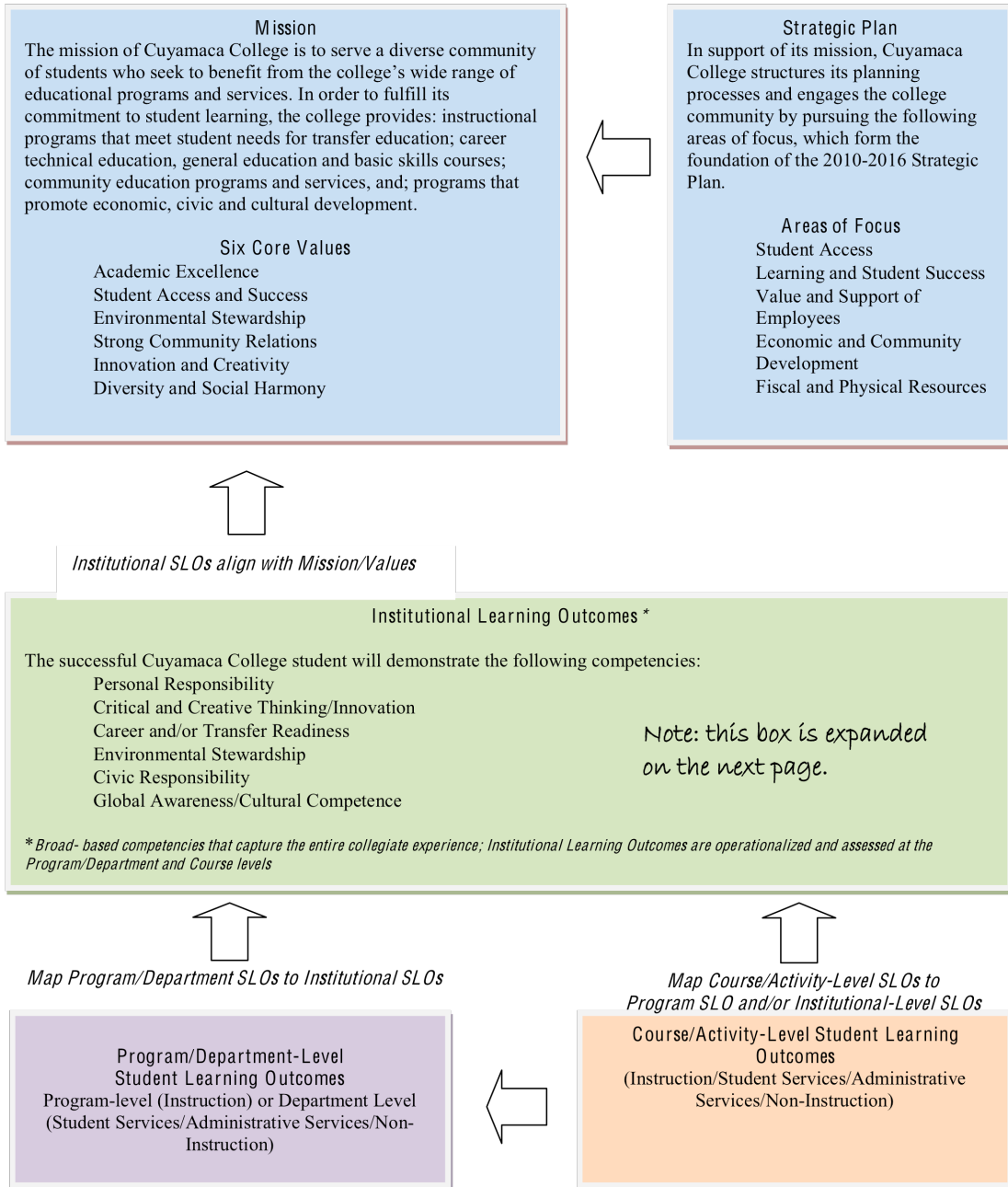
<b>Person Submitting Request</b> Robin Steinback and Tammi Marshall		<b>Date</b> February 7, 2011	
<b>Name of Committee</b> Accreditation Steering Committee			
<b>Council</b>	<input checked="" type="checkbox"/>	<b>Committee</b>	<b>Task Force</b>
<b>Action Requested:</b>	<input checked="" type="checkbox"/>	<b>Add</b>	<input type="checkbox"/> <b>Delete</b>
<b>Change*</b>			
<p><b>Charge of Council/Committee:</b> The Accreditation Steering Committee serves to oversee, coordinate, and organize the process for development of the Accreditation Self Study in preparation for scheduled site visits by ACCJC. The committee establishes the timeline and oversees the process for completion of all tasks associated with the development of the Self Study, including but not limited to training and organization of subcommittees for each accreditation standard, gathering of information, documentation, and evidence, and writing and editing the final documents.</p>			
<p><b>Meeting Schedule:</b> Spring 2011 – 4<sup>th</sup> Friday of the month 12:00p-2:00p Thereafter, first Friday of the month 12:00p – 2:00p. Summer meetings as needed.</p>			
<p><b>Chair:</b> <i>(Example: Vice President, Instruction)</i> Vice President of Instruction (Accreditation Liaison Officer) and Faculty Accreditation Co-Chair</p>			
<p><b>Composition:</b> <i>(Example: Faculty Representative)</i> The Accreditation Steering Committee is inclusive and representative of administrators, faculty, and staff and includes:                       President, Vice President of Instruction/ALO, Faculty Accreditation Co-Chair                      Tri-chairs of the 4 accreditation standards subcommittees:                       Standard I (Mission &amp; Institutional Effectiveness): Administrator, Faculty, Classified                      Standard II (Student Learning Programs &amp; Services): Administrator, Faculty, Classified                      Standard III (Resources): Administrator, Faculty, Classified                      Standard IV (Leadership &amp; Governance): Administrator, Faculty, Classified                       Student Representative from ASGCC                      Community Member                       Resources (ex-officio) Membership: Institutional Researcher (1), Librarian (evidence archive), Instructional Technology (web presence and evidence linkages)</p>			

<b>Reviewed by:</b>	
	First Reading
	Second Reading
	Approved

**Comments:** \_\_\_\_\_

# Attachment C

## Cuyamaca College “Learning for the Future”



# Attachment C

## Cuyamaca College "Learning for the Future"

### Institutional Learning Outcomes\*

The successful Cuyamaca College student will demonstrate the following competencies:

- Personal Responsibility
  - Apply essential academic skills, establish and monitor goals, and utilize campus resources (e.g. *Basic Skills*)
  - Develop responsibility for one's own actions as it relates to achieving goals
  - Exercise choices that enhance wellness and a healthy well-being
- Critical and Creative Thinking/Innovation
  - Apply thinking, quantitative, communication, and lifelong learning skills (e.g. *General Education*)
  - Demonstrate adaptability to change and enhancement of personal values (e.g. *General Education*)
  - Apply creativity to create knowledge and address challenges of a rapidly changing society
- Career and/or Transfer Readiness
  - Demonstrate proficiencies essential to employment, retention on the job, and for living a more productive and full life (e.g. *Career Technical Education*)
  - Demonstrate proficiencies essential to transfer to four-year colleges/universities (e.g. *Transfer Education*)
- Environmental Stewardship
  - Recognize the importance of environmental sustainability to balance economy, society, and environment
  - Develop values and demonstrate behaviors that respect the natural environment
- Civic Responsibility
  - Engage in college and community service and other civic activities that promotes community, democracy, and civility
  - Develop and apply honesty, empathy, interpersonal competence, social responsibility
- Global Awareness/Cultural Competence
  - Recognize the interdependence of societies on world economies and political systems
  - Act with sensitivity, respect, and integrity in interactions with individuals of diverse backgrounds, perspectives, and values

\*Broad-based competencies that capture the entire collegiate experience; Institutional Learning Outcomes are operationalized and assessed at the Program/Department and Course levels