



## ACADEMIC SENATE MEETING MINUTES

Thursday, April 25, 2013

**Present:** Robert Anness, Reem Asfour, Mary Asher-Fitzpatrick, Michael Aubrey, Paul Carmona, Guillermo Colls, Dan Curtis, Jesus Miranda, Alicia Munoz, Angela Nesta, Lilia Pulido, Dave Raney, Donna Riley, Seth Slater, Peter Utgaard

**Absent:** Lindy Brazil

**Guests:** Octavio Leal, SDICCCA Intern with FYE; Tammi Marshall, Accreditation Steering Committee Co-Chair; Kathryn Nette, IPRPC Co-chair

*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

Alicia Munoz called the meeting to order at 2:10pm.

Alicia stated that items on the agenda would be taken out of order to accommodate various presenters' schedules.

### I. Approval of Minutes

Alicia Munoz presented the minutes for meeting from the Spring 2010, 2011, & 2012 semesters, which had been reviewed by both SOC and Senate members and would now be voted on by consent.

- **Minutes from the Spring 2010 semester – January 28, February 11, February 25, March 11, March 25, April 8, April 22, May 13, and May 20, 2010.**  
**MSC (Nesta/Colls)** to approve the minutes for the meetings of January 28, February 11, February 25, March 11, March 25, April 8, April 22, May 13, and May 20, 2010.  
4 abstentions  
Angela Nesta made one correction on the spelling of Marsha Fralick's name on the minutes from March 25, 2010.
- **Minutes from the Spring 2011 semester – February 10, March 24, March 31, May 12, and May 19, 2011.**  
**MSC (Carmona/Slater)** to approve the minutes via consent for the meetings of February 10, March 24, March 31, and May 12, 2011.  
2 abstentions
- **Minutes from the Spring 2012 semester – February 23, March 8, March 22, May 10, and May 17, 2012.**  
**MSC (Slater/Miranda)** to approve the minutes via consent for the meetings of February 23, March 8, March 22, May 17, 2012.
- **Minutes from the meeting of April 11, 2012.**  
**MSC (Curtis/Asfour)** to approve the minutes from April 11, 2012.  
2 abstentions.

It was noted from Angela Nesta that there was one correction needed – the word ‘ton’ needed to be changed to ‘on’ in the District & Council Updates section.

## **II. President’s Report**

### **A. Announcements**

Alicia stated that discipline faculty from both colleges would have the opportunity to meet to discuss curricular issues of mutual interest during Professional Development Week, immediately preceding the Joint Academic Senate Meeting. She added that the meeting was entirely voluntary, and that rooms would be reserved for this purpose.

Alicia stated that the selection process for Vice President of Student Services was in full swing. In addition, the selection committee for Vice President of Instruction would be interviewing candidates in May, and Public Forums and meeting with direct reports were scheduled for the week of final exams.

### **B. Governing Board Report**

Alicia announced that the emeritus ceremony which took place at the April 16th Governing Board meeting was a touching and beautiful event. She stated that the Board also passed the resolution in support of immigration reform, and that the short term hourly positions were removed from the docket. Alicia said there was a great deal of concern because so many departments rely on short term hourly workers.

### **C. District & Council Updates**

Alicia stated that IERC would be having a full day retreat on Friday to work on the Annual Implementation Plans and to review the planning processes from Administrative Services, Student Services, and Instruction units.

Guillermo Colls said DCEC created another task force to work out the procedures for establishing an out of discipline pre-requisite.

### **D. ASCC Spring 2013 Plenary Report**

Alicia stated that she and Jesus Miranda had just returned from the Plenary. She said that the new President of the State Academic Senate was Beth Smith from Grossmont College. She added that resolutions revolved around plenary processes and curriculum issues, and Senators could visit the state senate website to see the results:

<http://www.asccc.org/calendar/list/plenary-sessions>

## **III. Vice President’s Report**

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

Jesus announced that Pat Newman would be the CTE faculty representative on the Student Learning Outcomes & Assessment Committee.

## **IV. Committee Reports**

### **A. Curriculum Committee**

Guillermo Colls, Curriculum Committee Co-chair, provided an update on recent committee work, including finalization of the Curriculum Board Packet for the spring semester and the 2013-14 Catalog.

Guillermo said that the Board packet was ready to go and gave the stats involved. He said that the main focus this semester had been making sure that all classes had SLOs written and the CID descriptors completed. He said the SLOs were almost done and that they had fewer than 20 to go.

Guillermo explained that Kinesiology had to develop a new method of evaluating certain classes to ensure they met all Title 5 requirements.

Guillermo also stated that there were about 30 classes that had not been taught for a long time and the college needed to develop a process regarding course deletion.

## **B. Accreditation Report**

Tammi Marshall, Accreditation Steering Committee Co-Chair, will provide an update on the college's Accreditation Self Evaluation.

Tammi stated that the Accreditation Report was going through final review. She indicated that the Governing Board had praised the college for an outstanding job in writing the report.

Tammi stated that on May 21, she and Chris Hill from Grossmont would be giving a joint presentation at the pre-board meeting. She then passed around the Accreditation Self-Evaluation Report Summary for the senators to review and discussed the responses to the recommendations from the 2007 visit and the actionable improvement plans.

Tammi did note that the human resources element was worse at this point than it was during the 2007 visit, and the college recognized that something had to be done about attracting new administrators as well as replacing CSEA staff in key positions. She added that they were also going to focus on post-retirement health benefits issues and went over what they needed in this area.

Tammi said that the Accreditation Self Evaluation would be submitted to the printer by July 1.

Tammi reported that TracDat was set up and ready to go. She gave the Web site - <https://cuyamaca.tracdat.com> adding that the user name and password was the same as the one people used on campus.

Tammi said she had provided training to several departments and would be happy to train others. She recommended getting several departments together to take the best advantage of her training time. Tammi stated that the training would take about an hour.

Tammi stated that TracDat would be looked at during the Accreditation process and it was very important to the President that everyone get their information entered.

## **C. Instructional Program Review & Planning Committee**

Kathryn Nette, IPRPC Co-Chair, provided an update on committee work, including IPRPC's summary report with rankings of full-time instructional faculty hiring recommendations for 2013-14.

Kathryn stated that the hiring priority list for faculty now includes a justification for the position. She said IPRPC used a rubric to rank faculty requests and compiled the top 12 faculty positions. She said that two faculty positions (ASL and Reading) were in recruitment and that these had been looked at 3-4 years ago.

Kathryn stated that they were currently working on ranking classified positions stating that this should be completed within the next week. Kathryn went on to say that hiring classified was complicated because of the diversity of what they do in each position. As a result, she said they were reviewing the commonalities of the various positions being considered and for budget reasons were

possibly considering hiring one person to do several jobs with these commonalities rather than hiring three people and this would be to condense the positions and make them more efficient.

Alicia added that hiring priorities are being discussed and the college as a whole will be putting together a hiring list to present to the President's Cabinet for their final decision. But Kathryn said she was doubtful that they would see new faculty until sometime next spring due to budget constraints.

## V. Action

### A. Faculty Handbook

The Senate will entertain a motion to endorse the Faculty Handbook.

**MSC (Utgaard/Colls)** to endorse the Faculty Handbook with the understanding that typos/errors can be corrected at a later date.

### B. Compressed Calendar

The Senate will entertain a motion to endorse the Compressed Calendar.

Alicia reminded the Senate that Jim Mahler had given a presentation on this at both the Cuyamaca and Grossmont Academic Senate meetings. She clarified that Jim had stated that this issue was not something he was championing, he just wanted both Senates to weigh in on whether or not they wanted the conversation to continue. He said he was just responding to faculty requests, and Alicia stated that all courses would have to be reviewed and it would most likely take several years before it could be implemented.

Paul Carmona suggested the following resolution:

***"Be it resolved that the Academic Senate of Cuyamaca College urge the GCCCD to initiate district wide discussions on the feasibility of changing to a compressed calendar"***.

**MSC (Carmona/Nesta)** to accept and propose the resolution "*Be it resolved that the Academic Senate of Cuyamaca College urge the GCCCD to initiate district wide discussions on the feasibility of changing to a compressed calendar*".

1 opposed

Paul Carmona suggested reading the resolution at the next Board Meeting.

### 2013-14 College Hours

The Senate will entertain a motion to approve the College Hour times and activities for the 2013-14 academic year.

There was a discussion to change 'Hispanic' to 'Latino' for one of the college hours as this was a more widely accepted terminology.

**MSC (Utgaard/Miranda)** to approve the College Hour times and activities for the 2013-14 academic year with one change – to change 'Hispanic' to 'Latino'.

## VI. Information

There was no information items discussed.

## VII. Announcements

There were no announcements.

The meeting was adjourned at 3:58pm. Recorded by Joy Tapscott

**INSTRUCTIONAL PROGRAM REVIEW & PLANNING COMMITTEE**  
**2013-2014**  
**FACULTY PRIORITY RANKINGS AND JUSTIFICATIONS FOR**

DISCIPLINE	JUSTIFICATION/RATIONALE
ASL	IN RECRUITMENT (2012-2013). A Full-Time Faculty (FTF) for this discipline has been ranked highly for the last 3 years. There currently is not a Full-Time faculty member in this discipline, and last year the one Full-Time faculty member who spent part time teaching in this discipline retired. Currently ASL has a certificate, potential for degree, potential for growth, huge waitlists, extra-curricular clubs and choirs and this is a specialized discipline where part-time instructors are not readily available.
Physics	The Full-Time faculty for this discipline retired last June 30+ years at the college. In addition to having its own TMC, (in process) this discipline supports majors in biology, chemistry and engineering who must have their physics courses in order to transfer. It is extremely difficult to find qualified PT instructors in Physics; instructors who have experience teaching physics are in very high demand, and the courses are high LED so an instructor teaching at GC cannot also teach at CC. It is particularly difficult to find experienced instructors to teach the 3 engineering-level physics courses, and because of their complexity it is not a good idea to hire inexperienced instructors to teach these courses. Because of the high LED, even with a Full-Time instructor, there is still a need for additional PT instructors in the discipline.
Sociology	This is a core college discipline and there are typically many sociology majors at most colleges. The discipline is without a Full-Time instructor at Cuyamaca. A Full-Time faculty member was hired 4 years ago, but did not make it through the tenure process. This discipline is floundering without the leadership of a Full-Time faculty member. There should be significant potential for growth in this discipline, and there is an approved TMC for Sociology.
EHSM	This discipline has been ranked highly for hiring a full time faculty member for many years. It has been kept alive for a decade by the passion and commitment of part time faculty; there is no Full-Time Faculty in the department. We have students coming from as far away as Saudi Arabia to take this program (and paying associated international student tuition). It is a cornerstone of Cuyamaca College; the program is known throughout the state for its quality. The potential for growth is high but growth is not going to happen without full time faculty leadership. The growth expectation for jobs in this industry is strong – 29% in the next six years. The average wages for these workers is quite high, supporting a strong local economy.
Math1	The statistics about this discipline really underrepresent reality as one faculty member has been on leave and is unlikely to return. Additionally, almost 2 Full-Time Faculty are released from teaching in this department. Full time faculty in this discipline teaches fewer than half of courses. Given the critical basic skills aspect of mathematics, it is particularly important that we have the highest quality (most effective) teachers in the classroom as possible. Performance in almost all discipline courses depends on a solid math foundation. We could hire an additional 11 Full-Time faculty in this discipline and still need part-time faculty. This is the highest Full-Time staffing cushion in the college.

DISCIPLINE	JUSTIFICATION/RATIONALE
ESL	<p>Part-time faculty currently teaches 83% of all ESL courses!. They have the third highest staffing cushion – following English and Math. We could hire almost eight additional full time faculty and still have enough courses to make a full load for each of them. The current Full-TimeF are very involved in creating pathways into and out of their courses (ESL Pathway to college-level courses), are innovative (new accelerated courses) and committed but they need an additional person to support these efforts and maintain the forward motion. At present, more sections could be offered and filled than are currently are available. There is some question, however, as to whether the influx of immigrants requiring ESL classes is going to continue at the same levels as it has been in the past.</p>
Earth Sciences	<p>Earth Science houses three disciplines; geography, geology and oceanography. Although geography technically has one Full-Time faculty member, in reality this discipline has been without a functioning Full-TimeF for 5 years due to college-wide commitments. The recent lack of significant growth is reflected in this. Geology &amp; Oceanography have different minimum faculty qualifications than geography. A Full-TimeF is critical to the development and implementation of the TMC's that are currently available for geography and geology; we do not have all of the courses that are necessary for these TMC's. There is a high demand for courses in this area – our Earth Science department is about half the size of GC's with only 1 Full-Time faculty member compared to their 4. – but continued growth and development of the TMC's needs full time faculty effort.</p>
Biology	<p>Less than half of courses taught by full time faculty and competent &amp; qualified adjunct faculty can be difficult to find in this field. Additionally, the department needs leadership for specific programs (Allied Health, for ex). This position has been in process in the past, but was stopped due to budget constraints; the need has not decreased. There is a huge potential for growth and development in the Allied Health industry and Cuyamaca could become well known in this area because of high-end equipment and facilities. There are huge waitlists for all existing courses every semester. The full time faculty members also hold group tutoring/supplemental instruction sessions, are involved in grants and in novel cohort programs with student services, but only have three faculty to do this. Almost unlimited long term potential for growth. There Full-Time staffing cushion for another 5 Full-Time faculty. A new Pre-allied Health Biology degree was approved last semester, but the discipline needs additional faculty to manage the students in this area.</p>
Music	<p>It is critical to have a full time ensemble director if we are to offer ensemble courses or programs. With new State repeatability rules in place, students are limited to the number of times they can repeat classes which support our ensembles. Consequently, many of the members who have been part of our ensembles in the past are no longer going to be able to participate. In order to keep this program viable, we need someone to recruit students from local high schools and to develop critical relationships with the ensemble directors in those high schools. More than half of our music courses are taught by part time faculty and there is ample cushion to support more than 2 more Full-TimeF. Our impressive and beautiful performing arts center has the potential of expanding our reputation and visibility throughout San Diego County but we need a full time person to shepherd this process. The performances of our ensembles are also possible revenue-generators for the discipline and college.</p>

DISCIPLINE	JUSTIFICATION/RATIONALE
Math2	The same rational for the first mathematics position applies here – their need is huge.
Arabic	This program has been growing dramatically in the last couple of years. Not only do we have a large Arabic speaking population in East County, but the international complexity of our relationships with the Arabic speaking world is growing as well. In the last five years there has been a 354% increase in enrollment in our Arabic classes and there is every reason to believe that this demand will continue to increase. A full time Arabic instructor will be in a position to represent the culture of Arabic speaking peoples which will have a college-wide impact as we endeavor to fully understand and be responsive to this significant population in our community.
Reading	IN RECRUITMENT (2012-2013)

In addition, the following disciplines (listed alphabetically) also requested Full-Time faculty positions. In each case, the committee recognizes a profound need. They are not listed in the top 12 simply because the perceived needs of other disciplines were greater!

- Art
- Exercise Science
- Economics
- History
- Ornamental Horticulture
- Psychology
- Spanish

## Accreditation Self-Evaluation Report Summary

### Cuyamaca College Responses to Previous Recommendations

- **Student Learning Outcomes** – By spring 2013, 100% of courses offered and 100% of programs identified SLO, with 100% of courses establishing methods of assessment. In addition, 74% of courses began assessing and use assessment results to improve student learning.
- **Program Review** – All units, departments and disciplines complete an annual Program Review and Planning report with a SLO update included within each.
- **Resources** – Even with the budget cuts and two Early Retirement Incentives in which the College lost quite a few key employees, the College has ensured that levels of full-time faculty and staff are adequate to support Instructional and student support service needs.
- **Communication** – Classified staff are more involved in committees throughout the College and District and have been instrumental in putting the Accreditation Self-Evaluation Report together. The leadership of the Classified Senate has been instrumental in leading this effort.
- **Dialogue** – Dialogue among the various entities in the District continues to improve relationships and collaboration among and between the Colleges and District. Collaboration and communication has been instrumental with preparing the Accreditation Self-Evaluation reports
- **District Leadership & Governance** – There is a regular cycle for Governing Board self-evaluation. In addition, formal policies and procedures for the selection of and regular evaluation of the College President have been established and implemented.



## Cuyamaca College Self Evaluation Results:

<p><b>Standard I Highlights:</b></p> <ul style="list-style-type: none"> <li>• CC reviews its Mission Statement, Vision, and Values regularly with the latest review &amp; update in 2012</li> <li>• PRP is done on an annual basis with resource allocation tied to these plans and culminating in the Annual Implementation Plan (AIP)</li> <li>• CC demonstrates our effectiveness by tracking student learning outcomes, key performance indicators, and other student achievement data</li> </ul>	<p><b>Standard IIA Highlights:</b></p> <ul style="list-style-type: none"> <li>• CC developed a “Guide to Best Practices in Online Teaching” document &amp; encourages all faculty wishing to teach online to take the @ONE Training course</li> <li>• CC regularly assesses its programs and services through an annual PR process and uses the results of those reviews for improvement</li> <li>• CC uses course SLO assessments to measure PLO, CTEO, GEO, BSO, and ILO</li> <li>• CC uses advisory committees to keep CTE programs up-to-date so students who graduate demonstrate technical and professional competencies that meet employment and other applicable standards</li> <li>• CC created innovative programs and initiatives to address the diverse learning needs of its students (FYE, Bridged courses, &amp; accelerated math, English &amp; ESL)</li> </ul>	<p><b>Standard IIB Highlights:</b></p> <ul style="list-style-type: none"> <li>• CC provides appropriate, comprehensive, and reliable services to students regardless of service location or delivery method</li> <li>• Student Services at CC is developing an online system for orientation and advising</li> <li>• Student Services at CC is at the Sustainable Continuous Quality Improvement with regards to assessing Student Service Outcomes</li> <li>• Students are engaged on campus through ASGCC and other campus clubs</li> </ul>
<p><b>Standard IIC Highlights:</b></p> <ul style="list-style-type: none"> <li>• CC provides learning support services (library, tutoring, computer labs, Help Desk) that facilitate learning regardless of location or means of delivery</li> <li>• The CC library has an “eResources by Discipline” link as well as many other online resources for students &amp; faculty</li> <li>• The CC library provides ongoing instruction to develop skills in information competency</li> <li>• The CC library and learning support services evaluate themselves to assure their adequacy in meeting identified student needs and the results of these evaluations are used as the basis for improvement</li> </ul>	<p><b>Standard IIIA Highlights:</b></p> <ul style="list-style-type: none"> <li>• GCCCD has an updated EEO plan that addresses the goal of finding the most qualified candidates from a diverse pool of applicants</li> <li>• GCCCD works through its Diversity, Equity, and Inclusion (DEI) Council and associated college and District Services committees to provide a welcoming environment that fosters cultural competence, equity, and respect for all employees and students</li> <li>• Human resource planning at CC is integrated with institutional planning through the PRP process</li> <li>• CC conducts regular and documented evaluations of its employees with a goal toward encouraging improvement</li> </ul>	<p><b>Standard IIIB Highlights:</b></p> <ul style="list-style-type: none"> <li>• CC evaluates the effectiveness of whether facilities meet the needs of programs and services through the PR process and works to ensure that facilities are safe, accessible, and maintained</li> <li>• CC has upgraded or replaced a number of facilities in support of its programs and services including: <ul style="list-style-type: none"> <li>○ Science &amp; Math Center</li> <li>○ Communication Arts Center</li> <li>○ Business &amp; Technology Building</li> <li>○ Student Center</li> <li>○ Center for Innovation</li> <li>○ LRC</li> </ul> </li> <li>• The CC FMP highlights technology upgrades and energy-efficiency measures to reduce operational costs</li> </ul>

<p><b>Standard IIC Highlights:</b></p> <ul style="list-style-type: none"> <li>• Technology planning is integrated with institutional planning through the PRP process and CC completed a five-year Technology Plan</li> <li>• CC maintains approximately 1,480 computers</li> <li>• All instructional classrooms are equipped with computers, high resolution overhead projectors, DVD players, document cameras, instructional network access for instructors, and wireless access for students</li> </ul>	<p><b>Standard IID Highlights:</b></p> <ul style="list-style-type: none"> <li>• GCCCD and CC manage fiscal resources to remain mission focused and fiscally sound.</li> <li>• GCCCD received exemplary marks from state mandated audits for the last 6 years</li> <li>• The PRP process evaluates and prioritizes financial requests based on their alignment with the CC Strategic Plan</li> <li>• Financial information is communicated throughout GCCCD and CC in a timely manner. Budget forums at CC are commonplace</li> </ul>	<p><b>Standard IV Highlights:</b></p> <ul style="list-style-type: none"> <li>• CC leadership is instrumental in creating the AIP which supports the CC Strategic Plan and Mission</li> <li>• The CC Intranet communicates internal processes in a direct and transparent fashion</li> <li>• CC is fully committed to participatory governance</li> <li>• The GCCCD Board engages in ongoing discussion to act as a whole in reaching decisions</li> </ul>
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## **Draft Actionable Improvement Plans:**

- In Spring 2013, 100% of credit courses offered have identified SLO's, 100% of programs have identified SLO, 100% of courses have established methods of assessment, and 74% of credit courses offered are assessing their course- and program- level outcomes; thus, the college as a whole is not at sustainable continuous improvement with regard to all outcome assessments. In order to address this shortfall, the College will:
  1. Restructure the Student Learning Outcomes and Assessment Committee (SLOAC).
    - a. Designate tri-chairs to represent the three units of the College -- Instruction, Student Services, and Administrative Services.
    - b. Include representatives from each of the units' Program Review & Planning Committees, as well as representatives from the College's Research Committee, Curriculum Committee, and the TracDat Coordinator to serve on SLOAC.
  2. Authorize SLOAC to hold disciplines, departments, programs, and service areas accountable for conducting and documenting learning outcomes, assessment, and dialog about improvement.
  3. Require SLOAC to regularly report to the IERC regarding the status of all unit outcomes.
  4. Ensure that, through the IERC approval process, all requests for funding will be based on evidence regarding the implementation and documentation of learning outcomes, assessment, and improvement dialogue.
  5. Fully implement TracDat to ensure there is a mechanism in place so that all courses, programs and service areas are systematically evaluated and reviewed. (II.A.1.c.)
- CC, in collaboration with GC and RPIE, will pilot a new placement instrument in fall 2013, and based on the pilot results, CC will conduct validation studies, finalize cut scores, and implement the new assessment instrument. (II.B.3.e.).
- Despite the uncertain budget climate, Cuyamaca College, in collaboration with GCCCD, will begin in fiscal year 2013-2014 to complete the following:
  1. Develop strategies to meet compensation goals for administrators, faculty and classified staff.
    - a. Analyze compensation (salaries and benefits) in comparison to other community college districts.
    - b. Work collaboratively to determine an attainable compensation benchmark.
  2. Develop strategies to attract and retain administrators.
    - a. Develop a retention plan for Cuyamaca College administrators.
  3. Improve the full-time to part-time faculty ratio to support learning and achievement.
    - a. Examine the budget forecast annually and, as in the current year, increase the full-time to part-time faculty ratio over the current level.
  4. Fill much needed vacancies among classified staff.
    - a. Increase the number of classified positions. (III.A.2.)
- In order to provide funding for its long-term contractual commitment to provide Other Post-Employment health care benefits, Cuyamaca College, in collaboration with GCCCD shall identify an ongoing fund stream to meet this long term commitment and to fully fund the Annual Required Contribution (ARC). (III.D.3.c.)

## **College Hour Schedule**

**2013-2014**

**Fall 2013**

Monday, August 26, 2013

Chaldean Culture and Traditions

1:00 to 2:00 PM

Grand Lawn

Thursday, September 19, 2013

Latino Heritage Month

11:30 AM to 12:30 PM

Grand Lawn

Wednesday, October 30, 2013

Disabilities Awareness College Hour

11:30 AM to 1:00 PM

Cuyamaca Gym

Tuesday, November 26, 2013

Native American Heritage

Noon to 1:00 PM

Library Patio

## **Spring 2014**

Tuesday, February 11, 2014

Black History Month

11:30 AM to 12:30 PM

Student Center

Monday, March 10, 2014

Women's History Month

10:30 to 11:30 AM

Student Center

Tuesday, April 22, 2014

Health Fair

10:00 to 11:00 AM

Student Center

Wednesday, May 7, 2014

Career Development

1:00 to 2:00 PM

Student Center