



**Academic Senate Council Agenda**  
**Dec. 12<sup>th</sup>, 2008, 2:30-4:00 p.m.**  
**Room 5305**

<b>John Veres</b> Biology	<b>Kevin Bontenbal</b> Curriculum Comm. Chair	<b>Steve Leone</b> President	<b>Peet Cocke</b> Fine Arts
<b>Katy Neidhardt</b> N. County at-large	<b>Jani Johnson</b> Physical Education	<b>Lisa Mifsud</b> Social Science	<b>Beth-Ann Dumas</b> Vice-President
<b>Donna Bower</b> ESL	<b>Jen Sanders</b> Math	<b>Patrick Len</b> Physical Sciences	<b>Carina Love</b> Learning Resources
<b>Allison Merzon</b> CCFT President	<b>Marilyne Cleeves</b> Part-time at-large	<b>Tricia Bramsen</b> Human Development	<b>Andrea Devitt</b> Counseling
<b>VACANT</b> AS/DSPS	<b>Jack Sullivan</b> Business	<b>Toni Torrey</b> Nursing	<b>Michael Walker</b> Performing Arts
<b>Matt Vasques</b> Lang. & Communication	<b>Gary Villa</b> Engineering & Tech.	<b>Peter Dill</b> Full-time at-large	<b>Sean Boling</b> English

**I. APPROVAL OF AGENDA**

**II. DISCUSSION: Communication among faculty and managers (All // 60 min.)**  
 (See Appendix A)

**III. APPROVAL OF 12/5/08 MINUTES (Dumas // 5 min.)**

**IV. NEW BUSINESS**

**1. Definition of Faculty Professional Development (Leone // 10 min.)**

**Background:** Earlier this semester, the Faculty Professional Development Committee (FPDC) was asked by the Academic Senate leadership to define the categories for what qualifies as faculty professional development on this campus. The FPDC formed a taskforce to honor our request, and after researching other campuses and evaluating the criteria for faculty professional development proposed by Ed Code, the taskforce created a campus definition for faculty professional development, which has been approved by the FPDC. This proposed definition and activity criteria (Appendix B) will be used by the FPDC to evaluate faculty professional development activity proposals submitted by Cuesta faculty for approval.

**Proposal:** The Academic Senate Council approves of the definition of faculty professional development and the criteria for faculty professional development activities as presented in Appendix B.

**V. AGENDA BUILDER / SUMMIT ITEMS (All // 3 min.)**

Are there any items/issues that anyone has that he/she feels need to be on the Senate Council agenda for discussion, or that need to be taken to “Summit” for answers/clarification?

**Next Senate Council Meeting: Jan. 23<sup>rd</sup>**

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## STANDING REPORTS

(Approx. 12 min.)

1. CCFT (3 min.)
2. “Summit” (3 min.)
3. Shared Governance (3 min.)
4. Planning and Budget (3 min.)
5. Equivalency (no report)
6. Curriculum (no report)
7. Minors in the Classroom (no report)
8. Faculty Professional Development (no report)
9. Basic Skills Initiative (no report)
10. Student Learning Outcomes and Assessment (no report)

## SENATOR CHECKLIST

- **AlertU Emergency Notification:**

Stephan Gunsaulus requested that we promote the subscription of the AlertU Emergency Notification system for students in our classes. There is currently low student participation in this program. Share this information with your division faculty for each of them to determine whether to promote this system with their students. If so, have them contact Stephan Gunsaulus at ext. 3153 for more information.

- **Prerequisite Enforcement:**

**BACKGROUND:** The Chancellor’s Office has decreed that all prerequisites be enforced and that all prerequisites that are not enforced be changed or reconsidered. The Chancellor’s Office considers enforcement of prerequisites to be that which is completed by the college during registration only. For Spring 2009 registration and beyond, all prerequisites for the courses listed on page 90 of our Schedule of Courses will be enforced: approximately 110 courses total, including English, Math, and Science courses. However, Cuesta currently has over 100 other courses with prerequisites that are not enforced through registration.

**GOAL:** Please discuss and examine each of the prerequisite requirements for the courses within your divisions other than those courses listed on page 90 of our Schedule of Courses. The following are your divisions’ three options for each course with prerequisite requirements, and we ask that you and your division faculty make such decisions by mid-Spring 2009 semester, deadline to be announced soon:

1. Enforce existing prerequisite requirements through registration;
2. Change existing prerequisite requirements to “advisory,” which will not be enforced; or
3. Remove existing prerequisite requirements.

**RECOMMENDATIONS:** We recommend that each division research the best solution for each of their prerequisite-based classes. It is possible that courses with changes to prerequisite requirements may no longer articulate as transfer classes to other universities or colleges. Also, consider that, if a division chooses to enforce its course prerequisites through registration, this can result in a drop in enrollment for some courses.

## Appendix A

### **Discussion: Communication among faculty and managers**

**Background:** The Academic Senate Council requested that the Senate President invite the VPs and the Deans to a Council meeting to discuss our inter-communication on this campus. The following managers accepted our invitation and will be there: Cathleen Greiner, VPSL; Linda Fontanilla, VPSS; Sandee McLaughlin, Executive Dean, North County. Cathleen mentioned that the following were available and would join us, too: Pamela Ralston, Dean of Humanities; Deborah Wulff, Dean of Sciences, Math, Nursing, and P.E.; and Toni Summer, Dean of Workforce & Economic Development. Cathleen also requested by email that the following two topics be discussed during this discussion:

- 1) [Improvement of] two-way communication among faculty and managers on campus using current structures and committee processes;
- 2) [A recommendation for] the VPs to call meetings or sessions involving key players to resolve urgent or systemic concerns impacting instructional programs and student services in attending to the mission of the college and meeting student needs.

**Method:** Use of consensus cards. Our goal is to maintain a cooperative tone and encourage two-way feedback and discussion for each of our questions.

**Senate Questions:** Based on Cathleen's email, the Senate Council has identified the following three questions to discuss with the visiting VPs and the Deans:

1. In what ways can communication be more effective [or be improved] using the current [governance and/or communication] structures and committee processes?
  
2. Which existing [governance and/or communication] structures are adequate for effective communication and which ones are not? [Why?]
  
3. When Cathleen mentioned her recommendation for the VPs to call meetings involving "key players" to resolve concerns, how do we determine who the key players are? [How would this process work outside of current structures and committee processes?]

## Appendix B

### **Definition of Faculty Professional Development**

*Faculty professional development includes activities related directly to the job for which the faculty member has been hired. This includes new faculty and district orientations, activities and projects related to the faculty member's discipline/service area, pedagogy, student learning, and instructional/service delivery.*

### **Faculty professional development activities include the following types of activities:**

- a. Improvement of teaching for activities designed to foster student learning;
- b. Maintenance of current academic, student service, and technical knowledge
- c. and skills pertinent to their teaching and service specialties;
- d. In-service training for vocational education and employment preparation programs to facilitate curricular and instructional revisions;
- e. Retraining to meet changing institutional needs to enhance faculty knowledge and skills for evolving student expectations and attitudes and program possibilities;
- f. Intersegmental exchange programs that link faculty with their counterparts in secondary schools, colleges and universities, and other community colleges;
- g. Interdisciplinary exchange programs that link faculty with other faculty in the development of knowledge and skills;
- h. Development of innovations in instructional, curricular, administrative methods and content, and program effectiveness consistent with learning outcomes and assessment;
- i. Computer and technological proficiency programs;
- j. Courses and training implementing equal employment opportunity and upward mobility programs that assist women and ethnic/racial minorities in achieving their academic and occupational objectives;

**In assessing faculty proposals for the use of faculty professional development funds, the Faculty Professional Development Committee will consider the above criteria as well as the faculty member's plan to share the knowledge or skills gained from the funded activity with appropriate campus constituencies.**