



**Academic Senate Council Agenda
Nov. 14th, 2008, 2:30-4:00 p.m.
Room 5305**

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

I. APPROVAL OF AGENDA

Consensus reached with an amendment to the agenda.

II. APPROVAL OF 10/31/08 MINUTES

Consensus reached.

III. OLD BUSINESS

1. Shared Governance Definition Taskforce Activity

(Leone // 20 min.)

Background: At the Sept. 12th Academic Senate Council meeting, the Council reached consensus on the following: “The Academic Senate Council proposes a faculty taskforce to be created to determine a strategy to assist all constituent groups to reach understanding of the definition and application of shared governance on this campus.” One subsidiary goal of such a taskforce would be to help all campus groups identify the problems in our current practices so that we may work on improving our communication and decision-making in the governance of this institution. This taskforce has convened to discuss options, and at this time, we have agreed that the best solution is to ask representatives of the Community College League of California (CCLC) to come and present to our campus. Many other California CC campuses have used this free service, and since the CCLC is a “non-profit public benefit corporation” that advocates for “community college educational, fiscal, operational and governance issues” on behalf of college presidents, district trustees, administrators, classified staff, and faculty organizations, the presentation offered would be balanced and fair on the definition of shared governance. Although this presentation may only begin the task of defining and improving our campus definition of shared governance on this campus, the taskforce feels the presentation provided by the CCLC will establish a standard definition of shared governance that will benefit all constituent groups at Cuesta.

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Proposal: The Academic Senate supports the decision of the Shared Governance Definition Taskforce to invite representatives of the Community College League of California to present on the topic of shared governance at a campus-wide event in Spring 2009, date to be determined later.

Consensus reached.

IV. NEW BUSINESS

1. Fall Registration

(Devitt // 15 min.)

Background: Last year, there was a decision made to move Fall 2008 registration to Summer 2008. A possible result of this was a decrease in enrollment numbers for continuing students this semester. Since many continuing students were not in the region when Summer registration began, it may have been difficult for many of them to register or even to enroll. Some faculty members are concerned that this practice may continue in the future, especially those with low enrollment figures at the beginning of the Fall semester. Board Policy gives local high school graduates first priority to register for classes, which is one reason why Fall semester registration has occurred traditionally in the Spring semester. Another reason was to provide plenty of time for all students at different priority levels to register for classes.

~~**Proposal:** The Academic Senate recommends that the college move Fall 2009 registration to late April through mid May 2009 for all local high school graduates and continuing students.~~

Modified Proposal: The Academic Senate requests that local high school graduates and continuing students be allowed to register for the Fall 2009 semester from May 1, 2009 to May 20, 2009 as recommended by the office of Admissions and Records.

Consensus reached.

2. Faculty Professional Development Day

(Leone // 20 min.)

Background: Recently, the Faculty Professional Development Committee (FPDC) was asked by the Academic Senate leadership to define faculty professional development and the categories for what qualifies as such on this campus. Whereas the faculty collective bargaining unit negotiates the terms of our contractual FLEX obligations, the Academic Senate determines what qualifies as faculty professional development. The distinction between faculty professional development and FLEX is that the latter can be satisfied with non-faculty or staff professional development as well as faculty professional development activities, depending on what is negotiated at the local campus level. The Academic Senate oversees the definition of faculty professional development only, and a taskforce of the FPDC is currently working on the definition and broad categories for what qualifies as faculty professional development on this campus.

In the meantime, a taskforce of the FPDC has created a "Call for Proposals for Activities: Faculty Professional Development Day" (Appendix C) for the day before Opening Day, Spring 2009. All submitted proposals will undergo an approval process through the FPDC, and all approved activities will be funded by AB1725 categorical funds for faculty professional development. For

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that reason, the categorical funds criteria for faculty professional development is listed on Appendix C. The FPDC has approved of the Call for Proposals (Appendix C) and the Activity Proposal Form (Appendix B), and the committee requests our approval for these forms to be sent out to all faculty, classified staff, and management.

~~**Proposal:** The Academic Senate Council approves of the definition of faculty professional development and the activities consistent with Ed Code as stated in Appendix A.~~

Modified Proposal: The Academic Senate Council approves of the Call for Proposals for Activities for Faculty Professional Development Day as it appears in Appendix C.

Consensus reached with modifications to Appendix C.

Proposal: The Academic Senate Council approves of the Activity Proposal Form for Faculty Professional Development Day as it appears in Appendix B.

Consensus reached with modifications to Appendix B.

V. AGENDA BUILDER / SUMMIT ITEMS

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?

- **Peter recommended that we share information from the Academic Senate Plenary session with Dave at our next Summit meeting.**
- **Divisional faculty would like fair warning whenever there may or will be an influx of Cal Poly students due to dropped courses, faculty lay-offs, and/or failed students. If divisions are warned, this would assist with appropriate scheduling and loading of courses. One example of how a warning system could work better is through the Counseling Department – with one counselor focused on Engineering Technology transfers to Cal Poly, for example, this person would have fair warning and could communicate this to the proper divisions.**
- **A recommendation was made that there should be at least one faculty person on the Enrollment Management Committee.**
- **There was wide discussion about a recent mandate to reduce courses in each division by 5% for the Spring 2009 semester. The Council agreed that this decision to reduce the course offerings should have been made through the Planning and Budget Committee, which just recently began discussions about, and have agendized, a campus-wide costs reduction strategy. We want to know who made this decision without consultation with the PBC and why.**

Steve called for a cancellation of the next scheduled Council meeting of Nov. 21. Consensus was reached. Jack called for a Council meeting to be scheduled for Dec. 5 and invite the VPs and the Deans then (or the 12th, depending on their schedules) for a Q&A and two-way discussion on our working relationship with managers. Consensus was reached.

Next Senate Council Meeting: ~~November 21st~~ December 5th

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STANDING REPORTS

1. Faculty Professional Development (3 min.) – **Kent Brudney**
 - **The FPDC is establishing a regular process for approving funds and activities.**
 - **The FPDC is discussing the methods to publicize the funds and activities.**
 - **A taskforce of the FPDC is developing guidelines for faculty professional development, which will be easier thanks to the research conducted by Stacy Millich on Ed Code criteria and definitions of faculty professional development.**
 - **The FPDC is determined that all approved activities of faculty professional development through the committee will automatically be approved for FLEX.**
 - **FLEX for FPDC-approved activities will be self reported with one hour of attendance, preparation, or presentation being the equivalent of one hour of FLEX credit.**

INFORMATION & DISCUSSION

1. AlertU Emergency Notification (3 min.) – **Stephan Gunsaulus**
 - **Stephan 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.**
 - **Stephan also mentioned that he will be proposing a campus-wide Green or Sustainability Committee and asked for our support.**
2. Senate Plenary Reports (15 min.)
 - Andrea – Counseling
 - Steve & Beth-Ann – Breakout sessions
 - Peter – Resolutions

Senate Plenary Reports were tabled.

STANDING REPORTS

2. CCFT (3 min.) – **Allison Merzon**
 - **Status: currently in contract negotiations**
 - **One issue: a proposal was made by management to build the membership of faculty evaluation committees, sparking an ASC discussion on potential workload problems.**
 - **State budget: Governor S. will be taking back COLA this year.**
 - **The CCFT will be sending out a survey to faculty about FLEX and professional development to gather feedback on FLEX to help with contract negotiations.**
 - **The CCFT and District will soon sign an M.O.U. for part-time instructors to teach .67 FTEF as mandated from the State.**
 - **We are currently 159 FTES short of goal for the Fall semester and may be 300 FTES below where we need to be for Spring. This will probably lead to further budget cuts since we will not make our growth caps.**
 - **There will be a CCFT member meeting for Tues., Dec. 9 from 3:30 to 5:00 p.m.**
3. Shared Governance (3 min.) – **Steve Leone**

- **On Nov. 11, the Shared Governance Council approved of a new Board Policy (BP 7100) titled “Commitment to Cultural Competence,” which was proposed by Sandee McLaughlin and the CDSE Committee. Steve mentioned that he orange-carded the proposal because an earlier version of this definition came through the ASC in Spring and was not approved. Although this new definition of “cultural competence” is an improvement, it does not contain language consistent with the diversity requirement language we have in curriculum, which was our primary feedback to the CDSE. The Council members expressed concern that due process was not followed and that the language of newly approved BP 7100 does not reflect our campus diversity requirement. (see Appendix D)**

4. Curriculum (no report)
5. Planning and Budget (no report)
6. “Summit” (no report)
7. Basic Skills Initiative (no report)
8. Equivalency (no report)
9. Student Learning Outcomes and Assessment (no report)
10. Minors in the Classroom (no report)

SENATOR CHECKLIST

- **Prerequisite Enforcement:** 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 and not by individual faculty members. For Spring 2009 registration, we will be enforcing the prerequisites for the courses listed on page 92 of our Schedule of Courses: approximately 110 courses. However, Cuesta currently has over 100 other courses with prerequisites that are not enforced through registration.

Please discuss the prerequisites established for the courses within your divisions, and determine together whether or not you would like to keep or remove the prerequisites or change the prereq. status of one, some, or all of your discipline courses to “advisory.” In your examination of the prerequisite listings for your courses, consider how the prerequisite status will affect articulation with UC/CSU campuses. The Curriculum Committee division reps will also be asked to address this matter with their divisions.

Peter & Andrea both mentioned that, if a division chooses to enforce its course prerequisites through registration, this can result in a drop in enrollment for some courses. Also, if a division does not choose to enforce current prerequisites and so chooses to change their courses’ prerequisite requirements, it is possible that these courses may no longer articulate as transfer classes to other universities or colleges. Peter & Andrea cautioned that each division research the best solution for each of their prerequisite-based classes.

Meeting was adjourned at 4:16 p.m.

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Appendix A was replaced by Appendix C with an amendment previous to the ASC meeting

Appendix B: ASC modifications are in red



Activity Proposal
Faculty Professional Development

If you are interested in proposing a faculty professional development activity, please complete the attached form by Mon., Dec. 1, 2008, and return it via email or campus mail to Devon Hodgson, Director of Professional Development (cuestapd@cuesta.edu). The Faculty Professional Development Committee will review all proposals. Notification of accepted proposals will be completed by Fri., Dec. 12, 2008.

Your name(s) and role on campus:

Title of Activity:

Type of Activity (workshop, roundtable, presentation, discussion – please circle one)

Target Audience: (faculty, staff, management – please circle one or all, if applicable)

Sponsor: (committee, organization, or office-sponsored activity – please circle one)

Presenter(s) / Facilitator(s):

Briefly describe the activity:

Please explain how this activity fulfills one or more of the nine criteria:

Special requirements for technology/room size/type of room:

PLEASE RETURN TO DEVON HODGSON (cuestapd@cuesta.edu) BY MONDAY, DEC. 1, 2008

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Appendix C: ASC modifications are in red
Call for Proposals for Activities
Faculty Professional Development Day
January 15, 2008 (day before Opening Day)

To: Faculty, Management, Classified Staff

From: Steve Leone (President, Academic Senate); Cathleen Greiner (VPSL); Devon Hodgson (Director of Professional Development); Kent Brudney (Chair, Faculty Professional Development Committee)

RE: Call for Proposals for Faculty Professional Development Activities

Background: The Faculty Professional Development Committee is seeking to revive a focused faculty professional development day once each semester—the day before Opening Day. These activities, which may be offered in any format (e.g., workshops, roundtables, presentations, discussions), are intended to supplement—not replace—individual activities and off campus faculty professional development activities. Faculty, management, and staff are invited to submit proposals for activities so long as the proposal is consistent with the faculty professional development criteria (see below). ~~All members of the campus community are invited to attend Faculty Professional Development Day.~~

Criteria: The authorized uses of funds allocated under Education Code article 87153 for faculty professional development categorical funds distribution shall include the following:

- a. Improvement of teaching.
- b. Maintenance of current academic and technical knowledge and skills.
- c. In-service training for vocational education and employment preparation programs.
- d. Re-training to meet changing institutional needs.
- e. Intersegmental exchange programs.
- f. Development of innovations in instructional and administrative techniques and program effectiveness.
- g. Computer and technological proficiency programs.
- h. Courses and training implementing [Equal Employment Opportunity] and upward mobility programs.

If you are interested in proposing a 60 min. or less activity, please complete the attached form by Mon., Dec. 1, and return it via email or campus mail to Devon Hodgson, Director of Professional Development (cuestapd@cuesta.edu). The Faculty Professional Development Committee will review all proposals. Notification of accepted proposals will be completed by Dec. 12.

Appendix D:

BP 7100 Commitment to Cultural Competence

Cuesta College defines cultural competence as the ability to embrace diversity. This is demonstrated throughout the college and is reflected in employees' ability to respond respectfully, effectively, and inclusively to diverse ideas and disparate individuals, acknowledging that to do so strengthens the learning and working environment. Exercising cultural competence includes developing one's understanding of people's differences, recognizing one's biases and seeking not to be limited by them in one's thinking and one's actions, and challenging institutional systems and policies that sustain inequalities.

(Revision 9/22/08)

Background:

- The Cultural Diversity/Student Equity Committee was charged with the responsibility of leading the effort to address a 2007-2009 college goal. "Through campus dialogue, develop a shared definition of cultural competence and identify ways it can be promoted throughout the campus community."
- The proposed Board policy reflects the result of campus dialogue toward defining cultural competence. The effort was initiated by researching definitions and discussing those results within the CDSE Committee. The first DRAFT of that work was shared with all college staff during Opening Day Spring 2008, and reaction/feedback was requested. The format for that program included a note card placed on every chair in 5401, Middle Eastern music, a Power Point presentation about CDSE and the new Cultural Center, a video of Cuesta student interviews related to campus climate and a break-out exercise about diversity on campus.
- Subsequent to Opening Day, email follow-up was sent to faculty and staff and the resulting revised DRAFT was shared as an agenda item with Academic Senate. As a result of the feedback received from these efforts, the definition underwent further modifications.
- The College goal language does not specify how the definition of cultural competence would be promoted, but it is the hope of the CDSE that as an adopted Board policy, the definition will serve as a foundation piece for college policy and professional development.