



Academic Senate APPROVED MINUTES
Dec. 12th, 2008, 2:30-4:00 p.m.
Room 5305

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

I. APPROVAL OF AGENDA

Consensus Reached

II. DISCUSSION: Communication among faculty and managers (All // 60 min.)
 (See Appendix A1)

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

Consensus Reached

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.

Tabled

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. 23rd

STANDING REPORTS (There were no 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 A1

Discussion: Communication among faculty and managers

The discussion centered around improving communication between faculty and managers

*The following is an approximation of comments, translated from hand-written notes.

F = comment by faculty

M = comment by manager

M: Use existing structures so we don't start at ground zero.

F: Feet. Go talk to someone in person when there is an issue or problem, go to their office; it gets things done quickly.

M: Student Services is committed to open lines of communication with faculty leaders.

M: Sometimes there is a frustration when we can't operate within a process like when I was told I needed a faculty sponsor to offer a workshop on the process of student discipline, which from the student services perspective, would be of benefit to faculty.

F: More discussion is needed to clarify flex versus professional development.

F: Everyone should be encouraged to read the materials sent out with the agendas before the meetings. We could create a best practices list of things to do in preparation of meetings.

F: The role of faculty is that the classroom comes first; sometimes we get material late or on the day of the meeting. Everyone needs to be aware of the faculty role. Teaching comes first. Sometimes just getting to a meeting is an accomplishment.

M: It's part of the job contract to serve on committees. It has to do with professionalism. SGC (Shared Governance Council), for example is a decision making body, and everyone should be prepared to make a decision. Assessment of meetings is important too and isn't done here much. There is an active rumor mill. If someone hears a rumor, they should go to the source.

M: It would help to have expectations and guidelines/timelines about when certain materials will be prepared.

F: Transparency is important and fosters trust. We need to try and ensure transparency with meetings.

F: It's easy to say that, but how do we implement transparency?

F: One idea is that the Senate and Union president could go to the last 30 minutes of Cabinet and report out to their constituent groups.

M: There is compressed time to deal with lots of materials and pressure on folks to put things together, so it might be tough to use deadlines. I support being prepared, but timelines/deadlines make it tough.

F: We have lots of meetings here. And a lot of them are not effective. We need to make them more effective by including fewer items to work on.

M: Transparency and how we share information after a meeting is important. There is a responsibility to carry information back to other groups. For example, the Deans get info. to the Chairs and Coordinators at Cluster, and the Chairs need to make sure the information gets out effectively. Maybe an email of bulleted items can be sent out soon after a meeting.

M: I meet with the Senate monthly, but would also like to be on the agenda as a report like a state of the state from the VPSL.

M: Shared Governance documents do go out early, about a week. On the earlier comment about getting info. out, it comes down to the Chairs needing to tell faculty. Some do and some don't.

F: There is a responsibility to share information, but expectations need to be clear. And a follow up, reminding them always helps. Also, it needs to be clear whether we want feedback from our constituents or what kind of feedback is needed in certain situations.

F: We have a system for getting information from VPSL, and that's Summit. That info. gets transmitted there and reported back to the Council.

F: That's not how I see the role of Summit. I see it as more of a problem solving/trouble shooting exchange.

M: Use of the consensus cards may inhibit getting feedback or opinions from people at meetings.

F: The cards actually help because anyone can use an orange card to recognize someone who hasn't been heard or to request to hear from someone.

F: An email from the VPSL to all faculty on the state of the state is a way to get out information.

F: There seems to be a perception from some that disagreement is not collegial and that engagement of discourse that differs in opinion shouldn't happen publicly. But that is part of an academic environment, to challenge thinking, raise issues, etc....

F: Professional development can take up this issue of collegial academic discourse. Louder doesn't always mean a better point is made.

M: People need to think more about time frames of all groups and how possible it is to meet those, more open talk about expectations is needed.

F: Cards can be used more fluently, and we could set something up describing goals and expectations like a checklist of what people need to do or what feedback is needed from constituent groups—expectations for the next meeting.

F: Sometimes there is an unrealistic expectation of time. Things take time. We're dealing with a lot, rules, laws, and a bureaucracy. People forget that.

M: Voices, viewpoints, and deep authentic conversations are important. Not that everyone isn't a key player in some ways, but on some issues, the key, key players are needed. The people who are involved, most affected, or who can resolve the situation.

F: There are alternative communication structures we can use.

F: There are key players that are the experts in their area and don't need to get back to any constituent group, but there are key players that represent groups that do need to get feedback from their groups.

F: We can use myCuesta more effectively. The administration can post information so that all faculty can see it.

F: Our goal should be to over-communicate, and the only issue that we've done that with is the budget.

F: We all need mutual appreciation and respect for each other, and to recognize that we need good faculty, that good faculty are the basis of a quality institution.

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.