



• A C A D E M I C • S E N A T E •
MINUTES

Thursday, September 10, 2015
2:00 – 3:45 p.m.
Room I-207

Present: Alicia Muñoz, Paul Carmona (Vice President), Lindy Brazil, Daniel Curtis, Ed Cline (Proxy for Seth Slater), Claudia Cuz-Flores, Ian Duckles, Courtney Hammond, Nanyamka Hill, Kristin McGregor, Angela Nesta, Kathryn Nette, Lilia Pulido (Proxy for Raad Jerjis), Patricia Santana, Robert Stafford.

Absent: Michael Aubry, Raad Jerjis, Dave Raney, Seth Slater, Patrick Thiss, Joe Young

Others: Donna Riley

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." In accordance to the Ralph M. Brown Act guidelines, Senators voting "nay" or abstaining will be identified. All other present members will be assumed to have voted "aye."

CALL TO ORDER: Alicia Munoz, President called the meeting to order at 2:06pm

I. **APPROVAL OF MINUTES** - August, 27 2015 minutes were approved as amended: M/S Nette/Curtis with the spelling correction of Jeri Edelen and the removal of Asma Yassi from the attendance list because she has been replaced with Claudia Cuz-Flores.

II. **PRESIDENT'S REPORT**

A. **Announcements** –None

B. **GCCCD Governing Board Report** - The Governing Board approved the Adoption Budget on Tuesday, September 8th. It was said this is the best budget the College has seen in years. However, due to the increase to our CalSTRS and CalPERS benefits, it still leaves us with funding issues, but we are not in the red. With our new budget the College will be able to hire seven new full-time faculty positions.

C. **Achieving the Dream** – Friday, September 18th from 9am-1pm in I-207-I-209 is the Achieve the Dream Kick-off event. The Senate urges all to attend, if possible. Please RSVP to Laci Diaz.

D. **Sabbatical Workshops** – The workshops will be held Monday, September 21st from 1-2pm in I-209 and Thursday, September 24th from 5-6pm in I-209.

III. **VICE PRESIDENT'S REPORT**

A. Appointments were made to the Curriculum Committee-Laurie LeBlanc, Sarah Martin, Osvaldo Torres and Bradly McCombs.

VI. **PART TIME SENATOR REPORT-** Sarah Martin was appointed to the Curriculum Committee and will be compensated for her time. It was agreed that part-time senators would not be compensated for their time because this is an elected position.

VII. **COMMITTEE REPORTS**

A. **Accreditation Steering Committee Report-** The committee met Friday, September 4th and started appointing writing teams that will work on the mid-term report. The mid-term report will need to address all nine of our recommendations as well as the actionable improvement plans. Alicia Munoz, Senate President, presented this report in Seth Slater's absence.

- B. ***Basic Skills and Student Success Committee*** – Alicia Munoz, Senate President, gave a handout of the proposed changes to the charge and composition. Seats have been added to the committee and language has been added to the charge that addresses student equity. It was stated that the charge appeared to be light on faculty representation from other disciplines other than Basic Skills. The Senate has asked that the composition be reviewed and add more faculty representation from other areas.
- C. ***Senate Officers Committee*** - Alicia Muñoz, Senate President, proposed adding an officer representing Student Services to the Senate Officers Committee. The Senate requested that the bylaws which address the composition of the Senate Officers Committee be reviewed. The bylaws will be brought to the Senate at the next meeting.

VII. ACTION-None

VIII. INFORMATION

- A. ***Student Equity Plan***– Alicia Muñoz discussed the timeline to submit the Student Equity Plan.
- B. ***Honors Program*** – Dr. Kathryn Nette presented a proposal to establish an Honors Program at Cuyamaca. (See Handout.) Kathryn would like to establish a subgroup to put together more details about the program. Courtney Hammond and Claudia Cuz-Flores have volunteered to be a part of this subgroup. It was suggested that a resolution be drafted to show that the Senate is in support of this effort.

IX. Announcements/Public Comments- Lindy Brazil presented a resolution drafted to protect the open space of the Grand Lawn (Central Park). (Please see handout.) The resolution will come to the Senate as an action item at the next meeting.

Alicia Munoz, Senate President adjourned the meeting at 3:30pm.

COMMITTEE/COUNCIL REQUEST

Person Submitting Request: Wei Zhou, VP Instruction & Lauren Halsted, Co-Chair				Date: September 8, 2014	
Name of Committee: Student Success and Basic Skills Committee					
<input type="checkbox"/> Council	<input checked="" type="checkbox"/>	Committee		<input type="checkbox"/>	Task Force
Action Requested:	<input type="checkbox"/>	Add	<input type="checkbox"/>	Delete	<input checked="" type="checkbox"/> Change*
Charge of Council/Committee:					
<p>The Committee is responsible for facilitating student learning & success among Basic Skills students such that they achieve the foundational skills necessary to complete college-level work. These activities include the areas of: organizational and administrative practices, program components, staff development, and <u>student equity, and</u> instructional practices.</p> <p>The Committee is responsible for applying the state-based criteria by which proposals for Basic Skills funding will be reviewed and prioritized for available funding.</p> <p>When ranking proposals for funding for requested activities, the Committee will also review the impact on <u>student equity</u>, improvement and completion rates, <u>as well as</u> activity(ies)/interventions that worked or did not work.</p> <p>The committee will provide guidance for coordination of alternative funding sources (ex: grants, contracts, etc.) that support basic skills.</p> <p>The committee reports to the Cuyamaca College Council and the Academic Senate.</p> <p>The committee serves as a channel for Basic Skills-related activities among and between departments and organizational units of Student Services and Instruction.</p>					
Meeting Schedule:					
First Friday from 9:00am – 11:00am					
Chair: <i>(Example: Vice President, Instruction)</i>					
Vice President of Instruction or Vice President of Student Services or a designated instructional administrator Basic Skills Coordinator (Faculty)					
Composition: <i>(Example: Faculty Representative)</i>					
Vice President of Instruction Vice President of Student Services 1 Instructional Dean 1 Student Services Administrator 1 <u>Tutoring Center Specialist</u> & Study Skills Representative 1 Classified Representative from Instruction or Student Services Student Success Coordinator 1 Continuing Education & Workforce Development Representative 1 DSP&S Representative 6 7 Faculty – one each from <i>English, ESL, reading, mathematics, <u>Student Success Coordinator</u>/counseling, <u>DSP&S</u> and <i>career technical education</i></i> <hr style="width: 20%; margin-left: 0;"/> 14 total					
Resource: Representative from District Research Planning & Institutional Effectiveness					
Other resource persons as needed					

If change is requested, attach current structure and list proposed changes.

Honors Enrichment Program Draft Proposal : Initial Talking Points **September 10, 2015**

Goals

To create a diverse learning community of faculty and students that will nurture motivated students to develop the knowledge and skills necessary to achieve success in their chosen field of study. This will include

- providing Honors Program students with personalized instruction and counseling
- providing supplemental academic resources to students seeking greater academic rigor and increased scholarship
- ?

Program Design

Honors students will be embedded within traditional course sections in order to promote the sharing of knowledge with non-honors peers. Each course section will be limited to five honors students in a semester.

A discipline will designate an honors section for each desired course;

- It is not required that every course have an honors section
- Disciplines that desire to have honors sections of courses will be required to submit modified course outlines to the curriculum committee that will include the specific requirements for honors sections; this will be a designated as an honors section on their transcript
- Faculty will not be required to participate in the honor program with honors students; designated honors sections will be taught by an instructor who is willing to be a part of the honors program

Students will apply to participate in the honors program and must maintain their status in the program by doing the following

- A student must complete at least 4 (?) honors courses in a minimum of 3 disciplines to be recognized for completing the program, including an honors seminar that will be team taught across disciplines (addresses critical thinking, writing skills etc)
- The Honors student will sign a contract with the instructor that outlines the minimum specific work that will be completed during the semester
 - A student who does not complete the honors work for the semester will be transferred into the regular section of the class and be given a grade in the non-honors section
- Students will do additional work outside of the classroom for which they can earn “points” to maintain their status in the program

- Attend outside seminars (UCSD, SDSU, USD, others depending upon discipline)
- Volunteer work in chosen field of study
- Mentoring students who are in need in their discipline or class (study skills, informal “tutoring”)
- Attendance at So Cal Honors seminar program
- Many Other opportunities possible depending upon discipline
- Advantages for students:
 - Students in the program will have a designated counselor and a faculty mentor who specifically works with them developing their program of study
 - Students in good standing in the program are given priority registration
 - Faculty are able to write much stronger and detailed letters of recommendation for the students who participate in the program due to the close academic relationships that are developed
 - Development of stronger bonds between honors students and faculty leading to increased student success, especially for disproportionately impacted students
 - Students develop leadership skills

What we will need to get started:

- Establish a pilot program for 15/16 academic year: will need at least 5 academic disciplines to participate representing
 - English (English 120?)
 - Math (College level math and Math 180)
 - Bio (Bio 230, Bio 130)
 - Chem (Chem 141)
 - Humanities? Which discipline(s) and courses?
- An honors committee (sub-committee of the Academic Senate?) that reviews application, monitors student progress in the program and sets up events
- College Membership in the Honors Transfer Council of California (HTCC) - <http://htcca.org>. (cost is about \$120 per year for the college)
- ?????

Resolution: Protecting Central Park at Cuyamaca College from Future Building

Whereas the Central Park, also known as the “Grand Lawn,” has served as an iconic space that visually embodies Cuyamaca College’s public identity; and

Whereas the Central Park provides a safe, restful, natural, centrally located refuge for students, staff, faculty, and community members; and

Whereas the Central Park promotes Cuyamaca College’s stated value of environmental stewardship and sustainability through which “we take pride in our campus and its resources,”

Let it be resolved that the Academic Senate of Cuyamaca College request that the Board of Trustees, when considering future building projects at Cuyamaca College, give primary consideration to finding building sites that do not encroach upon the Central Park; and

Let it be further resolved that the Academic Senate of Cuyamaca College request that the Board of Trustees establish a policy to protect the Central Park from being despoiled by the encroachment of future building projects.