



Academic Senate Council APPROVED MINUTES
Jan. 28th, 2011, 2:30-4:30 p.m.
Room 5401

x	John Veres Biology		Kevin Bontenbal Curriculum Comm. Chair	x	Steve Leone President	x	Beth-Ann Dumas Vice-President
	Katy Neidhardt N. County at-large	x	Jani Johnson Physical Education	x	Lise Mifsud Social Science		VACANT Fine Arts
x	Madeline Medeiros ESL	x	Robert Schwennicke Math	x	Praveen Babu Physical Sciences	x	Carina Love Learning Resources
x	Allison Merzon CCFT President	x	Louise Spadia-Beckham Part-time at-large	x	Tricia Bramsen Human Development	x	Andrea Devitt Counseling
x	Robin Powers AS/DSPS	x	Jack Sullivan Business	x	Antonia Torrey Nursing	x	Jennifer Martin Performing Arts
x	John Arno Lang. & Communication	x	Gary Villa Engineering & Tech.		Kyi Zin Full-time at-large	x	Sean Boling English
	VACANT ASCC Student Rep.		Cheri Moore Curriculum Chair-elect : non-voting				

I. APPROVAL OF AGENDA (Leone // 1 min.)
Consensus reached. Agenda approved.

II. APPROVAL OF MINUTES: DEC. 3, 2010 (Dumas // 1 min.)
Consensus reached. 12-3-10 minutes approved.

III. ORIENTATION: Brown Act (Leone // 25 min.)

- **Overview: Implications for Academic Senate – an ASCCC paper**
A training and question/answer session was held on what is or is not a violation of the Brown Act. Training material is attached as Appendix D.
- **Discussion: Public Comment**
We decided to continue our current practice of allowing the public to comment during the discussion of agenda items when they are recognized by a council member raising an orange. In addition, the agenda will include an opportunity at the beginning of the meeting to allow for public comment, and the limit for individual comments will be 3 minutes.
- **Importance of a Quorum – Starting our meetings on time**
- **Best Practices in Communication**
Council members will submit and/or bring to the next meeting a few items she/he considers to be best practices in communication
- **Q&A**

IV. PRESIDENT REPORT (Leone // 10 min.)

- **Leadership Retreat – an update:** *The Leadership Retreat was held on Thurs., Jan. 13th, and from all accounts, it was a successful discussion of committee structure and best practices for participants on committees. The Strategic Plan Taskforce will review the feedback and committee structure models we received and provide recommendations for further action to the participants at the Leadership Retreat for feedback in the coming weeks.*
- **Senate goals for the semester**
This will be discussed at the next meeting
- **Senate-Union Joint Issues Committee – an update on procedure**

The SUJI Committee met and came to an informal agreement on a method of moving forward jointly on Senate-Union issues. In addition, CCFT officers provided input on how to modify the draft of BP/AP 2410 with opportunities for students and other constituent groups to have a voice in the development of and the update of Board policies and administrative procedures.

V. OLD BUSINESS

1. Third Read of BP 2410/AP 2410: Review of Board Policies (Leone // 25 min.)

Background: The College currently does not have a Board policy or administrative procedure for the review, creation, and updating of Board policies and administrative procedures. ACCJC noted this in their recommendations in response to our 2008 Self Study Report, and since the ACCJC visitation report in Jan. 2009, the College has been trying to develop BP 2410 and AP 2410. The Senate Council reviewed the first-read drafts of BP 2410/AP 2410 (including the Board policy review flowchart) at the Oct. 15th meeting. The second-read drafts with modifications were reviewed by Senators at the Oct. 22nd meeting, and the proposals to approve each were tabled at that meeting. Both the BP and the AP have since been modified to reflect the ten levels of student involvement as stipulated in BP 2305 and Title 5. This third read drafts of BP/AP 2410 are modified with the following addition: the participatory role of students in the initial stages of board policy and administrative procedure development. A redline draft of the BP 2410/AP 2410 designating changes to the text and the board policy flowchart were provided as email attachments with the agenda. A clean version of BP 2410 is presented as Appendix A, and a clean version of AP 2410 is presented as Appendix B on this agenda.

Proposal: The Academic Senate Council approves Board Policy 2410 (BP 2410) as presented in Appendix A.

Consensus reached. Proposal approved.

Proposal: The Academic Senate Council approves Administrative Procedure 2410 (AP 2410) as presented in Appendix B, including "Attachment A" submitted as an email attachment with the agenda.

Consensus reached. Proposal approved.

2. SLOs on Syllabi (Baxley // 10 min.)

Background: On Nov. 17, 2006, the Academic Senate Council approved the following proposal: "To comply with the Accreditation Standards the Academic Senate Council recommends that faculty ensure statements consistent with their course student learning objectives are in their syllabi by Spring 2008." In that proposal, it was recommended by the Senate that faculty list the course objectives as listed or to be consistent with those listed in the Course Outline of Record (COR) in their syllabi. However, based in large part on recommendations from the statewide Senate (ASCCC) and based on upcoming changes to the ACCJC standards, the SLOA Committee recommended in to the Senate Council on Feb. 26, 2010 the following: "To promote student learning and comply with Accreditation Standards, it is recommended that all faculty include course-level student learning outcomes in their course syllabi." We tabled a proposal at the Feb. 26th meeting to approve a recommendation for course-level SLOs or a reference link to SLOs in course syllabi for the Fall 2010 semester.

ACCJC standards regarding SLOs have changed since then. Since Jan. 2010, Standard II.A.6 now reads: "The institution assures that students and prospective students receive clear and accurate

information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. *In every class section students receive a course syllabus that specifies learning outcomes* consistent with those in the institution's officially approved course outline." ACCJC changed the language of the standard in January 2010, replacing the phrase "learning objectives" with "learning outcomes." This change was announced via a newsletter in 2009 (<http://www.accjc.org/pdf/Where%20Do%20Course%20SLOs%20Live%20Accreditation%20Notes%20Spring%202009.pdf>) and confirmed in 2010 (<http://www.accjc.org/pdf/ACCJC%20NEWS%20Spring%202010.pdf> p. 9). A quick search by Google shows a number of other CA community colleges that apparently require SLOs to be incorporated in syllabi: Taft, Long Beach, Marin, Peralta CCD, Mt. San Antonio, Grossmont, LATTC, Irvine Valley, Mission, and Hancock. Beyond satisfying an accreditation standard, the practice of including SLOs on a syllabus is considered a professional best practice, a courtesy to students to make them aware of the outcomes expected for the course.

The SLOA Committee recommends that, in order to meet accreditation standards and to further enhance learning outcomes as an integral concept of instruction, all faculty include course-level student learning outcomes on course syllabi, or a hyperlink, or a URL address to a document containing such information. The URL could point to a web page for an individual faculty member or to a division or department site. The SLOA Committee recommends that this begin in Spring 2011.

Proposal: ~~The Senate Council approves the SLOA Committee recommendation that all faculty include either course-level student learning outcomes (SLOs) or a hyperlink/URL address to a document containing such information in their course syllabi starting with the Spring 2011 semester.~~

Proposal modified: The Senate Council approves the SLOA Committee recommendation that all faculty include either course-level student learning outcomes (SLOs) or a hyperlink/URL address to a document containing such information in their course syllabi starting with the Fall 2011 semester.

Consensus reached. Modified proposal approved.

VI. NEW BUSINESS

1. Discussion: Role of faculty on accreditation

(Leone // 20 min.)

Background: The Accreditation Steering Committee (ASC) met this week to discuss this semester's strategy for completion of the Midterm Report, which is due to ACCJC in mid-October 2011. In particular, the committee discussed the roles of the committee members and particularly the role of faculty and faculty involvement with the following: 1) accreditation processes overall; 2) the research and/or writing of the Midterm Report; and 3) the research and/or writing of the responses to the recommendations we may receive from ACCJC this week or early next week. The role of faculty for this work on the upcoming Midterm Report is the subject of discussion for this agenda item.

Currently, the ASC strategy for completion of the Midterm Report is to develop faculty and administrative workgroups outside of the steering committee to focus on researching and reporting the progress made on each of the planning agenda items published in the 2008 Accreditation Self-Study Report. Each of these ACCJC standard-based workgroups will be populated by a liaison or two from the Accreditation Steering Committee (ASC) to provide guidance. The workgroups will develop drafts based on a standardized template, share their drafts with the ASC for feedback, make modifications accordingly, and then submit them again to ASC. During this time, the members of the ASC will work collaboratively on researching and drafting a follow-up report in response to ACCJC recommendations,

if any, from their visitation report, which will be mailed to us by Jan. 31st. This ASC response to recommendations will become a segment of the Midterm Report, and either faculty writer(s)/editor(s) or an outside consultant/writer/editor will be hired to complete the writing/editing of the report. This is the strategy that the members of the ASC have identified at this time. This strategy of developing faculty/administrative workgroups to complete the ACCJC report is based on statements of report preparation published in several successful Midterm Reports produced in the past year by the following community colleges: Orange Coast College, Imperial Valley College, Gavilan College, Los Angeles Mission College, and Los Angeles Valley College.

The Senate Checklist on this agenda requests that all Senators ask their division faculty for their perspectives on the role of faculty regarding the production of the Midterm Report and share this feedback with the Senate President by Feb. 8th. The Senate Council will determine the role of faculty regarding the upcoming Midterm Report at the next Senate Council meeting on Feb. 11th based on today's feedback and the feedback from division faculty. In the meantime, the entire Accreditation Steering Committee will begin planning immediately for our response to ACCJC's visitation report, which we may receive by the time of this meeting or early next week.

Proposal: The Academic Senate Council will provide feedback on the role of faculty in the production of the Midterm Report at the Jan. 28th Senate Council meeting.

Consensus reached.

2. Committee Composition Change: Enrollment Management (Leone // 10 min.)

Background: In the past few years, there has been a change of interest in the participation of faculty on the Enrollment Management Committee. Currently, there are only two Senate appointments: the Curriculum Chair and one other faculty appointment. The Enrollment Management Committee conducted a committee retreat on Dec. 15, 2010, and during this retreat, the faculty members of the committee and the Senate President made a proposal for the composition and leadership of that committee to be changed. This committee change proposal was submitted to the College Council for approval, but since the faculty composition will be changing, the Senate President asked to table the proposal so that the Senate Council could provide feedback on the changes to the faculty appointments on the committee. The Senate President will provide the consensual feedback from the Senate Council on the committee composition and leadership at the next College Council meeting when these changes will be proposed again for approval.

Proposal: The Academic Senate Council will provide feedback on the new composition and leadership of the Enrollment Management Committee as provided in Appendix C.

Consensus reached.

3. Committee Description Change: Distance Education Committee (Love // 10 min.)

Background: The Distance Education Committee has evaluated its purpose and composition and is now proposing changes to both for the following reason, according to faculty D.E. Committee member Julie Hoffman: "The rationale behind the changes is that we want to create a body on this campus that will initiate policy for DE." The Senate President will share the consensual feedback from the Senate Council on the D.E. Committee composition and purpose at the next College Council meeting when these changes are proposed for approval.

Proposal: The Academic Senate Council will provide feedback on the new description and

composition of the Distance Education Committee as provided in an email attachment with this agenda.

Tabled.

Next Senate Council Meeting: Feb. 11, 2011

SENATOR CHECKLIST (1 min.)

- **Role of Faculty in the Production of the Accreditation Midterm Report:** Please share what the members of the Senate Council discussed at the Jan. 28th meeting regarding this agenda item and ask your division faculty for their feedback on the strategy regarding the faculty role in the production of the Midterm Report. Please share your division faculty feedback with Steve Leone by **Tues., Feb. 8th** at noon. A proposal regarding the role of faculty in the production of the accreditation report will be developed based on the feedback provided.

AGENDA BUILDER / SUMMIT ITEMS (2 min.)

Are there any items, campus issues, and/or divisional 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?

STANDING REPORTS (15 min. – max. 3 min. per report)

1. CCFT—Merzon (**3 min.**)
 - CCFT won the fair labor (PERB) charge against the District regarding the 15 week calendar at South County. A mandatory negotiation meeting is scheduled over this issue in Glendale on March 25th. Allison is meeting with the Chairs prior to the negotiation meeting to determine how the 15 week schedule is working out.
 - Tentative Agreements reached on the contract. Ratification could occur in March.
 - CCFT was able to get the District to agree that no layoffs will occur this year.
 - CCFT reached an agreement with the District to pay part-time instructors for SLOA work.
2. Accreditation Steering Committee—Leone (**no report**)
3. Curriculum—Bontenbal (**no report**)
4. College Council and Planning & Budget combined—Leone (**3 min.**)
 - A joint meeting of the College Council and Planning & Budget to discuss strategies for cost-cutting measures due to budget cuts is scheduled for Feb. 22nd.
5. Summit—Dumas & Leone (no report)
6. Basic Skills Initiative—Pointer (no report)
7. SLOA Committee—Baxley & Demarest (no report)
8. Equivalency Committee—Knudsen (no report)
9. FPDC—Knudson (no report)
10. Counseling—Devitt (**written report -- below**)

Counseling Report

1. CSU Applications – Fall 2011

Some CSU campuses are still taking applications for Fall 2011 for non-impacted majors (The deadline was 11/30/2010 but some campuses have extended that deadline). Below is a link to CSU Mentor. However, The Transfer Center Director (Blake Reed) encourages students to speak with a counselor regarding any questions they might have; the information on CSU Mentor is sometimes outdated or incorrect. http://www.csumentor.edu/filing_status/Default.asp

2. UC TAG Agreements

Seven UC campuses continue to offer guaranteed admission to California community college students who meet specific admission criteria. In some it may be a more seamless transition for students to transfer to a UC rather than a CSU. Please encourage all students who are interested in transferring to consider looking at UC transfer requirements as well as CSU. This link provides more information about UC TAG agreements.

http://www.universityofcalifornia.edu/admissions/counselors/files/2010_tagmatrix_final4.pdf

Appendix A

Board Policy 2410: Board Policy and Administrative Procedure, Purposes and Objectives (BP 2410) [currently *Disturbances on Campus*]

Reference: Education Code Section 70902; Accreditation Standard IV.B.1.(b)(e)

Note: Education Code 70902 establishes the policy-making authority of boards.

The Superintendent/President has the full responsibility and authority to implement and administer Board policies and administrative procedures.

The Board of Trustees may adopt Board policies as are authorized by law, as rules prescribed by the Board of Governors, or as determined by the Board to be necessary for the **efficient** operation of the District. Each Board policy is intended to be a statement of intent by the Board on a specific issue within its subject matter jurisdiction.

Board policies are required to be consistent with provisions of law in Ed Code but do not encompass all laws relating to District activities. All District employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

Policies of the Board may be adopted, revised, updated, ~~added to~~ or amended at any regular Board meeting by a majority vote of the trustees after appropriate consultation with various campus constituencies as provided for under the district guidelines of participatory governance established in Board Policy 2305 and in Ed Code.

Administrative procedures are statements of method to be used in implementing Board policy and **are to be issued by the Superintendent/President as statements of method to be used in implementing Board policy.** ~~Such administrative procedures~~ shall be consistent with the intent of Board policy. Administrative procedures may be updated as deemed necessary by the Superintendent/ President or designee, the Academic Senate, or the Associated Students of Cuesta College.

The Superintendent/President shall annually provide each member of the Board copies of any revisions to administrative procedures that have occurred since the last time they were reviewed by the Board. The Board reserves the right to direct revisions of any administrative procedure should it, in the judgment of the Board, be inconsistent with Board policies.

Copies of all policies and administrative procedures shall be readily available to District employees by the Office of the Superintendent/President.

The Superintendent/President shall implement and oversee the regular review of Board policies and ensure an effective process for the development, review, and updating of Board policies and administrative procedures.

See Administrative Procedure AP 2410 Board Policy and Administrative Procedures

(Revised: 9/3/03)

(Renumbered and revised: _____)

Appendix B

Administrative Procedure 2410: Review, Update, and Creation of Board Policies and Administrative Procedures (AP 2410)

**Reference: Education Code Section 70902; Accreditation Standard IV.B.1.b & e;
Board Policy 2305**

1. Definition
 - a. Board policies are legally binding to the District.
 - b. Administrative procedures implement Board policies, State or Federal laws, or other regulations. They are developed and implemented by the Superintendent/President or administrative designee, the Academic Senate, and/or staff. Administrative procedures do not require Board action but are presented as information items to the Board of Trustees before being implemented by the District
2. Recommendations for new Board policies or updates to current Board policies may originate from any source: the Board of Trustees, Associated Students of Cuesta College, the Academic Senate, classified staff, administrators, members of institutional committees, or any other citizens of the District.
3. Recommendations shall be presented to the Board of Trustees using the standard procedure explained in the policy herein.
4. Consultation with appropriate college constituent groups will occur as per Board Policy 2510, Minimum Standards for Faculty, Staff, and Student Participation in College Governance.
5. Updates - Review. Upon receipt of a biannual update from the CCLC, the Superintendent/President or designee will screen and distribute the update to the appropriate department/division for action. Distribution of chapters will be made based on the following:
 - a. Chapter One – District [currently *Board of Trustees*] (1000): Superintendent/President; Executive Assistant to the President / Board of Trustees; copy to Academic Senate.
 - b. Chapter Two – Board of Trustees [currently *Administration*] (2000): Superintendent/President; Board of Trustees; Executive Assistant to the President / Board of Trustees; Assistant Superintendents/Vice Presidents; copy to Academic Senate
 - c. Chapter Three – General Institution [currently *Certificated Personnel*] (3000): Executive Assistant to the President / Board of Trustees; Assistant Superintendent / Vice President Administrative Services; Assistant Superintendent / Vice President Student Services; and the Academic Senate.
 - d. Chapter Four – Academic Affairs [currently *Classified Personnel*] (4000): Assistant Superintendent / Vice President Academic Affairs; and Academic Senate.

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- e. Chapter Five – Student Affairs [currently *Educational Programs*] (5000): Assistant Superintendent / Vice President of Student Services; Academic Senate; and/or Associated Students of Cuesta College (ASCC).
 - f. Chapter Six – Business and Fiscal Affairs [currently *Student Services*] (6000): Assistant Superintendent / Vice President Student Services; and Academic Senate
 - g. Chapter Seven –Human Resources/Personnel [currently *Business Services*] (7000): Executive Director Human Resources and Labor Relations; Vice President Administrative Services; and Academic Senate
 - h. Complete Update: Board of Trustees—presented on the agenda as an information item.
6. The designated department, division, or constituent group will have a minimum of 30 days and no more than 60 days to review any Board policy updates and submit a proposal to the Superintendent/President as prescribed below.
7. Board Policy Proposal Process and Responsibilities.
- a. Attachment A illustrates the Process for the Review, Creation, and/or Updating of Board Policies & Administrative Procedures.
 - b. Proposals for new Board policies or changes/updates to existing Board policies will be shared collegially with the Academic Senate President to determine whether the proposal is an "*academic and professional matter*."
 - c. Title 5 § 53200 defines the 10+1 "*academic and professional matters*" in the purview of the Academic Senate as the following policy development and implementation matters:
 - 1) Curriculum, including prerequisites;
 - 2) Degree and certificate requirements;
 - 3) Grading policies;
 - 4) Standards regarding student preparation and success;
 - 5) College governance structures, as related to faculty roles;
 - 6) Faculty roles and involvement in accreditation processes;
 - 7) Policies for faculty professional development;
 - 8) Educational program development;
 - 9) Processes for institutional planning and budget development;
 - 10) Processes for program review;
 - 11) Policies regarding student preparation and success; and

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- 12) Other academic professional matters as mutually agreed
- d. Ed Code also defines the purview of the Academic Senate in the following academic and professional areas:
- 1) Curriculum and academic standards
 - 2) Equivalency
 - 3) Faculty Hiring Criteria
 - 4) Administrative Retreat Rights
 - 5) Tenure Evaluation Procedures
 - 6) Faculty Evaluation Procedures
 - 7) Faculty Service Areas
- e. The district governing board shall develop policies on these academic and professional matters through either or both of the following methods, according to the areas established in BP 2305:
- 1) rely primarily upon the advice and judgment of the academic senate; or
 - 2) agreeing that the district governing board, or such representatives as it may designate, and the representatives of the of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.
- f. When a proposed Board policy and/or administrative procedure is determined by Academic Senate leadership to be focused on an *academic and professional matter* or area in the purview of the Academic Senate:
- 1) The Academic Senate will have a minimum of 30 days and no more than 3 months (90 days) to review, update, and/or create the Board policy and/or administrative procedure for College consideration. Considerations must be made to Title 5 and applicable state regulations.
 - 2) The Academic Senate leadership will consult with institutional planning committees, the Superintendent/President, Cuesta College Federation of Teachers (CCFT), Cuesta College Classified United Employees (CCCUE), and/or Associated Students of Cuesta College (ASCC) as appropriate for feedback on the proposed Board policy and/or administrative procedure:
 - i. The Senate leadership will consult with the Superintendent/President or designee(s) for the development or updating of Board policies and/or administrative procedures that are focused on the mutual agreement academic and professional matters identified in BP 2305.

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- ii. The Senate leadership will consult with all institutional planning committees or constituent groups who will be affected by the Board policy and/or administrative procedure.
 - iii. The Senate leadership will consult with the Executive Board of CCFT and/or CCCUE regarding workload considerations and contractual obligations during the development of new and the updating of current Board policies and/or administrative procedures.
 - iv. In addition and if appropriate, the Senate will present the proposed Board policy to the Planning and Budget Committee for program and fiscal impact considerations.
 - v. Each of these individuals, committees, constituent groups, and/or executive boards will have no less than two weeks and no more than 45 days to complete a review and provide feedback on the proposed Board policy and/or administrative procedure to the Senate leadership and/or the Senate Council.
- 3) The proposed Board policy and/or administrative procedure will be approved by the Academic Senate with consideration of the feedback provided during the consultation process stated in f.2 above.
- 4) Once a Board policy and/or administrative procedure is approved by the Academic Senate, the Academic Senate President shall submit the Board policy to the Office of the Superintendent/President to ensure compliance with state and federal statutes, local policies or procedures, and regulations from other regulatory bodies before placement on the Board of Trustees' agenda.
- 5) The Academic Senate President or designee shall present the Board policy and/or administrative procedure to the Board of Trustees for information, action, or both. As per Board Policy 2305.I.C.2, while in process of consulting collegially, the Academic Senate retains the right to appear before the Board of Trustees to present the views, recommendations, and/or proposals of the Senate.
- 6) The Superintendent/President has full authority to implement and administer Board policies once approved by the Board of Trustees
- 7) The Superintendent/President has full authority to implement and administer administrative procedures once presented to the Board of Trustees as an information item.
- g. When a proposed Board policy and/or administrative procedure may be a district and college policy and procedure that has or will have a "significant effect on students" as defined in Title 5 § 51023.7:
- 1) The proposed Board policy and/or administrative procedure will be shared collegially with the Associated Students of Cuesta College (ASCC) President or designee to determine whether the proposal is focused on one of the ten levels of student involvement established in BP 2305.III.B

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- 2) Students as represented by ASCC leadership shall be provided with opportunities to participate in the formulation and development of college policies and procedures that have or will have a significant effect on students.
- 3) District and college policies and procedures that have or will have a “significant effect on students” as established in BP 2305.III.B include the following:
 - i. grading policies;
 - ii. codes of student conduct;
 - iii. academic disciplinary policies;
 - iv. curriculum development;
 - v. courses or programs which should be initiated or discontinued;
 - vi. processes for institutional planning and budget development;
 - vii. standards and policies regarding student preparation and success;
 - viii. student services planning and development;
 - ix. student fees within the authority of the district to adopt; and
 - x. any other district and college policy, procedure, or related matter that the Board of Trustees determines will have a significant effect on students.
- 4) The Board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.
- 5) Nothing in this Section shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and district governing boards.
- h. When a proposed Board policy and/or administrative procedure is deemed *not* to be an *academic and professional matter* by the Academic Senate leadership and will not have a “significant effect on students” as established by BP 2305:
 - 1) The College Cabinet will have a minimum of 30 days and no more than 3 months (90 days) to review, update, and/or create the Board policy for College consideration. Considerations must be made to Title 5 and applicable state regulations.
 - 2) The Superintendent/President or designee will consult with the Academic Senate, institutional planning committees, CCFT, CCCUE¹, and/or ASCC as appropriate for

¹ Most policy and procedure issues related to personnel are addressed through collective bargaining. Should a proposal contain an item not covered under collective bargaining the appropriate constituent group will receive the item for action/review.

Appendix B (cont.)

feedback on the proposed Board policy. In addition and if appropriate, the Superintendent/President or designee will present the proposed Board policy to the Planning and Budget Committee for program and fiscal impact considerations. Each of these individuals, committees, or constituent groups will have no less than two weeks and no more than 45 days to complete a review and provide feedback on the proposed Board policy and/or administrative procedure.

- 3) After the constituent groups and/or institutional planning committees have completed their reviews, the proposed Board policy and/or administrative procedure will be presented to the College Cabinet for final review and approval.
- 4) The College Council shall submit the Board policy to the Office of the Superintendent/President to ensure compliance with state and federal statutes, local policies or procedures, and regulations from other regulatory bodies before placement on the Board of Trustees' agenda.
- 5) Proposals for new or revised board policy will be placed on the Board of Trustees' meeting agenda for Board review and approval.
- 6) Proposals for a new or revised administrative procedure will be approved by the Cabinet and forwarded to the Board as information items only.
- 7) The Superintendent/President or designee shall present the proposed Board policy and/or administrative procedure to the Board of Trustees for information, action, or both.
- 8) The Superintendent/President has full authority to implement and administer Board policies once approved by the Board of Trustees
- 9) The Superintendent/President has full authority to implement and administer administrative procedures once presented to the Board of Trustees as an information item.

8. Board Policy Review

- a. New Board policies and updates to Board policies adopted by the Board shall be placed in the policy manual, published in College publications, and posted on the Cuesta College website.
- b. A timeline for the complete review of all board policy has been developed. See Table (1) (Attached). The responsible academic manager or director will initiate a review of board policies under his/her authority.
 - 1) The oldest policies in each chapter will be reviewed first.
 - 2) Immediate revision to policies based on changes in legislation, government or education code, appropriate California Title, or other institutional necessity, will be presented for Board action outside of the regular review cycle.

- c. The Academic Senate will be asked to review Board policies focused on *academic and professional matters* and areas for appropriate action.

Appendix B (cont.)

(Approved: Apr. 27, 1970)

(Revised: Sep. 1, 1993; Dec. 3, 2003; Jan. 13, 2010; Jan 28, 2011)

Appendix C

Proposal: Composition of the Enrollment Management Committee

Composition :

I: The following committee composition was determined by the members of the Enrollment Management Committee on Dec. 15th and revisited by the Committee on Jan. 25th:

- Vice President of Academic Affairs
- Vice President of Student Services
- Executive Dean of the North County Campus and South County Center
- Instructional Deans (2)
- Director of Counseling and Matriculation Services
- Director of Institutional Research
- Director of Admissions and Records
- Director of Marketing
- Director of Community Programs/Workforce Development
- 1 ASCC student appointment
- 5 Academic Senate Appointments:
 - 3 Division Chairs (one from each cluster)
 - Senate President (or designee)
 - 1 Counselor (Articulation Officer)

II: In addition, the committee will have two co-chairs. There will be an administrative co-chair, selected by the administrators in the Enrollment Management Committee. There will be a faculty co-chair, selected by the faculty in the Enrollment Management Committee.

Data will be provided by the Director of Institutional Research and the Vice President of Administrative Services (or designee). These representatives will be non-voting members of the committee, but will give standing reports. Additional data will be provided by other constituent groups at the committee's request.

Mission Statement:

In accordance with the mission, vision, and values of the District, the mission of the Enrollment Management Committee is to define annual enrollment goals based on data from the federal, state, and local resources and to promote student enrollment, retention, and success.

Purpose:

The purpose of the Enrollment Management Committee is to develop a district-wide enrollment plan based on collaborative planning, institutional research, and community input that is driven by and supports the Educational Master Plan. The Enrollment Management Committee is responsible for a data-driven plan that incorporates enrollment targets and the means to achieve those targets while focusing on student success. The committee analyzes enrollment data to identify a means to recruit, enroll, and retain students in pursuit of associate degrees, certificates, transfer to a four-year university, enrichment classes and/or non-credit classes. The plan is assessed annually and is tied to the budget allocation process and the Institutional Program Plan and Review.

Appendix D: Brown Act Training

The Brown Act: Implications for the Academic Senate

Violation or Not a Violation?

- The use of our consensus model – **Not a violation**
- Anyone attending the Council meeting videotaping the meeting without first informing the Senate leadership (54953.5) – **Not a violation**
- Not permitting someone to attend a Senate Council meeting (54953)
– **Violation**
- Conducting a closed Senate Council meeting to discuss business (54954.6)
– **Violation**
- Taking action on items of business not appearing on the posted agenda (54954.2) – **Violation** (with three exceptions: 54954.2.b)
- Presenting an agenda via email 48 hours before a Senate Council meeting (54954.2) – **Violation**
- Conducting an “emergency meeting” to discuss regular Senate business. (54956.5) – **Violation**
- Conducting a “special meeting” to discuss an item of urgent Senate business after sending an agenda at least 24 hours before the meeting. (54956)
– **Not a Violation**
- No time for public comment at a Senate meeting. (54954.3) – **Violation**
- A Senator commenting on a public comment. (54954.3) – **Not a Violation**