

2010-11 Committee Appointments – Part 2

Campus Art Review:

- Gwenyth Mapes

Continuing Education and Fee-based Advisory Committee:

- Scott Barr

Curriculum:

- Angela Feres
- Brian Keliher
- Joann Carcioppolo
- Patrice Braswell-Burris

Institutional Review Committee:

- Diana Vance
- Angela Feres
- Joann Carcioppolo
- Patty Morrison

Sabbatical Leave Committee:

- Shina Alagia
- Mary Rider

Technology for Teaching and Learning:

- William Snead

Screening/Interviewing Committees:

Clerical Assistant, Child Development Center:

- Angie Gish
- Claudia Flores

Senior Student Services Assistant:

- Mary Rider

Proposed Revisions

FACULTY PROFESSIONAL DEVELOPMENT COMMITTEE	
Charge	This Academic Senate-appointed committee addresses all issues concerning faculty professional development. It (1) plans, approves, implements, and evaluates flex week, (2) oversees professional development activities during the academic year, (3) administers and disperses available funds committed to faculty professional development, and (4) submits appropriate reports, such as needs assessment and activity evaluations, to district and state entities.
Meeting Schedule	Second Thursdays 3:30 – 5:00 p.m.
Chair	Faculty Representative (from within the committee membership)
Composition	<p><i>revamp - faculty from all areas divisions</i></p> <p>Faculty Representatives (7) Faculty Representatives from the following divisions:</p> <ul style="list-style-type: none"> • <u>Arts, Languages, and Communication</u> • <u>Career Technical Education/Workforce Development</u> • <u>English, Social and Behavioral Sciences</u> • <u>Math, Natural Sciences, Exercise Science and Wellness</u> • <u>Student Services/Library</u> <p><u>Representative from Student Success Steering Committee</u> <u>SLO coordinator or designee</u> <u>CATL representative</u> <u>Instructional Dean?</u></p>
Adopted	February 8, 2002
Revised	August 29, 2003; October 1, 2004; May 27, 2005; May 26, 2006; May 2009
Notes	The committee chair (or one of the co-chairs) should regularly attend Academic Senate meetings.

Proposed Research Liaison Position

Needs of College:

- Oversight of progress toward achieving college strategic planning goals;
- Monitoring of institutional effectiveness measures (i.e. key performance indicators);
- Coordination of ongoing data used by program review, outcomes assessment, accreditation, and various college initiatives into a coherent research agenda;
- Support and training to faculty and staff for data analysis and interpretation;
- Support of unit action plan progress and evaluation; and
- Analysis of data and facilitation of data-informed discussions.

Two-part framework:

- Institutional Excellence Committee (already provided for within revised planning process); and
- Research Liaison (a faculty member from the college).

Basic responsibilities of Research Liaison:

- Assist in the prioritization of projects related to institutional research and the development of a comprehensive college research program;
- Provide hands-on data analysis, interpretation of analysis, and preparation of standard reports for both internal and external use and distribution;
- Translate data into usable information for the college community;
- Work to enhance effective data and information flow between the college and the district Office of Research, Planning, and Institutional Effectiveness, and partner with other offices, faculty, and staff to enhance college-wide data collection and analysis; and
- Act as a liaison to academic, student service, and administrative units on issues regarding program review, assessment, accreditation, and other research.

Basic qualifications:

- Experience in quantitative and qualitative research methods;
- A strong statistical and analytical skill set;
- Excellent oral and written communication skills;
- Effective leadership and organizational skills;
- The ability to work independently, attend to multiple projects simultaneously, and meet deadlines; and
- Demonstrated experience as a leader of or participant on college committees related to planning, student success, accreditation, and/or institutional excellence.



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

Legislative Program DRAFT 3 11-18-10

Per Legislative Strategy Committee discussion 11/15, the following draft positions are presented. Considerations during discussion included the importance of addressing both access and success, programs and services and using wording that establishes broad principles that will enable the District to act proactively to help shape legislation. The positions are consistent with the GCCCD Strategic Plan 2010-2016, including its 3010-2011 implementation plan. The final adopted legislative program, because it has the approval of all constituencies, is a powerful collective tool for the positions taken.

This draft is ready for distribution and further discussion. If you would like me to attend any meeting where it is discussed, please let me know. Once the broad principles are approved, background information will be drafted to provide data, circumstances and rationale. Thank you all for your insights and assistance. Dana

Grossmont-Cuyamaca Community College District 2011-2012 Legislative Program (State Issues)

Access to Programs and Services

The Grossmont-Cuyamaca Community College District supports:

1. Maintenance of access to programs and services
2. Maintenance of effective transfer and articulation processes from community college to four-year universities

Student Success - added

The Grossmont-Cuyamaca Community College District supports:

3. Program policies that facilitate seamless student transition, including assessment, placement, basic skills, non-credit programs and effective implementation of prerequisites
4. Funding for basic skills development
5. Affordable textbooks and materials

Fiscal Stability and Accountability

The Grossmont-Cuyamaca Community College District supports:

6. Fiscal and accountability standards that are quantifiable, educationally sound, reduce duplication, include a long-term perspective, and reflect the diverse needs and academic and vocational goals of community college students.
7. Measures to permanently backfill property tax shortfalls
8. Replacement of purchasing power for educational services that has been lost to to lack of COLA, funded growth and continued deferrals of funds owed.

Proposed Models for Approval of Independent Professional Development Activities
(to include conferences, seminars and other activities outside of FPD committee-sponsored activities)

	Current (chairs) <i>(Proposed changes from current process in red italics)</i>	Proposed (committee)
Approval (obtained <u>prior to beginning work on activity</u>)	Chairs/coordinators → Deans (consult with FPD if questions)	FPD Committee → Deans (consult with chairs/coord if questions)
Criteria (does it count for prof dev or not?)	Vague list of approval criteria on website <i>Basic guidelines for approval and specific examples of acceptable and unacceptable activities</i>	Basic guidelines for approval and specific examples of acceptable and unacceptable activities
Process & paperwork	- List on Professional Development Contract - form for conference attendance - project proposal form (memo?) describing activity/project <i>- independent activity application</i>	- List on Professional Development Contract - independent activity application
Verification & paperwork	- proof of conference attendance to dean <i>- report on completed activity or conference</i> <i>- posted on FPD website</i>	- report on completed activity or conference - posted on FPD website
Dates	- PD contracts due on Friday of flex week <i>- independent activity applications due at least 20 days prior to event</i>	- PD contracts due on Friday of flex week - independent activity applications due at least 20 days prior to event

NOTE: In order to help facilitate either model, the FPD will work with other staff development groups at the college to develop a semester calendar of upcoming events which will be available, at least in part, by the first day of Flex Week.

Goal Streamline & simplify

Full time / Part-time

Pre-approval mandated? → by law

Online list w/ options

Dean

Decentralized

- list takes confusion out of it

Pros and Cons of Department Chairs vs FPDC approving individual Flex Project Requests

Department Chairs / Coordinators approving requests:

Pros:

Chairs know the subject.

This is the current practice.

This is typically easy, quick, and less formal.

With clear examples of acceptable and non-acceptable Flex criteria (to be provided), this will be made easier than it currently is.

Cons:

Chairs and Coordinators may not be aware of what counts for Flex credit.

The "system" could be subject to abuse.

Friendships can possibly be strained by a "disapproval" or a request turned down.

One former chair says: "As a department chair, I have been in on those meetings where chairs expressed their point of view. I can understand their reluctance to yay or nay something that, without a considerable amount of effort, they cannot determine is appropriate."

FPDC approving the requests:

Pros:

"Frivolous" requests might be minimized.

Decisions would be made by a committee, thus minimizing the chance of someone holding a grudge against an individual for an activity request being denied.

One advantage might be that with a specific set of criteria to approve/disapprove, only one body (not each separate dept chair/dean) would have to apply that.

Cons:

The FPDC currently meets once a month and therefore there are times where it would be difficult to have requests pre-approved on a timely basis.

The FPDC would likely have to contact Department Chairs to reach an understanding of the applicability of specific requests. It may be difficult for the committee to know which projects are contributing to professional growth.