

*Academic Senate  
Grossmont College*

**Monday, April 7, 2003, 11:10 a.m. – 12:20 p.m.  
Room 342**

Attachment #1

Senate #701

BP 4020

Program and Curriculum Development

**I. PRESIDENT'S REPORT**

- A. Approval of Agenda
- B. Approval of minutes, meeting of March 17, 2003
- C. Budget Update – Debra Fitzsimons
- D. Social Security Number – Brad Tiffany
- E. Other

**II. ACTION ITEMS**

- A. Academic Rank Committee Recommendations  
Presented by Rick Kirby
  - Roxanne Tuscany (Communication) - Professor
- B. Board Policies – **Attachment #1**
  - BP 4020
  - BP 3710
- C. Slate of Candidates for the Academic Senate Vice President, two Senate Officers at Large, and one Part Time Representative Elections.

**III. INFORMATION ITEMS**

- A. Academic Rank Committee Recommendation – **No action to be taken on this information item.**  
Presented by Rick Kirby
  - Annjennette McFarlin – To be granted the rank of Professor Emeritus
- B. Funding Differential – PE/Arts – **Attachment #2**  
Presented by Laura Burger
- C. Staff Development Committee  
Presented by Barbara Chernofsky
- D. Campus Planning Activities  
Presented by Jerry Buckley

**BP 3710      Intellectual Property and Copyright**

Reference:      *Education Code Sections 72207, 81459*  
                    *Board Policies, 2410, 2510, 7140*

Adoption Date:

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The Chancellor is directed to develop appropriate administrative procedures to implement the provisions of the Education Code which authorize the securing of copyrights in the name of the District to all copyrightable works developed by the District, including, but not limited to, works for hire or commissioned works.

The procedures developed by the Chancellor shall assure that the District may use, sell, give, or exchange published materials and may license materials prepared by the District in connection with its curricular and special services.

In the development of these procedures, the Chancellor shall solicit input from the proper representatives of the college community in accordance with the District's policies regarding shared local decision making and reach agreement with exclusive bargaining representatives on issues within the scope of collective bargaining.

**Attachment #2**  
Senate 4/7/03

WHEREAS Exercise Science/Physical Education courses meet all guidelines for content and rigor ~~as degree applicable courses~~ as outlined in Title 5; and,

WHEREAS Exercise Science/Physical Education courses are required for graduation with an AA/AS Degree at Grossmont College; and,

WHEREAS Exercise Science/Physical Education courses contain considerable lecture material and cognitive/academic challenges; and,

WHEREAS obesity and Type 2 diabetes along with heart disease have grown to epidemic proportions in the American population in recent years and an overwhelming abundance empirical and scientific research shows the indisputable, critical importance of exercise to disease prevention, quality of life and mental performance; and,

WHEREAS Exercise Science/Physical Education is the only discipline that addresses the human body from the perspective of disease prevention, weight control, nutrition and healthy lifestyle through theory and practical application to instill life-long wellness; and,

WHEREAS the general education of students should include exposure to a vast array of coursework intended to improve the educational experience and quality of life of the student; and,

WHEREAS differential funding of courses would negatively affect students and create fiscal hardship for individual institutions; fulfill.

BE IT RESOLVED that the Academic Senate for California Community Colleges vehemently oppose any legislation that designates Exercise Science/Physical Education or any other discipline as "low priority" relative to funding, and support the concept that all disciplines should be fully and equally funded by the State of California.

**Grossmont College Academic Senate Resolution Opposing  
Selective State Budget Cuts to Matriculation, EOPS, and DSPS,  
as well as Potential State Budget Cuts to Academic Programs**

*WHEREAS*, the paradigm of the California community colleges has, for the past four decades, increasingly been one of inclusion for all populations; and,

*WHEREAS*, both the State and Federal education codes, as well as respect for human diversity and need, call for California community colleges to provide services and programs to include students with disabilities and socioeconomic disadvantages; and,

*WHEREAS*, it is clear through both research and anecdotal experience that sound practices in student orientation, academic advising, and educational goal setting are key elements of success for all students; and,

*WHEREAS*, students with disabilities and socioeconomic disadvantages are among the most vulnerable members of the population served by California community colleges, and, as such, are particularly dependent upon the scope and quality of programs for inclusion that facilitate their ability to obtain education in the California community colleges; and,

*WHEREAS*, previous state budget cuts to the Counseling, Financial Aid, Admissions and Records, and Transfer Offices at Grossmont College have already had a negative impact on the delivery of information and services critical to the access and success of all students; and,

*WHEREAS*, proposed state budget cuts ordered by the Governor's office to reduce funding for Disabled Student Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), and matriculation services would dramatically decrease the ability of these student service areas to address the needs of our student community; and,

*WHEREAS*, the faculty of Grossmont College recognize that these disproportional state budget cuts in student service areas are possible harbingers of pervasive state budget cuts in academic programs;

*LET IT BE RESOLVED THAT*, the Grossmont College Academic Senate opposes selective state budget cuts in the targeted student services areas of matriculation, Disabled Student Programs and Services (DSPS), and Extended Opportunity Programs and Services (EOPS).

*LET IT BE FURTHER RESOLVED THAT*, the Grossmont College Academic Senate, representing the faculty of Grossmont College, stands united in opposing any disproportionate cuts to academic programs or to student services areas.

## **BP 4020      Program and Curriculum Development**

Reference:      ***Education Code Section s 70902(b); 78016***  
***Title 5, Section 51022(a)***  
***Board Policies 2410 and 2510***

Adoption Date:      December 18, 2001

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The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality, currency, and intra-district alignment. Programs, services, and courses provided in new formats shall be held to the same standards as all other programs and curricula. Consistent with Strategic, Academic/Educational, and Facility master plans, new educational formats and technologies will be supported and incorporated into programs and services for students. To that end, the Chancellor shall, through mutual agreement with the Academic Senates, establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

Furthermore, these procedures shall include:

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- opportunities for training for persons involved in aspects of curriculum development;
- vocational biannual program review, submitted for approval to the Governing Board.

All new programs and program deletions shall be subject to the approval of the Board. Subject to ratification by the Governing Board, the Chancellor may approve new options and/or certificates within existing programs, new stand-alone courses, and new and/or modified non-credit courses.

New courses that are not part of an existing approved program and all new programs shall be submitted to the Office of the Chancellor for the California Community Colleges for approval as required.

(Administrative procedures shall be based upon old Board policy 545-Curriculum Development/Alignment)

Proposed Revisions  
2/21/03 mw

**BP 3710**

**Intellectual Property and Copyright**

Reference: **Education Code Sections 72207, 81459**  
**Board Policies, 2410, 2510, 7140**

Nominations for Vice President:  
Adoption Date:

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Scott Barr

Barbara Chernofsky

The Chancellor is directed to develop appropriate administrative procedures to implement the provisions of the Education Code which authorize the securing of copyrights in the name of the District to all copyrightable works developed by the District, including, but not limited to, works for hire or commissioned works.

Nominations for Academic Senate Officer:

The procedures developed by the Chancellor shall assure that the District may use, sell, give, or exchange published materials and may license materials prepared by the District in connection with its curricular and special services.

In the development of these procedures, the Chancellor shall solicit input from the proper representatives of the college community in accordance with the District's policies regarding shared local decision making and reach agreement with exclusive bargaining representatives on issues within the scope of collective bargaining.

NOMINEES FOR ADJUNCT ACADEMIC SENATE REPRESENTATIVES

John Hildebrand      Business and Professional Studies      Business Department

Kathleen Kramer      Student Services/Communications      DSP&S/Communications

David Milroy      Foreign Languages      French

**Academic Rank Committee  
Recommendation**

**Roxanne Tuscany  
(Communication) - Professor**

## Distinguished Faculty Award

Section 7 - The Academic Senate shall annually form a Campus Selection Committee (CSC). The CSC shall include the President of the Senate (or designee), who will act as a non-voting chair, and one senator from each division, including one senator from the "division" described in Section 6 above. This slate shall be presented to the Senate as the CSC.

Section 8 - The Campus Selection Committee shall meet no later than the last day of the spring semester. They are to review the divisional finalists and select the single recipient for the award by secret ballot. The finalist who receives the largest number of votes shall be the Distinguished Faculty. That name shall be forwarded to the Senate Officers.

**STATUS REPORT ON BUILDING NEXT YEAR'S TENTATIVE BUDGET  
FY 2003-2004**

**TENTATIVE BUDGET - ALLOCATION FORMULA (NOT FINALIZED YET)**

**\$43,908,720**

**S1-ROLLOVER OF ADOPTIVE BUDGET PLUS PERSONNEL CHANGES**

**(\$45,940,710)**

ASSUMES DEPT. BUDGETS SAME AS BASE THIS YEAR

INCREASES IN BENEFITS \$1.5 MILLION

SERP ACCOUNT \$1.6 MILLION

UTILITIES-ELECTRICITY ANALYSIS

REVIEW OF PART TIME FACULTY HOLDING

VACANCIES BUILT IN AT FULLYEAR; POSITION REVIEW IS TAKING PLACE

**DIFFERENCE-(AMOUNT THAT SI NEEDS TO BE REDUCED)**

**(\$2,031,990)**

**-4.42%**

**STRATEGIES FOR FILLING THE GAP OF (\$2,031,990):**

1. CONTINUE SOME OF 3% BUDGET REDUCTION ITEMS
2. BUDGET VACANT POSITIONS AT ZERO OR PARTIAL YEAR SAVES SALARY AND BENEFITS
3. COLLEGE SAVINGS TASKFORCE REVIEW REMAINING GAP FOR OTHER STRATEGIES
4. CBO'S WORKING TOGETHER ON INCOME ALLOCATION FORMULA QUESTIONS/MAY BE SOME MORE MODIFICATIONS MAY BE SOME COMMON STRATEGIES/COST SAVINGS IDEAS

**COMPARISON OF TB FY 2003-2004 TO OUR CURRENT YEAR BUDGET**

CURRENT ADOPTED BUDGET FY 2002-2003

**\$45,646,074**

TB FY 2003-2004

**(\$43,908,720)**

REDUCTION FOR GROSSMONT COLLEGE- INCOME FORMULA + NONRESIDENT

**(\$1,737,354)**

PERCENTAGE REDUCTION

**-3.81%**

## NOMINEES FOR ADJUNCT ACADEMIC SENATE REPRESENTATIVES

John Hildebrand	Business and Professional Studies	Business Department
Kathleen Kramer	Student Services/Communications	DSP&S/Communications
David Milroy	Foreign Languages	French

## COLLEGEWIDE PRIORITIES

2004-2004

*(for review by college constituent groups)*

- Articulation

*Meet the college's need for new and updated articulation agreements with four-year colleges and universities.*

- Staffing

*Maintain faculty, classified and administrative staffing levels that meet student and program needs.*

- Revenue enhancement

*Increase external resources and community partnerships to create a structure for enhanced and stable college funding.*

- Communication

*Identify specific mechanisms for improving collegewide communication, particularly in relation to state, district and college budget issues.*

- Planning

*Increase coordination of all planning efforts, integration of all planning documents, and linkage of planning to budgeting.*

- Budget

*Minimize the impact of state budget cuts on students, particularly in program areas that are disproportionately targeted in the state budget.*

- Technology

*Increase uses of existing technology that allow staff and faculty to carry out their activities more efficiently and effectively, that allow students greater access to resources that assist them in reaching their educational goals, and that best utilize scarce college fiscal resources.*

## **Grossmont College Staff/Professional Development Paradigm Shift**

### **PURPOSE:**

This paper outlines the reasons for changing the Grossmont College approach to staff/professional development—with specific reference to the Professional Development Flex Week that is conducted at the beginning of each semester.

### **POINTS OF VIEW:**

**Professional Development Committee (PDC)**—PDC is essentially in a “no win” situation: each semester PDC is responsible for designing and implementing Flex Week activities and workshops which receive poor evaluations and are accompanied by poor attendance. Each semester seems to prove the adage, “You can’t please any of the people, any of the time.”

**Chancellor/President /VPs**—generally employ Flex Week sessions to update the faculty on issues of importance at the District or college level.

**Instructional Deans**—with the exception of Division meetings, Deans have limited control of the direction that staff/professional development activities can take for that division primarily because of time constraints.

**Chairs and Coordinators**—similarly, Flex Week departmental meetings are the only available vehicles for discipline-specific staff/professional development initiatives; usually, time constraints relegate the meetings to “crisis management” type agenda items. Identified staff development needs tend to go unaddressed or are deferred until the semester begins.

**Faculty**—do not currently control staff/professional development activities; what is offered may not match interests or needs of individual faculty members.

### **KEY QUESTION**

How can staff/professional development (including Flex Week) be re-structured so the activities that take place match the needs and interests of faculty and staff?

## RECOMMENDATIONS

PDC recommends the following changes to Grossmont College staff/professional development activities and Flex Week:

1. **PDC** will schedule and present a general faculty session event on opening day to include a keynote address on topic(s) of interest and/or concern. [1-2 hours]. PDC will facilitate and support—resources permitting—Division/Department staff development initiatives.
2. **Chancellor/President/VPs**—can schedule 1-2 hours on issues or updates regarding topics of concern.
3. **Deans**—will schedule 2-3 hour division meetings and have the added flexibility to organize and implement other division-wide activities during the Wednesday to Friday timeframe.
4. **Chairs/Coordinators**—will schedule department meetings and have the option of scheduling discipline-specific or department-specific activities during the Tuesday to Friday timeframe not occupied by Keynote or Division-led events.
5. **Faculty**—can attend scheduled General/Division/Department sessions and have the option to pursue individualized professional development activities that will permit them to complete contractual obligations. Faculty can choose activities that will help them accomplish goals established in their Individual Development Plans (IDP). In addition to activities (including expanded CATL training) offered during Flex Week, faculty have the option to utilize the online training available at [4faculty.org](http://4faculty.org). Participation in workshops and other training activities offered by SDICCCA Consortium colleges is another available option.
6. **CATL**—can schedule increased number of workshops during the Tuesday to Friday timeframe.

## SUMMARY OF PROPOSED CHANGES

<i>Group</i>	<i>Old Paradigm</i>	<i>New Paradigm</i>
<b>Chancellor/President/VPs</b>		
	Update Staff/Faculty on issues	Unchanged.
<b>Professional Development Committee</b>		
	Schedule/Evaluate Flex Week events.	Schedule Keynote(s) Support Div/Dept initiatives Support Faculty IDPs
<b>Instructional Deans</b>		
	Conduct Division meetings/training.	Unchanged. Organize/Implement division-wide Training/information sharing events during an expanded timeframe (W-F)
<b>Chairs/Coordinators</b>		
	Conduct Department meetings/training.	Unchanged. Schedule/conduct discipline- specific or department-specific Activities during an expanded timeframe (T-F)
<b>Faculty/Staff</b>		
	Attend offered Flex Week activities. Fulfill contractual requirements.	Unchanged. Unchanged. Establish individualized goals (via IDP) and pursue activities to accomplish goals: Flex Week Activities CATL Training 4faculty.org online modules SDICCCA Consortium activities Other approved activities

### Typical Flex Week Schedule

Day #1	Day #2	Day #3	Day #4	Day #5
<p><b>AM Session I</b> (1.5hrs) General Session and Keynote #1</p> <p><b>AM Session II</b> [1.5 hrs] President's Time</p>	<p><b>AM Session I</b> [1-3 hrs] Keynote #2</p>		<p><b>AM Session II</b> [1-2 hrs] Jt. Academic Senate Mtg.</p>	
<p><b>PM Session</b> [2-3 hrs] Dean's Time Division Mtgs.</p>			<p><b>PM Session</b> [1-2 hrs] UF Meeting</p>	
<p><b>Evening Session</b></p>				

**NOTE: Day #4 becomes Day #3 in the Spring Semester Flex Week Schedule**

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