

Academic Senate Grossmont College

Monday, March 6, 2006
11:00am – 12:20pm in Griffin Gate

I. CALL TO ORDER

- A. Approval of Agenda
- B. Approval of Minutes from February 6, 2006

II. PRESIDENT'S REPORT

- A. Accreditation Survey Results
- B. Faculty Meetings with the Chancellor

III. ACTION ITEMS

- A. Resolution Asking for Resignations of District Leaders – Attachment #1
- B. Resolution of No Confidence in the Board – Attachment #2
- C. Resolution to Begin Problem Solving – Attachment #3

IV. INFORMATION ITEMS

- A. Formation of Campus Task Force to Review Supervised Tutoring
- B. Distance Ed Plan – Attachment #4
- C. Revised Board Policies – Hand-out
- D. Student Grievance and Due Process Procedure – Attachment #5
- E. Statute of Limitations on Grade Changes – Attachment #6
- F. Faculty to Serve on Committees
 - Shahrokh Shahrokhi – Standard III Co-Chair
 - Bonnie Yoshida – Curriculum
 - Kamala Balasubramanian – District Parking Committee
 - Jane Nolan & Yolanda Guerrero – Asst. Dean Student Affairs Search Committee
 - Victoria Howitt, Mary Rider, & June Yang – Commencement Committee
 - Mark Goodman, Jeff Lehman, & Renee Tuller – Faculty Staff Development Co-Chairs

Attachment #1
Action Item 03-06-06

**A RESOLUTION
FROM
THE GROSSMONT COLLEGE ACADEMIC SENATE
TO
OMERO SUAREZ, CHANCELLOR, GCCCD**

WHEREAS, Chancellor Omero Suarez has failed to respond to any of this issues that led to the March, 2005 resolution of No-Confidence,

WHEREAS, he continues to exhibit contempt for Grossmont College faculty, students and leaders, and continued to pursue the failed policies originally identified in the No-Confidence Resolution referenced above,

WHEREAS, he continues to support the failed personnel policies of Ben Lastimado, GCCCD Vice Chancellor of Human Resources, and the dismally failed fiscal policies of Jim Austin, GCCCD Vice Chancellor of Business;

WHEREAS, his actions toward a tenured faculty member and the college clearly show he does not have the best interests of the Students and Staff of Grossmont College nor the venerable institution that is Grossmont College at the center of his decision-making process,

BE IT RESOLVED, that, the Grossmont College Academic Senate, demands the immediate dismissal of vice chancellors Ben Lastimado and Jim Austin, and the chancellor's immediate resignation.

A RESOLUTION
FROM
THE GROSSMONT COLLEGE ACADEMIC SENATE
TO THE
GOVERNING BOARD OF THE GROSSMONT/CUYAMACA COMMUNITY COLLEGE
DISTRICT (GCCCD)

WHEREAS, Timothy Caruthers, Wendell Cutting, Rick Alexander, Bill Garrett and Deanna Weeks, all Board Trustees have demonstrated in open Board sessions a continuing contempt for the employees of GCCCD they are entrusted to lead;

WHEREAS, As a group they have repeatedly taken punitive actions against individual employees demonstrating a total disregard and contempt for these individuals and their contributions to Grossmont College;

WHEREAS, As a group they have repeatedly taken punitive actions against employee groups that have led to numerous lawsuits and negative PERB decisions resulting in massive legal expenses robbing students of much needed services;

WHEREAS, a Board Trustee has been shown to have misused GCCCD resources and violated Board policies which all board members took a public oath to defend, and the other board members have remained silent regarding these policy violations;

WHEREAS, As a group, you have failed to act in a fiscally responsible, legally-grounded manner as is to be expected of publicly elected officials resulting in significant harm to Grossmont College and its students;

BE IT RESOLVED, that the Grossmont College Academic Senate, has NO CONFIDENCE in the ability of the current GCCCD board as a group or as individuals to lead the GCCCD now or in the future; and

Resolution To The GCCCD Chancellor and Governing Board to Begin Solving Problems

Whereas, Grossmont College has served the community for 45 years, often without the necessary space, supplies or buildings, but always with the right people assigned to administer, teach, counsel, and advise students;

Whereas, Grossmont College is an institution of higher learning and a leading member of the academy with outstanding scholars in every discipline, having achieved this standing because of our people who stand for respect, integrity and equity;

Whereas, The current climate created by, along with decisions made by the Chancellor, Vice Chancellors and the Governing Board have jeopardized the tradition of excellence that is Grossmont College;

Whereas, By denying that problems exist, the Chancellor and Governing Board have ignored repeated requests for mediated assistance prior to the March, 2005, No-Confidence vote by the Grossmont Academic Senate;

Resolved that the Grossmont College Academic Senate expects the Chancellor to agree to Technical Assistance offered by the State Academic Senate and the Community College League of California in order to begin solving problems immediately; and

Resolved that the Grossmont College Academic Senate expects the Chancellor and the Governing Board to commission a completely independent and comprehensive study of the District's expansion plans and enrollment outlook;

Resolved that the Grossmont College Academic Senate expects the Governing Board to provide the Grossmont faculty with the Board's vision for the future of Grossmont College and to discuss the vision publicly as a docket item on the next Governing Board agenda.

**GROSSMONT COLLEGE
DRAFT
DISTANCE EDUCATION PLAN
2005-2008**

In the Fall of 2005, Grossmont College offers 87 online and 27 hybrid classes. According to campus research, the online student population comes from similar demographics to the on-campus students. The online population mostly comes from the local geographical area; however, our local geographic area extends to the Borrego Desert as well as the mountain communities. Also, there are Grossmont students who are out of town for one reason or another (military away on duty, international students home for the summer, students who travel in their occupations) who continue their education online. Surprisingly enough, the online, computer literate student is not necessarily under 30. Many of our online students are in their 40s and some in their 50s. They expect the same quality of education from their online classes that they would receive on campus. Through curriculum and evaluations, the college has maintained this high quality that is reflected in online courses.

Grossmont students benefit from online course offerings. Students who cannot come to on-campus classes because of significant distances, work schedules, physical disabilities, or familial responsibilities can be served equally well by Grossmont College online courses. The college also benefits by the freeing of brick and mortar classrooms which may be used for additional on-campus offerings. Although distance education will never replace traditional on-campus education, online courses do provide students with a viable alternative. As Grossmont College has always been on the "cutting-edge", the development of an online degree or certificate program is necessary to stay competitive. This Plan focuses on the growth of Distance Education at Grossmont College over the next three-year period.

Goal: To offer students access to quality education via distance education and hybrid classes.

Year 1 (2005-2006)

Objective 1: Provide training to faculty to ensure good practices are exercised.

Action to meet objective:

- a. Find a trainer for WebCT and Blackboard;
- b. Have formalized Staff Development training for online instructors which includes pedagogy and methodology and technical development.
- c. Institutionalize the training recommendations for teaching online.
- d. Provide training to instructors on web accessibility.
- e. Establish guidelines for adding/dropping students in keeping with Admissions & Records procedures and have them approved by the Academic Senate.
- f. Develop a mentor process for new online instructors.
- g. Encourage faculty to participate in the ICC Distance Education Committee (an Academic Senate committee).

Objective 2: Provide training to students for successful online learning.

- a. Develop a course for student success in online learning.

- b. Have instructors be cognizant of and reference GCCCD Online orientation to their students.
- c. Establish a student "help" desk through the campus webpage.

Objective 3: Increase number of online offerings including hybrid courses.

- a. Include information on hybrid courses on GCCCD Online;
- b. Provide workshops to inform instructors how to develop hybrid courses;
- c. Establish training to teach hybrid courses.
- d. Provide campus-wide information on the benefits of hybrid courses.
- e. Work with counselors to explain online courses to gain support.

Objective 4: Provide services to online students the same as on-campus students.

- a. Promote the use of Library online services;
- b. Promote the use of online Student Services;
- c. Promote the use of the web for other resources including the bookstore, financial aid, and careers.

Objective 6: Offer an online Associate Degree

- a. Begin research and planning to offer an online degree;
- b. Solicit input from faculty on the feasibility of offering an online degree or certificate.
- c. Increase cooperation between campuses to offer an online degree.

Year 2 (2006-2007)

Objective 1: Provide training to faculty to ensure good practices are exercised.

Action to meet objective:

- a. Research and develop a certificate of achievement for instructors who have successfully completed online teaching recommendations.
- b. Implement guidelines for adding/dropping students in keeping with Admissions & Records procedures.
- c. Implement the mentor system for new online instructors.
- d. Establish an incentive for faculty to develop new online courses.
- e. Establish administrative support of a faculty distance education coordinator.

Objective 2: Provide training to students for successful online learning.

- a. Offer a course for student success in online learning.
- b. Implement a student "help" desk through the campus webpage.

Objective 3: Evaluate increased online and hybrid offerings.

- a. Request statistical reports from Institutional Research.
- b. Analyze reports and report findings to Administration and Academic Senate.

Objective 4: Provide faculty input for new portal system.

- a. Request an appointment of a faculty member to serve on an advising committee that reviews the functions of the new portal system.

Objective 5: Continue improving online support services.

- a. Evaluate the use of support services by online students.
- b. Analyze the support services and make recommendations for additional services and/or improvements.

Objective 6: Offer an online Associate Degree

- a. Report to the Academic Senate the results of the research and planning to offer an online degree.
- b. Continue cooperation between campuses to offer an online degree.

Objective 7: Provide technical and developmental support for faculty.

- a. Investigate the possibility of hiring a developer for online courses;
- b. Investigate the feasibility of hiring technical support staff.

Year 3 (2007-2008)

Objective 1: Provide training to faculty to ensure good practices are exercised.

Action to meet objective:

- a. Implement the certificate of achievement for instructors who have successfully completed online teaching recommendations.
- b. Implement incentives for faculty to develop new online courses.
- c. Implement process to appoint a faculty distance education coordinator.

Objective 2: Provide faculty input for new portal system.

- a. Evaluate the portal system and its effective use among students and faculty.
- b. Evaluate student "help desk" functions.

Objective 3: Continue development of online and hybrid courses.

- a. Implement recommendations based on previous research.
- b. Develop on-going evaluation process for distance education.

Objective 4: Implement online degree offerings.

- a. Work with faculty and departments to determine curriculum for online degree offering.
- b. Work with counselors and departments to establish sequential online course offerings.
- c. Continue cooperation with Cuyamaca College.

Objective 5: Provide technical and developmental support for faculty.

- a. Implement recommendations discovered through investigation of hiring a developer for online classes.
- b. Implement recommendations discovered through investigation of hiring a technical support staff.

Attachment #6
Information 03-06-06

The Student Grievance and Due Process Procedure is designed to provide a prompt and equitable process for addressing student allegations of an unjustified action or decision by a member of the campus community. It is the responsibility of the student to provide proof of the alleged unfair or improper action which affected his or her status, rights or privileges.

Process:

Step 1: The student contacts the individual he/she believes has committed an unfair or improper action in order to convey his/her concern and seek a solution.

Step 2: If the issue is not resolved by an informal discussion, the student contacts the individual's immediate supervisor, chair, or coordinator for resolution of the matter.

Step 3: If the matter is still not resolved the student contacts the appropriate administrative dean's office for possible resolution of the issue.

Step 4: If the student and dean are unable to resolve the issue, the student can contact the Assistant Dean of Student Affairs to discuss student due process rights and the grievance procedures.

The student should maintain a record of all correspondences, meetings and discussions in each step of the resolution process.

It is worthwhile to note the California Education Code Section 76224(a) states:

"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final." (2004)

For additional information and/or a copy of the Student Grievance and Due Process Procedure publication, please contact the Assistant Dean of Student Affairs, in Room 636 or at (619)-644-7601.

Attachment #7
Information 03-06-06

Statute of Limitations on Grade Changes

Current Statement:

In the absence of mistake, fraud, incompetency or bad faith, the determination of the student's grades by the instructor shall be final once they have been filed in the Admissions and Records Office. Questions regarding final grades should be brought to the attention of the Dean of Admissions and Records during the semester immediately following the class in question.

Proposed New Statement:

In the absence of mistake, fraud, incompetency or bad faith, the determination of the student's grades by the instructor shall be final once they have been filed in the Admissions and Records Office. Questions regarding final grades should be brought to the attention of the instructor. If further discussion is needed, the issue should be brought to the dean of the division. All questions regarding grade changes should be made within two years immediately following the year in which the grade in question was earned.