

Academic Senate Grossmont College

Monday, February 1, 2010
11:00am – 12:20pm in Griffin Gate

I. CALL TO ORDER

A. Public Comment – *Each speaker will be given a maximum of 4 minutes to address the senate about a non-agendized item or items, with a maximum of 15 minutes allowed for public comment. The senate may vote to extend public comment at any meeting. Please contact the senate secretary before the meeting when wishing to speak at public comment. The senate welcomes all speakers to participate in the discussion on agendized items.*

B. Approval of Agenda

C. Approval of Minutes from December 7, 2009

II. PRESIDENT'S REPORT

30 minutes

A. Announcements

B. Temporary absence of Senate VP

C. Academic calendar modification feedback and questions

D. Approach to section reductions

III. COMMITTEE REPORTS

NONE

IV. ACTION ITEMS

A. Academic Integrity – Cheating Matrix (Attachment #1)

20 minutes

V. INFORMATION ITEMS*

25 minutes

A. Academic Rank form modification (Attachment #2)

B. Add Code/Wait List modifications (Attachment #3)

C. BP 1200 – District and College Mission Statements (Attachment #4)

D. BP/AP 3900 – Political Activity (Attachment #5)

*The Academic Senate may move information items to action upon a 2/3 vote.

Academic Senate Grossmont College

Minutes of the Meeting – December 7, 2009

MEETING ATTENDANCE:

x	Chris Hill (President)		Clifton Quinn (CSIS)	X	Randy Abshier (Exer Sci/Well)
	P.J. Ortmeier (AOJ)	X	Ronald Norman (CSIS)		Larry Larsen (Exer Sci/Well)
	Lance Parr (AOJ)	X	Bonnie Schmiege (Counseling)		Virginia Young (Foreign Lang)
	Tina Young (AOJ)		Mary Rider (Counseling)	X	Sue Gonda (History-Sen Officer)
	Jennifer Carmean (ASL)		Cruz Cerda (Counseling)	X	Devon Atchison (History-Sen Officer)
	Jamie Gould (ASL)		Danny Martinez (Cross Cult Stud)	X	Angela Feres (History)
X	Jim Wilsterman (Art)		Joe Orate (Culinary Arts)	X	Priscilla Rogers (Inter Bus)
X	Paul Turounet (Art)		James Foran (Culinary Arts)		Patty Morrison (Library)
X	Jennifer Bennett (Art)		Kathy Meyer (Dance) -Fall	X	Jenny VandenEynden (Math)
X	Israel Cardona (Behav Sci)		David Mullen (Dance) - Spring	X	Susan Working (Math)
X	Gregg Robinson (Behav Sci)	X	George Gastil (P/T Senate Officer @large)	X	Ray Funk (Math)
	Rebekah Wanic (Behav Sci)	X	David Milroy (Divisional Senator AHLGC)	X	Arturo Millan (Math)
	Richard Unis (Behav Sci)	X	Eric Lund (Divisional Senator CTE/WD)		Shawn Hicks (Math)
X	Virginia Dudley (Biol Sci)		Kirin Farquar (Divisional Senator ESBS)		Evan Wirig (Media Comm)
X	Michael Golden		Carla Sotelo (Divisional Senator LR)		William Snead (Media Comm)
X	Michele Perchez (Biol Sci)	X	Lee Johnson (Divisional Senator)		Derek Cannon (Music)
X	Brian Keliher (Bus Admin)	X	Jane Nolan (DSPS)		Paul Kurokawa (Music)
	Nate Scharff (Bus Admin)	X	Carl Fielden (DSPS)		Steve Baker (Music)
X	Linda Snider (BOT)	X	Gary Jacobson (Earth Sci)		Joy Zozuk (Nursing)
	Barb Gillespie (BOT)		Judd Curran (Earth Sci)		Diane Gottschalk (Nursing)
X	Andy Biondo (CVT)	X	Oralee Holder (English)		Christine Vicino (Occ Therapy)
X	Don Ridgway (CVT)	X	Adelle Schmitt (English)	X	Zoe Close (Phil/ Rel Studies)
	Cary Willard (Chemistry)	X	Joan Ahrens (English)		Bill Hoaglin (Phil/ Rel Studies)
	Martin Larter (Chemistry)		Lisa Ledri-Aguilar (English)		Ross Cohen (Physics)
	Judy George (Chemistry)		Sue Jensen (English)	X	Stephanie Plante (Physics, Astr. Ph Sc)
X	Sheridan DeWolf (Child Dev)	X	Chuck Passentino (ESL)	X	Shahrokh Shahrokhi (Polit Economy)
X	Claudia Flores (Child Dev)		Nancy Herzfeld-Pipkin (ESL)		Scott McGann (Polit Economy)
	Joel Castellaw (Comm)		Jim Tolbert (EOPS)		Lorenda Seibold-Phalan (Resp Ther)
X	Jill Carleton (Comm)		Sylvia Montejano (EOPS)		Barry Winn (Resp Ther)
X	Victoria Curran (Comm)	X	Laura Sim (Exer Sci/Well-Sen Officer_	X	Craig Everett (Theatre Arts)
X	Janet Gelb (CSIS)		Jamie Ivers		Buth Duggan
		X	Jim Symington (Exer Sci/Well)		

GUESTS:

- Beth Smith, Math Department Faculty; Treasurer, ASCCC
- Janet Castanos, Dean-English, Social and Behavioral Sciences & Acting VPAA
- Mary Rider, Transfer Center Coordinator

RECORDER: Rochelle Weiser

I. CALL TO ORDER (11:05)

A. Public Comment

Mary Rider commented that there was concern regarding the perceived emphasis being placed on the area of vocational/workplace preparedness in regards to mission of Grossmont College. This opened a discussion regarding the mission of GC. It was noted that there are generally four parts to the mission; transfer and general education, vocational/workplace preparedness, basic skills, and community education. It was also noted that all areas are being affected by budget cuts and that all of those areas need to be looked at when courses are being cut as they are all important to GC students.

B. Approval of Agenda

A motion was made to approve the day's agenda.
M/S/U Fielden/Gonda

C. Approval of Minutes November 30, 2009

A motion was made to approve the minutes from the previous meeting.
M/S/U Gonda/Robinson

II. PRESIDENT'S REPORT

A. Announcements

Chris announced that new CB21 coding would be taking place for ESL, English and Math. Sue Gonda, Co-Chair Curriculum Committee, is the contact person for the project. She will be working with faculty from ESL, English and Math for faculty input on the coding process.

B. Calendar Modification

Chris began by reviewing the process by which the Academic Calendar is created and modified by the Calendar Committee. She then asked the senators for input regarding a proposed modification that would be coming to the Committee for consideration for the 2011-2012 Academic Calendar. The modification would be to eliminate "finals week" and finals would be administered on the last scheduled day of class. Some of the concerns mentioned were: how would the time be made up; that this would create disparate times for finals (i.e. a 1 day a week class would have a 3 hour final, a 3 day a week class would have a 50 minute final); for some disciplines that take a performance-based final the proposed schedule would create a problem (i.e. not enough time to administer final or enough space for all students on same day); the extra time to prepare for finals is important for students; an entire week of teaching will be lost. There was a suggestion that perhaps the whole calendar needs to be reviewed to look at other possible modifications.

The overall feeling was that perhaps a task force to review the academic calendar as a whole was needed. Chris would carry these ideas and input forward to the Calendar Committee for discussion.

Chris closed by asking if the senators had any more input to please e-mail her.

C. Add Code Process

Chris announced the upcoming DCEC meeting would include the Add Code Process on the agenda. She then asked the senators for their input/concerns regarding this item. Some of the items mentioned were: faculty would like the system to work so that when someone drops from a course the next name on the waitlist moves to the top; if a waitlist is created, once a class has started the instructor in charge of the add codes; would like see earlier drop deadlines; importance of seeing students and giving add codes; students that crash classes are less likely to finish class; students that attend orientation are more likely to finish course; an application deadline would alleviate some of the problems mentioned.

Chris will bring the items forward to the DCEC meeting and then report back to the AS.

III. Committee Reports

None

IV. ACTION ITEMS

A. GC Core Competencies

Chris asked for a motion to table this item until a spring Academic Senate meeting as more work needed to be done on the proposal.

M/S/U Robinson/Atchison

B. Resolution in Support of Freedom of Speech

Chris thanked Sheridan and the Senate officers for their work on the resolution and gave a brief overview of the Academic Senate for California Community Colleges (ASCCC) resolution as well as the situation at Southwestern Community College.

Chris asked for a motion to approve the resolution.

M/S/U Robinson /Atchison

C. Resolution to Provide Regular Faculty Evaluation Training

Chris asked for a motion to put the resolution on the table.

Chris then asked Beth Smith, Tenure Review Coordinator, to give an overview of the resolution. Beth began by noting that Faculty Evaluations is something the Academic Senate should be involved in by providing that the support and training necessary to have faculty evaluate one another. She noted the resolution commits to training on a regular basis and ensures that the training is faculty-driven. In the discussion that followed some of the items brought up were: could CATL be a training resource for evaluations; it would be helpful to those being evaluated to go to the training as well; training could be done during department meetings. Overall it was felt that training was needed on a regular basis. It was noted that, once the resolution was passed, then the process could move forward to the Professional Development Committee and an Evaluations Task Force to work on the details of the training.

Chris called for the question to approve the Resolution to Provide Regular Faculty Evaluation Training.

M/S/U Sim/Symington

D. Academic Integrity-Levels of Cheating Matrix

Chris asked for a motion to put the document on the table.

M/S Perchez/Fielden

Chris then reviewed the document for the senators and asked for their input. Some of the items mentioned in the discussion were: questions about the Saturday School option which is an example of using the cheating incident as a teachable moment; some felt the levels were a good idea, others felt cheating was cheating on any "level" and that number of infractions might better determine sanctions; levels are useful in determining what is reported to deans and what is handled at classroom; the idea that the individual faculty member needs to have options and tools to use to deal with cheating as it occurs.

Based on the discussion and time remaining, Chris called for a motion to table the document until the next meeting, February 1, 2010, as more discussion needed to occur.

M/S/U Atchison/Symington

IV. INFORMATION ITEMS

None

Meeting Adjourned at 12:20pm
Next meeting is scheduled for February 1, 2010.

CH: rw

The Academic 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."

Action Item – February 1, 2010

Attachment #1

Levels of Cheating Matrix

Levels of Cheating	Examples	Teacher Options for Sanctions	College Options for Sanctions	Should This Level be Reported to the Dean?	Should This Level be Reported to the ADSA?
Level I Unintentional or Passive	Citations incomplete, someone looks at his/her paper, missed the class discussion on cheating so unaware	1. Give a "0" 2. Replacement assignment		Y or N	Y or N
Level II Opportunistic	Brought notes to class with the intention of use, using previous tests or labs, copying/pasting large segments of text w/o citation	1. Confiscate materials 2. Give a "0" 3. Replacement assignment 4. Lower grade	1. Saturday School 2. Meeting with ADSA	Y or N	Y or N
Level III Premeditated and Acted Upon (might be 2 nd offense in same class by same student)	Posing as another, buying a paper off the internet, stealing exam or lab, falsifying data	1. Confiscate materials 2. Give a "0" 3. Lower grade	1. Saturday School 2. Meeting with ADSA 3. Suspension	Y or N	Y or N

Attachment #2

GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT
Petition for Academic Rank

Date: _____

To: Academic Senate, Grossmont College

From: _____

Department: _____

I hereby apply for the rank of: _____

Years of full-time service: _____

Professional Achievements satisfying requirements stated in Article III.A of the Academic Rank policy:

<u>ACTIVITY</u>	<u>DATE</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

College Service satisfying requirement(s) stated in Article III.B of the Academic Rank Policy.

<u>ACTIVITY</u>	<u>DATE</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

The undersigned verifies that the petitioner has received a satisfactory (3.5) or better score on the two most recent evaluations.

Signature

Dean: _____
Division

College

Return this form to the President of the Academic Senate or the Chair, Academic Rank Committee.

FOR COMMITTEE USE ONLY

Committee Response

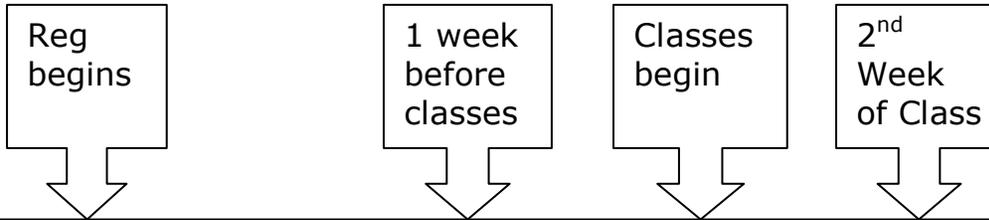
Approved

Disapproved

Comments:

Chair, Academic Rank Committee *Date*

Attachment #3



Options							
Current	No wait lists		Turn on wait list	Add codes required, if no seats-DYNAMIC	Add codes required for all classes		
OPTION A	No change		No change	Require add codes for all			
Auto Wait List Options:							
OPTION B-1 Auto registration	Turn on wait list-auto register			Require add codes for all			
OPTION B-2 Auto registration	Turn on wait list-auto register			Add codes required, if no seats-DYNAMIC			
OPTION C-1 Send student e-mail	Turn on wait list-student option			Require add codes for all			
OPTION C-2	Turn on			Add codes			

BP 1200 District and College Mission Statements

Reference: **WASC/ACCJC Standard One**
Board Policies 2410, 2510, 2515, 2520

Adoption Date: August 21, 2001 Updated: February 20, 2007

The District and college Mission Statements are part of the six-year strategic planning process. The Mission Statements are as follows:

DISTRICT MISSION STATEMENT

Vision

Transforming lives through learning.

Mission

Provide outstanding learning opportunities that prepare students to meet community needs and future challenges of a complex, global society.

Grossmont-Cuyamaca Community College District fulfills its mission by providing

- Outstanding undergraduate education leading to certificates, associate degrees, and transfer;
- Excellent career and technical education programs that prepare students for workforce entry and advancement;
- Comprehensive student development and support services that help students succeed in meeting their educational goals;
- Engaging educational services that meet learners needs in basic skills, English language proficiency, and lifelong learning; and
- Responsive social and economic development programs and community partnerships.

Value Statement

Cultivate a student-centered culture of excellence, trust, stewardship, and service.

GROSSMONT COLLEGE MISSION STATEMENT

Vision

Grossmont College - Changing lives through education.

Mission

Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential and to developing enlightened leaders and thoughtful citizens for the global community.

Our mission is fulfilled by providing the people of East San Diego County with:

- Transfer degrees and certificates programs
- Career technical education and workforce development
- Basic skills
- Student support services that promote student access and achievement

- Community education

Values

- **Learning and Student Success** – We dedicate our resources and ourselves in support of our students and their pursuits to achieve their academic, professional, and personal goals.
- **Creativity and Innovation** – We value the capacity for ingenuity and originality on our campus and within our community.
- **Pursuit of Excellence and Continuous Improvement** – We strive for excellence in our programs and services. We believe in the capacity for continuous improvement in the pursuit of excellence. We accept the challenges of being accountable for our efforts.
- **Integrity** – We commit to acting and speaking truthfully and responsibly and hold ourselves and others accountable to this standard.
- **Power of Diversity and Inclusion** – We are committed to a climate for learning that considers diverse perspectives to be a powerful component in the education of every individual, valuing and accommodating both differences and commonalities.
- **Civility** – We value fair, respectful, thoughtful interactions, based on a positive approach, that promote reflection, foster deeper understanding of phenomena, and permit achievement of common goals.
- **Balance** – We value a nurturing and positive approach in all we do, embracing laughter and enthusiasm, as we nurture the development of the whole individual, including the intellectual, spiritual, emotional, and physical well-being of each individual.

CUYAMACA COLLEGE MISSION STATEMENT

Vision

Learning for the Future

Mission

The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs and services.

In order to fulfill its commitment to student learning, the college provides:

- Instructional programs that meet student needs for transfer education, career technical education, general education and basic skills courses
- Community education programs and services
- Programs that promote economic, civic and cultural development

To facilitate this mission, Cuyamaca College provides a comprehensive range of support services including: outreach and access initiatives, academic and learning resources, student development programs, and multicultural and co-curricular activities.

In support of its mission, Cuyamaca College structures its planning processes and engages the college community by pursuing the following areas of focus, which form the foundation of the 2010-2016 Strategic Plan:

- Student Access
- Learning and Student Success
- Value and Support of Employees

- Economic and Community Development
- Fiscal and Physical Resources

Values

Our Mission is reflected in the college's six core values:

- Academic Excellence
- Student Access and Success
- Environmental Stewardship
- Strong Community Relations
- Innovation and Creativity
- Diversity and Social Harmony

BP 3900 Political Activity

Reference: ***Education Code Sections 7054, 7056;
Government Code Section 8314***

Adoption Date: April 15, 2003

Members of the Board and employees shall not use District funds, services, supplies, or equipment to urge the passage or defeat of any ballot measure or candidate, including, but not limited to, any candidate for election to the Governing Board. **The term “equipment” is intended to include, but is not limited to mailboxes procured at taxpayer expense.**

This policy prohibits political activity as described above during an employee’s working hours, but shall not be construed to prohibit an employee from urging the support or defeat of a ballot measure or candidate during nonworking time.

Initiative or referendum measures may be drafted on an area of legitimate interest to the District. The Board may by resolution express the Board's position on ballot measures. Public resources may be used only for informational efforts regarding ballot measures. ***(Moved from BP 2716)***

AP 3900 Political Activity

Reference: **Education Code Sections 7050 et seq., 7054, 7056,
Government Code 8314**

Date Issued:

Note: This procedure is legally advised. Local procedure may be inserted, but should comply with these minimum requirements as excerpted from statute.

No restriction shall be placed on the political activities of any Board Member or employee of the District except as provided in board policy and these procedures.

No District funds, services, supplies, or equipment may be used to urge the support or defeat of any ballot measure or candidate, including but not limited to any candidate for election to the Governing Board. The term "equipment" is intended to include, but is not limited to mailboxes procured at taxpayer expense.

District resources may be used to provide information to the public about the possible effects of a bond issue or other ballot measure if both the following conditions are met:

- The informational activities are otherwise authorized by the Constitution or laws of the State of California; and
- The information provided constitutes a fair and impartial presentation of relevant facts to aid the electorate in reaching an informed judgment regarding the bond issue or ballot measure.

Any administrator or Board member may appear before a citizens' group that requests the appearance to discuss the reasons why the Board called an election to submit to the voters a proposition for the issuance of bonds, and to respond to inquiries from the citizens' group.

An officer or employee of the District may solicit or receive political funds or contributions to promote the support or defeat of a ballot measure that would affect the rate of pay, hours of work, retirement, civil service, or other working conditions of officers or employees of the District. Such activities are prohibited during working hours, and entry into buildings and grounds of the District during working hours is prohibited. Such activities are permitted during nonworking time. "Nonworking time" means time outside an employees' working hours, whether before or after the work day or during the employees' lunch period or other breaks during the day.