

Academic Senate Grossmont College

Monday, April 5, 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 March 15, 2010

II. PRESIDENT'S REPORT

35 minutes

A. FIPSE Grant – Sue Jensen, Rachel Singer (Kingsborough College)

B. Teacher Education Project – Bill Bradley (Attachment #1)

C. ASCCC Spring Plenary Session Resolutions

D. Announcements

III. COMMITTEE REPORTS

NONE

IV. ACTION ITEMS

35 minutes

A. Committee Appointments (Attachment #2)

B. GC Statement of Ethical Principles (Attachment #3)

C. Part-time Faculty Resolution (Attachment #4)

D. GCCCD Governing Board Resolution 10-011 (Attachment #5)

V. INFORMATION ITEMS*

5 minutes

A. Advancement in Academic Rank (handout)

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

Academic Senate Grossmont College

Minutes of the Academic Senate – March 15, 2010

MEETING ATTENDANCE:

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

- Janet Castanos, Acting VP Academic Affairs
- Sue Gonda, Acting Dean English, Social and Behavioral Sciences
- Beth Smith, Math Department Faculty; Treasurer, ASCCC

RECORDER: Rochelle Weiser

I. CALL TO ORDER (11:05)

A. Public Comment

None

B. Approval of Agenda

A motion was made to approve the day's agenda with the addition of the following Information Items; *BP/AP4300 Student Travel, Part-Time Faculty Resolution, and Governing Board Resolution.*

M/S/U Robinson/Fielden

C. Approval of Minutes from March 1, 2010

A motion was made to approve the minutes with corrections from the March 1, 2010.
M/S/U Perchez/Wirig

II. PRESIDENT'S REPORT

A. Announcements

Chris announced Jennifer Bennett as the newly elected temporary Senate Officer.

B. Off-campus activity form

Chris began by clarifying that she would be reviewing the *Off-Campus Activity form* not the faculty *Off Campus Request form*. She reviewed that many faculty offer field trips in conjunction with their classes and when doing so an *Off-Campus Activity form* needs to be filled out; this allows deans and college staff to know where faculty and students are. Chris then reviewed the form and the information contained on the form. One item mentioned was the *Student Field Trip Waiver form*, Chris stressed the importance of this form and the need for each student participating in an off-campus activity to fill it out. She also noted that faculty members do need to have a copy of that form with them during the off-campus activity and a copy should be on file with their department dean. Chris clarified that faculty could fill out one *Off-Campus Activity form* for all trips in a given semester by listing all dates and that multiple dates could be listed on the *Student Field Trip Waiver form*, but stressed every student should have one. It was noted that if the dates change for a particular field trip, an e-mail to the department dean noting the change would probably suffice. Chris clarified that this was a presentation for information purposes and any questions or concerns regarding the content of the form should be addressed to the department dean. A discussion then followed regarding Faculty liability regarding off campus activities. Some items mentioned were - what should be done for field trip opportunities that arise spontaneously; what is the liability for giving directions (past practice is that faculty should not provide directions only the address); faculty liability when it is a required field trip, but not instructor led. Chris closed by noting she would find out more information regarding the questions asked.

C. Distinguished Faculty process

Chris began by reviewing the current process by which Distinguished Faculty nominees are chosen. She then reported that the Senate Officers Committee is proposing a change to this process for this year; any faculty member can initiate nomination of any tenured full-time faculty member by sending the name, along with two supporting statements from two additional faculty members to the division dean. Chris then reviewed the revised process and the nomination form. Departments can still nominate someone, but this allows for more nominations. It was noted that a Part-Time faculty could fulfill the areas as well and Chris responded that, at this time the current guidelines are still in place, but that is something that could be discussed.

D. GE/ISLO MAPPING

Chris began by explaining that the Accrediting Commission asked GC to report on three levels of Student Learning Outcomes - Course Level SLOs, Program Level SLOs and General Education SLOs. GC is currently doing the first two and has completed Institutional SLOs. What was discovered is that many ISLOs "line up" or overlap with General Education (GE) areas (i.e. they are often trying to accomplish the same things). Devon has created an easy way to map the connections to facilitate the assessment of SLOs in GE. Devon presented and reviewed the GE/ISLO mapping document. She then reviewed the document and asked faculty

to keep in mind whether or not they address instruction in a given area in their course. If an ISLO is not addressed in the course, the box will be left blank. If a course SLO addresses an ISLO, an "S" would be entered in the box. If you focus on a particular ISLO in your course, but don't have a specific SLO to address it, you would enter an "F". Devon noted there will be items that are taught in the GE courses but not represented on the document; for now the focus is just on what is being asked for in the GE SLOs. Devon has the Mapping document ready to go and will send it to Oralee to be forwarded to Chairs and Coordinators. It is the hope that the document could be completed by the end of the spring semester.

E. ACADEMIC INTEGRITY PROCESS

Chris began by reviewing the previous discussions regarding academic integrity, the cheating matrix, and the Task Force discussions. Chris indicated that the Senate can provide general guidelines for faculty on what sanctions can be assessed for cheating. Beth Smith noted that Student Services is asking for consistency for students when dealing with cheating. Chris asked that senators answer one question, "Do they want more prescriptive levels to use in determining the severity of cheating"? Chris then opened the discussion. Some of the items that mentioned were; faculty would like final purview; they are uncomfortable with codified approach; some faculty would like an institutional honor code; some would like a list of options, but not for them to be codified or prescriptive (i.e. it would be helpful to have levels documented-but left up to faculty to decide). Chris asked that for the next discussion the Task Force bring forward definitions of cheating and the possible options for dealing with cheating.

Chris then asked a second question, "At what point to you want incidences of cheating to be reported out"? Chris clarified reporting instances of cheating would not be used for faculty to find out if a student is cheating in other classes, but would be used by Student Services to track whether or not a student is cheating campus-wide and to counsel students. Senators suggested that – the choice to report remain up to individual instructors; we encourage faculty to report instances; if not reporting is not standardized, a student will graduate by cheating; if an honor code is instituted, there would need to be some type of reporting in order to uphold the honor code; there should be institutional support for faculty that reports cheaters. They also expressed concern that the burden of proof regarding cheating will sit with the instructors. Chris noted she would take the information back to the Senate Officers as well as pass it to the Integrity Cheating Task Force.

III. COMMITTEE REPORTS

None

IV. ACTION ITEMS

A. BP/AP 3900-Political Activity

Chris presented the modified BP/AP 3900 regarding Political Activity. She noted the changes that were made to the items making them acceptable to the AFT. A motion was made to approve BP/AP 3900.

M/S/U Robinson/Wirig

V. INFORMATION ITEMS

Chris asked that Senators please share the information items with their constituents so the items could be discussed and voted on at the next meeting.

A. Committee Appointments

Chris noted the committees that would have appointments as well as the two new committees that were formed. This item will return as an action item at the next meeting.

B. College Ethics Statement

Chris noted that this item will be in line with the discussions regarding cheating and the honor code. This item will return as an action item at the next meeting.

C. BP/AP 4300 Student Travel

Chris noted that some of the information covered in the AP/BP deals with Instructional Field Trips and some of it deals with travel for the Student Senate. This item will return as an action item at the next meeting.

D. Part-Time Faculty Resolution

Chris will have a final draft of this item for next meeting; she noted the next step is for this resolution is for the Senate to vote on whether or not to bring it forward to the state senate spring plenary session. This item will return as an action item at the next meeting.

E. Governing Board Resolution

Chris noted this resolution has already been passed by the Grossmont-Cuyamaca CCC Governing Board, but the Senate would vote on whether or not they would like to endorse the resolution. This item will return as an action item at the next meeting.

Meeting Adjourned at 12:15pm
Next meeting is scheduled for April 5, 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."

Attachment #1

Proposed Teacher Education Project at Grossmont College

Background information:

California Community Colleges have been involved for a long time in transferring students into teacher education programs at universities. But current research and publications show a shift in the role that community colleges play in the teacher education process. The research and findings point to a new role of “recruiting”, “an upgraded role in providing different core understandings and beliefs, content knowledge, pedagogical skills and professional expertise” and a new role in the “preparation and professional development of teachers.” These are pointed out in recent reports and publications prepared by the California Council of Science and Technology and the Center for Future Teaching and Learning in March 2007; the Center for the future of Teaching and Learning – California State University, University of California Office of the President – 2009; and the National Association of Community College Teacher Education Programs, (NACCTEP) in a report in July 2009.

One of the noticeable shifts is a new role in furthering teaching careers in secondary education. California community colleges have long provided pathways to students wishing to go into elementary education. There is currently also a significant State and National need for community colleges to work toward recruiting, preparing, retaining and transferring students into pathways leading to teaching careers in secondary education, especially in STEM majors. One such educational model is the California Teach/Aurora program now being offered in 24 community colleges in the north part of the state and Grossmont in the south.

Another noticeable shift is in the preparation, pre-service and in-service of students electing to pursue careers as elementary teachers. Elementary teachers are responsible for teaching science and math as part of the comprehensive elementary curriculum and providing students with a foundation upon which to build in later years. Most teachers at this level hold a multiple-subject teaching credential that authorizes the holder to teach in a self contained classroom. Unlike single-subject credential holders, multiple-subject credential holders do not specialize in a content area, (although this may be changing – UCSD will only allow students to work towards a multiple-subject credentials if they have a content area major); rather they have at a minimum, familiarity with all content areas. There is more analysis needed to understand the extent to which teacher preparation programs provide elementary school teachers with a deep understanding of science and mathematics content that enables them to fully prepare students for more advanced coursework they will face in middle and high schools. However, research points to a need and significant role of community colleges in providing more science and math pre-service to students entering into teaching careers in elementary education as well as in-service to elementary teachers already in the system.

Scope of Project:

The scope of this project is to review the current teacher education program and courses at Grossmont and determine a future direction in light of the current research and publications.

Suggested Project Title:

“The Advancement of the Teacher Education Program at Grossmont College”

Suggested Project and Charge:

To review the current content area courses at Grossmont College that can lead to, or are associated with, teaching careers in elementary and secondary education; to review National and State community college-based teacher education programs, research and reports; to review the current teacher education program at Grossmont in light of the current research findings and recommendations, to compile relevant information and possible options for consideration as to the future role of Grossmont in teacher education; to propose a possible system that will utilize current Grossmont courses and resources and identify an effective process to recruit, prepare, retain and transfer students to the universities with declared majors and an interest in

becoming elementary or secondary teachers, to develop a report and design recommendation to the College and Academic Senate for consideration.

Suggested Process to complete project:

Form an Academic Senate Task Force. The Basic assumption would be to design a process that could utilize the expertise of campus faculty and explore current courses and programs, to have a systematic mode of information gathering and evaluating information. This process would also allow for buy-in to any new Teacher Education system that was proposed.

Suggested National and State agencies that could provide important and useful information.

The Center for Teaching and Learning, California Council of Teacher Education, National Association of Community College Teacher Preparation Programs, California Subject Matter Councils, California State University and University of California Systems, Education Resources Information Center.

Program/Project Goals:

Where do we want to go?

1. **Determine the role of Grossmont College regarding Teacher Education.**
2. **Develop an enhanced Teacher Education Program at Grossmont which fulfills the needs of our students.**

Program/Project Objectives:

How do you want to get there?

1. **Form and facilitate an Academic Senate Teacher Education Task Force.**
2. **Review the current Teacher Education Program at Grossmont including all courses, certificates and degrees.**
3. **Investigate and analyze recent directions and findings on Teacher Education and Teacher Education programs from other higher education institutions and National and State agencies.**

Program/Project Outcomes:

Outcomes are proof that you have arrived

1. **Differentiate between the current role and program of Teacher Education at Grossmont and the role as related to recent models and findings, and propose an enhanced role for Grossmont.**
2. **Develop a system of identification and characterization of the most effective elements of Teacher Education Programs which are seen as a best fit for Grossmont students.**
3. **Describe a new model for Teacher Education at Grossmont which incorporates the current associated courses, certificates and degrees and expands the program to include secondary as well as elementary education career options.**
4. **Explore a system for early identification of community college students interested in pursuing teaching careers in secondary or elementary education.**
5. **Propose an enhanced process to recruit, prepare, retain and transfer students to the universities to pursue careers in elementary or secondary teaching.**

Action Item – April 5, 2010

Attachment #2

2009-10 Committee Appointments – Part II

Student Petitions:

- Shirley Pereira/Sean Hicks

GE Task Force:

- Jeff Lehman
- Sue Gonda
- Janet Gelb
- Tina Perez

Institutional Review Committee:

- Pearl Lopez
- Catherine Turner
- Craig Everett
- Joann Carcioppolo
- Diana Vance

Room Utilization Committee:

- Jenny VandenEynden
- Malia Serrano
- Bonnie Schmiege

Enrollment Strategies Committee:

- Judy George
- Mary Rider
- Brian Keliher
- Malia Serrano

Screening/Interviewing Committees:

Vice President of Academic Affairs

- Aned Muniz
- Brian Keliher
- Nadra Farina-Hess
- Sue Gonda
- Steve Davis
- Jane Nolan

Dean of Technology and Learning Resources

- Julie Middlemas
- Angela Feres
- Stephanie Mood
- Michael Golden

Attachment #3

Grossmont College Statement of Ethical Principles

Grossmont College is an academic institution dedicated to the pursuit of learning and the promotion of student success. In the quest for excellence, our entire college community (students, faculty, staff, and administrators) shares the ethical values of integrity, honesty, transparency, civility, and respect. We are guided by the ethical standards and principles already embedded in the Grossmont College Student Code of Conduct and in comparable codes from professional associations and organizations. These values include personal and collective accountability and a high regard for others, the institution, and its mission.

Attachment #4

Draft

Resolution on Part-Time Faculty Statewide Participation

WHEREAS the Academic Senate for California Community Colleges (ASCCC) represents all faculty currently teaching in our California Community colleges, serving as the voice of all faculty in academic and professional matters;

WHEREAS the ASCCC strengthens and supports all local California community colleges academic senates, many of which currently have part-time faculty designated seats and/or representatives, and supports diversity and equal opportunity for all faculty; and

WHEREAS faculty who teach part-time retain specific viewpoints and knowledge within the California community college system, viewpoints and knowledge that should be included in the governance structure for the healthy functioning of said system;

RESOLVED, that the ASCCC establish a Part-Time Faculty Caucus, and provide information via breakouts, the ASCCC website, and Rostrum articles on the vital role of part-time faculty as a distinct group with specific concerns in community college education;

RESOLVED, that the ASCCC utilize available scholarship money to promote and increase the attendance of part-time faculty senators at both of the State Academic Senate plenary sessions; and

RESOLVED, that the ASCCC recruit part-time faculty to serve on all of its major committees.

Attachment #5

**GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT
RESOLUTION 10-011
IN THE MATTER OF THE STATE BUDGET CRISIS
AND THE GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT**

WHEREAS, the State of California continues to be buffeted by financial challenges, including a major revenue gap of almost \$20 billion over the next 18 months, and

WHEREAS, the voters of East County have expressed their confidence in us by passing a local bond in 2002, enabling us to build 13 new facilities in which classes are offered, but staffing is insufficient, and

WHEREAS, the combined enrollment of Grossmont College and Cuyamaca College is at all all-time high of almost 31,000 students—an enrollment comparable to San Diego State University and slightly larger than the University of California at San Diego, and

WHEREAS, unprecedented cuts in state funding have forced District budget reductions of over \$14 million, resulted in the loss of nearly 600 class sections, and impacted our ability of provide critical student support services, and

WHEREAS, further funding reductions to community colleges will be a major disservice to the state, impeding its economic recovery, lengthening time-to-graduation, reducing access to short-term and long-term workforce preparation programs, and delaying entrance into careers benefitting the tax-paying individual, the community at large, and the state;

NOW THEREFORE BE IT RESOLVED that the Governing Board of the Grossmont-Cuyamaca Community College District:

- Pledges its efforts to help resolve state budgetary problems that affect the ability of students to obtain high quality education in our District; and FURTHER
- Supports the active involvement of all those who care about our students, faculty, and staff and the future of this state; and FURTHER
- Declares that additional funding reductions to community colleges will be harmful to the state, its students, and the Grossmont-Cuyamaca Community College District, and must be rejected.