

# Academic Senate Grossmont College

Monday, October 31, 2011  
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 October 17, 2011

## II. PRESIDENT'S REPORT

10-15 minutes

Announcements and updates about work in progress at the College and the District

## III. COMMITTEES

No Reports

## IV. ACTION ITEMS

25 minutes

- A. Collegewide Professional Development Committee: Mark Goodman  
**Attachment A**
- B. Division reps for Faculty Professional Development Committee: Mark Goodman  
The FPDC will continue to determine the needs and programming of faculty professional development.

## V. INFORMATION ITEMS\*

35 minutes

- A. Committee Confirmations - **Attachment B**
- B. BP/AP Regarding the Governing Board Self Evaluation - **Attachment C**
- C. Plenary Resolutions – looking for feedback – **Attachment D**

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

{ Section 5. Quorum

"A simple majority of Senators including Senator designees recognized by the Chair at the openings of meetings shall constitute a quorum. Senator positions not filled by departments will not be included in quorum determination." Average number of senators attending the first three Senate meetings, Fall, 2011: 54}

## Attachment A (10/31/2011)

### Professional Development Discussions Spring 2011

The College-wide Professional Development Committee was augmented with additional taskforce members. The members represented faculty, staff and administrators involved in the Council of Chairs, CATL, Faculty Professional Development, SLOs, Instruction, and Classified Senate.

The team identified institutions across the nation that had year-round, exceptional professional development available on campus to employees. The group identified 25 colleges in CA and across the nation to initially review website information and subsequently with follow-up telephone interviews and sharing of resources. The team identified best practices in: Structure, offerings, annual calendar of events, incentives, automated registration and reporting, governance and the like. The team then made specific recommendations based upon discussions of the group, with the faculty professional development committee, academic senate President and classified staff Vice President.

The following recommendations were agreed upon:

1. The College-wide Professional Development Committee (CPDC) will continue to support, develop and provide activities and events that fulfill the development needs of all constituent groups. CPDC relies on each constituent group to determine their needs and programming.
2. The Faculty Professional Development (FPD) Group will continue to plan and provide for faculty professional development opportunities in collaboration with the CPDC.
3. The Academic Senate will discuss aligning the FPD committee with other senate committees in appointing membership based on divisional representation. These divisional reps will participate in the CPDC as faculty members to strengthen and more closely align the work of these two committees. This will also enable the processing of paperwork to the state in a manner that is compliant with state guidelines.
4. The CPDC will discuss increasing classified staff membership on the committee by one additional member so as to align representation with the three structural areas of the college. The position of supervisor will be reduced to one rather than two. The administrative members of the committee will have a strong understanding of and advocacy for professional development for all constituent groups including administrators.
5. The CPDC will allocate resources such that all constituent groups may have opportunities for robust professional development. The faculty allocation for flex week will be based upon a review of the four year history of spending on flex week (2007-2011). That review revealed the highest amount spent on Flex week to date was \$5600. FPDC are encouraged to use this entire amount for flex week, however, they may use any leftover funds for other professional development, consistent with college/district policies and in communication with appropriate administrators.
6. Based upon funding availability and need, access to additional funds for each constituent group may be available through CPDC **to apply toward highly relevant, job-related, discipline-specific opportunities (e.g., workshops, conferences, FIGS, etc).** Each constituent group will develop a work group/committee that will advance the needs of that constituent group in concert with the CPDC. The CPDC relies on each constituent group to determine the needs and programming for their professional development.
7. A pilot position staffed by a tenured faculty member will coordinate the wide array of professional development offerings **for the CPDC**. The coordinator will be assisted by an administrative assistant to facilitate the logistics. The coordinator will be a faculty member on full release for the academic year and with a summer stipend to enable year-round planning and implementation.

8. The current funding for release time associated with professional development and other funds will be utilized to implement the structure, above.
9. After a **one-year** pilot period, the effectiveness of the structure and positions will be examined and improved utilizing evaluative methods and constituent feedback. **A consultation process with CPDC and its three constituent groups of faculty, staff and administrators will determine any changes needed to the structure or operation.**
10. After full discussion by collegial consultation bodies, academic and classified senates, the spring will be used as a transition period with the coordinator and assistant beginning their work in spring 2012. At that time, the efforts of CATL will be carried out through the new structure and professional development will be governed collaboratively by CPDC, FPD and work groups focused on providing exceptional professional development at GC year-round for all employees.

**Attachment B (10/31/2011)**

**New Committee Members for Confirmation at Senate, 10/31/2011**

Curriculum Committee

Sonia Gaiane, CTE/WD/Allied Health  
Susan Working, MNSESW  
June Yang, ESBS  
Jennifer Carmean, ALC

Instructional Program Review

Nate Scharff – CTE/WD

Faculty Staffing Committee

Nancy Pipkin, ESBS  
Paul Vincent, ALC  
Judy Zander, CTE/WD

Student Services Program Review

Marlene Barr (Student Services)  
Barbara Loveless (Instructional)