

Academic Senate Grossmont College

Monday, April 20, 2015
11:00 – 12:20pm in 38B-342

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 Senate Minutes 4/6/15

II. PRESIDENT’S REPORT

35 minutes

President Candidate forums; use new Eval forms; deletion of old Blackboard containers; new user passwords; CCSSE survey for students and faculty this week; summer & fall schedules; SafeZones Training; Planning Forum results; Curriculum Fiesta; Senate Officer ballots out today; online eval training 4/27 and 5/4 for CCC & senators, and more

III. COMMITTEES

20 minutes

- A. Diversity, Equity, and Inclusion Committee Report – Joan Ahrens
- B. Professional Development Committee – Cindi Harris

IV. ACTION ITEMS

None.

V. INFORMATION ITEMS*

25 minutes

- A. Board Policy (BP) & Admin Procedure (AP) 3900 “Speech: Time Place, Manner” (Attachments A & B)
- B. Report from Statewide ASCCC Plenary
- C. Academic Renewal – Counseling Faculty (Tentative)
- D. Proposal to Include a Statement of Inclusivity on Faculty Syllabi – S. Davis (Attachment C)

*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}

Proposal to Include a Statement of Inclusivity on Faculty Syllabi

Rationale: Grossmont College serves all students that seek educational and learning experiences to improve their lives. To help realize this part of our mission and help students feel welcome and included, no matter what their gender, race, religion, background, sexual-orientation, etc., we, as faculty, can be more direct in communicating our commitment to equity and diversity. We play a lead role in creating inclusive learning environments that start with expectations spelled out in the syllabus for the class. A statement of inclusivity is a simple yet powerful message to share with students, and when enforced by the teacher, can support and encourage students who might otherwise feel marginalized. If nothing else, we believe this is a good place to start.

Samples:

“Diversity, Equity, and Inclusion Statement: People of diverse backgrounds, perspectives, socioeconomic levels, cultures, and abilities are valued, welcomed, and included in this class!”

“In this class, we promote acceptance of all people, including those of diverse age, ancestry, color, disability, ethnicity, perspective, national origin, religion, gender, gender identity, sexual orientation, education, or socioeconomic status.” (Modified from DEI charge)

“It is extremely important ALL students feel comfortable in this class. We want to create a relaxed and confident environment and get to know each other. This means treating each other with a mutual respect, being professional, and withholding opinions that may be judgmental. This will help everyone enjoy our class.”
