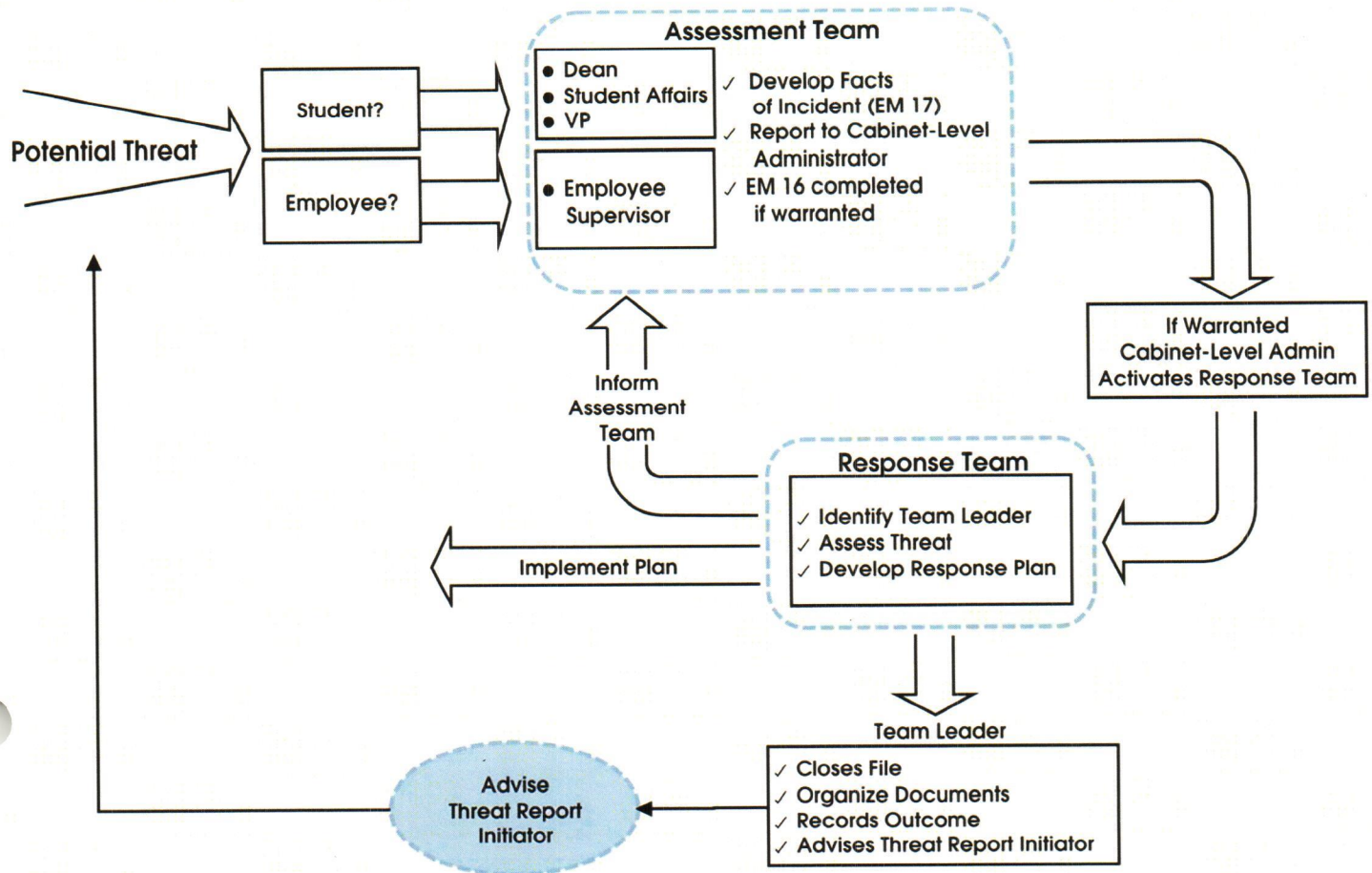


Threat Assessment at Grossmont College



When do you call?

Whenever something occurs outside of the normal course of events which, in your opinion, may be a threat

Who do you call?

- ✓ Your dean
- ✓ Associate Dean of Student Affairs
- ✓ Your VP
- ✓ Public Safety

Document

- ✓ Save emails
- ✓ Write a short narrative

APRIL 2009

GROSSMONT
COLLEGE



Grossmont-Cuyamaca Community College District
8800 Grossmont College Drive, El Cajon, CA 92020-1799 • 619-644-7000 • www.grossmont.edu
Governing Board Members: Rick Alexander, Greg Barr, Bill Garrett, Mary Kay Rosinski, Deanna Weeks
Student Members: Dan Lewis, Charles Taylor III,
Chancellor: Cindy L. Miles, Ph.D., Grossmont College President: Sunita V. Cooke, Ph.D.

5-18-09

TTLC Discussion Highlights on E-books:

- The English department teaches students to read with a pencil in their hands. There is technology for using eBooks and making electronic annotations, but it is expensive.
- The Math department has reported good success with eBooks and MyMathlab. Others have also reported success with eBooks.
- eBooks seem to be more successful when being used as a tutorial for doing other work on the computer.
- Subject matter makes a difference on the success of eBooks.
- Access codes to eBooks are getting more expensive.
- Length of access and buy-back are an issue.
- There are still accessibility issues with eBooks.
- Most of today's students seem to want to have a hardcopy if the document is over 5 pages.

TTLC recommends:

- Faculty need to be aware of both the advantages and disadvantages of eBooks before making a choice.
- All options for textbooks should continue to be available to faculty.
- The DE Coordinator should lead an effort to do more research on eBooks.
- TTLC should take up this subject again in the fall in more detail with that additional information.

Note: Since this meeting Amazon has released an updated version of the Kindle eBook reader with advanced features. See <http://www.amazon.com/Kindle-Amazon-Wireless-Reading-Generation/dp/B00154JDAI>

**GROSSMONT COLLEGE
RECOMMENDATION #7 - SPRING 2009**

Tension	What's Done	Next Steps
Mapping Document for 2007 Self Study did not appear to be collegial	<ul style="list-style-type: none"> • College reviewed, updated, edited; document went through collegial process and has been completed. 	<ul style="list-style-type: none"> • Written in 2008 Follow Up Report <p>Next steps:</p> <ul style="list-style-type: none"> • Continue to collegially modify as changes to district and colleges occur
Prop R Allocation of funds appeared inequitable and process not transparent	<ul style="list-style-type: none"> • Discussed history, events, perceptions; what could be done differently • <u>Lessons learned:</u> Importance of a transparent process with all appropriate voices at the table in making allocation decisions. <p>Open, frequent communication about difficult decisions using a variety of communication methods.</p>	<p>Next steps:</p> <ul style="list-style-type: none"> • Promote new buildings and renovations at each site (Evidence: CBOC report, fact sheet) • Ensure an open process is utilized for planning and updating the master plan(s) in preparation for potential future bond measures.
Perception of lack of funding formula updates and open dialogue	<ul style="list-style-type: none"> • Taskforce discussion of formula, how it started, projections, how it works, assumptions; reviewed previous models and timelines 	<p>Next steps:</p> <ul style="list-style-type: none"> • Invite all who are interested to attend a workshop to better understand current income allocation formula • Prepare and disseminate fact sheet with FAQs • Communicate budget decisions in a variety of ways (DSP&B, emails, each college's planning council) • Recommend that the GCCCD set a process and timeline for evaluating the effectiveness of the current income allocation model
Perception of ineffective communication and "Interminable Dialogue"	<ul style="list-style-type: none"> • Immediate proactive resolution of issues as they arise (examples: immediate responses with information needed and/or effective one on one dialogue • New approaches to effective communication and problem solving • Collaborative creation, review and processing BPs/APs in a timely fashion • Better use of email and web for communication • Efforts to model civility at all levels 	<p>Next steps:</p> <ul style="list-style-type: none"> • Encourage broad participation in the district services survey • Continue efforts to encourage committee participants to report back to constituent groups • Systematic reports back to college community • Commitment to acknowledge, understand and value diverse perspectives, needs and challenges

<p>Perception of Ineffective Governance Process</p>	<ul style="list-style-type: none"> • Scheduled and impromptu meetings to coordinate and resolve district-wide issues • Development of a common framework and timeline for district-wide strategic planning • Collaboration between presidents and academic senate presidents at both colleges • New approaches to effective communication and problem solving • District and college collaboration and coordination that puts the needs of students out front (Students First campaign) • District-wide Classified Staff Planning Meeting • Collegial approach to budget challenges • Efforts to model civility at all levels 	<p>Next steps:</p> <ul style="list-style-type: none"> • Encourage constituent group leaders to educate their groups about progress in collegial consultation meetings • Encourage people to attend and view open meetings • Encourage use of web and electronic minutes to communicate decisions
<p>Perception of poor dynamics and lack of transparency at Board level</p>	<ul style="list-style-type: none"> • Improved relationships among new and existing board members • Efforts to model civility at all levels • Processes for goal setting and evaluation by the Board • Open communication to college community about board meetings and decision making 	<p>Next steps:</p> <ul style="list-style-type: none"> • Encourage trustees to attend and observe a variety of functions • Invite college community to attend Board goal setting and report out to Academic Senate, Classified Senate