

# Academic Senate Grossmont College

## Minutes of the Academic Senate – October 3, 2011

X	Sue Gonda (President)	X	Jade Solan (Comm)		Julie Middlemas (Library)
X	Jeff Lehman (VP)	X	Roxanne Tuscany (Comm)		Jenny VandenEynden (Math)
X	Angela Feres (Senate Officer @ Large)		Janet Gelb (CSIS)	X	Susan Working (Math)
x	Patrice Braswell-Burris (Senate Officer @ Large)		Ronald Norman (CSIS)	X	Ray Funk (Math)
X	Malia Serrano (senate officer @large)	X	Kristi Kluka (Counseling)	X	Irene Palacios (Math)
X	Michael Lambe (P/T Senate Office large)	X	Mary Rider (Counseling)	X	Shawn Hicks (Math)
	TBD (Div Sen ALC)		James Canady (Counseling)	X	Evan Wirig (Media Comm)
	TBD (Div Sen CTE/WD)		Danny Martinez (Cross Cult Stud)	X	Michael Grant (Media Comm)
	TBD (Div Sen ESBS)		Joe Orate (Culinary Arts)		Derek Cannon (Music)
	TBD (Divisional Senator LR)		James Foran (Culinary Arts)		Fred Benedetti (Music)
	TBD (Div Sen MEEW)	X	David Mullen (Dance)		Lisa Maloy (Nursing)
	TBD (Div Sen Stu Service)		Jane Nolan (DSPS)	X	Laurel Vanlandingham (Nursing)
	P.J. Ortmeier (AOJ)	x	Patrice Braswell-Burris (DSPS)		Joy Zuzuk (Nursing)
X	Lance Parr	X	Tim Cliffe (Earth Sci)		Christine Vicino (Occ Therapy)
	Tina Young (AOJ)	X	Mark Goodman (Earth Sci)		June Yang (Phil/ Rel Studies)
X	Jennifer Carmean (ASL)	X	Oralee Holder (English)	X	Ross Cohen (Physics)
	Jamie Gould (ASL)	X	Tony Ding (English)		Brian Carter (Physics, Astr. Ph Sc)
	Israel Cardona (Behav Sci)		Kirin Farquar (English)	X	Brian Jennings (Polit Economy)
X	Sky Chafin (Behav Sci)	X	Sue Jensen (English)	X	Todd Myers (Polit Economy)
X	Maria Pak (Behav Sci)	X	Adelle Schmitt (English)	X	Lorenda Seibold-Phalan (Resp Ther)
X	Virginia Dudley (Bio Sci)		Lisa Ledri-Aguilar (English)		Rebecca Handley (Resp Ther)
	Michael Golden (Bio Sci)	X	Chuck Passentino (ESL)		Beth Duggan (Theatre Arts)
	Michele Perchez (Bio Sci)	X	Nancy Herzfeld-Pipkin (ESL)		Craig Everett (Theatre Arts)
X	Brian Keliher (Bus Admin)	X	Barbara Loveless(ESL)		Pete Schmidt (Visual Arts & Humanities)
	Nate Scharff (Bus Admin)		Jim Tolbert (EOPS)		Gareth Davies-Morris (Visual Arts & Humanities)
	Linda Snider (BOT)		Sylvia Montejano (EOPS)	X	Jennifer Bennett (Visual Arts & Humanities)
	Barb Gillespie (BOT)		Beth Kelley (Exer Sci/Well)	X	Malia Serrano (Visual Arts & Humanities)
	Andy Biondo (CVT)	X	Jim Symington (Exer Sci/Well)		Edda Temoche-Weldele (World Lang)
	TBD (CVT)	X	Randy Abshier (Exer Sci/Well)	X	Virginia Young (World Lang)
	Cary Willard (Chemistry)	X	Laura Sim (Exer Sci/Well)		Yolanda E. Guerrero (World Lang)
X	Martin Larter (Chemistry)	X	Robert Henry (History)		Ruth Fatima Navarro (World Lang)
X	Diana Vance (Chemistry)	X	Devon Atchison (History)		
X	Angie Gish (Child Dev)		Angela Feres (History )		
X	Claudia Flores (Child Dev)	X	Priscilla Rogers (Inter Bus)		
X	Joel Castellaw (Comm)	X	Patty Morrison (Library)		

### GUESTS:

- Sheridan DeWolf, Interim Dean Career Tech Ed/Workforce Development

- Marlene Barr, DSPS Counselor
- Jeff Waller, Faculty Math Department, Curriculum Co-Chair
- David Milroy, Faculty French Department

**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.

**M/S/U** Morrison/Wirig

### **C. Approval of Minutes from September 19, 2011.**

A motion was made to approve the minutes from September 19, 2011 with the following corrections:

- **Addition:** the motion to move Information item D to an action item was made by Oralee Holder.
- **Additions:** to bullet points in Information item F:
- Leave in the overall score line; as there is no other area on the document for scoring other duties and work outside the classroom.
- The document will need grammatical cleanup; inconsistent wording.
- Under the "Organizational Skills"; "#2 Organization" of what?-doesn't make sense. The category is already organizational skills.
- Under "Teaching Skills"; "#3 Availability to students out of class"-doesn't make sense, how is that part of teaching skills?
- Timing of the self-evaluation due date would have to be coordinated to be useful.

**M/S/P** Wirig/Morrison

2 abstentions

## **II. PRESIDENT'S REPORT – Sue Gonda**

- Sue reminded Senators to send her items they wish to be announced in Senate.
- Update on Evaluation form: it is a work in progress. Input from both GC and CC Senates and the Deans is being worked into a new draft document that will be presented to the Senate.
- Angela Feres will be the new SLO Coordinator Assistant.
- The Districtwide Coordinating Educational Council (DCEC) has created an Alignment Task Force to work on alignment issues between GC and CC. The taskforce is comprised of the 2 Senate Presidents, the 4 Curriculum Co-Chairs (2 from each campus) and the counseling department chairs from each campus. **Postscript: The two Counseling Deans will also serve on this Task Force.**
- A screening of "Trevor," an Academy Award winning short film dealing with bullying issues in the LGBT (lesbian, gay, bi-sexual, transgender) community would take place on campus Thursday October 6, 2011 at 6:00pm in room 220. The screening was arranged by a student doing a class project.
- The Great California Shakeout, Earthquake Preparedness Drill will take place October 20<sup>th</sup> at 10:20am. Faculty should prepare for class interruption of approximately 20-30 minutes and classrooms will be evacuated. Question: Could we have a better way for everyone to know

when the drill is over? Sue will contact Tim Flood with the question. Tim will send an e-mail with instructions. **Postscript: There will be two loud bells: One to begin the drill; one to end it.**

- Sue reported on the Educational Master Plan Retreat. Attendees were able to review data regarding students: demographics, geographic areas, success rates, etc.... It was an opportunity to discuss and plan where GCCCD should be in 15 years, how to improve student success, and an exchange of ideas between GC, CC and District Services.
- Committee representatives still needed: Curriculum (meets most Tuesdays, 2:00-4:00), Student Services Program Review. (Participating in both of these Committees is a great way to learn about the college programs.
- Reminder: forums for the Student Services Restructure- Tuesday 2:00-3:00 room 220 and Thursday 10:00-11:00 in Griffin Gate.

### III. COMMITTEES

#### A. Honors Committee-John Oakes

John began by noting the GC Honors Program is in its 8<sup>th</sup> year and continues to be well received by students. Students must show evidence to qualify for Honors courses-- transcripts, 3.2 GPA, etc. The program has had an "Honors Contract" whereby any transferable course could become an Honors course by establishing an "Honors Contract" between the student and the instructor.

John explained that due to the current budget situation, designated Honors sections had been canceled. However faculty can offer a "hybrid course"--offer Honors spots within a course and utilize the "Honors Contract" for students to receive Honors credit on their transcript. John explained the process: Contact John or Gwentyth Mapes; make a request through the Department Chair and Dean; work with the chair, dean and Instructional Operations to set the number of seats for honors students; submit a schedule change form to the dean and Instructional Ops so that both a regular and Honors sections are scheduled for your class time and room.

Instructors develop additional curriculum for their Honors students, e.g., group projects (Henrietta Lacks Project), special essay questions during exams, extra research or reading, etc. Mt. San Jacinto College's whole Honors Program is based on hybrid courses and is very successful. John requested that instructors consider Honors slots for appropriate courses, noting that honors students enhance a classroom with highly motivated, hardworking students. There will be training on how to incorporate the Honors Program into courses and for more information faculty should contact him or Gwyneth Mapes.

In closing, John announced an event for students on October 13, 2011 4:00-5:30 in the Quad--the event is a collaboration with UCSD, the Counseling Department and the Honors Program to present transfer and research opportunities for students, scholarship and internship opportunities, and students that have transferred from GC to UCSD will be on hand. Mary noted that GC has the highest number of transfer students to UCSD. **(See additional information attached and at the Academic Senate website)**

#### B. Curriculum website-Jeff Waller

Jeff has been working on a Curriculum Committee website: [www.grossmont.edu/Curriculum](http://www.grossmont.edu/Curriculum). He reviewed the site and its contents: committee membership, how to do a curriculum proposal, course modifications, SLO modification, forms that are available, and a section on course prerequisites. Jeff asked that faculty send him any suggestions or comments. Senators expressed sincere appreciation and applause.

#### IV. ACTION ITEMS

None

#### V. INFORMATION ITEMS

##### A. Collegewide Professional Development Committee: Mark Goodman, Sue Gonda

Using a Powerpoint slide show, Mark explained that the Collegewide Professional Development Committee (CPDC) was resurrected, together with additional Taskforce members, to comply with the mandates of Title 5 and to create a more robust, year-round program for all employees. (The form sent to the state by the FPDC co-chairs states that “A flex advisory committee including faculty, students, administrators, and other interested persons meets regularly to make recommendations (55730).” The form is available for viewing at

<http://www.cccco.edu/ChancellorsOffice/Divisions/AcademicAffairs/FlexCalendar/ApplicationsandForms/tabid/741/Default.aspx>.)

The CPDC is made up of representatives from faculty, staff and administrators. The Taskforce researched models at other colleges with year round professional development opportunities to learn how the programs are implemented. Recommendations of the taskforce are (**NOTE:** the full document of Recommendations is attached):

- implement a Collegewide Professional Development Committee to support the three constituent groups (faculty, staff, and administrators),
- tri-chairs for the committee,
- FPDC will continue to plan faculty professional development and Flex Week.
- Faculty CPDC representatives in the future should be the same as those on the Faculty Professional Development Committee (FPDC) to maintain communication and continuity.
- The FPDC will collaborate with the other groups for Flex Week.
- CWPD will offer opportunities throughout the year. Mark noted that faculty is the only group mandated to have professional development and because of that it is very important to faculty and the FPDC that faculty not give up control of the planning of their professional development.
- The CPDC is a place where the three constituent groups (staff, faculty and administrators) exchange ideas to be placed on the calendar, but the three constituent groups maintain control over their own activities.
- This is a proposed model/pilot program and can be adjusted after one year.
- A Professional Development Coordinator position will be created, beginning next semester, to implement professional development for all three constituent groups, per the CPDC. The coordinator will be a faculty member with full release time for the position. There will be a fulltime administrative assistant for CPDC

Senators raised concern about the CPDC overseeing, or being in charge of, the FPDC. Mark noted that the FPDC co-chairs and former co-chairs have collaborated extensively about the “Recommendations” document from the CPDC. There have been several meetings to address faculty concerns and ensure the Academic Senate’s “10+1 rights” under Title 5 in this academic and professional matter. It was noted that the Faculty Professional Development committee could no longer operate alone, as the State guidelines mandate a collegial consultation process. Mark reiterated that faculty control over their professional development has been a major concern and an item for which he continues to advocate.

Mark reported that the taskforce discussed a budget for faculty development; looking at the last four years, they determined that \$5600.00 was the largest amount spent, but noted that budget language is such that neither the CPDC nor the FPDC will be tied to that amount. The process is designed to allow opportunities for adjustments and to have projects funded by the CPDC outside of Flex Week when funding is available.

In response to questions, Mark repeated that the FPDC will maintain control of priorities and decisions for the Flex Week calendar. Sue noted there would be no new costs to the college associated with this new position: .4 release time from FPDC co-chair and CATL coordinator positions (total .8) will be used, together with an additional .2 release from Presidential discretionary time. The Coordinator will have a fulltime administrative support person, who will be a transfer from another position in the college. While the FPDC chairs will no longer have release time, their most time-consuming duties of coordinating the follow-up details of the calendar and handling reservations, paper work, evaluations, etc., will be taken over by the new Coordinator and assistant.

A draft of duties (attached) and the selection process for the Coordinator are still being worked out. Nadra Farina-Hess (on behalf of CATL) and the FPDC co-chairs contributed to the list of duties, based on those listed in their own requests for reassigned time. Sue noted that **faculty should begin to think about possible candidates for the position**. Sue noted that the process for selecting the Coordinator had not been established yet, but the Senate would be involved in the process; either by appointing or approving the Coordinator. Discussion occurred regarding different possible scenarios for the release time. Sue reported the duties of the position and process will be distributed to the Senators.

In closing Mark noted that the program would need the endorsement of the Academic Senate and that the hope is to have a transition to this new format this spring.

**B. Division Reps for Faculty Professional Development Committee: Mark Goodman, Sue Gonda**

Sue briefly explained that the Collegewide Committee would consist of faculty divisional representatives who were also members from the FPDC. This means that the FPDC should be consistent with all other Senate Committees in divisional representation. If there is more than one faculty member from a division who would like to remain active in FPD, then they are welcome to participate as alternates, in the event that a FPDC member cannot continue to serve.

Meeting Adjourned at 12:20 pm

Next meeting is scheduled for October 17, 2011 at Griffin Gate 11:00-12:20pm

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."

# Honors Contract Instructions and Information

## Grossmont College

### What is an Honors Contract?

An honors contract enriches a non-honors class by establishing an intensive course of study for a deeper understanding of the class. An honors contract also encourages student creativity through creation of alternative projects and close consultation with the instructor. In order to create an honors contract, the instructor and student discuss and agree upon assignments, projects and criteria according to the guidelines given in this packet of materials. Unit credit remains the same as for a regular class, but the honors designation is provided in the transcript.

### What are the Benefits?

An honors contract provides the following benefits and more:

- Students explore a subject of interest to them in greater depth through creative projects, laboratory work, library research, service-learning and/or consultative research with other agencies.
- Students will have an enriched curriculum which will give a more global perspective, increase awareness of the importance of research, and develop leadership skills.
- Students will have opportunities to publish and present their work through the HTCC conference and other avenues.
- Students will have an edge when transferring through honors transfer agreements.

### How Do I Initiate an Honors Contract?

As a student who wants to do an honors contract, you, along with your instructor, are responsible for moving through the following process:

- Come to an agreement with your professor to do the honors contract together.
- Create an honors learning contract syllabus with your professor with a written summary of specific in-depth assignments beyond the regular course curriculum. Criteria for these assignments are included below.
- Documents must be submitted to the Honors Program Coordinator, John Oakes (room 3226 or in the GC mail room) by the end of the third week of the semester. No exceptions. Documents to be submitted will include:
  - Honors Contract form, signed by the instructor (see below)
  - Regular course syllabus
  - Honors learning contract
  - Attributes/Criteria form (see below)
  - Evidence of honors program eligibility or completed honors program application (see form below).
- If your application is accepted, you will be reassigned by the registrar to a different section of the same course—one which is designated as honors. This is done by the Honors Program and is not your responsibility.

### Questions?

**Forms:** Honors Contract forms and the application for the honors program are available for download at [www.grossmont.edu/honors](http://www.grossmont.edu/honors).

For any questions about the process or advice about how to put together an honors contract, contact John Oakes (room 3226, college extension 7345, [john.oakes@gccd.edu](mailto:john.oakes@gccd.edu))

## **Attributes/Criteria for an honors-credit worthy contract**

As a rule of thumb, students should anticipate investing approximately  $\frac{1}{4}$  to  $\frac{1}{3}$  more effort in order to earn the honors credit. The contract submitted by the student must incorporate some of the attributes below, as compared to the non-honors course.

Student and instructor circle the items from the list below, certifying which apply to the honors contract, adding others if applicable:

1. higher degree of student participation and involvement in the class.
2. higher standards of performance than expected of regular students.
3. more advanced supplemental reading, especially from primary sources.
4. more opportunities for writing, and at a higher standard.
5. more opportunities for student presentations to the class or to campus audiences.
6. greater enhancement of skills in critical thinking, analysis and interpretation of course material.
7. greater depth and/or breadth of subject matter investigation, especially requiring synthesis of different points of view.
8. more opportunities for student-conceived research.
9. use of resources or consultants from beyond the campus, such as university libraries, interactions with business leaders and so forth.
10. opportunities for publication or public presentation of work.
11. integration of ideas from a variety of sources, particularly in cross- or interdisciplinary contexts.
12. community-based experiences: field trips, interviews, cultural events, service.
13. leadership in the classroom: leading study groups, class discussion, assisting faculty in preparation and delivery of instructional material.
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

### **Notes to Instructors on Developing Honors Contracts**

1. If you are interested in your students doing honors contracts, consider mentioning that fact in your course syllabus.

2. It is the student's responsibility to initiate the writing of a contract and to submit all forms to the Honors Coordinator.
3. The Honors committee will look carefully at the honors contract proposal, but it will be assumed that primary responsibility for making the contract honors-worthy will lie with the instructor.
4. Credit for the honors-specific work should be included with credit earned along with the other students in the rest of the course to compute a single overall grade. A suggestion is to make the honors work count for 20-25% of the total grade as we state in the note to the students that the honors work will be an additional  $\frac{1}{4}$  to  $\frac{1}{3}$  more effort above and beyond the regular work for the course.
5. Be aware that your honors contract student will be formally enrolled in a separate section of the course. This is done by the Honors Program and is not your responsibility. His or her grade will be submitted along with the rest of the students in the class and will not require any extra paper work on your part.

### **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 Collegewide Professional Development Committee (CWPD) will continue to support, develop and provide activities and events that fulfill the development needs of all constituent groups. CWPD 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 CWPD committee.
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 CWPD committee 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 CWPD committee 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 CWPD committee 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. Based upon funding availability and need, access to additional funds for each constituent group may be available through CWPD.
6. Each constituent group will develop a work group/committee that will advance the needs of that constituent group in concert with the CWPD committee. The CWPD relies on each constituent group to determine the needs and programming for their professional development.
7. During these challenging economic times, pilot a new position to coordinate the wide array of professional development offerings will be filled by a faculty member on full release. 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. During these difficult budget times, the current funding for release time associated with professional development and other funds will be utilized to implement the structure, above.
9. After a pilot period, the effectiveness of the structure and positions will be examined and improved utilizing evaluative methods and constituent feedback.
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 CWPD, FPD and work groups focused on providing exceptional professional development at GC year-round for all employees.

## **DRAFT: Professional Development Coordinator Duties, Grossmont College**

### **Direct responsibility of the Collegewide Professional Development Coordinator (PDC):**

1. Participate with committees that support the staff development process on campus (e.g., Collegewide Professional Development, College Recognition, WACC, Distance Education).
2. In conjunction with CWPD and constituent groups, monitor and approve staff development budget expenditures.
3. Work with Cuyamaca's and District Services' Professional Development Coordinator as appropriate.
4. Create and update a year-round professional development calendar including flex week schedules.
5. Oversee and coordinate all Professional Development webpages.
6. Coordinate staff development facilities needs (classrooms, tables, equipment with Campus Facilities and Grounds and Instructional Operations).
7. Serve as point of contact for professional development needs with TTLC, ITAC committees, the Distance Education subcommittee, and [www.4faculty.org](http://www.4faculty.org).
8. Assist in marketing and publicizing professional development offerings for all constituent groups.
9. Facilitate each semester's Flex Week President's Convocation morning with the office staff, the Grossmont Foundation, IMC, and functional participants.
10. Advise and consult with the Division of LTR, the Distance Education Committee, and other departments for technical up-grade opportunities.
11. Assist in design, distribution, and tabulation of surveys to gauge topics of interest for year round professional development (include distance education opportunities, pedagogy-related, discipline-specific, leadership, mentoring.)
12. Serve as the primary contact for state and national agencies and institutions offering development activities.
13. Send a Semester Summary Report to the college president and Academic Senate.
14. Oversee tabulation, publication, and delivery post-flex week evaluation booklet for Vice-Chancellor of Human Resources to meet state reporting regulations.
15. Continue development of on-line flex week workshop proposal form.
16. Attend conferences and seminars related to professional training and technology.

### **Shared responsibility among the FPDC and the PD Coordinator:**

1. Construct and coordinate August and January flex week calendars.
2. Form and maintain a committee composed of faculty members, seek senate approval for their membership, lead screening and selection of topics and presenters for flex weeks.
3. Recruit presenters for staff development workshops and activities from faculty, classified, and administrative ranks.
4. Respond to telephone, e-mail, internet, and correspondence queries on staff development matters, processes, opportunities, clarifications, and legalities.
5. Design a full and pertinent schedule of staff development activities for adjunct faculty.
6. Create programs and activities to solve unique problems and needs.
7. Clarify responsibilities and prerogatives of Faculty Professional Development Committee to faculty and administrative inquiries.
8. Plan and organize Grossmont and Cuyamaca joint Faculty Professional Development activities

**Direct responsibility of the FPDC:**

1. Award faculty professional (flex) credit as per state and local guidelines.
2. Evaluate the effectiveness of the PDC.
3. Maintain an effective and campus-wide representative committee of active members who keep aware of best practices in Faculty Professional Development.
4. Determine what workshops and topics are in demand among Grossmont College faculty.
5. Participate with the Collegewide Professional Development Committee and the PDC to share the viewpoint and current needs of the faculty.
6. Evaluate the effectiveness of the Flex Week experience and take action to ensure this is the best it can be.
7. Meet and communicate on a regular basis
8. Communicate with State-wide FPDC's to ensure that our activities are at least on a par with other colleges throughout the state.
9. Ensure that Grossmont College is meeting all the legal state requirements for Flex Week and Faculty Professional Development