

Academic Senate Grossmont College

Minutes of the Academic Senate – April 30, 2012

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

GUESTS:

- Denise Schulmeyer, Professional Development Coordinator

- Sheridan DeWolf, Interim Dean Career Tech Ed, Workforce Development
- Michael Reese, Dean Math, Natural Science, Exercise Science and Wellness
- Beth Smith, Math Faculty, ASCCC Vice President

RECORDER: Rochelle Weiser

I. CALL TO ORDER (11:05)

A. Public Comment

David Milroy: Come to the screening of the 1939 film “Juarez” with Paul Muni and Betty Davis, about the 19th century Mexican revolutionary Benito Juarez. The screening will take place May 3 at 3:30pm, room 220 as part of the Cinco de Mayo celebration on Campus.

B. Approval of Agenda

A motion was made to approve the day’s agenda.

M/S/U Wirig/Flores

C. Approval of Minutes from April 16, 2012.

M/S/U Lambe/Fielden

II. PRESIDENT’S REPORT – Sue Gonda

- Sue shared a “You Tube” video from History faculty who are working (with Media Comm students) on a collection of oral histories to celebrate GC’s 50th Anniversary. The theme in these interviews: GC teachers are amazing!
- Sue introduced Pat Murray, GC classified staff member, who is receiving the State Chancellor’s Office Classified Employee of the Year Award. To a standing ovation, Pat thanked everyone for their support and voiced her excitement at receiving such an honor. Pat noted it is the people at the college and the district that make students want to keep coming to Grossmont. True to form, Pat announced “Bike to College Day,” and she will be biking to work that day and also raising funds for the Tri-Athlon club on campus; people could sponsor her for each mile she completes.
- Sue announced that the District has hired an outside consultant, Dr. Rocky Young, former chancellor of the LA District, among other positions. He has an impeccable reputation among both faculty and administrators with whom he has worked as a knowledgeable, fair expert in allocation of funds in the CCC System. He will make recommendations about a new GCCCD funding allocation formula with a district task force made up of 3 representatives from each of the colleges and the district. GC reps: Dr. Sunny Cooke, Tim Flood, and Jeff Lehman. A few senators expressed concern over the cost of an outside consultant; Sue noted that the district and colleges want an outside resource to create a fair and equitable process. Oralee reported that the members of the Strategic Planning and Resources Council had received an outline of info for the meeting process and thought it might be helpful for the Senators to see it. Sue will send it out to the Senators with some additional context/explanations. **[SEE ATTACHED]** Senate will receive updates on the process.
- Brief report from the Spring Plenary Session: 1- representatives from each department are needed to help get your courses assigned a C-ID number. Colleges give courses with the same catalog description different names and numbers; the C-ID number allows “like” courses to be identified system-wide so students get the proper major or GE credit when they transfer or attend more than one college. 2-The ASCCC will be examining district governance structures throughout the State and their effectiveness;

III. COMMITTEES

A. Curriculum Committee-Jeff Waller

Jeff gave a review of the work the curriculum committee has done: 41 course deletions, 9 course additions, 71 course modifications, 2 degree deletions, 2 degree additions, 15 degree modifications, 2 certificate deletions, 3 certificate additions. A District Alignment Task Force created an alignment process; while it isn't perfect (it could use some clarification about communication between departments in the Initiation stage), it pretty much captures what we need, [SEE Alignment Process and Alignment Form, attached] Curricunet will replace some of this process, because there will be no forms, and hopefully it will help everyone understand exactly where proposals are in the curriculum process. Some upcoming work for the committee: a Curriculum Handbook--to help guide faculty in the process; incorporate our alignment process into the new Curricunet system; bringing Curricunet on board in the next 9 months--integrating it into the process and training faculty to use it; bringing course outlines up to date; re-creation of a GE task force to review the GE package and align it with State requirements.

IV. ACTION ITEMS

A. BP/AP 3060-Institutional Code of Conduct

Sue asked for a motion to put the BP/AP on the table for approval.
M/S Morrison/Guerro

Sue reviewed BP/AP 3060 Institutional Code of Conduct. Mary noted that board member Bill Garrett commented he is in favor of the AP/BP and noted it is long over-due. Sue noted there is also a "Standards of Student Conduct" policy as an information item on the day's agenda.

Motion passed.

B. BP/AP 3540-Sexual/Other Assaults Occurring on District Property

Sue asked for a motion to put the BP/AP on the table for approval.
M/S Flores/Wirig

Sue reviewed the BP/AP. It was noted that on campus counseling was not listed as a resource for victims as GC does not have counselors who are specifically trained for sexual assaults. It was noted a Counseling resource list for referrals is available on the Counseling website; Sue noted she would forward the link to Senators. [ADDENDUM: The list was also sent to all faculty after the meeting.]

<http://www.grossmont.edu/counseling/PERSONAL%20COUNSELING%20REFERRAL%20LIST.pdf>

Motion passed.

V. INFORMATION ITEMS

A. GCCCD Online success website-Chris Rodgers

Chris reported that the Online Success Website committee was a subcommittee of Distance Ed Committee and had been formed when the District website was updated. The Online Success Website committee reviewed the original site and made changes to update it to be more useful to faculty and students. Chris asked that the Senators take a moment to visit the site, share it with other faculty members and consider putting it in their syllabus:

<http://www.gcccd.edu/online/>

Chris asked that anyone with questions or suggestions can e-mail him.

B. Distance Ed Plan-Janet Gelb & Kerry Kilber

Janet introduced the draft Distance Ed Plan. She reported the draft needed to go through the various constituency groups prior to being adopted. Kerry explained that the DE Plan was a set of objectives and goals for DE. Some discussion followed; a few items mentioned were:

- Under objectives item “E”; some were concerned about awarding certificates or attaching any requirement to teaching online. Kerry noted that these items were already changed, but those changes didn’t make it into this draft.
- Under objective item “I” incentives for faculty developing online courses; this item is still under discussion and might involve professional development credit.

Denise noted that spots are still available for the June 4-July 13 online course ““Developing an Online Course.”” Kerry and Janet noted the DE Plan would return as an action item and asked the Senators to consider whether or not it should be included in the Tech Plan or remain separate.

C. New and Revised Board Policies and Administrative Procedures

BP/AP 4020 Program, Curriculum & Course Development
BP/AP 4102 Occupational/Vocational Technical Programs
BP/AP 4105 Distance Education
BP/AP 4260 Prerequisites and Co-requisites
BP/AP 5010 Admissions and Concurrent Enrollment
BP/AP 5500 Standards of Student Conduct

Sue reviewed each of the BP/AP’s noting the updates, changes and new items. BP/AP 4260 is still under discussion about whether to include content review with statistical validation for cross-discipline pre-requisites and co-requisites.

In closing Sue commented that the process for working with Dr. Rocky Young as an independent reviewer was created in order to create a transparent and fair system for allocation of funds.

Meeting Adjourned at 12:10 pm

Next meeting is scheduled for May 7, 2012 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.”

(President's Report Item)

Suggested Formula Goals for any allocation formula

1. **Treat all three sites fairly** – Treat the colleges with equity so the colleges can each maintain an appropriate level of instruction, student and support services taking into account the size of the institutions both current and in the future. Treat the district fairly so they can maintain the appropriate level of services that the colleges, community and Governing Board expect. It should avoid off the top allocations which treat individual sites inequitably.
2. **Be adaptable** – The formula should work appropriately in times of growth and in times of reduction. It should take into account the actual structure cost increases all sites realize each year regardless of the fiscal turbulence of the state economy.
3. **Encourage and reward prudent stewardship**– The formula should be built to encourage and reward fiscally prudent and efficient expenditure of funds. Colleges should retain ending balance funds to allocate towards critical strategic planning initiatives and projects identified through the shared governance processes. By allowing the retention of funds, efficiencies are encouraged and rewarded.
4. **Encourage and Reward an entrepreneurial spirit.** The formula should be built to support and reward entrepreneurialism at the sites giving freedom to seek and retain outside grants and additional income generated at the campus level.
5. **Easy to Understand** – The formula should be easily understood and explained. It should follow state model recommendation while taking into consideration the goals of the previous 4 bullet points.

Summary of Stated Issues with Current GCCCD Allocation Formula

Both Grossmont and Cuyamaca have problems with the current allocation formula. For one thing, it is massively convoluted and difficult to understand. The following items are from Grossmont's perspective only and do not include Cuyamaca's goals for a growing, self-sustaining institution. This list also touches upon unexpected outcomes of the formula. Some may not be possible to address, but the hope is that a fair formula would take away issues that would pit the two colleges against each other.

Economy of scale, official and unofficial (or unintended)

- Growth and COLA must be realized at Adopted Budget time. Once adopted budget is set, there is no mechanism to retroactively go back to adjust. This has hurt in times when the state is late in announcing growth or COLA.
- The \$607,000 is over the difference between the college size step allocation increases of \$500,000.
- Staffing allocation of \$1,200,000 per site actually results in an unofficial economy of scale by which Grossmont partially funds Cuyamaca's staffing plan.
- Through an aggressive expansion of one campus, funds allocated for classroom maintenance that are allocated by sq. ft. have shifted. There is no accounting for age and usage differences
 - Grossmont has 378,947 asf which equals 28.6 asf per FTES, or 31.9 asf per goal FTES

- Cuyamaca has 331,329 asf which equals 61.6 asf per total FTES, or 63 asf per goal FTES
- While there is an economy of scale for funding there is no adjustment for the discrepancies of managing and running a larger institution in some areas.

Allocation of district wide costs

- Grossmont funds maintenance of district buildings.
- Grossmont funds custodial and other operational staff services for district buildings.
- Grossmont funds the utility costs for the district buildings and the district I.S.'s infrastructure power needs of running and cooling the district wide server farm 24/7.

Allocation of income

- FTES allocated using a blended rate, not using the state rate for credit and non-credit classes. This has caused imbalances and contributed to inequities in times of growth and contraction.
- Grossmont College has 69.34% of the work load and received 59.44% of the income; Cuyamaca produces 30.66% of the work and received 26.35% of the income.
- Costs allocated by total FTES (Grossmont pays 70.33% of district wide costs to Cuyamaca's 29.67%), but income is allocated by resident FTES (Grossmont receives 69.34% to Cuyamaca's 30.66% of the income prior to funding district and dedicated income)
- Grossmont receives less net allocation per goal FTES even with dedicated income included
 - Grossmont - \$4,828 per goal FTES
 - Cuyamaca - \$5,074 per goal FTES
- Currently there is no accounting for cost intensive programs such as Nursing, CVT, Anesthesiology, Automotive, Ornamental Horticulture, etc.

(III A: Curriculum Report)

ALIGNMENT PROCEDURES FOR COURSES AT GROSSMONT AND CUYAMACA COLLEGES

STEP 1: Before developing a course outline, notify the other institution of your intent to develop the course by using the Curriculum Initiation Notification Form.

STEP 2: Using the following guidelines, identify your intent from the following selections:

- Course additions for programs that exist at both colleges
 - If the other college already has the course, then
 - Submit a Course Alignment Verification Form
 - The initiating department will be responsible for including the course outlines from each college when curriculum packets are submitted to the appropriate dean.
 - If the other college does not already have the course, then
 - Submit a Curriculum Development Letter of Intent
- Course modifications for programs that exist at both colleges
 - If the other college also has the course, then
 - Submit a Course Alignment Verification Form
 - The initiating department will be responsible for including the course outlines from each college when curriculum packets are submitted to the appropriate dean.
 - If the other college does not already have the course, then
 - Submit a Curriculum Development Letter of Intent
- Course deletions for programs that exist at both colleges
 - Submit a Curriculum Development Letter of Intent
- Course additions, modifications, and deletions for programs that exist at one college
 - No action needed beyond the local college curriculum approval process

STEP 3: All curriculum alignment items requiring action from both curriculum committees must be approved by both committees prior to being sent forward as part of the Governing Board curriculum docket item.

MEDIATION PROCESS FOR FACILITATING ALIGNMENT ISSUES

When alignment issues arise that cannot be resolved by the discipline faculty, their chairs/coordinators, and their counterparts at the other college, the following process will be used to address the situation:

1. The faculty initiator will send an email detailing the alignment issue to the Curriculum Committee co-chairs, pertinent deans, and department chairs in both colleges.
2. Upon receipt of the email the Curriculum Committee co-chairs at the initiating college will begin a dialog with all appropriate stakeholders to facilitate a resolution of the alignment issue.
3. If successful, the recommendations for resolving the issue will then go through the usual procedures for curriculum approval to ensure that there are no unforeseen or negative consequences for students or college processes. When both curriculum Committees have voted to approve the recommendations, they will be forwarded to the Governing Board as part of the curriculum docket item.

In the event that this mediation fails to resolve the conflict, the proposed addition or modification will be withdrawn and the already existing course will remain in place.

COURSE ALIGNMENT CRITERIA

IDENTICAL ITEMS:

- Subject
- Subject number
- Units
- Hours
- Title
- Prerequisites or co-requisites
- Degree applicable/non-degree applicable status
- Baccalaureate/Basic Skills designation
- General Education designation request

VERY SIMILAR ITEMS:

- Recommended Preparation
- Course Description
- Course Objectives
- Course Content

VARIABLE ITEMS:

- Instructional Facilities
- Method of Instruction
- Method of Evaluation
- Outside Class Assignments
- Required Text

Comments:

Signature

Position/site

Date

Comments:

Signature

Position/site

Date

Comments:

Signature

Position/site

Date