

MINUTES OF THE ACADEMIC SENATE

Grossmont College

Monday, November 3, 2014 in Griffin Gate, 11:05 – 12:25

Attendance: Randy Abshier, Joan Ahrens, Shina Alagia, Liz Barrow, James Canady, Israel Cardona-Gerena, Brian Carter, Zoe Close, Ross Cohen, Gareth Davies-Morris, Marion de Koning, Nadra Farina-Hess, Claudia Flores, George Gastil, Janet Gelb, Sue Gonda, Tate Hurvitz, Brian Keliher, Helen Liesberg, Barbara Loveless, Lisa Maloy, David Milroy, Jane Nolan, John Oakes, Michael Perez, Terrance Reilly, Gregg Robinson, Priscilla Rogers, John Scholte, Denise Schulmeyer, Robin Sepulveda, Jade Solan, Scott Therkalsen, Christi Vicino, Paul Vincent, Peggy Wells, Cary Willard, Evan Wirig, Jessica Woods, Memorie Yasuda, Tina Young. **Guests:** Victoria Curran, Beth Smith. **Recorder:** Tyler Dranguet.

I. Call to Order – Sue Gonda

A. Public Comment

Gregg Robinson is looking for individuals to sign a petition to have CalSTRS board member Sharon Hendricks' put onto January's ballot for reelection. Individuals interested in signing the petition should contact Gregg at gregg.robinson@gcccd.edu.

B. Approval of Agenda

M/S/U Wirig/Gastil

C. Approval of Minutes from October 20

M/S/U Flores/Abshier

II. Action Items

A. Evaluation Form for Online – Sue Gonda (Attachment A)

A new, two-page evaluation form for online courses is nearly identical to the face-to-face evaluation form with a few minor changes to P.1 and the attachment of P.2, "Online Teaching Skills." The second page reflects the guidelines of best practices for online teaching advised at the State level and encompasses Grossmont's philosophy in the online ed program, "Quality Matters." The list is not a checklist; it is give evaluators examples of what qualities to look for in each of the major areas of teaching skills, as indicated in the main bullets. Those bullets correspond to Title 5's mandate for "regular and effective contact hours" and university design components that adhere to Section 508 Compliance of the Americans with Disabilities Act. Soon, there will be training on how to do online evaluation as effectively as possible. Many individuals expressed the need for this new evaluation form and praised the form, particularly evaluators who have never taught courses online before. The online form is a parallel tool to the classroom form; it is a compromise between using the exact same form as face-to-face evaluations OR having something entirely different for online courses. Page one is almost exactly the same and page two includes examples of ways that faculty members can meet evaluation criteria online. Senate agreed to adjust the word "Example" at the top of page two and create an asterisk that makes it clear that all the sub-bullets are examples of ways the skills may be exhibited but are not limited to those examples.

Motion to pass the Evaluation Form for Online.

Willard/Wirig, 25/8/6. Motion passed.

III. Information Items

A. Senate President Candidate Statements of Tate Hurvitz and Cary Willard

[ADDENDUM: Thanks to these two smart and brave souls for running for this position! Congratulations to Tate, and a warm thank you to Cary for all your college service.]

- **Tate Hurvitz**

Tate Hurvitz has spent nine years at Grossmont College. He believes what is best for the College is the shared set of values and commitments that faculty share about helping students. It's the common ground and awareness of this common ground that makes the Academic Senate such a powerful group. Tate feels that Grossmont is currently experiencing a "once in a decade moment" with the big changes and projects that are coming and converging on campus. This is a time of opportunity for the College that needs a shared set of values and beliefs. Tate believes that with a shared, common vision that the Academic Senate could become a leading force and achieve even greater things.

- **Cary Willard**

Cary has been at Grossmont College for twenty-three years and is excited about the possibility of moving into a leadership role as Academic Senate President. She has previously acted as interim dean for her division, department chair for the Chemistry department, and outreach programs here at the College. She feels that her experience has given her a good perspective to see both the faculty and administrative viewpoints and feels that it will be an advantage to her if she is elected. Cary sees the Academic Senate as a collection of some of the best teachers and faculty members with a wealth of knowledge and problem-solving abilities. With the current leadership transition, Cary would like to introduce the new College president to Grossmont's culture. She would also like to address important topics such as curriculum, student equity, and other important challenges and she sees the Academic Senate playing an important role. With issues like cross-discipline prerequisites, Cary would like to use Academic Senate knowledge to help navigate this issue and move forward. She wants to keep Grossmont the best College it can possibly be and let people be heard.

B. Process for Hiring the College President per Administrative Procedure 7111

AP 7111 explicitly states how the process of hiring the College president should be facilitated. The two co-chairs of the presidential hiring committee will be Tim Flood and Sue Gonda. The committee is currently looking for two individuals who have previous experience working directly with a college president and the procedures associated with such a position or related experience. If more than two people volunteer, the individuals will be chosen using the [Criteria for Committee Appointment](#) on the Academic Senate website.

C. Equity Plan – Beth Smith

Feedback and input are currently being accepted for the College's Student Equity plan which is due to the State by December 9th. The goal of equity is to help all different types of people become successful students and help lead them toward the completion of their goals. If some groups of students are experiencing disproportionate impact and are not completing these goals at the same rates as other students, the disproportionate impact needs to be addressed. The State is not only mandating us to address the gaps but is giving the colleges money to implement strategies. The College looks at many areas to determine if disproportionate impact is occurring including age, gender, ethnicity, veteran status, socioeconomic status, foster youth status, and disability status. Equity is not synonymous with equality and sometimes unexpected results occur from different attempts to treat students equally. Disproportionate impact does not happen intentionally, but according to Title 5, it must be addressed and explained. There are six areas that the College looks at to determine where disproportionate impact may be occurring:

1. Access and Participation Rate – Does the College's demographics mirror that of the communities that it serves?

2. Course Completion – Are students completing their courses?
3. ESL and Basic Skills – Are students successfully finishing BSI courses?
4. Persistence and 30+ Units – Are students attempting courses for at least three semesters and completing thirty or more units at the same success rates?
5. Certificates, Degrees, and Transfers – Are students attaining certificates, degrees, and successfully transferring to four-year institutions at the same rates?
6. CTE Completion – Are students successfully completing coursework that will assist them in become gainfully employed at the same rates?
- 7.

The College's Male and Hispanic access and participation is low and does not match the local community proportions. African-Americans and foster youth are currently disproportionately impacted in the area of course completion. Hispanics, Pacific Islanders, Filipinos, and foster youth are currently impacted in terms of persistence and the attainment of thirty or more units. All groups are currently being impacted in the area of certificates, degrees, and transfers to four-year institutions. All groups are also being affected in the area of Basic Skills. There are already some policy and practice changes that are being implemented to address student equity issues, including the implementation of the Pathways program across the College. Once the plan is complete, there will be many opportunities for individuals to be further involved in Student Equity. Training will also be provided on disproportionate impact and equity awareness. A new leadership position responsible for SSSP and Student Equity may also become available in the future. The College's approach to Student Equity is to take a holistic approach and invest in human capital. We are currently in the process of collecting more research and information from students so that the dollars the College receives can be leveraged in the best and most effective ways possible.

Meeting adjourned at 12:25pm.

Next Meeting: Monday, November 17, 2014 at 11:00-12:20 in [34-150](#).