

**MINUTES OF THE ACADEMIC SENATE**  
**Grossmont College**  
**Monday, May 18, 2015 in Griffin Gate, 11:05 – 12:15**

**Attendance:** Randy Abshier, Joan Ahrens, Liz Barrow, James Canady, Jennifer Carmean, Brian Carter, Zoe Close, Ross Cohen, Judd Curran, Gareth Davies-Morris, Marion de Koning, Nadra Farina-Hess, Angela Feres, Claudia Flores, Sue Gonda, Tate Hurvitz, Cheryl Kerns-Campbell, Michael Lambe, Jeff Lehman, Barbara Loveless, Lisa Maloy, David Milroy, David Mullen, Todd Myers, Shirley Pereira, Gregg Robinson, Priscilla Rogers, John Scholte, Denise Schulmeyer, Scott Therkalsen, Christi Vicino, Peggy Wells, Cary Willard, Evan Wirig, Susan Working, Memorie Yasuda, Tina Young.

**Guests:** Augustin Albaran, Dave Dillon, Angie Gish, Sarah Moore, Robin Sepulveda. **Recorder:** Tyler Dranguet.

**I. Call to Order**

**A. Public Comments**

**1. *OEI Report – Brian Keliher***

Brian completed his report on the OEI and strongly encourages faculty to read it so that they can be better informed about what the OEI does and how he believes it will affect the College. No colleges are required to put courses onto the OEI, but he is concerned that colleges will not be able to prohibit students from using the Exchange. Brian strongly encourages that the OEI be brought back up as a topic of discussion next academic year.

**2. *Distance Education, OEI, and Online Certification –Katrina VanderWoude***

On May 29<sup>th</sup> a follow-up training session with Dr. Matt Calfin will be held. Attendees will be able to work with Blackboard to create engaging online content for students. This workshop is open to all interested individuals.

The College has been looking for alternative ways for faculty members to attain online teaching certifications before the Fall semester. In addition to options that have previously been made available to faculty, @One has offered to create a customized course for the College. [ADDENDUM: GC has been offering this course since this meeting.] The class will be four weeks long and can accommodate up to thirty participants.

On June 16<sup>th</sup>, the College will be conferencing with OEI to see what its current foci are and to see how the OEI is aiming to help online students. It is those initiatives that leaders at GC wish to investigate to improve online success for our students. It is an opportunity for the College to hear from the OEI leaders directly about what it is doing.

**3. *Chair Reassign Time – Judd Curran***

Chair Reassign Time was recently increased by approximately 24%. A spreadsheet was sent out in April and has since been approved. Chairs who also receive President discretionary reassign time did not receive increases for that discretionary time, because it is different from the contractual chair reassign time. If anyone is confused about reassign time, please contact your Dean.

**B. Approval of Agenda**

M/S/U Wirg/de Koning

**C. Approval of Minutes from May 4**

One amendment was to the minutes under the Proposal to Include a Statement of Inclusivity on Syllabi section. M/S/U De Koning/Canady

**II. President's Report – Sue Gonda**

**A. Certificates of Appreciation for Outgoing Senate Officers**

Certificates of Appreciation were given to outgoing Senate Officers James Canady, Marion de Koning, and Michael Lambe for their service to the Senate. Vice President Jeff Lehman and Senate Officer Cary Willard

were also recognized for their continued service with the Academic Senate. Sue was presented with a Certificate of Appreciation by Jeff Lehman for her dedication and service as Academic Senate President.

**B. Hiring Additional Full-Time Faculty From Ranked List**

The top nine positions ranked by the Planning and Resources Council for full-time faculty hires were: Anthropology, Mathematics, Administration of Justice, English, ESW Football, Astronomy, Biology, Music, and Theatre Arts. The budget for 2015-2016 is very tight, so the number of full-time hires that the College will be able to make [was still unresolved as of this May meeting]. Chairs for departments listed should consult their Deans about their ability to hire.

**C. Financial Aid Follow-up**

- Students receiving Financial Aid must maintain an overall 2.0 GPA overall per term and are restricted to six full-time years or 12 full-time semesters of Financial Aid to complete their educations.
- FA students must follow the Federal guidelines regarding “Pace of Progression” which requires that students receiving Financial Aid must complete at least 79% of their units attempted. This is monitored each semester.
- FA recipients are monitored for unusual enrollment history and patterns. If a student receiving Pell Grants or Direct Loans enrolls, then stops out, appears at another college and stops out, then that student will be flagged for unusual enrollment. Students flagged in this way must justify why they switched schools if there was no course completion at the prior colleges. If they cannot satisfactorily explain why they did not successfully complete coursework at previous colleges then the student may be denied Financial Aid at the new college.

**D. Census Date as Last Day to Add Classes**

The College currently does not have an *official hard* deadline to add classes and students are still bringing Add Cards to Admissions and Records in the eleventh week of classes, creating problems for offices and committees campus-wide. **This also means that unregistered students are in instructors' classrooms for almost an entire semester. This is a huge liability for the College, so instructors should not tell unregistered students that it is fine to sit in a class until another student drops and a seat becomes available.**

Students cannot use inability to pay fees as a valid excuse for enrollment issues. The Cashier's Office makes a variety of payment options available to students. Students just need to communicate with the Cashier's Office to make the alternative payment arrangement.

An official, hardline date to add classes is currently being discussed. This proposal may make Census Day the last official day to add classes with a one week petition period for students in exceptional circumstances. Petitioning students would have to initiate the petition process and provide a signed add card from faculty.

**E. Next Year's Budget**

The College's budget for the 2015-16 year is tight due, among other things, to additional STRS and PERS costs by the College and District. The College is, however, receiving restricted funds from both SSSP and Equity. One way it will help our students is to hire new staff members at the district level that aid student success. In the Information Systems Department, there will be two individuals hired through SSSP funds (one for each college), and those individuals will work with student services on new technology and software implementation to streamline and facilitate the needs Student Services departments. Both colleges' Equity funds will also be used to hire two individuals (one for each college), to work with Chris Tarman (District Research, Planning...) on College research and reports. The State requires the colleges to report detailed data on the number of students (and how they are) served with SSSP and Equity funds, but RPIE does not have the capacity to complete this vast amount of work with the current staff in the RPIE Office. This new hires will assist Chris with both internal and external data requests for the College.

**F. Degrees & Certificates**

Grossmont students received over 3,300 degrees and certificates this year. This number is up 2.5% from last year.

**G. GradGuru**

GradGuru, a mobile application for Android and Apple devices came in early June. This app pushes out notifications to students, reminding them of important deadlines.

**H. Counseling & Student Services**

Counseling has restructured and expanded to be able to serve up to 300 students per day. Students have said they are happy with Counseling's new appointment availability.

**III. Committees**

**A. Curriculum Committee – Kathleen Aylward**

The Curriculum Committee has completed major projects over the last academic year in the areas of alignment, degrees, and repeatability. It approved nine new courses, ninety-eight course changes, five distance education courses, made eleven degree modifications, and created six new degrees and certifications for students. The Curriculum Committee also saw approvals at the State-level this year and collaborated with the Distance Education Committee to help improve the College's distance education courses. Over the Summer, the Committee will be updating its website and Kathleen will be attending the Curriculum Summit in July to help improve the College's curriculum even more. In the 2015-16 year, the Committee will continue to work on cross-discipline prerequisites and the protocol associated with cross-discipline prerequisite requests.

**IV. Information Items – Sue Gonda**

**A. Notes from Workshops at the April Statewide Academic Senate Plenary Session**

**1. CTE Taskforce Panel**

Sunny Cooke is leading a Statewide CTE Taskforce to help increase regional economic competitiveness and help students obtain the skills and credentials they need to be successful in the California job market. Currently, there is a one million person skill gap in the mid-skills job level. Since these skills can be attained at the community college level, colleges statewide are leveraging existing CTE programs and expanding where needed to help fill this skill gap. The Taskforce is asking for money from both State and Federal levels to update CTE programs and curriculum quickly. These dollars will be used toward new certificates and programs, and linked CTE and GE courses emphasizing workplace topics and the sciences.

In early May, the College began to discuss new certificates at its Curriculum Fiesta. These new, stackable certificates of one, two, or more courses will help students quickly attain documentation to find better jobs or upgrade their current job (e.g., employers are asking for applicants with better "soft skills" such communication, writing, or cross-cultural skills).

**2. AB 86 Adult Education Restructuring**

In 2014, California legislation AB 86 directed the California Department of Education and CCC Chancellor's office to form consortia composed of both community college and K-12 Adult Education programs. The consortia were charged with serving adult learners in their varied needs including elementary and secondary educational skills, ESL, adults with disabilities, and creating programs for apprenticeships and short-term certificate programs.

Currently, information is not exchanged freely between adult education institutions. One class, such as basic skills arithmetic, may be offered at a community college as a math course, offered as a community adult course, and also as a high school course under three different names even though they are all the same course. There is currently inadequate support and information available for students within these programs and there is no common data system available for colleges and high school adult ed programs to coordinate efforts. As a result, only 20% of adult education students are receiving the educations and skills that they need.

The College's participation in the East County Education Alliance is helping to combat adult education issues by bringing the Grossmont Union High School District and GCCCD together to share

information and help students and community members understand which services are available to them.

### 3. Free or Low Cost Textbooks

In 2003, SB 1052 was passed, directing the three higher education segments to establish the California Open Education Resource Council (CaOERC). The OERC consists of representatives from each of the state's three higher education segments and has been working to identify, create, and administer a standardized process for reviewing and approving open source (online) textbooks.

OERC created a list of fifty, top-transferred C-ID courses in Spring 2014 to focus their attention. Since then, 150 open education resources (texts and materials) have been gathered and over 500 faculty have signed up to review the texts for approval to the CaOERC site [COOL4ED.ORG](http://COOL4ED.ORG).

**Faculty members should consider these open education resources for their classes.** One strategy would be for the **Curriculum Committee** to ask that departments include these texts in the suggested reading sections of updated Course Outlines. Another idea is to ask the College's **Program Review Committee** to tie the decrease of student textbook costs to the student success of all programs. If departments includes the decrease of textbook costs as a student success strategy, then any costs associated with that strategy can go through college planning and funding requests.

### 4. Online Education Initiative (OEI)

The OEI has chosen **LinkSystems** as its tutoring system. This tutoring provider has embedded basic skills support and resources available to users; online student readiness tools; and professional development available for faculty members. A demonstration was scheduled at Grossmont College last May to see what LinkSystems has to offer.

**Canvas** has also been chosen as the OEI's official content management system. While the College currently has two years remaining on its contract with Blackboard and currently does not have plans to change its current content management system, a demonstration of Canvas will be held to see what Canvas features and how it functions for future consideration.

### Title IX Campus Safety and the Violence Against Women Reauthorization Act

According to this workshop, new additions were made to the Federal Clery Act and Title IX (which addresses equal access to education for women). These additions include campus disclosure of policies and procedures to address violence against women; the requirements of prompt corrective action when an incident is reported; both the accused and accuser must both be notified in writing about the outcome of the charge at the same time; and the campus must disclose any sanctions that are imposed. The College must also include information on its sexual violence policies and sexual and domestic violence education during its orientation of new students and staff.

Under these new provisions, faculty members will presumably now be mandatory reporters of sexual violence. While [as of last May] the California Attorney General's office had not issued the guidelines of what faculty will be responsible for and what they will be required to do, faculty members should be aware that new training and processes will be coming for us.

California legislators have also passed the affirmative consent law, nicknamed "Yes means yes." This law is directly related to individuals (in our case, our students) who are intoxicated or incapacitated and unable to give their consent to willingly engage in sexual activities. It is also designed to prompt more clear communication between sexual partners to reduce the incidence of date rape. A woman [or a man] must actively give consent, although admittedly, in a court of law, this may be as hard to prove as the current "no means no" theory.

The new additions to Title IX and the Clery Act require that the College provide support services to students who are victims of sexual violence. While the College itself does not need to provide the services, it should be able to refer students to counseling, mental and physical health providers, victim advocacy, and legal assistance.

Training for administrators has just begun.

[ADDENDUM: Like most statistics, those sent out with this Agenda about campus sexual violence can be contested; while these were presented at the State Senate workshop which Sue

attended, they were not presented nor discussed in Senate. The original source for some of the statistics about men and sexual assault did not provide context or details about those surveyed for the data. Sue apologizes for any offense caused by the statistics, and had hoped to avoid it by not delving into stats during the Senate presentation, but strictly reporting the new legal provisions.]

B. *Introduction of Incoming Academic Senate President Tate Hurvitz*

Sue Gonda officially introduced Tate Hurvitz as the incoming Academic Senate President, presenting him with the official Senate gavel and control of the Academic Senate.

Meeting adjourned at 12:15pm.