

**MINUTES OF THE ACADEMIC SENATE**  
**Grossmont College**  
**Monday, November 2, 2015 in Griffin Gate, 11:05 – 12:20**

**Attendance:** Joan Ahrens, Ken Ard, Liz Barrow, Derek Cannon, Nemie Capacia, Patricia Cardozo, Jennifer Carmean, Brian Carter, Zoe Close, Judd Curran, Gareth Davies-Morris, Jorge De Saracho, Beth Duggan, Nadra Farina-Hess, Janet Gelb, Angie Gish, Sue Gonda, Lorena Gonzalez, Stacie Hankinson, Brian Keliher, Beth Kelley, Helen Liesberg, Pearl Lopez, Barbara Loveless, Kathy Meyer, David Milroy, Michele Perchez, Clifton Quinn, Gregg Robinson, Priscilla Rogers, Denise Schulmeyer, Robin Sepulveda, Linda Snider, Scott Therkalsen, Paul Vincent, Peggy Wells, Jessica Woods, Tina Young.  
**Guests:** Javier Ayala, Jim Mahler. **Recorder:** Tyler Dranguet.

**I. Call to Order**

- A. Approval of Agenda  
M/S/U Loveless/Gonda
  
- B. Approval of Minutes from October 19  
M/S/U Gonda/Ard

**II. President's Report – Tate Hurvitz**

A. Achieving the Dream

Results from the last ATD meeting have been compiled. Feedback heavily emphasized defining what the Grossmont College experience is and what students should expect and experience, creating mentorship opportunities for students, and the need for professional development. A follow-up meeting with the ATD coaches is being arranged for December 1-2 which will discuss engagement, and connecting students to each other and resources.

The topic of CCSSE also came up in the context of student engagement. The data from the second survey has been received by the College, but has not been completely sorted. Whether or not the College will be implementing another CCSSE survey in subsequent years has not been decided at this time, but it was suggested that the District look at M2C3's student engagement survey instead of CCSSE in the future.

B. Equity Plan Writing Group

Lida Rafia is currently reaching out to all Divisions to work together in writing the College's equity plan. The group will be looking at what equity means based on Grossmont College's and the State's definitions, and will be using this work to complete a draft of the Student Equity Plan. The group will be meeting weekly on Tuesdays at 1:00pm for the next several weeks. It was suggested since there are a large number of faculty members who would like to participate on this project that there be a special meeting held on an alternate date for interested individuals to contribute to the project. It was also suggested that the names of the plan contributors should be posted somewhere like the Intranet so that individuals could send their contributions and suggestions directly to writers, as well.

C. Enrollment Management

Processes and procedures are coming together for Spring 2016. Concrete conversations have been moving in a positive direction. The President is eager to keep the conversation open and collegial and made important note of the fact that the enrollment management process involves more than just classes. It includes recruitment, retention, and requires a broad perspective to achieve the College's goals. The next Enrollment Management meeting will be held on Wednesday, November 5.

D. Canvas

A new link under the Quick Links section of the Grossmont website titled "LMS FUTURE" is available to view. This page contains information about Canvas and Blackboard. Blackboard is currently in the process of redesigning its LMS to "Blackboard Ultra." The unofficial word we have heard at Grossmont is that it is

designed to be more “Canvas-like.” There will be a regional presentation held on November 6 in Room 53-555B from 10:00 to 1:30pm on the new features of Blackboard Ultra. It should be noted that the Ultra version of Blackboard does not yet exist, but that they are in the design process. On November 23 from 11:00 to 12:30pm there will be another event hosted by Canvas for individuals to explore and ask questions about this LMS. A Blackboard and Canvas comparison sheet is currently available on the LMS FUTURE webpage as well as a self-paced, guided tutorial and test site for individuals interested in experimenting with Canvas.

E. L.E.A.D. Center

There has been continued discussion in multiple shared governance committees on campus regarding the L.E.A.D. Center. In general, it has been meeting with very positive responses. Along with this positive response, there have been some concerns and suggestions raised by faculty and administrators. The plans have been morphing in response to feedback and previous concerns have been addressed. We have confirmed that there will be no duplication of counseling services in the L.E.A.D. center and have also confirmed that it will not require movement of any counseling faculty currently housed in general counseling. Concerns about equity measures have also been addressed with discussions about tracking who comes into the Center and what information they ask about on each visit. The mechanism for tracking these visits is still under discussion. A location for the L.E.A.D. Center has not been discussed yet.

III. **Information Items**

A. Email Upgrade – Steve Abat

District I.S. will begin upgrading and migrating individuals’ emails to Office 365 in November. A districtwide email will be going out this week to notify the campus of the upgrade. A follow-up email will also be going out to notify individuals when their emails will be migrated along with instructions to update synchronization with personal devices such as smart phones and tablets. Anyone who experiences technical difficulties as a result of the migration should contact the campus Help Desk. It is important to note that Office 365 is not the same as Microsoft Office Suite 2013. Microsoft Office Suite can be downloaded at any time from the GCCCD website by typing “Office Software” into the GCCCD search box.

B. Compressed Calendar – Judd Curran

The current academic calendar is eighteen weeks which includes sixteen weeks of instruction, one week of final exams, and one week of professional development. The existing research on compressed calendar formats, as well as local investigation, suggest the following potential benefits:

- Increased student retention and success;
- The elimination of mismatched schedules with other local community colleges and SDSU (which is better for students and adjunct faculty);
- A slightly shorter semester which is preferred by students;
- A minimization of FTES loss with less-than-optimal class scheduling; and
- A greater buffer would exist between the Fall, Intersession, Spring, and Summer sessions. This would allow for a longer intersession and more scheduling flexibility in summer.

Some of the drawbacks associated with moving to a compressed calendar include:

- The need for course lesson plans to be adjusted to fit a new schedule;
- Schedules would need to be adjusted for science and performance lab courses;
- Programs required by accreditation to meet for a greater number of hours than a compressed schedule may provide would have to run on a modified schedule (i.e. Nursing); and
- A two to three year process would be required to develop a compressed schedule that would meet the needs of GCCCD – a district-wide development process.

San Diego City College District’s compressed calendar schedule does not have a dedicated finals week. Instead, final exams are taken on the last day(s) of classes. Professional development takes place over three days in the Fall and two days in the Spring, but professional development projects are available for faculty throughout the semester.

There has also been discussion about adjusting the calendar with the College's feeder schools. Conversation has taken place in the East County Education Alliance about aligning local high schools' end dates so that students can also take courses at the College during the summer session. There has also been discussion of creating some key late-start courses in the summer schedule to allow these students more opportunities to attend college courses. High school and GCCCD schedules will be aligned for summer start dates in 2017.

Another important topic of discussion was the need to look at the possible loss of sections with the adjustment to new class times and the repercussions that may occur as a result. Faculty must be flexible if they want to transition to a new calendar system. The college would move to a "block schedule." This would create greater efficiency for students, eliminating overlapping start and end times. Discussion of where to place Spring Break would also have to be addressed. SDSU, SDCCD, and San Diego Unified all use March 31 as the anchor date of when their Spring Breaks land in the semester, so it is a point of discussion that needs to be addressed at the College as well.

Meeting adjourned at 12:20pm.

**Next Meeting:** November 16, 2015 in 34-150 from 11:00-12:15pm. ***(Please note location change!)***