

**MINUTES OF THE ACADEMIC SENATE**  
**Grossmont College**  
**Monday, April 18, 2016, Griffin Gate, 11:00 – 12:20**

**Attendance:** Randy Abshier, Ken Ard, Liz Barrow, Jeanette Calo, Nemie Capacia, Patricia Cardozo, Jennifer Carmean, Brian Carter, Keith Chan, Zoe Close, Sebastian Cormier, Judd Curran, Gareth Davies-Morris, Beth Duggan, Angela Feres, Janet Gelb, Angie Gish, Sue Gonda, Dan Greenheck, Oralee Holder, Brian Keliher, Beth Kelley, Helen Liesberg, Pearl Lopez, Lisa Maloy, David Milroy, David Mullen, Domenica Oliveri, Michele Perchez, Clifton Quinn, Brian Rickel, Gregg Robinson, Robin Sepulveda, Scott Therkalsen, Christi Vicino, Paul Vincent, Cary Willard, Jessica Woods. **Guests:** Dave Dillon.

**Recorder:** Sasha Carter.

**I. Call to Order**

A. Public Comment

1. Oralee Holder

Mentioned that nominations are still open until Friday, May 6 for Council of Chairs and Coordinators positions. CCC meeting is Monday, May 9, where there will be a ballot. That meeting is especially important for that reason. If there are nominations, let Oralee Holder know.

2. ?

To increase enrollment, counseling will be open on Saturdays from 9am to 3pm, with exceptions to holidays. This is for students who are not able to attend Monday through Friday for counseling. This is primarily to push the new summer schedule, but any student that needs the extra counseling is welcome. It is encouraged to announce these new counseling schedules in classes to the students.

3. Approval of Agenda

M/S S. Gonda/B.Kelley  
Motion Passed.

4. Approval of Minutes

M/S S. Gonda/O. Holder  
Motion Passed.

**II. President's Report**

A. Strategic Plan Board Workshop

Over the past year, we have been working to understand student perspective and have been working with faculty, staff, and administration to formulate the three goals: outreach, engagement and retention. Emphasis on outreach office, engagement center, and retention specialist, with details on each yet to be mapped out. Those three core emphases are the core of ATD as well. The fourth goal is an umbrella to

think about some of the core elements in a college and district that are necessary prerequisites for effective movement on key areas. We are discussing investing in HR professional development, fiscal and physical resources, investing in physical resources that are aligned with our goals, and discussing our technology and research capacities (for example how are we reaching students in different departments that have systems that do not communicate with each other). Face to face communication with effective mechanisms to successfully communication with each other and make decisions. These are the necessary prerequisites to be able to successfully reach the 3 large goals.

There is a workshop tomorrow, Tuesday, April 19 at 12pm with the Board to give Board members a better idea of what ATD is, what the process is, and where we are at with the strategic plan.

The strategic plan will be available next month for about a 2-3 week period, where it will be up on the internet for people to view and give feedback. It will also be taken to every committee meeting that has a meeting within that timeframe. If you want to have a smaller meeting within your area or department, contact Tate or Lida Rafia to go over details.

**B. East County Educational Alliance**

One component of ECEA is the Higher Edge Scholarship; there are elements of curriculum environment, student and community engagement, multiple measures, calendaring. One core, however, is the Higher Edge Scholarship, which is based on Promise Programs around the state and country. People feel we as a college are missing out on recognition because we are not naming ourselves as a Promise Program. This may become the Higher Edge Promise. The terms are solidified, which calls for conversation between the our district and the high school district: must graduate from a Grossmont Union High School District school with a GPA of at least 2.0 (compromise number, originally a 2.5). There was a concern that with the GPA at 2.5, we would be missing good students who are in 40% that aren't going to a community college right now by setting a bar that is potentially not appropriate. The high school was concerned because part of the value of the partnership is that it allowed teachers to push the students to encourage improvement by reaching the 2.5. Thus a 2.0 became the middle ground. Next, there must be a 2-year residency at the GUHSD (not necessarily at that same high school). Next, complete early matriculation service with us because the funding is not all with scholarship money but if a student qualifies for BOG or other FA, we include that in the student's fees, which reduces our fees and ensures that whoever can get FA does get it. Will find out if there are limitations on which kinds of funds count toward this or not. Next, successfully complete a college course (dual-enrollment set up), will be offering a college success course. There is an option to take a second dual-enrollment course, 3 outreach events, or a Higher Edge boot camp to create a college-going culture whether or not they are highly successful, they are college-minded students. This offers different ways to engage in campus culture. Finally, begin college within one year of high school

graduation and enroll at least half-time in college courses and remain college eligible for that year.

Cuyamaca has gone to 6 of 12 schools in the district with flyers, beginning with the freshman students. Grossmont is going to the other 6 with the same flyers. The information on the flyers is broad.

At this point, most colleges are not doing this; it is still a leading-edge program.

C. Safe Zone Training

Since we are promoting student engagement, student outreach and retention and as we move forward, we are committing to creating as open and welcoming an environment as is possible. Safe zone training is a perfect way to meet the needs of a diverse population of students. The training will be on April 27. The purpose is to create an accepting environment even within the training for students and faculty to align, it is helpful to have the Safe Zone stickers in around the campus but if students don't know what it means they lose their purpose so having students attend the training is helpful in that way.

The students do receive buttons and pins to put on their backpacks. This program is aimed at cultural competency, like other cultural competency programs. In particular, it allows LGBT students to have a safe environment for resources and help.

All faculty are being encouraged to view the training in terms of its value within the LGBT community and its value to the college seeking to build the skill base/tool kit to be the listeners to communities who need it. The cultural competency skills apply to anyone. This could encourage other groups with specific concerns to start ways to address these needs.

**III. Committees**

A. Program Review- Gareth Davies-Morris

The Academic Program Review committee finished up its current cycle in the 2015 for RT, OT, CVT, and MMIB to complete the process. In this process, some focal points have come to attention: data acquisition and analysis, diversity, equity inclusion, distribution balanced with academic rigor and academic freedom as well as stability along with FT and PT ratios. Academic rigor and academic freedom: the idea of ensuring that as much as we can encourage students reporting process, and that departments are teaching their students successfully, but that faculty have the maximum leeway in presenting their ideas their way.

The work of the committee has extended past the work of the Academic Program Review with involvement in Institutional Excellence Committee. The PR committee worked with the Academic Senate to encourage faculty to include an inclusivity statement in their syllabi to support the notion of safety on campus.

There have been changes within the committee: with the assistance of the Data Liaison, general trends of the campus are being more readily communicated to faculty and administration outside the scope of PR. The SLO Coordinator

position will likely become officially part of the official make-up of the committee. The committee chair has completed his work as the chair and a round of applause for his contribution.

For this current semester, the committee is now working on the next generation of the PR effort, spring 2016 being the time to introduce a clearer explanation of the process for departments as they undergo it. We have already written a new introduction to that effect and are prepared and released a survey to gather the opinions from former writers PR reports to help shape these future improvements. It is important to get your feedback in. The link has been reopened to gather additional useful responses.

There future improvements that we hope to share with the Senate, for example successful results that such reports reveal about departments. We also hope to inform the Senate about problems that emerge from this reporting process. The next round of PR is hoped to commence in spring 2017. There is the possibility of a test department in late fall, which will have a call for volunteers.

**B. Professional Development- Cindy Harris**

When the PD Coordinator position was first established, the position took care of overseeing and coordinating a year-round PD calendar. The calendar included 2 weeks of FLEX training, keynote speakers, workshops, a new Classified Convocation with the progressive development of more professional development type workshops throughout the year. Since then, the PD demands and opportunities have expanded vastly across the campus. PD Committee is going through a transitional phase as it examines what the job of a PD Coordinator entails, the role of the office, and the role of the committee.

The committee thus has been defining and refining its role and what has been determined that the PD committee needs to serve as an advisory and as a vetting group as all PD activities that arise as a result of various campus focuses. The committee becomes a body to review and vet those things.

This year, we continued to work to expand and develop that calendar. Examples are 'get deft,' Refresh Fridays, etc. We have Joshua Davis as the fall Flex week keynote speaker. This last spring, in the oversight and development of the Flex week, the keynote speaker Luke Harris addressed men of color trying to capitalize in the diversity and equity effort on campus. Hopefully everyone has seen the call for fall FLEX week.

As of Friday, we have 22 faculty members that have stepped up to do Flex week workshop. We are encouraging these faculty to relate their workshops to the ATD three objectives.

A full report is available to enter into the record if anyone should desire to read the full report.

**IV. Action Items**

**V. Information Items**

A. State Senate Plenary

At the Plenary, each year there is a number of resolutions that senators around the state will vote to approve or reject. In the past the resolutions have been looked over by the AS President and sent out to key people which is still part of the process. May be useful to focus on a few to look at trends to give people a sense of where the conversations are at the state.

As we look at the packet of resolutions, we start to see trends about what has energy across the state – where there is energy, there are resolutions. At the top is CTE with 6 resolutions up for consideration at state, which is a large topic with schools generating a lot of energy around, with the driving force being the statewide workforce development taskforce. The other area is in the Common Assessment practices around the state, which affects the entire campus. Changes at the point of entry affect the entire campus. The third area is the new push around affordable textbooks. This is something that was addressed in Senate a while ago, and at the time the resources were not up to the level required for our disciplines. There has been a lot of work to expand the quality of the work that is available through these resources. The legislature has also been involved and is incentivizing adoption of these low-cost tests, which raises questions at the Senate level.

In CTE workforce, one issue that arises is the need to have agile curriculum processes. It is felt more in CTE because workforces changes a lot more quickly. [displayed- CTE resolutions?]

The ways to address the first resolution (adoption of \_\_\_\_\_) is to first do so in a coordinated way to avoid having every district with their own processes and in a way that the faculty Senate to weigh in with guidelines as opposed to some other body doing so. The idea remains to emphasize agility that include faculty –centric guidelines.

There is a resolution that asks to pay CTE faculty to participate in shared governance activities that other faculty are not paid for and a Senate resolution suggesting that we make all lab and lecture courses equal in value for all faculty (driven by CTE). There is strong possibility that these two will be split into two resolutions.

The small-unit certificates that below a certain unit threshold, there is no mechanism at the State Chancellor's office to recognize them as certificate programs, therefore the students that are going through these programs are not eligible to receive FA. What they are seeking is a process for moving small-unit certificate programs through the State Chancellor's office for recognition so they can be eligible for FA. The second one ensures that there are no local practices that stop higher unit certificates that are being inhibited as well. There was positive feedback about the nature of this resolution because it enables students to acquire additional presentable skills to employers prior to attaining a degree. The State Chancellor's report announced a study that confirmed that the addition of one or two courses at a community college is strongly correlated with improved economic performance after

the completion of those courses. There is positive economic impact for small-unit certificate students.

A concern was raised that the nature of this resolution goes against the current retention efforts. However, it works the other way around because if these certificates can be recognized as official, it counts for completion as the state calculates it. The students do not necessarily stay longer, but it counts as completion numbers. They can count for certain levels of certification by “stackable certificates.”

Minimum qualifications are, again, not exclusive to CTE workforce but driven by it. The possibility of having single-course equivalencies, which puts a lot of weight on the professional experience of the people teaching these courses and gives flexibility to bring in people who have expertise who don’t necessarily have degrees traditionally recognized as having equivalency. The push is to give more flexibility of districts. The pushback on that will likely be quality control, rigor, teaching expertise, etc.

The next one addresses assessment, retesting guidelines. Our policy used to be that students had to wait a year after receiving results they did not expect, which is not effective. But a practice to retake a test over again is also not effective. They are seeking guidance from the State Senate to also have some continuity across the state for this process. This isn’t only about the amount of time involved but also the additional conditions involved. Local control versus State Senate control will be the conversation regarding this issue.

**Meeting adjourned at 12:20pm.**

**Next Meeting:** Monday, May 2, 2016.