

# Academic Senate Grossmont College

Monday, May 4, 2009  
11:00am – 12:20pm in Griffin Gate

## I. CALL TO ORDER

A. Public Comment – *Each speaker will be given a maximum of 4 minutes to address the senate about a non-agendized item or items, with a maximum of 15 minutes allowed for public comment. The senate may vote to extend public comment at any meeting. Please contact the senate secretary before the meeting when wishing to speak at public comment. The senate welcomes all speakers to participate in the discussion on agendized items.*

B. Approval of Agenda

C. Approval of Minutes from April 20, 2009

## II. PRESIDENT'S REPORT

A. Announcements 5 minutes

## III. COMMITTEE REPORTS

A. Technology for Teaching and Learning – Diane Mayne-Stafford 10 minutes

## IV. ACTION ITEMS

A. Approval of Academic Rank (Attachment #1) 5 minutes

B. Resolution on Inclusion of Student Learning Outcomes (SLOs) as Addenda on Course Outlines (Attachment #2) 20 minutes

C. State Senate Resolution to Establish Four Part-Time Area Representative Executive Committee Seats (Attachment #3) 20 minutes

## V. INFORMATION ITEMS\*

A. Approval of TTLC chair selection 15 minutes

B. BP 2430 – Delegation of Authority to the District Chancellor and the College Presidents (Attachment #4)

C. Accreditation Follow-up Report (Handout)

D. Textbook Task Force proposal (Attachment #5)

\*The Academic Senate may move information items to action upon a 2/3 vote.

# Academic Senate Grossmont College

**Minutes of the Meeting – April 20, 2009**

## MEETING ATTENDANCE:

x	Chris Hill (President)	x	Janet Gelb (CSIS)	x	Sue Gonda (History-Sen Officer)
x	P.J. Ortmeier (AOJ)	x	Diane Mayne-Stafford (CSIS)		Devon Atchison (History-Sen Officer)
	Lance Parr (AOJ)	x	Ronald Norman (CSIS)	x	Angela Feres (History )
x	Tina Young (AOJ)	x	Donne Leigh (Counseling)	x	Priscilla Rogers (Inter Bus)
x	Jennifer Carmean (ASL)	x	Mary Rider (Counseling)	x	Patty Morrison (Library)
	Jamie Gould (ASL)		Bonnie Schmiede (Counseling)	x	Jenny VandenEynden (Math)
x	Jim Wilsterman (Art)		Tom Gamboa (Cross Cult Stud)	x	Susan Working (Math)
x	Steve Garcia (Art)	x	Joe Orate (Culinary Arts)	x	Ray Funk (Math)
	Jennifer Bennett (Art)		James Foran (Culinary Arts)	x	Arturo Millan (Math)
	Israel Cardona (Behav Sci)	x	David Mullen (Dance) - Spring		Shirley Pereira (Math)
x	Gregg Robinson (Behav Sci)	x	Jane Nolan (DSPS)		Evan Wirig (Media Comm)
	Rebekah Wanic (Behav Sci)	x	Carl Fielden (DSPS)	x	William Sneed (Media Comm)
	Richard Unis (Behav Sci)	x	Gary Jacobson (Earth Sci)		Derek Cannon (Music)
x	Virginia Dudley (Biol Sci)		Jerry Mason (Earth Sci)		Paul Kurokawa (Music)
x	Allison Shearer (Biol Sci)		Oralee Holder (English)		Steve Baker (Music)
x	Michele Perchez (Biol Sci)		Adelle Schmitt (English)	x	Joy Zozuk (Nursing)
x	Brian Keliher (Bus Admin)	x	Joan Ahrens (English)		Christine Vicino (Occ Therapy)
	Nate Scharff (Bus Admin)	x	Stephanie Mood (English)	x	David Milroy (Part-time Rep)
	Linda Snider (BOT)	x	Sue Jensen (English)		Lee Johnson (Part-time Rep)
	Barb Gillespie (BOT)	x	Chuck Passentino (ESL)	x	Zoe Close (Phil/Hum/Rel Studies)
	Rick Kirby (CVT)	x	Barbara Loveless (ESL)		Bill Hoaglin (Phil/Hum/Rel Studies)
x	Don Ridgway (CVT)	x	Nancy Herzfeld-Pipkin (ESL)	x	Ross Cohen (Physics)
x	Jeff Lehman (Chemistry-Sen Off)	x	Sylvia Montejano (EOPS)	x	Stephanie Plante (Physics, Astr. Ph Sc)
x	Martin Larter (Chemistry)	x	Pearl Lopez (EOPS)	x	Joe Braunworth (Polit Economy)
	Cary Willard (Chemistry)		Laura Burger (Exer Sci/Well-Sen Officer)	x	Scott McGann (Polit Economy)
x	Sheridan DeWolf (Child Dev)	x	Jim Symington (Exer Sci/Well)	x	Lorenda Seibold-Phalan (Resp Ther)
	Mary Courtney (Child Dev)		Randy Abshier (Exer Sci/Well)		Barry Winn (Resp Ther)
x	Joel Castellaw (Comm)		Dan Clauss (Exer Sci/Well)	x	Craig Everett (Theatre Arts)
x	Jill Carleton (Comm)	x	Karen Caires (Exer Sci/Well)		
	Victoria Howitt (Comm)	x	Antonio Crespo (Foreign Lang)		

X = present at meeting

## GUESTS:

- Beth Smith - Math Faculty, South Representative, ASCCC
- George Gastil - History Faculty
- Marsha Raybourn - Supervisor, Instructional Operations
- Tina Pitt - Vice President, Academic Affairs
- John Colson - Vice President, Student Services
- Brad Tiffany – Dean, Admissions and Records

**RECORDER:** Rochelle Weiser

### I. CALL TO ORDER (11:05)

#### A. Public Comment

None

#### B. Approval of Agenda

A motion was made to approve the day's agenda.  
M/S/U Fielden/Perchez

### **C. Approval of Minutes from March 30, 2009**

A motion was made to approve the minutes from the March 30, 2009 meeting.  
M/S/U Robinson/Rogers

## **II. PRESIDENT'S REPORT**

### **A. Announcements**

Chris started with highlights from the Academic Senate of California Community Colleges 2009 Spring Plenary Session. She supplied a handout that highlighted a few of the adopted resolutions, Adopted/Recommended papers list, and Disciplines list recommendations for addition or modification. Chris also announced that Beth Smith had become an officer of the ASCCC with her election to Treasurer. Also included on the handout were dates for the upcoming 2009 Academic Senate Institutes and "Save the date" for 2010 Institutes. When Chris receives the final list of adopted resolutions from the session she will make those available to all.

### **B. Status of Drop for Non-payment - John Colson**

John began by giving the background and current practice regarding non-payment of enrollment fees. Currently Grossmont College does not drop students for non-payment of enrollment fees. The current practice resulted in around \$273,000.00 in fees being owed to Grossmont College at the end of a semester. John then announced that beginning with the summer session students maybe dropped for non-payment of enrollment fees prior to the start of the semester. Students were sent postcards via mail regarding the new approach and faculty should expect an e-mail later this week regarding the new practice. It was requested that faculty wait to announce this to students until they receive the e-mail, which is to be read to students, and should help faculty with questions that may arise. As a result of the practice, faculty can expect to see the normal increases on the rosters, and then on May 31 the purge will take place and clear students who have not paid from the roster. Several issues that were discussed included a question about the effect on waitlists (answer - waitlists will not go up until 1 week after purge), the notification of dropped students (dropped students will be notified via e-mail), and the effect on class size minimums (answer-this will be reviewed as they go along in the process).

## **III. COMMITTEE REPORTS**

### **A. Curriculum Committee – General Studies and University Studies Degrees**

Chris introduced Sue Gonda, faculty co-chair of the Curriculum Committee. Sue began by stating that the Curriculum Committee had a good discussion regarding the Universities Studies degree. Sue then reported that the Curriculum Committee had voted to include the Fitness/Wellness Requirement, with the options that are outlined in the Veterans Affairs requirement for Associate's degree, for the Universities Studies degree. Sue then reported that the next step is to begin a task force to review the college GE package, as it has been 12 years since the last review.

## **IV. ACTION ITEMS**

### **A. International Baccalaureate Proposal**

Chris introduced Mary Rider, Transfer Center Coordinator. Mary began by giving a brief overview of the programs currently in place at Grossmont College to accept Advanced Placement (AP) Examinations for credit towards Associate degrees and fulfillment of transfer requirements. System-wide, both the California State University and University of California also

award baccalaureate credit for AP Examination and International Baccalaureate (IB) Higher Level Examinations. Mary then opened the discussion by stating the University Transfer Center and Counseling Department propose that the Academic Senate consider also accepting successful completion of IB Higher Level Examination to meet Associate Degree and transfer requirements. Several issues that were discussed included a clarification that IB a very rigorous program, many international students come to Grossmont having completed IB courses, and that overall it is a good program that would serve Grossmont's students well. A motion made to accept International Baccalaureate Courses for General Education and Baccalaureate Credit proposal.

M/S/U Dudley/Gonda

## **B. BP/APs 4020 (Program and Curriculum Development), 4021 (Program Discontinuance), and 4230 (Grading and Academic Record Symbols)**

Chris began by giving a brief explanation that typically the Board Policies (BP) and Administrative Procedures (AP) in the 4000 series deal with Academic and Professional items and therefore would come to the Academic Senate for review. Currently we have many Board Policies in place but not Administrative Procedures, which need to be developed, reviewed and/or changed in order to be in compliance with Title 5. Chris then opened the discussion regarding each BP/AP section.

### **BP4020-Program and Curriculum Development**

Chris referred to Attachment #2 showing the revisions that had been made. Key items were removed from the BP and moved to the AP, and then the new items added to the AP more clearly defined the Policy.

#### **AP 4020**

Chris referred to attachment #2 - Draft New Procedure - which would outline the procedures for Program and Curriculum Development.

Motion was made Orate/DeWolf to approve. There was a significant amount of discussion and concern expressed on the need for more clarification of the items included. A motion was made and seconded to withdraw the BP/AP 4020 for revision and discussion as a future meeting.

### **BP4021-Program Discontinuance**

Chris referred to attachment #2 - Draft New Policy

#### **AP4021**

Chris referred to attachment #2 - Draft New Procedure. Discussion occurred regarding removal of the time constraint of two years under second bullet. There was also agreement that the department chair/coordinator would submit a plan and timeline for the program.

Motion made to approve BP4021/AP4021 with the following changes:

*The Program Review Committee shall write clear recommendations to the department that include specific goal and a follow-up timeline. ~~Of at least two years.~~ The department chair/coordinator and dean shall be included in discussions about recommendations **and the submission of a plan and timeline.** The recommendations shall be forwarded to the Curriculum Committee and other appropriate college committees.*

M/S/U Gastil (not member)/Gonda

### **BP4230/AP4230-Grading and Academic Record Symbols**

Chris referred to attachment #2 - BP4230 (Draft) and AP4230 (Draft new procedure). She outlined the changes to the title in BP4230 to provide consistency with AP4230. The grading and record symbols in the AP were recently approved by the Academic Senate or already appear in the college catalog. A motion was made to approve the BP and AP.

M/S/U Caires/Robinson

### **C. Resolution on MOU between Academic Senates and United Faculty**

Chris presented the Academic Senate resolution to develop a Memorandum of Understanding (MOU) between the Academic Senates and United Faculty. Chris entertained a motion to approve and then opened discussion. It was stated that the Academic Senate for California Community Colleges had recommended that local Academic Senates adopt a MOU with the faculty bargaining agents to outline organizational responsibilities and areas of overlap as well as ways to effectively communicate. Given a pending Public Employment Relations Board (PERB) election and the resulting uncertainty in union representation, there was some discussion on whether the resolution should be revised to be more generic in its reference to the union. A motion was made to replace term "United Faculty" with "faculty bargaining agent".  
M/S/P Snead/Robinson 31 yes 8 no

The resolution was then approved with the above friendly amendment and some minor grammatical changes.  
M/S/U Caires/Dudley

### **V. INFORMATION ITEMS**

#### **A. Approval of Academic Rank (handout)**

Chris asked everyone to review the names of those recommended and said that a few more may be added. This item will return as an action item at the next meeting.

#### **B. Resolution on Inclusion of Student Learning Outcomes(SLOs) as Addenda on Course Outlines (attachment #4)**

Chris asked everyone to review and share the resolution with their constituents. This item will return as an action item at the next meeting.

#### **C. State Senate Resolution to Establish Four Part-Time Area Representative Executive Committee Seats (attachment #5)**

Chris asked everyone to review and share the resolution with their constituents. This item will return as an action item at the next meeting.

Next meeting is scheduled for May 4, 2009.

Meeting Adjourned at 12:20pm

CH: rw

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."

Attachment #1

**Applicants for Academic Rank (2008-09 academic year)**

Assistant Professor

- Martin Larter
- Tina Young
- Devon Atchison
- Todd Myers
- Lisa Ledri-Aguilar

Associate Professor

- Sudakshina Alagia
- Judy Dirbas George
- Karen Caires

Professor

- Paul Vincent
- Oralee Holder
- Janice Bellinghiere
- Beth Duggan
- Patricia Morrison
- Carlos A. Contreras
- Diane Mayne-Stafford
- Joseph Braunwarth
- Gwenyth Mapes
- Joel Castellaw
- Mary Courtney
- Renee Tuller

**Attachment #2**

**DRAFT 4-20-09**

**Resolution on Inclusion of Student Learning Outcomes (SLOs) as Addenda on Course Outlines**

Whereas, in November 2005, the Academic Senate of Grossmont College resolved to include Student Learning Outcomes (SLOs) in all course syllabi and revisit ACCJC's suggestion that SLOs be included in the Course Outlines of Record;

Whereas, almost all courses at Grossmont College must have SLOs, and including the SLOs in the Course Outline of Record would make these SLOs easily available to all faculty for inclusion into their syllabi;

Whereas, "substantive changes" to the Course Outline of Record are time consuming via the annual Curriculum process, but an "Addendum" to the Course Outline of Record could be amended at any time without Committee approval in the event that course SLOs are changed; and

Whereas, in their March 2009 newsletter, ACCJC advised colleges that they expected SLOs to be included in the Course Outlines of Record;

Resolved, the Academic Senate of Grossmont College recommends that Student Learning Outcomes be placed as soon as possible as an "Addendum" with the Course Outlines of Record for each course, and the Curriculum Committee will evaluate them for consistency in the future as courses are submitted to the Committee for regular updates and modifications.

**State Senate Resolution to  
Establish Four Part-Time, Area Representative Executive Committee Seats**

WHEREAS, the State Academic Senate represents ALL FACULTY currently teaching in our California Community colleges, serving as the voice of ALL FACULTY in academic and professional matters;

WHEREAS, the State Academic Senate strengthens and supports all local California community colleges academic senates, many of which currently have associate faculty designated seats and/or representatives, and supports diversity and equal opportunity for all faculty;

WHEREAS, part-time faculty comprises a majority of academic faculty in the California community college system and simple democracy would dictate that the majority retain some degree of permanent representation; and

WHEREAS, part-time faculty retains some very specific viewpoints and knowledge within the California community college system, viewpoints and knowledge that should be included in the governance structure for the healthy functioning of said system;

RESOLVED, the Academic Senate (ASCCC) Executive Committee establish four (4) permanent, designated seats on Executive Committee to be filled specifically and exclusively by part-time faculty from each of the four representation areas A,B,C,and D with the following qualifications:

- a) Has earned "Re-employment Preference" or the equivalent in any California Community college, thereby demonstrating at least a minimum of teaching experience with good evaluations to represent their colleagues;
- b) Is currently teaching at least one course in a California Community college, and will continue teaching a minimum of one course while on the State Academic Senate;
- c) Has at least 2 years experience as an elected representative on a California Community College local Academic Senate; and

RESOLVED, a timely and democratic system will also be established so that this part-time seat will be duly filled when found vacant or vacated in the present and future.

Passed by unanimous consent by the Grossmont Academic Senate Part-time Issues Committee  
Monday March 23, 2009

Attachment #4

**BP 2430 Delegation of Authority to the District Chancellor and the College Presidents**

Reference: ***Education Code Sections 70902(d), 72400; Accreditation Standard IV.B.1.j***

Adoption Date: August 21, 2001 Updated: May 20, 2008

District Chancellor

The Board delegates to the Chancellor the full executive responsibility and authority to implement and administer the policies adopted by the Board and decisions of the Board.

The Chancellor may delegate any powers and duties entrusted to him or her by the Board, including the administration of the colleges, but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The Chancellor is empowered to reasonably interpret Board policy. In situations where there is no Board policy direction, the Chancellor shall have the power to act, but such decisions shall be subject to review by the Board. It is the duty of the Chancellor to inform the Board of such action and to recommend written Board policy if one is required.

The Chancellor is expected to perform the duties contained in the Chancellor's job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The job description and goals and objectives for performance shall be developed by the Board in consultation with the Chancellor.

The Chancellor shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

The Chancellor shall make available any information or give any report requested by the Board as a whole. Individual trustee requests for information shall be met if, in the opinion of the Chancellor, they are not unduly burdensome or disruptive to District operations. Information provided to any trustee shall be available to all trustees, unless otherwise legally precluded.

The Chancellor shall act as the professional advisor to the Board in policy formation.

College Presidents

The chancellor shall delegate to each college president the executive authority and responsibility to lead, direct, and supervise the college, and administer programs and operations in compliance with all relevant rules, regulations, policies, and legal requirements.

The president has decision-making authority to execute the duties and responsibilities outlined in the official job description and within the purview of the operation of the college, including implementation and administration of district and college policies, practices, and procedures.

The president may delegate any powers and duties entrusted to him or her by the chancellor, but will be specifically accountable to the chancellor for the execution of such delegated powers.

HOW CAN FACULTY KEEP TEXTBOOK COSTS DOWN?  
ACADEMIC SENATE ADOPTED GUIDELINES  
SPRING 2009

Faculty should consider all means to control and reduce textbook and course material costs that do not compromise academic freedom or educational quality.

*Faculty guidelines:*

1. **Adopt or revise departmental purchasing guidelines.** Consider adopting or revising your departmental purchasing guidelines to incorporate the principles outlined below.
2. **Disseminate information about how students can keep textbook costs down.** The ASGC flyer “How Can Students Keep Textbook Costs Down?” can be distributed in class or included in class syllabus or webpage.
3. **Submit textbook orders early.** This lowers the cost by giving the bookstore time to purchase more used books from students and increases used book availability. It allows students to shop alternate sources for the best price.
4. **Consider department-wide textbook adoptions.** Department-wide textbook adoptions allow the bookstore to purchase more used books. In addition, the same book can be used by students who retake a class.
5. **Consider price before adopting a book.** Is there a lower cost book alternative? Consider the price of instructor based ancillary materials and if they are necessary. Using ancillary materials eliminates the used book buyback and used book option.
6. **Order unbundled books when possible.** Extra CD-ROMs and workbooks may seem like a good deal, but in fact, it drives up the price by requiring a new purchase each time eliminating the used book and buy back cost savings for students. The bookstore can only buy back textbooks with all the bundled items intact and unused.
7. **Create your own textbook study guides and support materials.** Requiring students to purchase bundled workbooks, study guides and CD-ROMS with textbooks drives costs up and prevents students from reselling their books. Creating your own study guides and support materials eliminates this additional cost. Explore resources such as grants and release time to create the materials.
8. **Stay with the same edition for as long as possible.** Adopting a new edition eliminates the used book availability and bookstore buybacks for a semester.
9. **Allow your students to use older editions.** If you must order the new edition, consider letting your students use older editions when available. Post the older edition information in the syllabus.

- 10. Consider open learning content instead of a traditional textbook.** Consider the offerings at California Community Colleges Open Content [CCCOER](#), Rice University's [Connexions](#), California State University's [MERLO](#), and other repositories of extremely low cost and free content.
- 11. Require a library copy from publisher representative.** Work with the library regarding maintaining reserve and reference copies of textbooks. Consider adopting books only if publisher will provide two or more desk copies.
- 12. Designate as required only those textbooks and materials that will be used.** Designate others as optional. Consider that some student resources will not fund optional textbooks and materials, i.e., EOPS/CalWORKs. If more than one textbook or material is required, clearly outline in syllabus when each will be used.
- 13. Check with the publisher or bookstore for a paperless e-text version.** E-text versions are often and initially cheaper. However, consider that E-text books eliminate the buy back and used book option for students.
- 14. Provide textbook ISBN number.** Display textbook ISBN number on syllabus and/or course webpage. This allows the student to shop around for the best price.
- 15. Consider providing information to students about campus sources for textbook assistance.** Provide contact information for financial aid, EOPS/CARE, CalWORKs and New Horizons on your syllabus and/or course webpage.
- 16. Recognize that selling instructor complimentary editions drives textbook costs up.** Faculty sales of review or complimentary instructor copies impact costs, since most publishers "give away" millions of dollars in books each year, a cost then passed on to students. Many feel it is unethical for individual faculty members to use these giveaways to increase personal income.