

MINUTES OF THE ACADEMIC SENATE

Grossmont College

Monday, April 4, 2016, Griffin Gate, 11:00 – 12:20

Attendance: Randy Abshier, Joan Ahrens, Shina Alagia, Ken Ard, Liz Barrow, Patrice Braswell-Burris, Derek Cannon, Nemie Capacia, Patricia Cardozo, Jennifer Carmean, Brian Carter, Joel Castellaw, Keith Chan, Zoe Close, Judd Curran, Beth Duggan, Nadra Farina-Hess, Joyce Fries (for Christi Vicino), Janet Gelb, Angie Gish, Sue Gonda, Dan Greenheck, Stacie Hankinson, Oralee Holder, Brian Keliher, Beth Kelley, Helen Liesberg, Pearl Lopez, Barbara Loveless, Lisa Maloy, Scott McGann, David Milroy, David Mullen, Domenica Oliveri, Michele Perchez, Shirley Pereira, Clifton Quinn, Priscilla Rogers, Robin Sepulveda, Linda Snider, Scott Therkalsen, Renee Tuller, Diana Vance, Paul Vincent, Peggy Wells, Cary Willard, Evan Wirig, Jessica Woods. **Guests:** Nabil Abu-Ghazaleh, Javier Ayala, Brian Rickel, Raul Sandelin.
Recorder: Sasha Carter.

I. Call to Order

A. Public Comment

1. Sue Gonda

Volunteer opportunities for students to participate in community service. Encouraging faculty to inform students and consider offering extra credit for participation in these events. You can find more information at <http://www.grossmont.edu/news/2016/04/15-month-of-service.aspx>

2. Cindy Harris

Professional Development over the summer - 25 individuals (faculty and staff) on campus received an invitation to participate FELI which is a 5 day experiential learning institute. This program is offered through Academy for College Excellence out of Cabrillo College. Many people have been to conferences that address the impact and effect of this 5 day experiential learning institute, which is tightly tied to goals within the Equity Plan. The college president was enthusiastic about bringing FELI here or sending people to one of their institutes because of the positive impact of the institute on the faculty and staff at his previous college.

The institute encourages faculty and staff to deeply reflect on themselves as individuals. The goal is to cause faculty and staff to create better relationships with students. Communication styles are addressed. Our goal is to have two cohorts – one in the summer and another one in the winter or next summer.

The first group of people who received invitations were primarily faculty, classified and admin who are already involved in one of the categorical or grant projects (Equity, Title V, etc.).

The purpose is to help us to learn better about our students and about ourselves. Faculty don't always know each other very well so spending this time gives opportunity to engage in team-building.

One matter being addressed currently is that the June date will need to be postponed, so those who have received an invitation will be getting an email about

the postponed date. ACE is transitioning from the non-profit that was funding this mechanism back to Cabrillo College and that transition took longer than anticipated and they are not complete yet. This is the reason for the push-back. They are having challenges with the campus 4-10 schedule when the campus is shut down on Fridays, this institute is a 5 day duration; considering having a portion of the campus open on Friday. We are planning for it to be during the week of August 8.

B. Approval of Agenda

AS President – call to make a slight amendment to agenda: Gareth Davies-Morris is not present to speak on behalf of Program Review. Program Review and Curriculum Review will be discussed in the next meeting.

Motion to approve amended agenda:

M/S Evan Wirig/Sue Gonda/Motion passed.

Question about the minutes: The minutes state that Canvas is free. Is this true that schools that are using Canvas are doing so for free? Yes, Canvas is free to schools able to use it now. The conversation was that in the future, there is an anticipated cost but ambiguity about what that cost will be.

Motion to approve minutes from March 7:

M/S Sue Gonda/Evan Wirig/Motion Passed.

II. President's Report – Tate Hurvitz

1. Enrollment Management Plan

At the Enrollment Management Committee, there was a notion that we would put together an Enrollment Management Synthesis plan, addressing the efforts we are making in enrollment management, the areas where we have opportunity to do more, and put them together into a plan. The nature of this plan is not like an equity plan that has certain mandated components, rather it is all done in-house and the idea is to get a baseline sense of where enrollment management is and what the plan is moving forward. There is a small work-group that formulated a basic template to mirror the priorities of the college through Strategic Planning and ATD: outreach, retention, and engagement and how enrollment management plays a part.

The template was distributed about 2 or 3 weeks ago to the members of the enrollment management team to begin to fill in the template and have discussions with groups that they felt appropriate to bring information from across the campus. That will then be compiled into a master document and presented at Enrollment Management on May 2 as a draft for the beginning of the conversation within the committee at large to assess/analyze that. The hope is that as time was taken to codify a set of processes between chairs and deans to managing a schedule at the beginning of a term, we can begin to codify how we are operating on building enrollment, not just managing the schedule right before the semester.

There was a concern about what content should be added to the template for those who are a part of the work-group. Was resolved that there was not clear conversation about what to and what not to include in the plan because we are still in the early stages of planning. If it is something that seems important, include it. If the feedback is sent to us, it will be included in the template for review and discussion.

Question about whether the plan is to give direction or to create a solution. Was answered that the purpose is to gather all of the input and feedback and add to the template, whether it is a direction or the beginning of a solution.

It was suggested that there be an enrollment committee, however, it was noted that there is one in existence on campus and that it is the source of the information being presented.

Clarification about the committees: there are two groups, one is Enrollment Strategies and another is Enrollment Management. Enrollment Strategies was a temporary taskforce of chairs and deans that worked to figure out the process so that when courses were coming up for conversation about dropping or adding, figuring out the schedule for any one term, there was a process for these things. The work is completed from this taskforce and it has now dissolved.

The larger group is Enrollment Management, a standing committee that deals with issues of enrollment at large.

2. Canvas

The move to Canvas was approved at Senate at 32 in favor, 9 opposed, 4 abstentions. Also approved by DEC and TTLC, Planning and Resources Council has made final recommendations to the president. It has moved through the Grossmont Process, and is still moving through the Cuyamaca process.

We will be looking at the process that involves taking to the Board for approval and considering implementation. Implementation is happening in waves sponsored by the state – wave four is ours. The dates include the pilot in summer in next year, the rollover will be in the fall, and will be completed in 2018. During that time, the college will be using both Blackboard and Canvas simultaneously. It has been said that the transporting of material from Blackboard to Canvas is generally easy. Currently, the work on campus directed by Distance Education is to organize information, FAQ, and support for that transition so that people have tested it in advance. There is a regional consortium that has many members moving to Canvas who share information there as well.

The recommendation from Statewide Academic Senate is that savings as a result of a transition be used to support distance education efforts broadly. This opportunity should be taken into consideration about how much to spend and in what ways. This is upcoming (not this semester). We are also going to be offering courses about how to go from Blackboard to Canvas to teach faculty how to use Canvas.

3. DEI Summit

Two emails have been sent regarding invitation to attend the district-wide diversity, equity, and inclusion council summit (2nd annual) on April 20. Guest speaker will be attending who is the Associate Director for Research and Policy at USC Center for Urban Education and will be doing an interactive presentation about equity and achievement from our own student data. Please let them know of your attendance as there is food that will need to be ordered. No information about course release has been provided, follow up with your dean.

4. ATD and Strategic Planning

Update from ATD and Strategic Planning is that there is a draft of the ATD plan. We gave that draft out to all the leads of all the initiatives (SSSP, Equity, Basic Skills, Foster Youth Grant, Title V Grant), and they are due back to Lida Rafia and Tate by April 14. Also, today or tomorrow, the draft will be posted along with a survey for faculty to look over and offer feedback (also due April 14) because there will need to be four days to work with the synthesis of that draft. Coaches are returning to the campus on April 26, and our goal is to have a draft to the coaches 7 days out to provide them ample time to review the draft and offer feedback. Once the link and survey are posted online, an email will be sent out to inform faculty.

III. Committees

A. Program Review – Gareth Davies-Morris

Not present to report. Will report on April 18th.

B. Academic Rank – Tate Hurvitz (for Lisa Ledri)

The annual process for Academic Rank applications is complete and the committee has produced a list of both full and part-time awardees. [displayed – PT and FT approved lists] (Attachment “A”)

Motion to approve Committee’s Academic Rank approved list
M/S Evan Wirig/Sue Gonda

- In favor: 46
- Opposed: none
- Abstention: 1

Motion passed.

People who were not approved for Academic Rank were notified of decision.

IV. Action Items

V. Information Items

A. Enrollment Update (Dr. Abu-Ghazaleh)

Report is divided in to two areas: one being enrollment and the other having to do with how the college conducts business. Quote from colleague in an email regarding Professional Development, "our demographic is changing, society is changing, enrollment is changing...we have to change."

Put in stark terms: for the 15-16 academic year we accepted from the state funding to grow by 3%. We got raises as a result of the extra funding and we promised that Grossmont College would grow by 3%, as well as Cuyamaca so that state would approve the funding. In the normal order of the structure of growth (fall, winter, summer and spring), in which we promised to grow 3%, we shrank 2%. The size of the gap is 5%. We will make that gap up this year by growing summer and then taking summer 2016 and pushing back into this year to earn the funding which we received. We will start next year with 0 FTES (normally we would start with around 700).

The first few conversations that addressed this issue brought up the concern of where to find the cause. The issue is not who did something wrong, it is who did not have children 18 years ago (that would today be graduating high school students preparing to enter college). The demographic is changing – the high school population has not been maintaining growth the way it has in the past. This has been shrouded the past few years because the college's capacity to offer enrollment opportunities was shrunk because of the economic situation. So both factors were decreasing simultaneously. When the economy turned around, and we had the opportunity to start growing, the traditional population was not there to fill that gap.

The other piece that goes with that is that we have not had a machinery that reaches out to new types of populations (those who traditionally do not attend college). We have started programs now that begin working with 9th graders and given some time, will effect change. However, this is not a short-term solution.

The other thing we have started to build is an outreach office. What didn't make sense to the college in the past was to implement a machinery to promote enrollment growth because enrollment was coming to the college; it was a constant. It is no longer a constant, so we are trying to build an outreach office that will reach into many communities around us, which will take some time to come together. This process moves slowly because HR is currently doing a lot regarding hiring faculty (so getting a coordinator hired is not as fast as it otherwise might be) and because current efforts will take years to yield substantial results.

In the meantime, come fall, we will have each term (fall, winter, spring, summer) increase growth by 5% just to meet our base funding. We cannot accept additional funding at this time and expect to increase growth above 5% within a year. This will have a significant impact on the conversation about how to fund each college campus in the district. There is nothing being implied that Grossmont did something wrong or that Cuyamaca did something better than Grossmont. We must ensure that we are reaching out to our students.

The percentage of one student out of a class of 33 students is about 3%, keeping them is another story. You can't keep them by letting them slide, but by engaging them.

Discussion within ATD is addressing engagement and ways to engage at every contact with the students. This includes enrollment strategies and keeping students until the end of the semester and until they complete their career here. There is a lot of work coming down the line about how we each as individuals in our positions can cause an impact in this area. The key is to engage and retain our students in a challenging and rigorous, but also supportive, environment.

Another related topic that will help us figure out why we are constantly unsure about what is going on is about the governance processes. Governance processes have been frustrating to many people. They are incomplete, and there is a lack of information flow from one body to the next as well as a clear translation of that information in and out of the committees. There is too much business being conducted in a way that passes on large amounts of information from one body to the next, with little time for important decision making, and without a clear plan. This means that we will have to start earlier so that decisions are made in a timely fashion and also that there is less confusion about what is happening in the background. A lot is being handled in the background because the information flow and the decision clarity is carried by people who jump from committee to committee. This should be worked on in the next year to rebuild trust. This is beginning with the decision made in Senate recommending to make the switch to Canvas. Both Senate and Planning and Resources have been asked to communicate written recommendations to the President's office so that we do not rely solely of the fact of decisions existing in the meeting minutes.

By the end of the month, Katrina VanderWoude, Janet Gelb and I are taking a trip to ASU on their dime because we are one of the largest transfer institutions to ASU. However, these students are transferring there as online students, but we are not creating online students here. We don't have a fully developed online program, which is something we must address. If we do a full online program, it must still be done with quality and careful work. There will be accreditation consideration as well as training.

There is some difficulty ahead of us but it is in things that we know how to do. We have already begun initiatives that will help us reach out to those who are underserved. We have systematically not made the effort to reach out to the community, but we will start. The conversation of equity was begun long before the conversation of enrollment difficulty emerged because it fits into our mission. It creates a greater sense of urgency when there is opportunity and need on both sides. We will maintain the solid, firm programs that we have but our community has a need for us to begin to pay particular attention to career and technical education.

(20 minute session opened for Q&A)

Meeting adjourned at 12:20.

Next Meeting: Monday, April 18, 2016 at 11:00