

**SENATE AGENDA**  
**REGULAR MEETING**  
**ACADEMIC SENATE OF GROSSMONT COLLEGE**  
**April 7, 1997**  
Room 370, 11:10 a.m. - 12:20 p.m

**I. PRELIMINARY ITEMS**

- A. Call to order
- B. Approval of Agenda
- C. Approval of Minutes March 17, 1997

**II. ACTION ITEMS**

- A. Resolution to accept the General Education Committee Report.  
(Attachment C. 3-3-97)
- B. Resolution to accept the 1986 Academic Senate for California  
Community College Position on Academic Freedom and Tenure and  
the 1940 AAUP Statement of Principles on Academic Freedom and  
Tenure (Attachment D. 3-17-97)
- C. Resolution to adopt the COFO Faculty Equity Statement.  
(Attachment E. 3-17-97)
- D. Resolution to accept the concept of broadening the courses available  
for audit under the Grossmont College Audit Policy and Procedures.  
(Attachment F 3-17-97)
- E. Resolution to accept GCCCD Legislative Program 1997-1998.  
Report by Dana Quittner (Attachment G. 3-17-97)

**III. INFORMATION ITEMS**

- A. Brad Phillips/ Students Right to Know.
- B. Resolution to support the three recommendations of Ed Carrigan in  
his letter to the board members dated March 10, 1997. (Attachment  
A. 4-7-97)
- C. Resolution to accept the Council of Chairs and Coordinators job  
description. (Attachment B. 4-7-97)

#### IV. OTHER MATTERS

##### A. President's Report

Dr. Sanchez is offering a .20 LED stipend for a faculty or retiree to write the action plan for the Strategic Plan. There will be a similar stipend offered for writing the educational master plan. Interested faculty members will fill out a brief application due in 2 weeks.

The nominations for Distinguished Chair for 1997-1998 are attached. Each department/program may nominate one full-time faculty member. Nominations are to be submitted to Deans by the Chair or Coordinator by April 21. Divisions will determine their candidates, to be submitted to the Senate Officers Committee for final selection.

California Great Teachers Seminar Aug. 3-8. Staff Development will pay for one faculty member to attend. Anyone interested in attending, please submit your name to Cathie Robertson, Staff Development Committee.

- B. Budget and Planning Committee: The senate requests nominations for six faculty members to serve on the Budget and Planning Committee beginning in the Fall of 1997. Two faculty will serve on the steering committee and four will serve as full committee representatives.

- C.. United Faculty Update.

Next regular meeting April 21, 1997  
Proposed Agenda Items are due by 12pm, April 16, 1997

# Ed Carrigan Letter

The following letter was sent to selected members of the Board of Trustees.

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3/10/97

Dear \_\_\_\_\_:

I am writing this letter as a concerned citizen/resident of the District. I am also a fulltime faculty member of Grossmont College. I respectfully wish to share with you my perceptions of a major issue that I believe is at the center of current controversies regarding the Cuyamaca Self-Sufficiency Plan, productivity, growth caps at Grossmont College and a general climate of defensiveness and noncooperation at Grossmont College. That issue is the administrative structure of the District, specifically, two separate colleges, with the attending three administrative bodies, and the financial resources necessary to maintain this structure.

The general perception, I believe, of Grossmont faculty and staff is that student enrollment in the District has never been large enough to justify three administrative bodies, nor will it be in the foreseeable future. Sacrifices in program quality, salaries, etc., have been significant and continue to grow as a result.

Enrollment growth initially anticipated, nearly 20 years ago, has never been achieved at Cuyamaca College. Only recently, however, has there been acknowledgement from District leadership that Cuyamaca College has never been "self-sufficient". Exacerbating the problem has been diminished State funding for the past ten years, resulting in a continuing financial squeeze that is manifested in facilities deterioration, low faculty salaries and inadequate investment in technology and support for instruction, all due, in large part, to expenditures necessary to maintain and enlarge three administrative bodies.

It is generally known that other districts in the county, in contrast, have chosen to operate satellite centers or secondary campuses under a single college administrative structure. The San Elijo campus of Mira Costa College, for example, has comparable student enrollment to Cuyamaca College, yet is able to function very well with one administrator, a dean, on site. And there is no costly district administrative body overseeing both campuses. Palomar College operates several satellite centers with one college administration.

I don't believe the average citizen/taxpayer is even aware of this issue. If informed of the costs of the present structure, as compared to other options, it is doubtful he/she would support it.

These perceptions, I believe, are shared by the vast majority of Grossmont personnel. Whether or not they are true, they, nevertheless, operate to dampen morale and foster mistrust, fear and noncooperative attitudes and behaviors.

Trust, commitment, effective communication, creativity, excellence and cooperation are values that I am certain all constituents of the college community support. If they are ever to be achieved, I believe current perceptions of this central issue must be addressed honestly, openly and objectively by those in top leadership roles. If not addressed, I am sure that Grossmont personnel will continue to perform well, but, sadly, mistrust, defensiveness, fear, ineffective communication, noncooperation, hostility and poor morale will continue, all of which serve to diminish the excellence that could otherwise characterize the service of each staff and faculty member.

Specifically, I would recommend an objective survey of personnel to determine more accurately the extent of perceptions I have described herein.

Secondly, I would like to see an accurate and objective public acknowledgement and disclosure of both the cumulative and present costs of the present administrative structure and the comparative costs of alternative structures, e.g., a single-college structure.

Thirdly, I would like to hear a logical and objective justification, based on the above data, for the continuance of the present structure.

Sincerely,

A. Edwin Carrigan, Ph.D.

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**GROSSMONT COLLEGE  
COUNCIL OF CHAIRS & COORDINATORS**

JOB DESCRIPTION OF CHAIR OF THE CCC

- Call and set agenda for the monthly meetings of the CCC
- Act as a liaison with the Administration, representing issues and concerns of chairs & coordinators
- Represent CCC on the President's Advisory Council
- Represent CCC on the Planning & Budget Committee (steering committee, as well as full committee)
- Represent CCC at the annual meeting of the VPAA and instructional deans to determine and prioritize filling of vacant faculty positions

COMPENSATION: 0.1 LED/semester, annually renewed by application (in February) for a Special Faculty Assignment to Reassignment Review Committee (RRC)

**D--R--A--F--T  
3/31/97**

## WHY THE NEW PROPOSED GE PACKAGE IS AN IMPROVED MODEL

The New Non-Transfer GE Package . . .

- . . . is, again, NON-TRANSFER package for students acquiring an AA/AS degree from Grossmont College—and not intending to pursue a university degree. *The transfer package remains the same.*
- . . . is a "representational" package, not a "comprehensive" package. It contains categories specifically *mandated* by state guidelines (i.e., Natural Sciences, Social and Behavioral Sciences, Humanities, Language, English and Analytical Thinking).
- . . . recognizes that 49 out of 70 majors for the Associate Degree *require* 30 units or more in their discipline. The new unit requirement will more readily accommodate their acquisition of an AA Degree from Grossmont College.
- . . . recognizes that in the "old package"—the proliferation of courses and the category alignments are such that a student could conceivably take *no* courses in the following areas: Humanities, Language, Arts, Social Sciences, American Institutions.
- . . . addresses the demand from academia, business and the work force for graduates with fundamental (core) skills and values by mandating the "INFUSION SKILLS" in GE courses across the curriculum. These *skills* should add further academic rigor to the entire package.

## General Education Committee Proposal Overview (For Non-Transfer AA/AS Degree Students)

### PROPOSAL/RATIONALE

1. Revise current GE course categories.

2. Resubmit current GE courses for review—"zero base" present GE course listing.

3. Infuse required skills into GE curriculum.

#### Rationale:

See attached sheet with detailed listing of proposed changes.

#### Rationale:

- Proliferation of courses in GE package.
- GE course package not reviewed/updated in nearly 15 years.
- Determine relevance of courses to new category structure.
- Assess the infusion of skills.

#### Rationale:

- Reinforce learning of necessary skills.
- Better prepare students for further study, for the workplace and for life.
- Required by USC Title 5.

### ACADEMIC SENATE OPTIONS

- Approve GE Committee proposal
- Reject GE Committee proposal
- Amend/change GE Committee proposal
- Table GE Committee proposal/appoint new GE Committee

- Approve/Reject proposal

- Approve/Reject proposal

# GENERAL EDUCATION REQUIREMENTS FOR THE NON-TRANSFER (AA/AS) DEGREE STUDENT

## PRESENT

AREA A Language and Rationality  
(9 units) (one course from  
each area)

1. Written Communication
2. Oral Communication
3. Quantitative Reasoning

AREA B Natural Sciences (7 units)  
(one course must have a lab)

1. Biological Sciences  
(1 course)
2. Physical Sciences  
(1 course)

AREA C Humanities (6 units)  
(one course from two of the  
following)

1. Humanities and Philosophy
2. Language and Literature
3. Fine Arts

AREA D Social Sciences (6 units)  
(one course from two of the  
following)

1. Social Sciences
2. Behavioral Sciences
3. American Institutions

AREA E Physical Education (2 units)  
(2 courses)

### *Differences*

1. Present Package - 30  
units  
Proposed Package - 24  
units
2. Removes category  
choice
3. One course in the  
Natural and Social  
Sciences
4. Physical Education -  
one Fitness course—  
one Lifetime Skills  
course
5. Infusion Skills - none  
present in old package

## PROPOSED

English Composition  
(1 course) (3 units)

Oral Communication  
(1 course) (3 units)

Quantitative Reasoning  
(1 course) (3 units)

Natural Sciences  
(1 course) (4 units) (with one  
lab)

Humanities  
(1 course) (3 units)

Arts  
(1 course) (3 units)

Social and Behavioral Sciences  
(1 course) (3 units)

Health Maintenance  
(1 course - Fitness)  
(1 course - Lifetime Skills)  
(2 units)