

*Academic Senate  
Grossmont College*

**Monday, May 20, 2002, 11:10 a.m. – 12:20 p.m.  
Room 342**

**I. PRESIDENT'S REPORT**

- ✓ A. Approval of Agenda [REDACTED]
- ✓ B. Approval of minutes, meeting of May 6, 2002
- ✓ C. Part Time Senator Representative Election Results
- ✓ D. Staffing Committee Opening – **Attachment #1**
- ✓ E. PE9 Changes – **Attachment #2**
- ✓ F. Legislative Strategy – **Attachment #3**
- ✓ G. End of Year Recognition
- H. Past Senate Presidents – Plaque Presentation at 12:00 p.m. —

**II. ACTION ITEMS**

- A. Committee Membership Endorsement
  - ✓ 1. Student Petitions Committee
    - James Canady – Counseling
    - John Oakes – Chemistry
- ✓ B. Academic Rank Committee Recommendations – Evan Wirig
  - Sandra Sikes – Professor
  - P.J. Ortmeier – Professor
  - Patricia Tsai – Professor
  - Jeff Lehman – Associate Professor
  - Michelle Blackman – Associate Professor
  - Robert James – Emeritus Professor
  - *Sara West - Emeritus Professor*
- ✓ C. Board Policy 4250 – **Attachment #4**

**III. INFORMATION ITEMS**

*There are no information items at this meeting*

**IV. COMMITTEE REPORTS**

- A. ICC Committee — ✓  
Presented by Jerry Baydo
  - Distance Education Manual
  - Online Orientation and Links
  - Online Coordinator
- B. Academic Rank Committee – Emeritus Status – **Attachment #5** ✓  
Presented by Evan Wirig
- C. Staff Development Committee Report  
Presented by Barbara Chernofsky



<b>STAFFING COMMITTEE</b> <b>(COMMITTEE OF THE PLANNING AND BUDGET COUNCIL)</b>	
<b>Charge</b>	This committee is responsible for using a multiple-criterion based process for prioritizing staff and faculty position requests.
<b>Meeting Schedule</b>	First Thursday, 1:30 – 3:30 p.m. Third Thursday, 3:00 - 4:30 p.m.
<b>Chair Co-Chair</b>	Dean, Math, Natural Sciences and Exercise Science/Wellness Classified Senate Representative
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Vice President, Academic Affairs</li> <li>• Vice President, Student Services</li> <li>• Dean, Administrative Services</li> <li>• Instructional Dean (1)</li> <li>• Student Services Dean (1)</li> <li>• Classified Senate Representatives (2)</li> <li>• Confidential/Supervisory Representatives (2)</li> <li>• Faculty (4)</li> </ul> <p>For Faculty Positions:</p> <ul style="list-style-type: none"> <li>• Vice President, Academic Affairs</li> <li>• Vice President, Student Services</li> <li>• Dean, Administrative Services</li> <li>• Instructional Dean</li> <li>• Student Services Dean</li> <li>• Faculty (4)</li> </ul> <p>For Non-Faculty Positions:</p> <ul style="list-style-type: none"> <li>• Vice President, Academic Affairs</li> <li>• Vice President Student Services</li> <li>• Dean, Administrative Services</li> <li>• Instructional Dean</li> <li>• Student Services Dean</li> <li>• Classified Senate Representatives (2)</li> <li>• Confidential/Supervisory Representatives (2)</li> </ul>
<b>Adopted</b>	
<b>Revised</b>	
<b>Notes</b>	

**MINUTES OF THE MEETING – April 1, 2002****PE9 Procedural Addition**

*Faculty appointments to a Search and Interview Committee when the direct report is an administrator*

*If the direct report for a full time faculty position will be an administrator, the Senate Officers at each College assume the responsibility to identify the most appropriate discipline that has functional characteristics closely paralleling the duties and responsibilities of the full time job description. The department chair or coordinator of that discipline **may** assume the responsibility to recommend to the Academic Senate President **those** faculty members **to serve on** the S&I Committee. In the absence of such a chair or coordinator, the Senate Officers will assume responsibility for identifying faculty members of the S&I Committee to recommend to the Academic Senate President for approval.*

**M/S/U Wertlieb/Amov**



Identify those knowledges, skills, abilities, and experiences (ranking factors), which may set the more qualified candidate apart from a lesser-qualified candidate.

- 4 Vice President  
I - B3\*

**Appoint Administrator**

Identify and forward name of the appropriate administrator or designee to serve on the Search and Interview (S&I) Committee to College President.

- 5 Department Chair/Program  
Coordinator or in the absence of a  
Department Chair/ Program  
Coordinator First Level Supervisor  
I - B2, 4 & 5\*  
I - B6

**Establish Search and Interview Committee**

Using Search & Interview Committee e-mail template, recommend faculty members for the S&I Committee to the President of the Academic Senate and send copy of e-mail recommendation to the Affirmative Action Officer and Director, Employment Services. If the direct report for a full-time faculty position is an administrator, the Academic Senate Officers at each College assume the responsibility to identify the most appropriate discipline that has functional characteristics closely paralleling the duties and responsibilities of the full-time job description or area of assignment. The department chair or coordinator of that discipline may assume the responsibility to recommend to the Academic Senate President those faculty members to serve on the S&I Committee. In the absence of such a chair or coordinator, the Senate Officers will assume responsibility for identifying faculty members of the S&I Committee to recommend to the Academic Senate President for approval. Faculty members of the S&I Committee will consist of:

- Department Chairperson/Coordinator or designee
- 2 or 3 regular/contract faculty members (faculty members of the Committee will be primarily from appropriate discipline with representation from other disciplines).

\*Hiring Procedures for GCCCD Full-Time Certificated Staff (Non-Management) approved by Governing Board on 4/2/91 and Academic Senates on 2/91

\*California Code of Regulations - Title 5, Education

\*Equal Employment Opportunity Commission Uniform Guidelines on Employee Selection Procedures, Federal Register 8/25/78, part IV, p 250-276

6 Affirmative Action Officer  
IV – 4\*  
Chapter XIV, part 1607  
Supplemental, Sections II & III  
pages 251 – 252\*

**Adverse Impact Analysis**

The composition of the pool of applicants to be advanced is analyzed to ensure that no group, defined in terms of ethnicity, gender, or disability, is adversely impacted by the application of the screening methods. (See **EEOC Uniform Guidelines for Employee Selection.**)

7 President  
V – 1\*  
53024(g)\*

If sufficient candidates are not recommended for hire by the S&I Committee, the President reviews the report of the Committee and accepts or declines the pool. If the pool is not accepted by the President, the S&I Committee shall reexamine the criteria to determine if any skills may be acquired on the job. If so, the finalist pool will be re-evaluated. All candidates rated as possible by a majority of the S&I Committee shall be advanced.

If the S&I Committee determines that it is not in the best interest of the instructional program to allow candidates to acquire other qualifications on the job, then the position is to be opened and re-advertised.

8 { President, Vice President,  
Supervising Administrator,  
Committee Chair; if the  
Committee Chair is an  
Administrator, a faculty  
Member of the S&I Committee  
as selected by the S&I  
Committee  
V – 2\*  
V – 3\*  
V – 4\*

**Interview Final Candidates**

Conduct interviews.

Review the Finalist Profile form of the S&I Committee and discuss each candidate's strengths and weaknesses.

Establish reference check procedures including the following guidelines:

- a. Contact each candidate's present or most recent employer.
- b. For consistency of information, one person should conduct the reference checks or a conference call allowing everyone to participate should be used.

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\*Equal Employment Opportunity Commission Uniform Guidelines on Employee Selection Procedures, Federal Register 8/25/78, part IV, p 250-276



**Grossmont-Cuyamaca Community College District  
2002-2004 Legislative Program****STATE ISSUES*****ACCESS***

As long as community colleges have capacity and are affordable to students from all segments of society, they are the gateway to equity. California's community colleges are the primary access route to higher education for most Californians, a route that includes transfer, career education and basic skills.

**The Grossmont-Cuyamaca Community College District supports:**

1. Strengthened transfer and articulation processes and more effective transfer guarantees from K-12 to community college and from community colleges to UC and CSU and others.
2. Removal of physical barriers to community college campuses.
3. Increased funding and expanded eligibility for CAL Grants for community college students.
4. Increased outreach to high schools.

***FUNDING***

**Community colleges provide quality post-secondary education at low cost. An inappropriate state funding formula has resulted in a major disparity in the amount of funding per community college student, costing millions of dollars each year to Grossmont-Cuyamaca.**

**The Grossmont-Cuyamaca Community College District supports:**

1. Funding (per student) equity within the system.
2. Credit equalization funding.
3. Compliance with the statutory division of Proposition 98 funds (10.98 percent for community colleges)
4. A permanent backfilling mechanism to address property tax shortfalls.
5. State bond measures, which allocate significant and equitable funds to community colleges and include funding for Americans with Disabilities Act projects.
6. Adequate funding for instructional materials, including technology and related support personnel, planned upgrades, and staff training.
7. Funding for scheduled maintenance, remodeling and facilities upgrades.
8. Alternative funding sources such as technology fees.
9. Reimbursement for waiver of student health fees for low income students.
10. Funding streams that include an equity component.

## ***WORKFORCE AND ECONOMIC DEVELOPMENT***

**Community colleges have helped California regain its status as a cutting edge economic powerhouse by providing a trained and retrained workforce and directly supporting the training and educational needs of business and industry.**

### **The Grossmont-Cuyamaca Community College District will:**

1. Support comprehensive workforce training programs whose outcomes are measured over a period of time six years or more.
2. Support proposals, including financial incentives such as tax credits, to encourage the use of industry equipment by community college students for training purposes.
3. Support funding initiatives that enable students to complete education and training programs that lead to employment and economic self-sufficiency. This includes training for continuous workforce improvement and programs that include preparation for career ladders.
4. Oppose overly restrictive provisions within welfare reform which impact the ability of welfare recipients to obtain employment and training which would have long term benefits and enable self support.
5. Support funding for development of a regional plan in cooperation with other regional agencies.
6. Oppose duplicate reporting for vocational programs and participants.

## ***ADMINISTRATIVE ROADBLOCKS***

**State-imposed regulations that are duplicative or unnecessarily costly divert our attention from educational outcomes and focus us instead on non-productive processes.**

### **The Grossmont-Cuyamaca Community College District supports:**

1. Accountability standards that are quantifiable, educationally sound, reduce duplication, and include a long-term perspective.
2. Measures to streamline community college facility planning and approval.
3. Replacement of the Field Act requirements for community colleges with the State Buildings Standards Act.
4. Allowing local preference in the competitive bid process.
5. Reduction of state mandates, reimbursement for new mandates and appropriate assessment of mandated costs.



## FEDERAL ISSUES

A federal commitment to education and training is a long-term investment in the country's human capital. This approach should be reflected during consideration of Reauthorization of the Higher Education Act, the Perkins Act, Temporary Assistance to Needy Families (TANF), and the Workforce Investment Act.

In the aftermath of 9/11, many proposals have been considered by Congress to limit immigration, further assess it or collect additional information. While cooperation with federal agencies is a given, collection of information and funds needs to be carefully considered for minimal intrusion, minimal administrative impact and appropriate levels of responsibility.

### ACCESS

Full-time, dependent community college students with the very lowest incomes (less than \$12,000) cover 54 percent of their education costs from their own savings and earnings. In 2001-02, we had over \$4.3 million of unmet financial need among our students who were eligible for financial aid.. Over 900 students were eligible for the Federal Work Study program in 2001-02, but were not awarded work study due to lack of funds.

The impact of increased use of loan programs is regrettable and encourages the acquisition of substantial debt by low-income students.

### Copyright law:

U.S. Copyright law needs amending to create parity between classroom and remote student access to instructional material. Performance of any type of copyrighted work allowed in a physical classroom should be permitted in distance learning environments.

The Grossmont-Cuyamaca Community College District supports:

1. Appropriations for student financial aid at the statutory maximums.
2. An increase in grants, not loans, for first year students.
3. Funding for Americans with Disabilities Act (ADA) compliance.
4. Support amendment of the Copyright Act of 1976 to allow any type of copyrighted works allowed in a physical classroom to be permitted in distance learning environments.

### *WORKFORCE DEVELOPMENT*

The educational challenge for community colleges is to assist welfare recipients in achieving the education and training they need to move them to economic self-sufficiency in an environment of changing workplace demands and opportunities. Experience has proven that support structures, including child care and work study, maximize educational progress.



## Nursing

Associate degree (AD) nurses educated at community colleges play an essential role in meeting nurse staffing needs and providing patient care. Associate degree nurse graduates are the largest component of the pipeline of nursing professionals in the U.S., Accounting for 60 percent of all new registered nurses (RN). In 2000, 42,665 people received AD degrees. In California, over 70% of the registered nurses are ADNs. Currently, only 20 percent of the funding available for nurse education through the Public Health Service Act goes toward grants that support associate degree nurse education.

### **The Grossmont-Cuyamaca Community College District supports:**

1. Expansion of educational opportunities for welfare recipients by increasing the time period for which education can be treated as a work activity from 12 months to 24 months; including postsecondary education as an allowable work activity; and removing teen parents from the education participation cap.
2. Inclusion of California community colleges in the creation of voluntary industry education standards, work-based learning, apprenticeship programs and workforce development councils.
3. Funding to enable assessment of job sites for accessibility for the disabled.
4. Incentive funds for students to enter high demand industry clusters.
5. Financial incentives, including favorable tax treatment, which would encourage gifts of appreciated property and other charitable contributions and the use of industry equipment by community college students for training purposes.
6. Reauthorization of the Public Health Act and related legislation that supports new incentives and innovative approaches to expand educational opportunities for associate degree nursing.

## **ADMINISTRATIVE ROADBLOCKS**

Proposals to require earthquake coverage for all public buildings are particularly problematic for California. There is a real question as to insurance industry capacity to provide the proposed coverage. The cost to the District to acquire all risk coverage, if we could get a quote, would be very expensive.

### **The IRS Connection**

The Taxpayer Relief Act of 1997 established Hope Scholarship and Lifetime Learning tax credits for college students. This Act requires community colleges to submit tax information about students and those who provide financial support for them, creating an unprecedented and inappropriate linkage between the IRS and colleges and universities. Higher education tax credits should be treated like other tax credits and reported by the taxpayers who request them.

### **The Grossmont-Cuyamaca Community College District supports:**

1. Repeal of the institutional reporting requirements of the Taxpayer Relief Act of 1997 (HOPE Scholarship laws).

2. Amendment of the Fair Labor Standards Act (FLSA) to allow community colleges to employ full time classified staff in part-time teaching positions with payment at the part-time teaching rate.
3. A reduction in federal mandates to reduce administrative costs where there is no concurrent student benefit.
4. Initiatives to ensure that institutional default rates do not unfairly penalize community colleges with low loan volume.
5. Simplified and equitable institutional refund requirements.
6. **Oppose imposition of a costly federal earthquake insurance rule on**

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**BP 4250 Probation, Disqualification and Readmission**

Reference:

**Education Code Section 70902(b)(3); Title 5, Section 55754, 55755, 55756, 55759, 55764**

Grades earned at other schools prior to admission to District colleges shall not be considered in determining probationary status.

**PROBATION**

1. Academic Probation

Any student who has attempted a minimum of 12 semester units and whose cumulative college grade point average falls below 2.0 in courses receiving letter grades for work attempted at a college within the District shall be placed on academic probation at the college where the units were attempted.

2. Lack-of-Progress Probation

Any student who has enrolled in a cumulative total of at least 12 semester units at a college in the District shall be placed on probation when the student's cumulative units indicate 50 percent or more units of "W," "I," and/or "NC" at the college where the units were attempted.

3. Removal from Probation

- a. Any student placed on academic probation shall be removed from probation when the cumulative grade point average at the college where the student has been on probation has improved to 2.0.
- b. Any student placed on lack-of-progress probation shall be removed from probation when the cumulative units of "W," "I," or "NC" recorded at the college where the student has been on probation are less than 50 percent of the total units attempted.

## DISQUALIFICATION

Any student disqualified from a college within the Grossmont-Cuyamaca Community College District may not attend any college within the District during the next consecutive semester. The student may, however, attend summer intersession.

### 1. Academic Disqualification

Any student on academic probation whose semester grade point average falls below a 2.0 shall be academically disqualified. Any student on academic probation whose semester grade point average equals or exceeds 2.0 but whose cumulative grade point average for all units attempted remains below 2.0 shall be continued on probation.

### 2. Lack-of-Progress Disqualification

Any student who is on lack-of-progress probation and whose semester work indicates 50 percent or more units of "W," "I," or "NC" will be disqualified. Any student on lack-of-progress probation whose semester work indicates fewer than 50 percent units of "W," "I," or "NC" but whose cumulative records show 50 percent or more units of "W," "I," or "NC" will be continued on lack-of-progress probation.

## READMISSION

Any student disqualified may petition for readmission. The petition must be initiated at college in which disqualification occurred.



**HONORING EMERITUS PROFESSORS**

- I. Retired Full Professors must be nominated by 1) an academic department/program faculty, 2) the appropriate Dean/Vice President of the college, or 3) three or more tenured faculty colleagues.
- II. Committee Chair reviews the application and forwards it to the appropriate Dean and Personnel for verification and signatures.
- III. Academic Rank Committee members then review and verify the application.
- IV. Chair notifies Academic Senate President for information and forwards the nomination packet to the College President.
- V. College President arranges for the Emeritus Professor to be presented to the Governing Board, notifies Risk Management that an Emeritus Plaque is needed, and publishes announcement in Campus Scene or other publications.
- VI. The College President honors the Emeritus Professor in a public ceremony such as a convocation or at the next commencement ceremony following approval.