

*Academic Senate
Grossmont College*

**Monday, May 19, 2003, 11:10 a.m. – 12:20 p.m.
Room 342**

I. PRESIDENT'S REPORT

- A. Approval of Agenda
- B. Approval of minutes, meeting of May 5, 2003
- C. Recognition of Senate Committee Chairpersons – Mary Rider
- D. Other

II. ACTION ITEMS

There are no actions items for this meeting.

III. INFORMATION ITEMS

- A. Budget Cutback Process
Presented by Dr. Martinez

- B. 2003 Spring Session Plenary Report – Attachment #1
Presented by Beth Smith

- C. Design Guidelines
Presented by Dale Switzer and P. Vaughan Davies – No action will
be taken on this item.



“Academic Fraud”

Students: Highly Important to Read

The college is an academic community with high standards, and its teaching, learning and service purposes are seriously disrupted and subverted by Academic Fraud. All students at Grossmont College are expected to comply with the institution's high standards of Academic Integrity and avoid instances of dishonesty at all times. Such acts of dishonesty include cheating, plagiarism, fraud, false citations or data, and the fraudulent use of Internet resources.

Students are not to commit Academic Fraud, which is a form of cheating, lying or stealing. It is a serious violation of the Student Code of Conduct, as published in the catalog. The intent of this document is to increase student awareness as to what Academic Fraud is, to provide strategies to avoid the situations, and to explain the consequences of committing academic fraud. The Faculty and Administration expect students to have a responsible and sincere commitment to Academic Integrity during the performance of their instructional activities and completion of assignments or requirements.

Academic Fraud includes, but is not limited to, the following situations:

***Plagiarism** is using someone else's ideas or work without proper or complete acknowledgement. Plagiarism encompasses many things and is by far the most common manifestation of Academic Fraud. For example, copying a passage straight from a book into a paper without quoting or explicitly citing the source is plagiarism. In addition, completely rewording someone else's work or ideas and using it as one's own is also plagiarism. It is very important that students properly acknowledge all ideas, work, and even distinctive wording that are not their own. Students unsure of how or when to properly acknowledge sources are encouraged to consult their instructor.

***Cheating** is the copying of any test or quiz question or problem, or work done in a class that is not the student's own work. It also includes giving or receiving unauthorized assistance during an examination whether it was intentional or not. Obtaining or distributing unauthorized information about an exam before it is given is also cheating, as is using inappropriate or unallowable sources of information during an exam. To avoid unintentional copying of work, cover exams and quizzes, and do not leave a test or quiz on the desk where another student may be tempted to look at it.

***Multiple Submission** is the use of work previously submitted at this or any other institution to fulfill academic requirements in another class. For example, using a paper from an English 126 Creative Writing class for a Sociology 138 Social Psychology class is academic fraud. Slightly altered work that has been resubmitted is also considered to be fraudulent. With prior permission, some professors may allow students to complete one assignment for two classes. In this case, prior permission from both instructors is absolutely necessary.

***False Citation** is falsely citing a source or attributing work to a source from which the referenced material was not obtained. A simple example of this would be footnoting a paragraph and citing a work that was never utilized.

***False Data** is the fabrication or alteration of data to deliberately mislead. For example, changing data to get better experiment results is academic fraud. Instructors and tutors in lab classes will often have strict guidelines for the completion of labs and assignments. Whenever in doubt about what may be considered academic fraud, immediately consult with the instructor.

***Plagiarism on the Internet** is occurring with more and more frequency, and takes a number of different forms. As should be obvious, purchasing research papers on the Internet and submitting them as your own constitutes a gross case of plagiarism. Cutting and pasting from a website without putting the text being used in quotation marks and/or without properly citing the source also constitutes plagiarism. Posting stolen tests online and/or accessing such tests is cheating. Also be aware that while many websites provide reliable information, others may not include well-documented research. Be sure to check facts using a variety of different types of resources in order to ensure accuracy.

***Intentional Deception** is the submission of false documentation (absence excuse, proof of attendance, volunteer hours, etc.) or falsifying any official college record. A student who misrepresents facts in order to obtain exemptions from course requirements has committed an act of intentional deception and may also be subject to the consequences listed below. It is best to do the work as required in a course or speak to the instructor about circumstances that may cause problems in completing forms correctly or honestly.

Students who engage in Academic Fraud will be subject to authorized penalties at the discretion of the instructor of record in the class. Such penalties may range from an adjusted grade on the particular exam, paper, project, or assignment to a failing grade in the course at the discretion of the instructor. The instructor may also summarily suspend the student for the class meeting when the infraction occurred as well as the following class meeting.

In addition, Academic Fraud can result in a suspension or expulsion as stipulated by the District's Student Disciplinary Procedures administered by the Vice President of Student Services and Assistant Dean of Student Affairs.

It is worthwhile to note the California Education Code Section 76224(a) states:

"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the faculty member of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final."

The foregoing language indicates that the instructor has sole and final authority in awarding grades based on his/her determination of the quality of the student's work in the course. Faculty are strongly encouraged to report all students found to be violation of the college standards for academic integrity to the Assistant Dean of Student Affairs.

For further clarification and information on these issues, please contact the Assistant Dean of Student Affairs Office in Room 636 or 619-644-7601.

Thank you to the University of Virginia for allowing Grossmont College to modify its statement on Academic Fraud.

Status of Selected Resolutions sent to the Academic Senate for California Community Colleges

- | | | |
|----|--|----------|
| 1. | Resolution opposing disproportionate cuts to EOPS, DSPS, etc. | PASSED |
| 2. | Resolution opposing differential cuts (Exercise Science, music) | PASSED |
| 3. | Resolution accepting CAN system articulation model | PASSED |
| 4. | Resolution supporting equitable funding | REFERRED |
| 5. | Resolution to delay amending Title 5 for Math and English minimum course requirements for graduation | PASSED |

Basic Skills (4 resolutions) --emphasizing funding, professional development for faculty, and a paper that outlines "effective practices."

Academic Senate (6 resolutions) --emphasizing funding, PACs and support for FACCC, awards timelines, and compensation during the summer for senate presidents.

Student Fees (2 resolutions) --emphasizing the senate stance that there should be no fees for students to attend community college and opposes any proposals that funds generated from fees augment community college revenues.

Student Removal—recommend changing Ed Code to allow a faculty member to remove a student from his or her class for that day + one more day, *or the next two business days*.

Work for local senates next year—

1. Develop and approve a Student Equity Plan by March 2004.
2. Dialogue about amending Title 5 for the Math and English graduation requirements for an AA or AS degree. Determine a campus position prior to Spring 2004 Plenary Session.

GROSSMONT COLLEGE - DESIGN GUIDELINES

Executive Summary - DRAFT

A Revitalized Campus Plan

Grossmont Campus has the opportunity to re-establish itself as a visually coherent, vibrant campus, with a definitive campus style. The original campus style was established in the 1950s and 1960s. The campus environment is relaxed and informal, within a formal geometry of buildings and courtyards. The quality of buildings and spaces on campus, i.e. the quality of student life, needs to go beyond the institutional character of the campus. The students can be treated as 'guests' within an environment that emphasizes quality architectural design, continuity of design elements and use of similar materials and colors. The design elements of the campus include a combination of both buildings and open space. Both are important. The existing buildings and open space should define Grossmont Campus as a place that honors the past while embracing new urban concepts to build a sustainable future. The student and staff experience should be of a 'College Town', not just a place to go to class and leave, but a place to come back to again and again.

A Revitalized Campus Plan. The New Grossmont Campus will provide reinforcement to the "heart" of Civic Campus Plan, restoring its central core. The design of Grossmont Campus will draw upon the rich tradition of Southern California architecture exemplified by the great civic buildings of San Diego's heritage and will complement the neighborhood qualities of the nearby Districts.

An Ideal Campus. With its mix of building uses, Grossmont Campus will become the focus of varied activity both day and night. The low-rise scale will contribute to the urban focus on the Central Square. Easily accessible to both pedestrians and automobiles, Grossmont will build on the already strong campus life - a great place to study, work and play.

An Energized Public Environment. Taking advantage of Southern California's ideal climate, Grossmont Campus defines a variety of outdoor gathering spaces -- both grand and intimate -- for people to study, mingle, dine, and recreate and celebrate. Integrating architecture, and landscape these public environments will create a sense of identity and discovery and will emphasize the civic campus character of the Grossmont Campus experience. The landscape will be also oriented to pedestrians, emphasizing diversity, convenience, way-finding, and security.

Reflecting the very best of Grossmont's unique heritage, the Campus is sure to become a prime institutional address -- and a premier educational destination in Southern California.

Objectives

The objective of the design guidelines for Grossmont College is to build upon the unique visual history of the campus buildings built in the 1950s and 1960s. These Design Guidelines set standards for new building and open space. As buildings are added to the campus, a consistent approach to building site, design elements and materials will result in a campus, which will be inviting to the students and retains a significant visual identity.

The means to accomplish this are:

New buildings should "Fit" with the Campus Community, creating a sense of visual unity with the buildings from the 1950s and 1960s.

New buildings should be respectful of and compatible with the historical aspects of the original campus building, designed in a contemporary manner.

Design elements and materials of building, landscaping and walkways should provide what is missing, creating a cohesive & connected campus design.

New buildings and development should ensure Financial Viability of the College, as a whole, i.e. new buildings should be cost effective to build.

Create a unique destination that reflects Grossmont College's heritage, quality, and needs.

Provide the missing "heart" of the Central Campus, a place where students gather, a natural meeting place.

Make public spaces attractive to pedestrians (safe, convenient, clean, interesting, human-scaled); expand existing spaces to be used for new and existing public events.

Enhance the connection to surroundings, establishing view corridors to significant buildings and entrances.

Enhance the connection to the environment, the surrounding hills and valley vistas.

What are Design Guidelines

The purpose of these design guidelines is to provide policy regarding the physical design of buildings, landscape and hardscape elements on the Grossmont College Campus. Many campuses in California have established design guidelines to maintain the overall character of their historical building core. The image of the campus should be identified when the students, faculty and staff first enter the campus grounds. That image, the use of materials and landscaping should be consistently reinforced throughout the entire campus. Design Guidelines define the essential elements of the buildings, from the connection to other buildings, the massing & scale to the materials and colors. New buildings are able to maintain unique design elements and can be designed in contemporary manners, as long as the essential elements are used. The guiding principles for the Grossmont Campus are:

- To create explicit design standards to be used by the Campus in design review, to guide decisions for approval or denial of proposed building projects, protecting and enhancing the use, vitality and image of the campus.
- To guide and assist prospective campus officials, planners, architects, landscape architects and engineers in the design and development of proposed projects, by providing explicit high quality design standards.

The goal of the plan is to define historical building elements and to provide design criteria for new facilities intended to enhance the quality of the environment and visual cohesiveness on the campus.