Academic Senate
Grossmont College
Monday, August 31, 2009
11:00am – 12:20pm in <u>Griffin Gate</u>

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 May 18, 2009**

II. **PRESIDENT'S REPORT**

    A. **Introductions and Brief Orientation**   **15 minutes**

    B. **Sabbatical Leave Replacement of Senate Officer**   **5 minutes**

    C. **Budget Update – Tim Flood, Chris Hill**   **15 minutes**

    D. **SLO Coordinator Update – Devon Atchison**   **10 minutes**

III. **COMMITTEE REPORTS**

    NONE

IV. **ACTION ITEMS**

    NONE

V. **INFORMATION ITEMS***

    A. **EEO plan section (Attachment #1)**   **10 minutes**

    B. **Standards of Good Practice for Conserving Resources (Attachment #2)**   **10 minutes**

    C. **2009-10 Basic Skills Plan**   **5 minutes**

    D. **BP/AP 4045 – Education Materials – Cost Reduction (Attachment #3)**   **5 minutes**

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

Academic Senate
Grossmont College

Minutes of the Meeting – May 18, 2009

MEETING ATTENDANCE:

X	Chris Hill (President)	X	Janet Gelb (CSIS)	X	Sue Gonda (History-Sen Officer)
X	P.J. Ortmeier (AOJ)		Diane Mayne-Stafford (CSIS)	x	Devon Atchison (History-Sen Officer)
	Lance Parr (AOJ)	X	Ronald Norman (CSIS)	X	Angela Feres (History)
X	Tina Young (AOJ)		Donne Leigh (Counseling)	X	Priscilla Rogers (Inter Bus)
X	Jennifer Carmean (ASL)		Mary Rider (Counseling)	X	Patty Morrison (Library)
	Jamie Gould (ASL)		Bonnie Schmiege (Counseling)	X	Jenny VandenEynden (Math)
	Jim Wilsterman (Art)		Tom Gamboa (Cross Cult Stud)	X	Susan Working (Math)
X	Steve Garcia (Art)		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	X	Shirley Pereira (Math)
X	Gregg Robinson (Behav Sci)	X	Jane Nolan (DSPS)	X	Evan Wirig (Media Comm)
X	Rebekah Wanic (Behav Sci)	X	Carl Fielden (DSPS)		William Snead (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)	X	Oralee Holder (English)		Steve Baker (Music)
X	Michele Perchez (Biol Sci)	X	Adelle Schmitt (English)	X	Joy Zozuk (Nursing)
X	Brian Keliher (Bus Admin)	X	Joan Ahrens (English)	X	Christine Vicino (Occ Therapy)
	Nate Scharff (Bus Admin)		Stephanie Mood (English)	X	David Milroy (Part-time Rep)
X	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)
X	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)
X	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)		Antonio Crespo (Foreign Lang)		

X = present at meeting

GUESTS:
- John Colson-Vice President, Student Services
- Jerry Buckley-Dean, Math/Natural Sciences/Exercise Science
- George Gastil-Faculty History
- Janet Castanos-Dean, Hum/Social & Behavioral Science/International Programs/English
- Michelle Blackman-Librarian
- Sunita Cooke-President, Grossmont College
- Tim Flood- Acting VP, Administrative Services

RECORDER: Rochelle Weiser

I. **CALL TO ORDER (11:10)**

   A. **Public Comment**
   None

   B. **Approval of Agenda**
   A motion was made to approve the day's agenda.
   M/S/U Wirig/Montejano

C. **Approval of Minutes from May 4, 2009**
   M/S/U Fielden/Atchison
   *Note: Attendance from May 4 meeting corrected to show Oralee Holder present at Meeting.

II. PRESIDENT'S REPORT

A. Announcements

Chris began by welcoming everyone. She thanked all the senate members for their service and hard work this year. Chris announced that the Academic Senate would be starting early in the fall to work on accreditation-related items. Chris was asked by Tim Flood to announce that a volunteer was needed to work on the task force to plan the parking structure opening; Jennifer Carmean volunteered. Chris also announced that Beth Smith would be stepping down as the Tenure Review Coordinator at the end of next year and asked if anyone was interested in the position with the hope that someone could shadow Beth to learn how the process works.

B. Threat Assessment

Chris introduced John Colson, Vice President of Student Services. John presented the Senate with a "Threat Assessment at Grossmont College" process flow chart. John thanked Jeff Lehman for his work on reducing the process sheet to the current one. He explained this process is primarily for behavioral threats coming from either a student or staff member and then explained the process as outlined in the handout. It was suggested that the outline be posted in the adjunct faculty offices as well as sent via e-mail to faculty with either a link to the webpage or as a PDF. John then introduced Joel Javines, Director of Public Safety. Joel explained the role of his department is immediate response to emergencies. He then explained that he and his officers are available to handle emergencies that occur on campus or in the classroom, medical or criminal, and that phones are located in each classroom that dial directly to campus police for assistance.

C. Absence Report Process

Chris introduced Jerry Buckley, Dean of Math/Natural Sciences/Exercise Science. Jerry presented that the administration is working on a new system for absence reporting that would consist of a single phone line to report absences for both faculty and classified staff. Some ideas were mentioned including the use of an e-mail process that would be valuable to the deaf members of the faculty and staff. In addition, an absence line would help with posting for classes when an instructor is absent with the intent of improving communication with the students.

There was also a request from the administration to formalize a policy for the use of email as the main form of campus communication. There were some concerns expressed if this were to become policy including the management of the spam filters, increasing the server size on mail boxes, and training on managing attachments. All agreed that both ideas would improve communication for staff, faculty and students.

D. Budget Update

Chris introduced Tim Flood, Acting Vice President of Administrative Services. Tim presented the 2009-2010 tentative budget and gave the background of what items factor into building the budget. The previous year's budget was used to create the tentative budget, with an included 4% reduction as they know the funds coming from the State will be reduced (4% being the state average). In order to balance the tentative budget the College used the 4% savings, reductions in some areas (i.e. hours of operation in bookstore, tech mall), found monies that had been allotted but not used, and included monies not being spent in the next year (i.e. shuttle and of-campus parking). However, the budget from the State will still heavily impact the Grossmont College tentative budget, as they are anticipating a minimal additional 5% reduction in funding. Tim and Chris closed by stating that any questions and concerns that arise could be directed to Tim.

III. COMMITTEE REPORTS

A. Faculty Professional Development

Chris introduced Martin Larter, Faculty Professional Development Committee Co-Chair. Martin briefly described the flex week training sessions upcoming in the Fall 2009 and Spring 2010. Following the ribbon-cutting ceremony for the new parking structure and convocation, there will be a two-hour Emergency Operations Center training for all full and part-time faculty to attend. Martin noted this training is necessary to be eligible for funds from the federal government in the event of an emergency at Grossmont and strongly suggested everyone attend. In the spring there will be a focus on the Basic Skills Initiative. An e-mail will be sent with the tentative dates and schedule to the chair and coordinators of the departments.

B. Curriculum

Chris introduced Sue Gonda, Curriculum Committee faculty co-chair. Sue gave a brief report of what Curriculum has been working on: deletion of 28 courses and 2 certificates (haven't been used or replaced by something else), created Universities Studies and General Studies degrees (now listed in catalog), made recommendation for Diversity within GE package (working on 3 year timeline to incorporate diversity components into the GE classes and adding diversity choices of existing GE classes), approval of 45 new courses, 93 course modifications, 3 new certificates, 3 new proficiencies, 18 modifications to certificates, and 35 new distance education courses.

IV. ACTION ITEMS

A. Approval of Technology for Teaching and Learning Committee (TTLC) chair

Chris entertained a motion to approve Patty Morrison as the new Chair of TTLC.
M/S/U Mullen/Dewolf

B. Board Policy (BP) 2430- Delegation of Authority to the District Chancellor and the College Presidents

Chris introduced BP 2430. She noted a change had been made to the numbering so that it was now BP 7113. Because the 2000 series deals with the Board's duties and the 7000 series deals with the Chancellor's duties, the language for the president's authority would best be separated into its own BP within the 7000 series.
M/S/U Montejano/Mullen

C. Accreditation Follow-up Report

Chris presented the accreditation follow-up report. She reviewed the four recommendations for Grossmont College and outlined the steps that had been taken over the past year to address the recommendations. There was a question about the specific components that had been discussed for Recommendation #7 on effective working relationships between the college, district, and governing board. Chris shared a table of issues that had been discussed as well as the next steps to be pursued. A motion was made to endorse the follow-up report.
M/S/U Passentino/Atchison

D. Textbook Task Force proposal

Chris presented the "How Can Faculty Keep Textbook Costs Down" guidelines. This document outlines ways in which instructors can assist students in keeping costs down. Faculty are encouraged to utilize the guidelines, but it is not required. Chris also distributed a handout from TTLC regarding their discussion on E-books. A motion was made to adopt the guidelines. M/S/U Passentino/Atchison

V.   INFORMATION ITEMS
   None

Next meeting is scheduled for August 31, 2009.

Meeting Adjourned at 12:20pm

CH: rw

Attachment #1

EEO Plan Section XIV

XIII. OTHER MEASURES NECESSARY TO FURTHER EQUAL EMPLOYMENT OPPORTUNITY

In addition to the steps/measures used to address underrepresentation and/or significant underrepresentation, found in Sections XII & XIII of this *Plan*, GCCCD will implement a focused approach to diversity, equity, and inclusion. GCCCD recognizes that multiple approaches are appropriate to fulfill its mission of ensuring EEO and creating a diverse workforce. Establishing a culture that welcomes and celebrates diversity and multiculturalism, and is supported by the leadership of GCCCD may consist of measures such as:

1. Establishing appropriate district-wide committees within the GCCCD governance structure that adequately address the GCCCD's commitment to diversity and includes a focus on EEO and student equity.

2. The EEOAC and other established district-wide committees will work to develop and implement goals related to diversity, equity, and inclusion. Such goals will be identified in appropriate district-wide plans. The EEOAC and other established district-wide committees will schedule an appropriate number of joint meetings to confer on the progress toward the stated goals, as well as other issues and ideas for furthering EEO and diversity initiatives throughout the GCCCD.

3. Identify possible barriers and other issues via research including data scans and campus climate surveys.

4. Provide opportunities for guest speakers from monitored groups who are in leadership positions and who may inspire students and employees alike.

5. Highlight the GCCCD's commitment to EEO and diversity in job announcements, marketing, and other publications.

6. Conduct diversity dialogues, forums, and cross-cultural workshops.

7. Work with the Academic Senates, vice presidents and deans to enhance the established "Instructional Survival Kit" as a resource for faculty interested in infusing diversity and multiculturalism into their instruction or services to students.

8. Encourage cultural proficiency as an institutional student learning outcome at each campus and the infusion of diversity into General Education classes.

9. Review and revise college publications and other marketing tools to reflect diversity in pictures, graphics, and text to reflect an inclusive environment.

10. Establish and implement a process to recognize the value of staff and faculty who have promoted diversity and equal employment opportunity principles.

11. Promote professional development opportunities that will assist the GCCCD in achieving its equal employment opportunity and diversity objectives, including offering EEO/diversity workshops during faculty flex week and classified "Staff Development Days" programs.

12. Establish an Equal Employment Opportunity and diversity online presence by highlighting the district's diversity and equal employment opportunity, Americans with Disabilities Act (ADA), prohibition of harassment and nondiscrimination policies, procedures, and programs on the GCCCD's website. The website will also list contact persons for further information on all of these topics.

13. Promote various cultural events and celebrations on both campuses.

14. Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.

The complete EEO plan can be found at http://www.gcccd.edu/intranet/EEO/.

Information Item – August 31, 2009

Attachment #2

DRAFT

Standards of Good Practice for Conserving Resources

The following are our new expectations for conserving resources throughout the Grossmont-Cuyamaca Community College District. This includes the use of electricity, water, printing and paper as well as strategies for improving our meeting processes.

Many of these suggestions were submitted through the electronic budget suggestion box under the broad category of "cost savings are possible by going green." Others were developed by District Business Offices and Facilities teams and the Districtwide Strategic Planning & Budget Council.

If you have additional suggestions, please send them to budget.suggestions@gcccd.edu. Thank you for helping us to "**Go Green**".

Electricity: Unplug!

- Shut down and turn off computers at the end of each business day
- Turn off lights (don't be concerned about security lighting – it is all electronically controlled)
- Close all external doors (including classroom doors)
- Air conditioning/heat: turned on only during operational hours between 7:00 a.m. and 11:00 p.m.
- Most buildings have centralized HVAC controls for conservation after hours. During office or classroom hours, set temperature between _ and ___ if you have a room control device.
- Personal electronics – take home all personal radios, refrigerators, coffee makers, cell phone chargers, heaters, fans, and any other items that use electricity.

Printing/Copying: Going Paperless!

- Embrace technology
- Read and answer e-mail on your computer
- Don't print e-mail – create folders in Outlook for e-mail messages that you need to save
- Don't print meeting minutes/notes – create folder in Outlook to save
- When hard copies are needed, use two-sided copies

Office Supplies: Reuse – Reduce – Recycle!

- Order only anticipated supply needs
- Be willing to re-use binders, dividers, etc.

Meetings: "Going Green!"

To conserve resources, improve meeting processes and reduce paper use:

- ➢ Schedule meetings in locations that can accommodate a visual presentation. Consider available locations:
  - Cuyamaca Student Center
  - Grossmont Griffin Gate
  - Other locations available depending on need

- ➢ Consider equipment needs:
    - Some locations have equipment available (projector, laptop, screen) – plan ahead when making room reservations

- ➢ Agendas:
    - E-mail them and, if making copies, make as few as possible
    - Present on screen at the meeting

- ➢ Agenda Items:
    - Distribute items prior to the meeting if available.
    - Expectations regarding handouts:
        - o Items distributed via e-mail before the meeting will be considered draft for discussion at the meeting
        - o Items should not be distributed beyond the meeting participants until after discussion at the scheduled meeting
        - o Comments or questions regarding items should be brought to the meeting discussion
    - Items will be projected on a screen at the meeting (will not be printed)
    - After meeting, any revisions to items will be distributed electronically along with meeting minutes if applicable

- ➢ Minutes:
    - E-mail only
    - Do not print
    - Set-up e-mail folders for storage

Start today! – The sooner we all embrace these conservation minded practices, the quicker we will see a positive impact on our environment while reducing our energy use and utilities expense.

Attachment #3

BP 4045   Educational Materials - Cost Reduction

Reference:
Academic Senates Adopted Guidelines Spring 2009

Adoption Date:

The Governing Board is committed to reducing the costs of education materials, including textbooks and other course materials, through a variety of approaches that incorporate student and faculty considerations and do not compromise academic freedom or educational quality.

The Chancellor shall establish procedures to promote this policy and shall report to the Governing Board annually on the progress made.

AP 4045   Educational Materials – Cost Reduction

Reference: ***GCCCD Academic Senates Adopted Guidelines Spring 2009; California Education Code 78900 et. Seq.; and Board Policy 2510 – Participation in Local Decision Making – Academic Senates***

Date Issued: Date Revised:

Overview

The Governing Board is committed to reducing the costs of education materials, including textbooks and other course materials, through a variety of approaches that incorporate student and faculty considerations and do not compromise academic freedom or educational quality.

In Spring 2009, recognizing the responsibility of the faculty teaching the subject for the selection of textbooks, the Grossmont College and Cuyamaca College Academic Senates adopted guidelines (Spring 2009) for keeping textbook costs down, stating "Faculty should consider all means to control and reduce textbook and course material costs that do not compromise academic freedom or educational quality."

The Textbook Task Force, formed at the request of the Governing Board, included representation from the Governing Board (four members, including two student trustees), Academic Senates, Classified Senate, campus bookstores, student services, Grossmont College and Cuyamaca College student governments, and Districtwide Academic, Student, Planning and Research Services. The Task Force, in addition to

supporting the faculty guidelines, also proposed some guidelines for students to consider as ways for them to manage the costs of textbooks.

For the purpose of this procedure, the term textbook includes required or recommended learning materials, including books, laboratory manuals, workbooks, student supplements, or other printed, multi-media, or electronic material. For the purpose of implementing Board Policy 4045, the adopted Academic Senate Guidelines "How can faculty keep textbook costs down," shall be deemed District guidelines for all faculty.

Faculty guidelines for keeping textbook costs down:

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 ASCC 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, and CalWORKs 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.

<u>Student guidelines for keeping textbook costs down</u>:

The Associated Students of Grossmont College and Cuyamaca College recommend that students consider alternative sources and means for keeping textbook costs down, including the following:

1. Buy used books when available.

2. If more than one book is required or recommended, check with the instructor to ask when the book will be needed.

3. Consider if you are eligible for financial assistance for books from sources such as Financial Aid, EOPS, New Horizons or CalWORKs.

4. Check with the library and ask if your textbook is available for limited loan. If the library does not currently have the book, ask the instructor to request a desk copy for the library.

5. Shop around. Compare prices from several book stores on and off campus.

6. Ask instructor for the textbook ISBN number to facilitate this. Check with on-line stores that specialize in selling textbooks such as: whywaitforbooks.com. (This is the campus Barnes & Noble website. A percentage of all sales goes toward college and student government programs.); amazon.com/textbooks; textbooks.com; cheapesttexbooks.com; booksprice.com; campusbooks.com.

7. See if the textbook is available to download free through an open source on the internet. Many such repositories exist. Examples include: wikibooks.org; wikieducator.org; connexions (cnx.org);cccoer.wordpress.com; oercommons.org; merlot.org.

8. Check for on-line book exchanges between students from sources such as Ebay.com; bookswap.com; campusbookswap.com; swapbooks.com; swaptree.com; bookins.com.

9. Check if the publisher offers an e-text version that is paperless and usually cheaper.

The Chancellor shall report to the Governing Board annually on the progress made.