

# Academic Senate Grossmont College

Monday, December 7, 2009  
11:00am – 12:20pm in Griffin Gate

## 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 November 30, 2009

## II. PRESIDENT'S REPORT

20 minutes

A. Announcements

B. Calendar Modification

C. Add Code Process

## III. COMMITTEE REPORTS

NONE

## IV. ACTION ITEMS

A. GC Core Competencies

10 minutes

B. Resolution in Support of Freedom of Speech (Attachment #1)

10 minutes

C. Resolution to Provide Regular Faculty Evaluation Training  
(Attachment #2)

10 minutes

D. Academic Integrity – Levels of Cheating Matrix (Attachment #3)

25 minutes

## V. INFORMATION ITEMS\*

NONE

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

# Academic Senate Grossmont College

## Minutes of the Meeting – November 30, 2009

### MEETING ATTENDANCE:

X	Chris Hill (President)		Clifton Quinn (CSIS)	X	Randy Abshier (Exer Sci/Well)
	P.J. Ortmeier (AOJ)	X	Ronald Norman (CSIS)		Larry Larsen (Exer Sci/Well)
	Lance Parr (AOJ)	X	Bonnie Schmiege (Counseling)	X	Virginia Young (Foreign Lang)
X	Tina Young (AOJ)	X	Mary Rider (Counseling)	X	Sue Gonda (History-Sen Officer)
X	Jennifer Carmean (ASL)	X	Cruz Cerda (Counseling)	X	Devon Atchison (History-Sen Officer)
	Jamie Gould (ASL)		Danny Martinez (Cross Cult Stud)	X	Angela Feres (History )
	Jim Wilsterman (Art)		Joe Orate (Culinary Arts)	X	Priscilla Rogers (Inter Bus)
X	Paul Turounet (Art)		James Foran (Culinary Arts)		Patty Morrison (Library)
X	Jennifer Bennett (Art)		Kathy Meyer (Dance) -Fall	X	Jenny VandenEynden (Math)
	Israel Cardona (Behav Sci)		David Mullen (Dance) - Spring	X	Susan Working (Math)
X	Gregg Robinson (Behav Sci)		George Gastil (P/T Senate Officer @large)		Ray Funk (Math)
	Rebekah Wanic (Behav Sci)	X	David Milroy (Divisional Senator AHLGC)	X	Arturo Millan (Math)
	Richard Unis (Behav Sci)	X	Eric Lund (Divisional Senator CTE/WD)	X	Shawn Hicks (Math)
X	Virginia Dudley (Biol Sci)	X	Kirin Farquar (Divisional Senator ESBS)		Evan Wirig (Media Comm)
X	Michael Golden		Carla Sotelo (Divisional Senator LR)	X	William Snead (Media Comm)
X	Michele Perchez (Biol Sci)		Lee Johnson (Divisional Senator)		Derek Cannon (Music)
X	Brian Keliher (Bus Admin)	X	Jane Nolan (DSPS)		Paul Kurokawa (Music)
	Nate Scharff (Bus Admin)	X	Carl Fielden (DSPS)		Steve Baker (Music)
X	Linda Snider (BOT)	X	Gary Jacobson (Earth Sci)	X	Joy Zozuk (Nursing)
	Barb Gillespie (BOT)		Judd Curran (Earth Sci)		Diane Gottschalk (Nursing)
X	Andy Biondo (CVT)	X	Oralee Holder (English)		Christine Vicino (Occ Therapy)
X	Don Ridgway (CVT)	X	Adelle Schmitt (English)	X	Zoe Close (Phil/ Rel Studies)
	Cary Willard (Chemistry)	X	Joan Ahrens (English)		Bill Hoaglin (Phil/ Rel Studies)
	Martin Larter (Chemistry)		Lisa Ledri-Aguilar (English)		Ross Cohen (Physics)
	Judy George (Chemistry)	X	Sue Jensen (English)		Stephanie Plante (Physics, Astr. Ph Sc)
X	Sheridan DeWolf (Child Dev)	X	Chuck Passentino (ESL)	X	Shahrokh Shahrokhi (Polit Economy)
X	Claudia Flores (Child Dev)		Nancy Herzfeld-Pipkin (ESL)		Scott McGann (Polit Economy)
X	Joel Castellaw (Comm)		Jim Tolbert (EOPS)	X	Lorenda Seibold-Phalan (Resp Ther)
X	Jill Carleton (Comm)		Sylvia Montejano (EOPS)		Barry Winn (Resp Ther)
	Victoria Curran (Comm)	X	Laura Sim (Exer Sci/Well-Sen Officer)	X	Craig Everett (Theatre Arts)
	Janet Gelb (CSIS)		Jamie Ivers		Buth Duggan
		X	Jim Symington (Exer Sci/Well)		

### GUESTS:

- Beth Smith, Math Department Faculty; Treasurer, ASCCC
- Janet Castanos, Dean-English, Social and Behavioral Sciences & Acting VPAA
- John Colson, Vice President - Student Services

**RECORDER:** Rochelle Weiser

### I. CALL TO ORDER (11:05)

#### A. Public Comment

##### Mary Rider-Transfer Center Coordinator

Mary commented that today was the cutoff date for students applying for transfer to CSU colleges. She said because of the current budget cuts, students will need to be on track and plan for transfer, as it is more competitive than ever. She noted that if a student is not prepared and not followed through with a transfer plan they will not be accepted. She reported that the lack of winter inter-session courses is having a huge impact on transfer students. If students have not completed all necessary courses by Spring of 2010, even if it is only 1 or 2 courses, they will not be able to transfer in the Fall of 2010 and have to wait another year to apply. Mary noted that one of the primary missions of Grossmont College is transfer. The Transfer Center

would like to see the Academic Senate have a discussion to review the mission of GC and make sure GC is still able to serve transfer students with curriculum cuts that are being made.

Some discussion occurred regarding the number of transfer students, the “local only” requirement for transfer courses, and ideas regarding sharing the information with students.

**B. Approval of Agenda**

A motion was made to approve the day’s agenda.

M/S/U Fielden/Atchison

**C. Approval of Minutes November 16, 2009**

A motion was made to approve the minutes from the previous meeting.

Correction: Beth Smith noted that in the Fall Plenary Session Highlights it should be CSU colleges.

M/S/U Gonda/Lund

**II. PRESIDENT’S REPORT**

**A. Announcements**

Chris announced that she would be sending out an e-mail to Department Chairs and Coordinators letting them know the deadline for Annual Action Plans will be extended to Friday December 11, 2009.

**B. Update on Drop for Non-Payment-John Colson**

John began by announcing that the college would be progressing with the Drop for Non-Payment program for the Spring 2010 semester and that the important “drop date” will be January 15, 2010. Students who have outstanding balances will be dropped on that date; they will then have until the first day of classes to re-enroll. John noted for faculty they will see enrollments rise prior to the drop date, then decrease after the drop date, but that classes should fill as they are expecting very high enrollment. John reported that, out of the 2600 students that were dropped last semester, about 61% re-enrolled. He also reported they are collecting more outstanding balances, but did not have the actual numbers; Chris noted that the district is tracking those numbers and she would get those for the Senate. There were also questions on when courses may be canceled for low enrollment. Janet Castanos indicated that, with the holiday immediately following the drop-for-non-payment date, they would probably wait until mid-week following that to evaluate low course enrollment.

Discussion followed regarding add codes and the procedure being followed to add students. Chris reported that the new system has more capabilities than the old one, but discussions are taking place in various committees (TTLC, DCEC, and also Cuyamaca’s Academic Senate) on how to solve the various issues. Chris reported that the list of concerns generated by the chairs and coordinators is also being included in these discussions. She indicated that some of the technical problems may be worked out by the spring semester, but any policy changes will have to come forward from the committees to the two Academic Senates for discussion.

John closed by reminding faculty to match rosters to actual students in classes as some of the technical “glitches” may not be resolved in time for the beginning of Spring semester.

### **III. Committee Reports**

#### **A. SLO Assessment Framework-Devon Atchison**

Chris introduced Devon Atchison, the SLO Coordinator. Devon began by reviewing the SLO processes and their importance to accreditation but also noted that the reporting processes have begun to overshadow the intent of SLOs, which is an assessment of how well our students are learning. She shared that, after attending a WASC retreat on accreditation, there had been numerous conversations on how to streamline the reporting process. Devon then presented a draft document for SLO Assessment that would be included in each department/unit action plan as part of the annual planning process. Essentially it will ask two questions; 1) What SLOs are going to be assessed; and 2) How are they going to be assessed? She then presented a template to be used for reporting SLO assessments as part of the annual planning progress report and would replace the SLO Assessment Analysis Report.

Devon noted that the new reporting process would be included in the Annual Plan for 2010-11 and that SLO reporting for Spring 2010 will need to be handled separately. An e-mail will be sent in early January with questions to be answered and returned to Devon to cover Spring 2010. She also mentioned that she will conduct an assessment analysis workshop during flex week.

### **IV. ACTION ITEMS**

#### **A. GC Core Competencies**

Chris began by reviewing the current Institutional SLOs and the GE areas. She then shared that at the WASC Institution on Accreditation it was discussed that the GE SLOs and the ISLOs can overlap and that for Accreditation purposes a college may only need to assess one of those sets.

Chris then presented a draft document that combined the ISLOs and GE Areas into core competencies.

Chris then asked for a motion to put the document on the table.

M/S Gonda/Atchison

Chris reviewed how each of the ISLO and GE Areas match up to core competencies. Much discussion followed and included some confusion on the purpose of making the change from ISLOs to core competencies, concern that the core competencies did not match up cleanly to all the GE areas, questions on who the intended audience was for the comparison document, and whether core competencies were going to replace ISLOs. Chris noted that by linking core competencies to ISLOs and GE Areas this would satisfy reporting for Accreditation. Devon noted they were trying to capture the circled concepts (and associated bullets) of the ISLOs in the core competencies as an overall assessment, not to do away with ISLOs. It was brought up that the GE package as a whole should be what is being assessed, not the individual areas and that the target group being assessed needs to be identified. Sue noted that the Core Competencies essentially capture what Title 5 says we are supposed to be doing at the community colleges and that they do align with the GE areas well for assessment purposes.

Chris then entertained a motion to table the document for further discussion at the December 7, 2009 meeting.

M/S/U Abshier/Sim

#### **IV. INFORMATION ITEMS**

##### **A. Resolution in Support of Freedom of Speech**

Chris thanked Sheridan and the SOC for their work on the resolution. This item will return as an action item at the next meeting.

##### **B. Resolution to Provide Regular Faculty Evaluation Training**

This item will return as an action item the next meeting.

##### **C. Academic Integrity-Levels of Cheating Matrix**

Chris requested that Senators make note of the following items to ask their constituents; 1) How many levels do they want to have in the matrix; 2) Do they want to have College level sanctions and at what level; and 3) What will be the reporting plan look like (this will also be based on how many levels there are).

Chris noted that the cheating matrix will be used as a guideline for instructors and that it is hoped that this will provide consistency in sanctions for students.

This item will return as an Action Item at the next meeting.

Meeting Adjourned at 12:20pm

Next meeting is scheduled for December 7, 2009.

CH: rw

The Academic Senate minutes are recorded and published in summary form. Readers of these minutes must understand that recorded comments in these minutes do not represent the official position of the Academic Senate. The Academic Senate expresses its official positions only through votes noted under "Action."

**Attachment #1**

**Resolution in Support of Freedom of Speech**

Whereas, The Southwestern Community College faculty and students have received reprimands and disciplinary action for expressing their views regarding budgetary cuts made by the State of California and the Board of Trustees at Southwestern Community College; and

Whereas, Freedom of speech is a fundamental right guaranteed in the First Amendment to the United States Constitution;

Whereas, The Academic Senate of Grossmont College embraces civility and freedom of speech; and

Whereas, the Academic Senate for the California Community Colleges has voiced its support for and solidarity with the Southwestern faculty and students and has resolved, "that the Academic Senate for the California Community Colleges recognizes the fundamental right of faculty and students to meet publicly, to discuss issues of public and institutional concern, to debate, to dissent, or to disapprove actions and recommendations made by the State of California, the local Board of Trustees, and the local administration";

Resolved, that the Academic Senate of Grossmont College joins with the Academic Senate for California Community Colleges in supporting our colleagues at Southwestern College in their efforts to advocate on behalf of students.

## **Action Item – December 7, 2009**

### **Attachment #2**

#### **Resolution to Provide Regular Faculty Evaluation Training**

Whereas, The Academic Senate is responsible for professional matters, such as the quality of faculty evaluations and for consultation with the union regarding facilitation of the evaluation process;

Whereas, Faculty are professionals responsible for evaluating their peers according to the contract and being mindful of the best interests of the college, department, discipline, and students;

Whereas, Faculty evaluators and evaluatees benefit from the opportunity to discuss the evaluation process, goals, interventions, coaching language, and purpose of evaluations; and

Whereas, Regular training on how to perform effective and useful faculty evaluations to improve teaching and learning is desirable and necessary over time since the process, people and delivery modes can change;

Resolved, That the Academic Senate schedule regular training on how to accomplish effective faculty evaluations for face-to-face classes, online classes, and other instructional modes a minimum of twice each year.

Attachment #3

Levels of Cheating Matrix

Levels of Cheating	Examples	Teacher Options for Sanctions	College Options for Sanctions	Should This Level be Reported to the Dean?	Should This Level be Reported to the ADSA?
<b>Level I</b> Unintentional or Passive	Citations incomplete, someone looks at his/her paper, missed the class discussion on cheating so unaware	1. Give a "0" 2. Replacement assignment		Y or N	Y or N
<b>Level II</b> Opportunistic	Brought notes to class with the intention of use, using previous tests or labs, copying/pasting large segments of text w/o citation	1. Confiscate materials 2. Give a "0" 3. Replacement assignment 4. Lower grade	1. Saturday School 2. Meeting with ADSA	Y or N	Y or N
<b>Level III</b> Premeditated and Acted Upon (might be 2 <sup>nd</sup> offense in same class by same student)	Posing as another, buying a paper off the internet, stealing exam or lab, falsifying data	1. Confiscate materials 2. Give a "0" 3. Lower grade	1. Saturday School 2. Meeting with ADSA 3. Suspension	Y or N	Y or N