

Academic Senate Grossmont College

Monday, October 4, 2010
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 September 20, 2010

II. PRESIDENT'S REPORT

30 minutes

A. Announcements

B. SB1440 update

C. White House Summit on Community Colleges

D. Academic Senate President Election – Open nominations - Laura Sim

E. Semester Withdrawal Deadline – Barb Blanchard

III. COMMITTEE REPORTS

NONE

IV. ACTION ITEMS

15 minutes

A. BP/AP 3910 – Institutional Code of Ethics – (Attachment #1)

V. INFORMATION ITEMS*

30 minutes

A. GCCCD Legislative Program 2010-11 – (Attachment #2)

B. Committee Appointments (Handout)

C. Accreditation Faculty Co-Chair Selection Process

D. Prerequisites – Enforcement, Clearance and Challenge Processes

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

Academic Senate Grossmont College

Minutes of the Academic Senate – September 20, 2010

MEETING ATTENDANCE:

X	Chris Hill (President)		Joe Orate (Culinary Arts)		Edda Temoche-Weldele (Foreign Lang)
	P.J. Ortmeier (AOJ)		James Foran (Culinary Arts)	X	Robert Henry (History)
	Lance Parr (AOJ)		Kathy Meyer (Dance) -Fall	X	Devon Atchison (History-Sen Officer)
X	Tina Young (AOJ)		David Mullen (Dance) - Spring	X	Angela Feres (History)
X	Jennifer Carmean (ASL)		TBD (P/T Senate Officer @large)	X	Priscilla Rogers (Inter Bus)
	Jamie Gould (ASL)	X	David Milroy (Divisional Senator AHLGC)	X	Patty Morrison (Library)
X	Israel Cardona (Behav Sci)	X	Ann Bryan (Divisional Senator CTE/WD)	X	Julie Middlemas (Library)
X	Gregg Robinson (Behav Sci)		TBD (Divisional Senator ESBS)	X	Jenny VandenEynden (Math)
X	Rob Fargo		TBD (Divisional Senator LR)	X	Susan Working (Math)
	Virginia Dudley (Bio Sci)	X	Mike Lambe (Divisional Senator)	X	Ray Funk (Math)
	Michael Golden (Bio Sci)	X	Jane Nolan (DSPS)	X	Irene Palacios (Math)
X	Michele Perchez (Bio Sci)		Patrice Braswell-Burris (DSPS)	X	Shawn Hicks (Math)
X	Brian Keliher (Bus Admin)	X	Tim Cliffe (Earth Sci)	X	Evan Wirig (Media Comm)
	Nate Scharff (Bus Admin)		Judd Curran (Earth Sci)	X	William Snead (Media Comm)
X	Linda Snider (BOT)	X	Oralee Holder (English)		Derek Cannon (Music)
	Barb Gillespie (BOT)	X	Tony Ding (English)		Paul Kurokawa (Music)
	Andy Biondo (CVT)		Christopher Farquar (English)		Steve Baker (Music)
X	Don Ridgway (CVT)	X	Sue Jensen (English)		Joy Zozuk (Nursing) Diane Hellar
X	Jeff Lehman (Chemistry-Senate Officer)		Adelle Schmitt (English)	X	Diane Gottschalk (Nursing)
	Cary Willard (Chemistry)	X	Lisa Ledri-Aguilar (English)		Sharon Sykora (Nursing)
X	Martin Larter (Chemistry)		Michelle Tucker (English)	X	Christine Vicino (Occ Therapy)
X	Diana Vance (Chemistry)	X	Chuck Passentino (ESL)	X	June Yang (Phil/ Rel Studies)
X	Angie Gish (Child Dev)	X	Nancy Herzfeld-Pipkin (ESL)		Ross Cohen (Physics)
X	Claudia Flores (Child Dev)	X	Barbara Loveless (ESL)		Stephanie Plante (Physics, Astr. Ph Sc)
	Joel Castellaw (Comm)		Jim Tolbert (EOPS)	X	Shahrokh Shahrokhi (Polit Economy)
X	Jade Solan (Comm)		Sylvia Montejano (EOPS)	X	Todd Myers (Polit Economy)
	Victoria Curran (Comm)	X	Laura Sim (Exer Sci/Well-Sen Officer)	X	Lorenda Seibold-Phalan (Resp Ther)
X	Janet Gelb (CSIS)	X	Beth Kelley (Exer Sci/Well)		Rebecca Handley (Resp Ther)
X	Clif Quinn (CSIS)		Jim Symington (Exer Sci/Well)		Beth Duggan (Theatre Arts)
	Ronald Norman (CSIS)	X	Randy Abshier (Exer Sci/Well)	X	Craig Everett (Theatre Arts)
X	Bonnie Schmieg (Counseling)	X	Larry Larsen (Exer Sci/Well)		Pete Schmidt (Visual Arts & Humanities)
	Mary Rider (Counseling)	X	Yolanda E. Guerrero (Foreign Lang)	X	Gareth Davies-Morris (Visual Arts & Humanities)
X	Cruz Cerda (Counseling)	X	Virginia Young (Foreign Lang)	X	Jennifer Bennett (Visual Arts & Humanities)
X	Danny Martinez (Cross Cult Stud)		Paul Vincent (Foreign Lang)	X	Malia Serrano (Visual Arts & Humanities)

GUESTS:

- Natalie Ray, High School Partnerships
- Beth Smith, Math Department Faculty, ASCCC Treasurer
- Jessica White, SDICCCA Intern
- Barbara Blanchard, Vice President, Academic Affairs

RECORDER: Rochelle Weiser

I. CALL TO ORDER (11:05)

A. Public Comment

Gregg Robinson:

Greg began by reporting that the teachers union, AFT, has decided to withdrawn their request to have the Academic Senate endorse candidates in the upcoming election. Greg thanked the members of the Academic Senate for taking the time to discuss the issue. Greg encouraged the members of the Senate to get involved in the election as individuals and vote. He noted this

election is very important to the GCCCD, the collegial process and education. In closing Greg introduced Jessica White, a sociology SDICCCA intern, and noted she would be auditing classes and working with him.

B. Approval of Agenda

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

M/S/U Wirig/Nolan

C. Approval of Minutes from August 30, 2010

A motion was made to approve the minutes from August 30, 2010. Chris noted a correction to the meeting attendance - Diana Vance, Chemistry was at the August 30th meeting.

M/S/U Atchison/Wirig

II. PRESIDENT'S REPORT

A. Announcements

Chris began by sharing the passing of faculty member Diane Mayne-Stafford. Chris noted her contributions not only to her students, but to the Academic Senate and her work as the Distance Education Coordinator. Chris and Linda both had condolence cards to be circulated at the meeting for Diane's husband. It was noted a celebration of life would take place in 2-4 months time, with more details to follow. A scholarship in her honor is being funded through the scholarship office and anyone interested in contributing should contact the scholarship office.

Chris then introduced Martin Larter and Clif Quinn for an update from the Faculty Professional Development Committee. Cliff began by reporting that the committee had been working on a theme for flex week activities and they had settled on "Protecting the "Higher" in Higher Education." He noted that some of the items the committee would like to focus on were how students and study habits are changing, how we (faculty/institution) are changing, and what student success looks like for 2011. Cliff reported that a survey would be coming out from the committee essentially asking faculty what would they like to see in professional development. He asked that the senators take the survey back to their departments, discuss it and make suggestions. Martin noted the New York Times article regarding study habits of students in 2011, standardized testing, and education today helped the committee come up with the "Protecting the "Higher" in Higher Education" theme. Chris noted that she had asked them to come today, as to get input from the Senate and Faculty as what they wanted to see in professional development. Beth noted that the "Protecting" in the theme was very appropriate for the challenges community colleges are facing throughout the state right now (i.e. reviewing the mission of community colleges, offering Baccalaureate degrees, conversations regarding lowering the minimum qualifications for developmental math, etc.), so the topic of higher education and what it means at Grossmont College will be a very timely and important conversation to have.

It was suggested that during flex week to have an informal lecture from faculty members on the research, articles and papers they are working on outside of their duties at GC as a form of professional development. A question was asked on whether some of the more successful activities were tracked and could be offered again. It was noted that the committee does track them and they can be reviewed by faculty.

B. Middle College High School presentation

Chris introduced and welcomed Cathy Zemlick, Program Director for the Grossmont Middle College High School. Cathy began by noting the Middle College is an alternative high school available on GC campus working in partnership with the Grossmont Union High School District.

Their mission is to provide students a bridge to college and career. She gave a brief history of middle high school colleges, reviewed the curriculum, and provided some data on the students and their success. Discussion and a question and answer session followed.

C. Introduction to the Academic Senate-Senator Responsibilities

Chris began by reviewing the discussion from the previous meeting which included an introduction to the Academic Senate. Chris reviewed the different ways in which Senators are elected. Chris then opened the floor for discussion of the ways in which the Senators communicate with their colleagues and share meeting information. Some ideas mentioned where: sending a department survey to get the sense of how the department would like the Senator to vote; e-mail communications with the meeting highlights; discussions at department meetings. Another item mentioned was how to maintain contact with Part-Time faculty; a discussion followed regarding the part-time faculty utilizing the GCCCD email. It was noted that many of the Department chairs maintain e-mail lists of "other" e-mail contact information for their part-time faculty members. Oralee noted that often times the responsibility of following up on communication with part-time faculty on behalf of the deans or administration falls to the department chair. She shared that in her department many part-time faculty members forward their GCCCD e-mail to their personal or other e-mail accounts, especially for communication from the chair, dean or administration. It was noted that for effective communication campus wide all faculty should be encouraged to use the GCCCD e-mail accounts.

D. Part-Time Senator Elections

Chris reported that during flex week elections for the part-time divisional Senators were held. She reported that one division election resulted in a tie vote and a subsequent run-off vote. In the English, Social and Behavioral Sciences division, there was some confusion on the purpose of the vote and one interested faculty member was inadvertently left off the ballot. Chris reported that it was now necessary to have a separate election for the divisional Senator position.

She noted that this could be done electronically during the elections for the Senate President, but in the past the participation of Part-Time faculty in the electronic ballot has been low. She then asked the Senators for their thoughts and input on this issue. David noted he would like to see it held electronically; to get faculty used to having the ballots electronic and encourage participation in future elections. Some other suggestions were: hold a traditional paper ballot election (it was noted that the paper ballot process requires more resources), send out a series of announcements regarding the upcoming election and have chairs announce it to their part-time faculty. The consensus was that the Senators would like to hold the elections electronically during the Senate Presidential election; this would allow the Divisional Senators to participate in the remaining Senate meetings. Chris noted there were part-time faculty in both the Student Services and Library and she would follow up to see if anyone was interested in serving as a divisional Senator. Chris then asked how many departments had Senators that were part-time faculty and then explained that according to the Senate By-Laws the Part-Time Senate Officer position should be filled by a sitting Senator; i.e. either a Part-Time Divisional Senator or a Part-Time faculty member serving as a Departmental Senator. Chris noted the Part-time Senate Officer position would be for 1 year, to complete the term vacated by George Gastil, and the individual would need to attend all Senate meetings, Senate Officer Meetings and would chair the Part-Time Faculty Committee meetings.

E. Evaluation Task Force

Chris reviewed the discussions from the previous semester regarding the evaluation process and the forms used. Chris noted that the Evaluation Task Force will be comprised of representatives from both college senates and faculty members of AFT, American Federation of

Teachers. Chris reported that there were positions for two representatives from GC as well as two representatives from AFT. She then asked for volunteers to fill the committee positions; Linda Snider, BOT, and Lisa Ledri-Aguilar, English both volunteered. Chris reported that an e-mail would be sent out regarding the meeting days and times. It was noted that the task force would begin discussions and reviewing the processes; then bring items to the Senate for discussion. Chris also noted that the e-mail would include a request for suggestions to begin the discussions and get a sense of the issues. It was suggested that either a dean or other administrator serve on the committee as well; Chris noted she would make that suggestion to Mike Wangler, Academic Senate President Cuyamaca, and Jim Mahler, President, American Federation of Teachers.

F. Disciplines List

Chris began by reviewing that all disciplines are categorized as either being on the Master's or Non-Master's degree list for minimum qualifications to teach. She noted that often the disciplines may change, the qualifications may no longer apply, or new disciplines may spring up that are not currently on the discipline list. She noted that now is the time to review the lists in order to request that any changes be made. Chris noted she would send out the link to the website that has the Master's/Non-Master's list and asked the Senators review the list, look at their discipline, to contact her if they see an area that needs changing and she would provide the process for submitting a request to make changes. Chris then asked Beth Smith to share the process for changes to the Master's/Non-Master's list. Beth reported that in the Spring of every odd year, i.e. Spring 2011, the ASCCC votes on the Disciplines list. Beth noted that the proposals need to be in by the Fall in order for the request to go through a hearing process; this allows for input from members throughout the state. She reported that there are two ways to have a proposal for a change made; approval through the local Academic Senate or approval by the disciplines state professional organization. She noted that the opportunity to make changes to the Disciplines list allows the disciplines to stay current and to allow new additions to existing disciplines. Chris requested that the Senators contact her if they would like to submit a proposal for a change so she can assist in starting the process and to also add their input to the changes that have been proposed.

III. COMMITTEE REPORTS

None

IV. ACTION ITEMS

A. Distinguished Faculty Process

Chris began by reviewing the changes that were made to the nomination form for Distinguished Faculty. She noted the changes; signature no longer required for second nominator and any faculty member may nominate any qualified full-time tenured faculty member. It was then discussed if the nomination packet should be available online or come from the Dean's office once name is submitted. Chris noted the changes to the process; no signature required for the second nominator and the nomination packet to be available online then submitted to the Dean for approval. It was suggested that it be noted to check with the Dean prior to filling out the nomination packet, so prevent additional work if a faculty member is not eligible.

The process was approved with the changes suggested.
M/S/U Atchison/Morrison

V. INFORMATION ITEMS

A. Awards Process Timeline

Chris noted this item was being presented for input from the Senate and would not return as an Action item. Chris reviewed the current deadlines for the various Awards, noting that they occur throughout the year and many would like to see the process and timelines streamlined. She presented some ideas that had been discussed and opened the discussion for input from the Senators. Oralee noted that Chairs have several deadlines in the Fall and would prefer to have the Award deadlines in January or February. It was noted that most would like to see all the nominations due at the same time, preferably the early Spring- February/March. Chris will get more information on the timelines, when nominations need to be complete and results to Bernadette for the presentation ceremonies and report back to the Senate.

B. BP/AP 3910- Institutional Code of Ethics

Chris requested the Senators review this item, share with their colleagues, and bring input for the next meeting.

Meeting Adjourned at 12:20 pm
Next meeting is scheduled for October 4, 2010.

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

NEW BP AND AP

BP 3910 Institutional Code of Ethics

Accreditation Standard III A.1.d.

Reference:

Adoption Date:

Grossmont-Cuyamaca Community College District upholds an institutional code of professional ethics.

The Chancellor shall establish appropriate administrative procedures in furtherance of the District's expectation and requirement of ethical conduct by employees in carrying out their duties for the benefit of the institution and the public in compliance with all applicable laws, policies, rules, and regulations.

AP 3910 Institutional Code of Ethics

Accreditation Standard III A.1.d.

Reference:

Issued:

1. **Statement of Purpose:** Grossmont-Cuyamaca Community College District (hereinafter "District") recognizes its responsibility and obligation to the public to conduct its business with honesty, integrity, professionalism, and quality in the performance of those operations and functions necessary to achieve its established mission and philosophy as described in Board Policy. To that end the District is committed to public accountability and transparency.
2. **Applicability:** The Institutional Code of Ethics applies to all employees of the District.
3. **Responsibilities:** Employees of the District share the fundamental responsibility to always act with integrity and in a manner that reflects the best interests of the District and its students.
4. **Standards of Conduct:** Employees of the District shall conform their conduct to the following standards:
 - a. **Use of District Resources:** District resources shall not be used for other than their intended purpose. Employees of the District shall manage the District's resources prudently and shall not improperly convert such resources to personal use or for the personal use of another. The District's resources shall not be offered to another in order to obtain unfair advantage or otherwise offered in a manner or under circumstances that would constitute a violation of law.

b. Relationship with Vendors

1. Employees of the District, who have a financial interest in a firm under consideration for business transactions with the District, must disclose the relationship to appropriate District personnel. Such employees shall recuse themselves from participation in decisions related to District business with the firm. In addition, such employees shall disclose the relationship in writing, to the District's legal counsel to determine that the proposed activity is fair to the District and will not result in the District foregoing revenues, or incurring costs in excess of the costs that would be incurred for goods, property, or services of like quality if acquired from another source.
2. Under no circumstances may a person described in section 4.b.1. approve relationship with, order or authorize purchase from, or approve or make payments to an affiliated firm or person on behalf of the District. For the purposes of this paragraph, the terms "person" and "affiliated person" includes an individual's immediate family members, spouse, and others living within such individual's household.

c. Conflict of Interest: Executive administrative personnel and other designated personnel subject to the provisions of the Political Reform Act of 1974 as set forth in Government Code Section 18000 have additional responsibilities with reference to contracts and financial decisions made by the District as described in applicable conflict of interest laws, which include the following:

1. Contractual Conflicts: Executive administrative personnel and other designated personnel are prohibited from having a controlling financial interest in any contract made by the District or in any contract entered into in their official capacity. As such, they are prohibited from making, participating in making or in any way attempting to use their official positions to influence a District decision when it is foreseeable that their personal financial interests may be affected by those decisions. If an executive administrator or other designated person determines that he or she has a conflict of interest at some point in the contract-making process, this determination shall be disclosed and he or she shall immediately disengage from the contract process.
2. Obligation to Resolve Conflicts: Executive administrative personnel and other designated personnel have an obligation to examine any situation in which they believe they have a conflict of interest and take steps to resolve the conflict.
3. Disqualification: When a conflict of interest exists, an executive administrator or other designated person who has declared or who has been found to have a conflict of interest in a matter shall refrain from participating in consideration of the matter.

d. Gratuities

1. No employee of the District shall receive or solicit anything of value in return for influencing or exercising his/her discretion in a particular way on a District matter. In addition, employees of the District are prohibited from accepting or soliciting any gratuity or thing of value (for which a fair market price has not been paid) for or because of any official act performed or to be performed in his/her official capacity with the District.
2. The provision of section 4.d.1 does not prohibit the acceptance of an item having a nominal value or ceremonial gifts received by employees of the District in their official capacity.

e. Maintenance of Accurate Accounts and Records

1. The accounts and records of the District are maintained in a manner that provides for an accurate and auditable record of all financial transactions in conformity with generally accepted accounting principles, established business practices, and all relevant provisions of controlling law. No false or deceptive entries may be made and all entries must contain an appropriate description of the underlying transaction.
 2. To the extent not required for daily operating transactions (e.g., petty cash transactions), all District funds must be retained in the appropriate District accounts with appropriately designated financial institutions and no undisclosed or unrecorded fund or asset shall be established or maintained for any purpose.
 3. All reports, vouchers, bills, invoices, payroll information, personnel records, and other essential business records must be prepared with care and honesty, and access to such data shall be closely controlled.
 4. Employees of the District who improperly access District accounts and records or who improperly convert these records and accounts for their own personal purpose or for the personal purpose of another, or who wrongfully disclose such records or accounts will be subject to appropriate sanctions by the District.
- f. Maintenance of Confidentiality: Employees of the District who may have access to confidential information relating to students, job applicants, employees, and other information of a sensitive nature are expected to take appropriate measures to safeguard confidential or sensitive information and not disclose such information except in the course of their official duties to those who have a legitimate business need to know.

5. Employment Practices and Public Relations

- a. Employees of the District are expected to conform their actions to the requirements of the law and District policy related to their positions and areas of responsibility, and to ethically and effectively carry out their responsibilities. No employee of the District shall engage in any employment practice that is a violation of law or District policy, or use his or her position to intimidate subordinate employees or exact personal favors or things of value (for which a fair market price has not been paid) from subordinate employees. Employees of the District are expected to treat other members of the District and members of the public with courtesy, honesty, professionalism, and civility.

Attachment #2

Grossmont-Cuyamaca Community College District 2008-2010 Legislative Program

State Issue: **Access**

The Grossmont-Cuyamaca Community College District supports:

1. Removal of restrictions on concurrent enrollment that inappropriately impede access to the community college **Note: Check if this was sufficiently addressed last year**
2. Reduction of textbook costs **Note: Keep 2, 3 as modified and 4**
3. Strengthened transfer and articulation processes and more effective transfer ~~guarantees from K-12~~ to community college and from community college to UC, CSU and others
4. Funding for basic skills development

State Issue: **Fiscal Stability**

The Grossmont-Cuyamaca Community College District supports:

1. Measures to permanently backfill property tax shortfalls
2. ~~Measures to ensure that college districts pay only an equitable share of infrastructure projects such as road improvements~~ **Note: Drop, no longer necessary, issue resolved**
3. Funding (per student) equity within the system, bringing all districts to the hundredth percentile
4. Increased funding for non-credit programs **Note: Consider including under CTE**

State Issue: **Career Technical Education**

Note: Consider if we need measures to support CTE. Should health professions be separate? ROP transition no longer an issue; is being absorbed into regular program. Item 2 needs clarification.

The Grossmont-Cuyamaca Community College District supports:

1. ~~Measures to facilitate, enable and support a smooth transition for Regional Occupational Programs into community college programs.~~
2. Funding and other measures that support nursing and allied health career pipelines, including prerequisite courses, as well as other career technical education.

State Issue: **Accountability**

The Grossmont-Cuyamaca Community College District supports:

Accountability standards that are quantifiable, educationally sound, reduce duplication, include a long-term perspective, and reflect the diverse needs and academic and vocational goals of community college students.