

# Academic Senate Grossmont College

Monday, May 2, 2011  
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 March 21 AND April 4, 2011

## II. PRESIDENT’S REPORT

15 minutes

- A. Plenary Resolutions Report (Attachment A)
- B. Process for determining Spring Break (Calendar Committee)

## III. COMMITTEE REPORTS

15 minutes

- A. Academic Rank (Attachment B)
- B. Curriculum Committee

## IV. ACTION ITEMS

None

## V. INFORMATION ITEMS\*

55 minutes

- A. Questions about student absences, final exams, and Admissions and Records Research requests: Wendy Stewart
- B. Priority Registration Task Force – John Colson
- C. Professional Relations Committee Update – Scott Barr
- D. District Diversity, Equity and Inclusion Committee – Charge and Composition (Attachment B)
- E. Part-Time Academic Rank
- F. Professional Development Guidelines

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

## ATTACHMENT A (5/2/11)

### Highlights of Statewide Academic Senate Resolutions April 16, 2011

- **To Participate in discussions for Metrics and Performance Based Funding (re SB 1143)** and modifications should be additive and above base funding
- **Oppose Potential Permanent Elimination of all Categorical Funding:** ASCCCs oppose flexibility regarding expenditures for categorical programs because it degrades local commitments to ensure the success of all students; and that ASCCCs advocate for restoration of full categorical funding to meet the mandates for categorical programs.
- **Community College Fees :** ASCCCs advocate for the lowest possible student fees in order to maintain the greatest possible access for students in California community colleges.
- **The Role of the Legislative Analyst’s Office:** remind local senates, administrators, boards, and legislators that the LAO is a nonpartisan fiscal and policy advisor and not a decision-making body and as such does not create state mandates; encourage local senates to critically review the LAO reports and engage in collegial discussions about their recommendations and the potential application to their local college
- **Oppose AB 515** - and any initiative that would further shift the use of human, physical, technology, or fiscal resources to a fee-based system that provides access only to those who can afford higher fees.
- **3 Motions passed re Cultural Diversity:** Support for LGBT Inclusive Curricula and Anti-bullying Efforts; *Access and Equity for all Students* - allowing students to voluntarily report their sexual orientation and gender identity on college and district forms; and encourage local colleges to participate in the LGBT-Friendly Campus Climate Index.
- **Repeatability motions failed:** to change to Title 5 §55041 to limit repeatability in music, theatre, and dance performance ensemble and production; that eliminates repeatability of physical education courses except for intercollegiate athletics. **Repeatability Passed:** eliminates the category of “activity” courses in Title 5 §55041(c) (2) (B) and defines repeatability for specific disciplines.
- **Conduct Research on Student Success of Community College Athletes.**
- **Create Task Force to Study the 18-Unit Major/Area of Emphasis Requirement for an Associate Degree.**
- **Support and Retention of Intercollegiate Athletic Programs.**
- **Democracy Commitment:** endorse this nationwide project to encourage learning democracy and civic engagement of our students.
- **Mandatory Student Success Courses in Associate Degrees for Transfer (SB 1143 Student Success Task Force):** that the issue of mandatory student success courses should be driven by faculty rather than non-faculty; ASCCCs will explore the potential positive and negative impacts of making student success courses (i.e., those that facilitate the development of skills that foster student success, such as time management and study skills)
- **Oppose the Inclusion of Local and State-mandated CSU Graduation Requirements** (aimed at SDSU)
- **Priority Registration:** explore state and local needs regarding registration priorities.
- **Drop/Withdrawal Policies :** to adopt policies that place withdrawal dates no later than half-way through the course or at another early date in the term to encourage students to commit to a course, but continue to allow students the flexibility to withdraw from classes up to 75% of the way through the academic term due to documented extenuating circumstances.
- **Collecting Drop/Withdrawal Data:** to require that students indicate their reasons for dropping/withdrawing from courses in a manner that guarantees student and faculty privacy and confidentiality.
- **Academic Credit for Veterans and Military Service Members.**
- **Limiting Repetitions and “Ws”:** review placement processes, establish prerequisites, revisit probation and disqualification processes, redesign curriculum, and develop strategies to increase student success once a further limitation to repetition and withdrawal becomes effective; and that the ASCCCs recommend that colleges inform students of any new consequences of earning a substandard grade or “W” on their transcript as soon as possible.

#### DISCIPLINES LIST

Health (passed)

Accounting (passed)

Classics (passed)

Art History (passed)

Military Studies (passed)

Theater Arts (passed)

Sustainability (not forwarded)

Peace Studies (not forwarded)

Futures Studies (not forwarded)

**ATTACHMENT B (5/2/11)**

**III. Committee Reports – B.**

**ACADEMIC RANK:**

<u>Assistant Professor</u>	<u>Associate Professor</u>	<u>Professor</u>
Steve Garcia	Linda Snider	Qais Sako
Joy Zozuk	June H. Yang	Shirley Pereira
Angela Feres	Devon Atchison	Mark A. Goodman
Michele A. Perchez	Jennifer A. Bennett	Jeff Irwin
Bonnie Ripley	Lisa Ledri-Aguilar	Michael Grant
Robert Henry	Mark Pressnall	Bonnie Schmiege
Andrew Biondo	Corey Manchester	Sheri Strothers
Roxane BenVau		Jennifer Vanden Eynden
		Julie Middlemas
		Sonia Ghattas-Soliman

**V. Information Item – D.**

**Diversity Equity and Inclusion Committee**

**Charge**

The mission of the Diversity Equity and Inclusion Committee is to build a culture of inclusivity that promotes a global consciousness in the college district and community. Our objective is to provide a welcoming environment that fosters cultural competence, equity and respect for all employees and students.

The committee is responsible for ensuring compliance with laws and regulations regarding diversity and equity; assessing progress and disseminating information; recommending meaningful strategies for improvement; and overseeing the implementation of the charge districtwide.

The committee is also responsible for writing plans in accordance with Title 5 or other federal and state regulations. The Diversity Equity and Inclusion Committee promotes acceptance of people of diverse backgrounds, perspectives, orientations, socioeconomic levels, cultures and abilities.

**Structure:**

Reporting to DEC/Chancellors Cabinet  
Under Districtwide Operations

**Chair:** Elected by committee

**Vice-chair:** Elected by committee

**Composition:**

Institutional Research representative  
Department of Employment Services representative  
3-5 from each college DEI committee  
3-5 from District Services

**Meeting schedule**

Once a month, 3<sup>rd</sup> Thursday, 1:30-3:30 p.m.