

Academic Senate Grossmont College

Monday, March 2, 2015
11:00 – 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 Senate Minutes 2/2/15 with modification

II. PRESIDENT'S REPORT

35 minutes

Updates from committees and councils, including Planning & Resources, HR Advisory Council, Leadership Council, District Instructional Technology Advisory Committee (ITAC), District Student Success, Tutoring Task Force, Institutional Excellence and more

III. COMMITTEES

IV. ACTION ITEMS

V. INFORMATION ITEMS*

45 minutes

A. Board Policy (BP) 4030 “Academic Freedom”

B. BP 1200 “District and College Vision, Mission and Value Statements”

C. Proposed new Admin Procedure to award honorary degrees

D. Draft of “Emerging Trends, Events...That Will Impact the District”

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

{Section 5. Quorum

“A simple majority of Senators including Senator designees recognized by the Chair at the openings of meetings shall constitute a quorum. Senator positions not filled by departments will not be included in quorum determination.” Average number of senators attending the first three Senate meetings, Fall, 2011: 54}

BP 4030 Academic Freedom

Reference: ***Title 5, Section 51023; Education Code 76120;
Accreditation Standard II.A.7;
Board Policies 2410, 2510, and 4035***

Adoption Date: December 18, 2001 Updated: March 18, 2008

The Board shall promote public understanding and support of academic freedom for the implementation of the educational philosophy of Grossmont-Cuyamaca Community College District. Academic freedom is fundamental for the protection of the rights of the instructor in teaching, and of the student to freedom in learning. It carries with it duties correlative with rights.

1. Instructors are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching material that has no relation to their subject. The intent is not to discourage what is “controversial.” Controversy is at the heart of the free academic inquiry that this entire policy is designed to foster. Instructors should avoid persistently intruding material that has no relation to their subject.
2. Instructors are citizens, members of a learned profession, and may be viewed by those outside of the District as representatives of the District. When they speak or write as citizens outside of their roles with the District, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and instructors, they should remember that the public might judge their profession and Grossmont-Cuyamaca Community College District by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the District.
3. As colleagues, faculty members have obligations that derive from the code of ethics (adopted by both the Grossmont College Academic Senate [11/16/92] and the Cuyamaca College Academic Senate [4/6/95]). Faculty members do not discriminate against or harass colleagues and students. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas, faculty members show due respect for the opinions of others. Such exchanges shall focus upon the substance and content rather than personal characteristics of individuals. Uncivil, intemperate, or abusive language and behavior is contrary to a productive and safe working and educational environment. This does not contravene academic freedom and free exchange of ideas and opinions, but requires accuracy, appropriate restraint, and respect for the professional expression of others.
4. Instructors are entitled to full freedom in academic research and publication, subject to the adequate performance of their other academic duties, but research and publication for pecuniary return should be based upon an understanding consistent with the collectively bargained agreement between the District and the exclusive bargaining representatives.

From CCLC Update and reviewed 1/23/15 Annual Board Workshop

BP 1200 District and College Vision, Mission, and Value Statements

Reference: California Education Code section 66010.4; Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges - Standard I.A One Board Policies 2410, 2510, 2515, 2520

Adoption Date: August 21, 2001

Updated: July 17, 2012

Grossmont-Cuyamaca Community College District's vision, mission and values honor our commitment to the spirit and intent of the foundational framework of the California Community Colleges, as described in California Education Code section 66010.4:

- Primary Mission: Academic and vocational instruction at the lower division level; advancement of California's economic growth and global competitiveness through education, training, and services
- Essential and Important Functions: Remedial instruction, ESL, adult noncredit instruction (in areas defined as being in the state's interest), and student support services
- Authorized Function: Community services courses

The District vision, mission and values further describes the "institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement," as called for in WASC/ACCJC Standard 1.A.

The District and college Vision, Mission, and Value Statements ~~are part form the basis for of~~ the six-year strategic planning process. The Mission Statements are as follows:

DISTRICT VISION, MISSION, AND VALUE STATEMENTS

Vision

Transforming lives through learning.

Mission

Provide outstanding diverse learning opportunities that prepare students to meet community needs, promotes a global responsibility, and fosters opportunities for all-and future challenges of a complex, global society.

Grossmont-Cuyamaca Community College District fulfills its mission by providing

- Outstanding undergraduate education ~~leading to~~ for students seeking certificates, associate degrees, and university transfer;

- Excellent career and technical education programs that prepare students for workforce entry and advancement;
- ~~Engaging educational services that meet learners' needs in basic skills and, English language proficiency, and lifelong learning; and~~
- ~~_____~~
- ~~_____~~
- Comprehensive student development and personal support services that help students succeed in meeting their educational goals contribute to student learning and achievement;
- ~~Engaging educational services that meet learners' needs in basic skills, English language proficiency, and lifelong learning; and~~
- ~~Responsive social Partnerships and programs and economic development programs and community partnerships that promote the social and economic development of the region~~
- Community education for personal, professional, and lifelong learning

Values Statement

Cultivate a student-centered culture of excellence, trust, stewardship, and service.

GROSSMONT COLLEGE VISION, MISSION, AND VALUE STATEMENTS

Vision

Grossmont College – Changing lives through education.

Mission

Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities. Our mission is fulfilled by providing the people of East San Diego County with:

- Transfer degrees and certificates programs
- Career technical education and workforce development
- Basic skills
- Student support services that promote student access and achievement
- Community education

Values

- **Learning and Student Success** – We dedicate our resources and ourselves in support of our students and their pursuits to achieve their academic, professional, and personal goals.
- **Creativity and Innovation** – We value the capacity for ingenuity and originality on our campus and within our community.
- **Pursuit of Excellence and Continuous Improvement** – We strive for excellence in our programs and services. We believe in the capacity for continuous improvement in the pursuit of excellence. We accept the challenges of being accountable for our efforts.
- **Integrity** – We commit to acting and speaking truthfully and responsibly and hold ourselves and others accountable to this standard.
- **Power of Diversity and Inclusion** – We are committed to a climate for learning that considers diverse perspectives to be a powerful component in the education

of every individual, valuing and accommodating both differences and commonalities.

- **Civility** – We value fair, respectful, thoughtful interactions, based on a positive approach, that promote reflection, foster deeper understanding of phenomena, and permit achievement of common goals.
- **Balance** – We value a nurturing and positive approach in all we do, embracing laughter and enthusiasm, as we nurture the development of the whole individual, including the intellectual, spiritual, emotional, and physical well-being of each individual.

CUYAMACA COLLEGE VISION, MISSION, AND VALUE STATEMENTS

Vision

Learning for the Future

Mission

The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs and services.

In order to fulfill its commitment to student learning, the college provides:

- Instructional programs that meet student needs for transfer education, career technical education, general education and basic skills courses
- Community education programs and services
- Programs that promote economic, civic and cultural development

To facilitate this mission, Cuyamaca College provides a comprehensive range of support services including: outreach and access initiatives, academic and learning resources, student development programs, and multicultural and co-curricular activities.

In support of its mission, Cuyamaca College structures its planning processes and engages the college community by pursuing the following areas of focus, which form the foundation of the 2010-2016 Strategic Plan:

- Student Access
- Learning and Student Success
- Value and Support of Employees
- Economic and Community Development
- Fiscal and Physical Resources

Values

- **Equitable Access:** We value equitable access that facilitates participation in academic programs and support services needed to meet students' educational goals.
- **Individual Student Success:** We offer courses and programs leading to degrees, certificates, transfer, employment, personal enhancement, and lifelong learning.
- **Academic Excellence:** We employ a variety of methodologies and technologies responsive to students' needs and conducive to students' varied educational and experiential backgrounds and learning styles.

- **Innovation and Creativity:** We value innovation and creativity in order to encourage our students to question and to expand their thinking.
- **Diversity and Social Harmony:** We value and embrace diversity and create opportunities for our college community to work together to meet the challenges of a complex global society.
- **Environmental Stewardship and Sustainability:** We take pride in our campus and its resources, and we strive to be on the forefront of sustainability and green technology.
- **Strong Community Relations:** We recognize our role in the cultural, educational, technological, and economic/workforce development of the communities we serve.

DISTRICT SERVICES VISION AND MISSION STATEMENTS

Vision

Leadership that enables and supports educational excellence.

Mission

To provide leadership, facilitation, and support of districtwide educational, fiscal, facilities, and human resource services that meet student, college, and community needs.

AP 4110 Honorary Degree

Reference: ***Education Code Section 72122***

Date Issued: XXX

I. Guidelines

- a. The Chancellor, with support from a college's Academic Senate, recommends the awarding of an honorary degree to the Board of Trustees.
- b. The Board of Trustees shall approve recipients of all honorary degrees.
- c. The following categories of honorary degrees shall be recognized for conferral by the Board of Trustees:
 - i. Associate of Arts
 - ii. Associate of Science

II. Purpose For Which Honorary Degrees May be Conferred

- a. To recognize excellence and extraordinary achievement in significant areas of human endeavor, within which are the mission and goals of the Grossmont-Cuyamaca Community College District.
- b. To honor meritorious and outstanding service to California community colleges; collectively, or to Grossmont-Cuyamaca Community College District, individually; to the State of California; to the United States; or to humanity-at-large.
- c. To recognize women and men whose lives and significant achievements should serve as examples of the Grossmont-Cuyamaca Community College District's aspirations for its diverse student body.

III. Criteria for the Awarding of Honorary Degrees

- a. Honorary degrees may be awarded to recognize achievements in all parts of the world. Honorary degrees awarded may represent a wide diversity of endeavors.
- b. Nominees for honorary degrees must be distinguished in their respective fields.
- c. Service or benefactions to the District itself do not in themselves justify the awarding of honorary degrees. However, nothing in these criteria shall preclude nominees who are in political life, or who are benefactors of the Grossmont-Cuyamaca Community College District, or who have assisted the District in noteworthy ways.

IV. Limitations on Eligibility

- a. Honorary degrees shall not be awarded to:
 - i. Incumbent members of the Board of Trustees of the Grossmont-Cuyamaca Community College District.
 - ii. Any current employee of the college district.
 - iii. Incumbent elected officials.

V. Procedures for Selecting Honorary Degree Recipients

- a. In all steps of these procedures, utmost care will be taken to ensure confidentiality. A

breach of confidentiality could seriously embarrass the Grossmont-Cuyamaca Community College District and those individuals under consideration for the receipt of an honorary degree. Recommendations of persons to receive honorary degrees are encouraged from any member of the Grossmont-Cuyamaca Community College District community, including Trustees, the Chancellor of the District, faculty, students, administrative staff, classified staff, alumni, campus Advisory Board members, Foundation Board members and other friends of the District.

- i. All recommendations shall be submitted through the Chancellor of the District. The recommendations will be in writing and will include relevant backup material.
- ii. The Chancellor will consult with the Academic Senate for selecting honorary degree recipients.
- iii. The Board of Trustees, meeting in Closed Session, shall make the final determination and will, by virtue of its exclusive authority in this matter, “award” the degree to the nominees they feel are most deserving.

VI. Conferral of Degree

- a. Honorary degrees may be conferred during any Grossmont-Cuyamaca Community College District function that the Board of Trustees considers appropriate.
- b. Normally, the following will participate in the conferral ceremony:
 - i. The Chancellor of the District (or designee) will read the Citation.
 - ii. The President of the Board of Trustees (or designee) will confer the honorary degree and issue the diploma.
 - iii. The Vice President of Instruction or Vice President of Student Services will cap the degree recipient.

Environmental Scan: 2016-2022 Strategic Plan Emerging Trends, Events, and Issues That Will Impact the District

Nation

- President Obama plan for free community college for all. His plan includes criteria that students must meet in order to avail themselves of the tuition free option.

State (governor, legislature, Chancellor's office)

- Bachelor's degrees for community colleges
- CCCCO goal to have 250,000 more completions by 2025
- CCCCO task force on workforce development and CTE
- AB 86 – Adult education
- AB 2558 – Professional development for all employees; plan required

Region

- East County Education Alliance
- Increase in refugees arriving in East County
- Need for more K-12 teachers

Accreditation

- New accreditation standards from ACCJC
- Possible new accrediting agency

Student Success

- Continued focus on veterans
- SSSP Plans
- Student Equity Plans and closing the achievement gap
- Increasing mental health issues for students
- Online education—increasing access and student success
- Stackable options (certificates and degrees; credit, noncredit, not-for-credit)

Technology

- Mobile technology options (i.e. apps and use of cell phones)
- Increasing role and need for technology
- Surge of new technological tools available to the district in the next few years

Fiscal

- Decreasing numbers of students of high school age (enrollment)
- Increasing operating costs (e.g., energy/utility costs, retirement contributions, health care benefits costs)
- Sunset dates on Prop 30 revenue (2016 and 2018)
- Uncertainty over state facilities bond
- Competition from proprietary colleges

Districtwide

- Increasing need for new faculty, staff and administrators
- Recommendations from the Salary Equity Taskforce (SET)
- Recommendations from the Budget Allocation Taskforce (BAT)
- Strategic Staffing Plans