

Academic Senate Grossmont College

Minutes of the Academic Senate – May 6, 2013

X	Sue Gonda (President)	X	Joel Castellaw (Comm)	X	Priscilla Rogers (Inter Bus)
X	Jeff Lehman (VP)		Jade Solan (Comm)		Nadra Farina-Hess (Library)
X	Joel Castellaw (Senate Officer @ Large)		Roxanne Tuscany (Comm)		Jenny VanDenEynden (Math)
X	James Canady (Senate Officer @ Large)		Janet Gelb (CSIS)		Susan Working (Math)
X	Marion DeKoning (senate officer @large)		Ronald Norman (CSIS)		Ray Funk (Math)
X	Michael Lambe (P/T Senate Office large)		Kristi Kluka (Counseling)		Olga Pilipets (Math)
					Shirley Pereira
X	David Milroy (Div Sen ALC)	X	James Canady (Counseling)	X	Shawn Hicks (Math)
	TBD (Div Sen CTE/WD)		Danny Martinez (Cross Cult Stud)	X	Evan Wirig (Media Comm)
	Alan Silva (Div Sen ESBS)		Joe Orate (Culinary Arts)		Jim Papageorge (Media Comm)
	Melanie Quinn (Div Sen LR)		James Foran (Culinary Arts)		Derek Cannon (Music)
	Dan Greenheck (Div Sen MEEW)	X	David Mullen (Dance)		Fred Benedetti (Music)
	Narges Heidari (Div Sen Stu Service)		Jane Nolan (DSPS)		Lisa Maloy (Nursing)
X	Tina Young (AOJ)	X	Judd Curran (Earth Sci)		Angela Ngo (Nursing)
	Lance Parr (AOJ)		Mark Goodman (Earth Sci)	X	Christine Vicino (Occ Therapy)
	Jamie Gould (ASL)	X	Oralee Holder (English)	X	Zoe Close (Phil/ Rel Studies)
	Israel Cardona (Behav Sci)		Tony Ding (English)		John Scholte (Phil/Rel Studies)
X	Sky Chafin (Behav Sci)		Adelle Schmitt (English)	X	Ross Cohen (Physics)
	Maria Pak (Behav Sci)		Michelle Barbeau (English)		Brian Carter (Physics, Astr. Ph Sc)
X	Shina Alagia (Bio Sci)		TBD (English)	X	Brian Jennings (Polit Economy)
X	Michael Golden (Bio Sci)		Chuck Passentino (ESL)		Todd Myers (Polit Economy)
X	Michele Perchez (Bio Sci)		Nancy Herzfeld-Pipkin (ESL)		Peggy Wells (Resp Ther)
	Brian Keliher (Bus Admin)	X	Barbara Loveless(ESL)		Rebecca Handley (Resp Ther)
	Nate Scharff (Bus Admin)	X	Michael Perez (EOPS)	X	Beth Duggan (Theatre Arts)
	Linda Snider (BOT)		Sylvia Montejano (EOPS)		Craig Everett (Theatre Arts)
	Barb Gillespie (BOT)	X	Randy Abshier (Exer Sci/Well)	X	Paul Turounet (Visual Arts & Humanities)
X	Liz Barrow (CVT)	X	Jim Symington (Exer Sci/Well)	X	Marion DeKoning (Visual Arts & Humanities)
	TBD (CVT)	X	Laura Sim (Exer Sci/Well)		Pete Schmidt (Visual Arts & Humanities) Malia Serrano
X	Cary Willard (Chemistry)		Kathleen Aylward		Edda Temoche-Weldele (World Lang)
X	Jeff Lehman (Chemistry)		Robert Henry (History)		Virginia Young (World Lang)
	Angie Gish (Child Dev)			X	Yolanda E. Guerrero (World Lang)
	Claudia Flores (Child Dev)	X	Angela Feres (History)		Ruth Fatima Navarro (World Lang)

GUESTS: Michael Reese, MSESW Dean; Christina Tafoya, CTE/WF Dean; Agustin Albarran, ESBS Dean; Chris Hill, Academic Affairs Projects Admin;

RECORDER: S. Gonda, A. Feres

I. CALL TO ORDER (11:05)

A. Approval of Agenda: M/S/U: Wirig/Guerro

B. Approval of Minutes from April 15, 2013: M/S/U: Working/Loveless

II. PRESIDENT'S REPORT – Sue Gonda

- May 9th at 3pm is the Awards Ceremony to honor faculty and staff.
- VPAA Forums: Q & A with four candidates. **[POSTSCRIPT:** Because the forums are during prime time, with the help of Pat Murray, Chris Rodgers, Kerry Kilber and our IMS crew, Pat taped the forums and made them available on our college's intranet site at this link:

<http://www.grossmont.edu/intranet/staffdev/videos/default.asp>

This is password protected site so employees need to use their network login to view the videos. After watching the videos, if you would like to provide verbal feedback to any of the following representatives, please feel free to do so. **Your feedback is invited and welcomed by Wednesday 5/22!**

Sue Gonda (Faculty and screening committee co-chair) – x7875

Tim Flood (Admin and screening committee co-chair) – x7141

Linda Daley (Classified and screening committee member) – x7104

Sunny Cooke (President and Hiring manager) – x7100]

- There was a Districtwide Enrollment Strategies presentation by Randal Lawson, Executive Vice President, Santa Monica College and Past President, California Community Colleges Chief Instructional Officers. Lots of good info on compressed calendar (see PowerPoint Slides). Highlights of enrollment strategies: look at data, importance of good historical information regarding offerings and student demand patterns, such as: History of course offering size and distribution, fill rate trends, courses with largest enrollments/wait lists, low enrollment/demand courses, correlation between fill rate and time/day offered; course cancellations/additions, bottlenecks for students to complete degrees, and how we calendar our classes. Stressed publishing data widely to all administrators, staff, faculty, and to committees in an easily understandable and readable format. This allows multiple department, division, and college-wide discussions. The data can also help chairs and coordinators with Activity Proposals, Program Review, and Annual Plans. This information will be shared with our Enrollment Strategies Committee, and some of these recommendations are already happening at Grossmont, e.g., some data compilation.
- Sue made a pitch for the Senate secretary position at Classified Staffing Committee. Really hoping there will be a new fulltime position that combines assistant to College/Public Relations with the Senate Assistant position.
- Sue accompanied ASGC students, who attended a meeting of the Statewide Student Senate in Sacramento. Very inspiring discussions with the students and engendered a desire for more interactions between Academic Senate/ASGC.

III. COMMITTEES

A. Report: Program Review Committee: Steve Davis

Members are: Tina Perez, Nadra Farina Hess, Cindi Harris, Nate Scharff, Tacey Hosley, Yeabsra “Nebisu” Habtegbriel (ASGC), Marsha Rayburn, Chris Hill, Mike Reese/Christina

Tafoya. This year has been the ESBS division. For each discipline, the entire document is read thoroughly. Sunny has been very involved. The process is collaborative. The Board gets it last to review. Results have been really good. The Committee is working to make the process less “proscriptive.” Exploring a different model from the 62 questions, such as 6 or so themes: Examples -- Continuous Improvement, Community Involvement, Leadership, etc. There may be a workshop to discuss/debate the issue. The committee needs people to serve. It will also be important to get the new Program Review Liaison to serve as a member. Next Academic Year up for review: MNSESW Division, Library, then CTE.

B. Report: Curriculum Committee: Jeff Waller

The Committee approved deletion of 84 courses and one degree; 115 course additions; 178 course modifications; 9 TMC degree additions, for a total of 13, so we are on target for the state mandate to create these degrees. The Committee also approved 16 degree modifications, 3 distance learning courses. Altogether, there is a 127-page Governing Board Packet for Board approval.

- Jeff worked on training for committee members.
- Title 5 rules about course repeatability changed. For courses such as music, dance, exercise science, etc., we can no longer have the same course with “A,” “B,” “C,” to take a course multiple times. Now, if a student needs additional experience, there must be separate courses with different levels of skill and knowledge outcomes. Courses have been changed to comply with the new law. It was a very busy semester.
- Still working on TMC goals. Jeff advises: Please look at C-ID.net so you can see the completed TMC degrees. Sign up for the listserv for your discipline to keep up-to-date.
- The GE Subcommittee is working on the GE package. They are looking at how to assess GE/ISLOs and the processes that might work for assessment. [POSTSCRIPT: For some ISLOs, students will have a brief survey at commencement to get their assessment of the impact of our GE goals]
- For next year: Finish TMCs, continue modifying for repeatability requirements, outline updates, finalize process for content review to create cross-discipline prereqs. There is a new Handbook for Program & Course Approval, and we need to review it, and firm up distance ed approval processes to comply with Title 5.
- Chris Hill added that this semester has seen the largest amount of curriculum that has EVER come through the Committee. All who participated should get thanks and praise for hard work. The committee has done a great job getting them through and done well. Special thank you to Jeff and Marsha for their hard work.

C. World Arts and Culture Committee – Karl Sherlock

Committee charge is to foster cultural communication. The WACC offers grants for on campus diversity and they fund 12-14 grants a year. This year: “Into Abstraction Artists’ Talk,” Black History Month Jazz Performer Presentations, “Anatomy of Hate” film, Cultural Influences on Healthcare Forum (Fall and Spring), Literary Arts Festival, “Deaf World,” “Martha Barnette, from ‘A Way with Words’,” Dia De Los Muertos, Brigham Young Folk Dance, Creative Capital Webinar, and Student Art Exhibit. Also trying to improve visibility of WACC. Check out Karl’s amazing website design, that includes New logo and description of activities, processes and events. The site helps streamline the process and includes FAQ, resources, pre/post checklists, event prep checklist for how to set up events, sample grant applications, testimonials. Website located at Diversity Initiatives page: <http://www.grossmont.edu/wacc/index.html>

The Committee is considering a name change. Thinking about dropping the W and just being Arts and Culture Committee. It is composed of faculty, classified staff, students, and Administrative representatives. .

IV. ACTION ITEMS

None.

V. INFORMATION ITEMS:

A. TA and Tutors – Sue Gonda and Michael Copenhaver

Background: Sue: Ed Code has strict requirements regarding student workers, requiring them to be full time unless they are in a Work Study or Work Experience program. This includes TAs and Tutors. This clearly discriminates against part-time students, who are 2/3 of our community college students. Our Tutoring Centers are currently staffed by both full- and part-time students. [POSTSCRIPT: See 5/16/13 email from Tim Corcoran stating that during the transition to comply with the law, there will be no change during the summer. Beginning in the fall, there will be a new category of workers for tutors and other specific non-academic, non-classified employees, and workshops to provide training and information will be in June.] Michael: Work Study students can be part time student workers. Students usually apply for the position the semester before. Work-study award is given in June. A new form is coming out asking faculty and staff to submit work-study requests for student workers. [POSTSCRIPT – Michael Copenhaver’s email went out] It will have to be completed if any department wants a work study student. You can hire a work-study student in any hourly student position, so if you know of TAs or tutors who might be eligible, be sure to advise them to apply. Students receiving work-study benefits must demonstrate financial need and have a minimum 2.0 GPA. Work Study money is awarded on first come first served basis and is very competitive. It is usually gone in a few days. Students must fill out the FAFSA form right away when the period opens. Students can only earn \$3600 for the entire year. Submit your form to have a work study student position (e.g., the position of a TA or tutor) to the Deans, as they have to sign off on them. Be sure to fill out the specific requirements section so you get a student with the skills that you need. (Financial Aid will send eligible students to you based on your requirements, unless you already know of a student to fill the position.) The skills can be as specific as “received an A” in a certain class. Students will be placed the 2nd week of August. The earliest they can work is the beginning of the pay period in August. Send any questions to Michael Copenhaver and Geradette Nutt.

There was brief discussion about concerns that 2/3 of our students – those who are part-time – lose out on the opportunity for mentoring and learning as a TA. Sue and others are looking into the feasibility of changing Ed Code to allow part-time students as student workers. In the meantime is looking into different options to allow students to still have opportunities to work with faculty. More to come.

B. Compressed Calendar – process for next steps. If you have questions or opinions about the proposal for a compressed calendar discussed at the last Senate meeting, please email Sue Gonda. She will collect comments. Joel will put further discussion relevant to class scheduling on the Agenda for Chairs and Coordinators. Discussion referred to the Enrollment Strategies presentation by Randal Lawson of Santa Monica College. PowerPoints from presentation are with these Minutes. Santa Monica College was the first to adopt the compressed calendar for students 22 years ago. Their data showed after conversion from 17 weeks + finals to 15 weeks + finals that there was student improved in multiple categories. At Grossmont at this time, some are in favor of compression; disciplines with labs and the Nursing Departments are concerned or don't

want it at all. Nursing clinicals cannot be changed due to competition for clinical times, so they can't go to the compressed calendar. Can some be on it, and others not? Equity issue? Judd asked that Chairs and Coordinators look at Mesa or Santa Monica Colleges' schedules to get a sense of what courses might look like for your department. Questions asked: Some courses will be longer – what effect will that have on students/instruction? What about flex days? If we keep our flex schedule, we may only have to add 5 minutes, with a 10 minute passing time. If we reduce flex days, we must add 10 minutes to each 3 unit class, with a 10 minute passing time. Should we consider just reducing flex days and not compress the calendar?

(PowerPoint will be sent out and put up on the website as a separate file)