

MINUTES OF THE ACADEMIC SENATE
Grossmont College
Monday, November 18, 2013, 11-12:10 in Griffin Gate

I. CALL TO ORDER

A. Public Comment: Mike Lambe thanked Joel Castellaw for sending chairs and coordinators the survey for part-time faculty. The chairs have the best email contacts and the hope is to get a good response from part-time faculty. The ten questions are designed to learn more about who our part-time faculty is as a whole and what they see as priorities and needs to better perform their jobs.

B. Approval of Agenda, M/S/U Lambe/BenVau

**C. Approval of Minutes of November 4, 2013,
M/S/U Rogers/Neeb**

II. PRESIDENT'S REPORT

- **Website:** Sue provided a mini-tour of the mock-up of the future website template at <http://grossmont.beacontest.com/default.html>

There will be a college task force, with membership based on the position of individuals. From faculty: Professional Development (Harris?), A chair who is a "techie," TTLC/DE (Gelb), someone to provide continuity from our previous website task force (Lehman), rep from the arts, Senate (Gonda), Student Services (Kluka).

--If you would like to be involved in consulting and testing, let me know. You'll see future emails!

--**Timeline: There will be Workshops during Flex week for your input!**

Analysis & Design Phase—11/5/13 – 1/10/14

- o District Task force meets weekly
- o College website task forces assembled

Information Architecture Review— Jan 13 – Mar 7

- o Each department/content owner reviews current content, determines what needs to be rewritten and/or discarded
- o Main site navigation under new top navigation items determined by college committees

New Cascade Site Development by Beacon—Jan 13 – Feb 28

- o Includes template development, site features and Cascade functionality

User Acceptance Testing (Test site) – Mar 3 – 21

Test site development complete—April 4

Site Import—Early May (TBD)

Page/Content Implementation and Cascade training— Late May-Early July (TBD)

Tentative Site Launch—Late August (TBD), must be after registration

-Plenary Resolutions: See Summary handout, below. The complete resolutions can be found at <http://www.asccc.org/fall2013/resolutions>

and will be sent out with these minutes. There was discussion about the new Online Course Exchange (Resolution 7.01). Brian Keliher expressed concern about the integrity of the courses and implication to our own course enrollment. Sue and Beth Smith confirmed that concerns such as these were the reasoning behind the resolution – to ensure faculty input in the process. [POSTSCRIPT: After the meeting, Sue, Brian and Beth had an email exchange in which Sue stated that "the Senate, unions and FACCC are all working to fight the corporate-funded completion agenda that benefits the big companies. All three are fighting the MOOC movement" that would not benefit students. "Even the national community college administrators are working to harness and define how the Obama college rating system will look and how it will affect the way we do business. I didn't want you to think that no one is out there fighting these causes right now." Brian, true to his word, volunteered to be involved in task force or committee work at the state level involving the online course exchanges.]

-Student Pathways to Success Retreat – Friday, 22nd, 8:30-11:30 in 36-325

- Student Success" and the students' pathway at our college applies to all departments – basic skills, college-level transfer, student services. Looking for all department chairs – or appoint someone in your place from your department!

-Goal: To compile ALL success strategies we are already doing at the college, department and classroom levels to help students reach their goals, whether it is transfer, degree, certificate, or supplemental classes to upgrade their skills.

-We'll look at the pathways students must follow to reach their goals – and where your department or classes fit into that pathway. Are students finding gaps, bottlenecks, obstacles? Where are the areas we could find new strategies? Example: when multiple departments contribute to a student's degree, are all the degree classes scheduled at different times so that students are able to take them (so that the sections are not offered at the same time)?

III. COMMITTEES

None

IV. ACTION ITEMS

None

V. INFORMATION ITEMS

A. Distinguished Faculty and other Awards Processes (Attachment A)

Upon reviewing the proposal, it was agreed that there was a need to find an equivalency to tenure for the part-time Distinguished Faculty Award. The Part-Time Faculty Committee will make a proposal and bring it back to Senate.

B. Jonathan Lightman, Exec.Dir., Faculty Association of California Community Colleges

Jonathan presented a brief overview of the state budget, major legislation, FACCC priorities (Faculty staffing and compensation, Accreditation, Fighting privatization, Retirement, Student services), and impact of demographic changes in California. He pointed out that faculty interests for students and teaching are being lost in the new model of foundation-supported studies and solutions based in private industry (e.g., MOOCs, etc). FACCC is celebrating its 60th Anniversary and can be found online at <http://www.faccc.org/> His Powerpoint (and that great slide "California for Beginners") can be found on our Senate website with these minutes.

Attachment A (Information item 11-18-13)

PROPOSAL TO MODIFY THE DISTINGUISHED FACULTY AWARD PROCESS TO INCLUDE AN AWARD FOR PART-TIME FACULTY

Background: The Distinguished Faculty Award Nomination packet states, "It is an essential part of academic life to identify, encourage and reward excellence among the faculty. With respect to this end, Grossmont College will present an Annual Distinguished Faculty Award to a superior faculty member, selected by peers and publicly acclaimed."

The Academic Senate's Part-Time Faculty Committee recommends an award to be given annually to a part-time faculty member who has a distinguished record of service "above and beyond."

- The criteria should be equitable and parallel to that of the full-time award, and the PTFC recommends that the same criteria be used for nominations with one addition: amend the first question to include how the nominee "contributed to the teaching or service excellence in his/her department."
- Upon review, the Senate Officers Committee agreed this is a fine addition to the form for all nominees, since there is no mention of teaching/student service excellence in the nomination questions, despite the fact that Section III(a) of the nomination Criteria is "each recipient will also show a sustained commitment to excellence: (a) in teaching, or in the performance of other assigned duties."
- **PROCESS:** Solicit nominations each Spring for both full- and part-time faculty members, and the Committee will select two recipients each year: one full-time, one part-time. Modify the Distinguished Faculty Award Committee membership as follows:
 - 5 faculty, one from each division as stated in the Nomination Packet
 - 1 at-large member
 - At least 2 members must be full-time; at least 2 members must be part-time
 - Facilitated by the Senate Vice President, who will be the tie breaker if necessary.

PROPOSAL FOR NOMINATING GROSSMONT FACULTY FOR OUTSTANDING SERVICE AWARDS BEYOND THE COLLEGE

- Grossmont's current Distinguished Faculty members will become nominees for similar awards beyond the College. If, like the ASCCC Hayward Award, full-time or part-time members are only awarded every other year, then the Distinguished Faculty Committee will decide the best candidate of the two years under consideration (e.g., the current Distinguished Faculty member and the individual from the previous year).
- In the meantime, for the December 23, 2013 Hayward Award deadline: we do not have a part-time Distinguished Faculty Awardee. Since Grossmont's region this year submits a part-time faculty candidate: Put out an all-call for nominations for the Hayward award ASAP to be sent to the Senate President. To ensure an adequate pool of nominees, also to be considered are the part-time faculty who received outstanding teaching awards last Spring, 2013. Convene an ad-hoc committee consisting of the Part-Time Faculty Committee and the Senate Officers (or as many of those two groups who are available to serve) to review nominations and decide on a college nominee to send forward.

Nomination Form For the Distinguished Faculty Award

For the nominator, please consult with the nominee and other faculty members, and respond to the following three questions below. The **deadline** for completion and submission to _____, **chair of campus selection committee is _____ p.m., _____**. Attach a copy of nominee's up-to-date, complete curriculum vitae if available; it will be helpful to the Campus Selection Committee in their deliberations to select a recipient of the award.

Name of Nominee: _____

Department/Division: _____

Please provide answers to each of the following questions (there is no word limit on this section).

1. In what way/s has the nominee contributed to excellence with respect to his/her profession and discipline?

This could be articles in refereed journals or other publications, the acquisition of grants, awards, or perhaps the development of innovative and recognized programs. **It could also be ways in which the nominee has contributed to the teaching or service excellence of his/her department.** The emphasis here is on scholarly activity.

2. In what way/s has the nominee contributed to excellence with respect to Grossmont College and its affairs?

Here the emphasis is on involvement and action beyond the classroom or other assigned duties. Activities in this category might be chairing an important campus committee, involvement as a faculty advisor to a student group, serving as department chair or coordinator, serving in the Academic Senate, or perhaps spending time on labor issues or negotiations.

3. In what way/s has the nominee contributed to excellence in the community as a representative of Grossmont College?

The emphasis here is not so much on involvement as an individual, but as a faculty member who brings some skill to solving a problem. Examples might be off-campus speaking engagements, consulting in nominee's area of expertise, or donating time to service groups as a college representative.

First Nominator (please print or type)

Signature

Date

Brief supporting statement by second nominator (please keep to 250 words or less).

Second Nominator (please print or type)

Brief supporting statement by third nominator (please keep to 250 words or less).

Third Nominator (please print or type)

Verification: Nominee is a full-time tenured faculty member who has received an overall rating of 3.5 or higher on two consecutive Evaluation Summaries.

Year of the evaluations: _____

Comments:

Administrator providing verification:
(Please print or type)

Dean/Director Signature

Date

Grossmont College Distinguished Faculty Award

I. Statement of Purpose

It is an essential part of academic life to identify, encourage and reward excellence among the faculty. With respect to this end, Grossmont College will present an Annual Distinguished Faculty Award to a superior faculty member, selected by peers and publicly acclaimed.

II. Eligibility

All full-time, tenured faculty members are eligible to receive the award. Classroom and non-classroom faculty will be eligible by the process described below.

III. Criteria

The recipient of the Annual Distinguished Faculty Award should represent the very best our profession has to offer. Each recipient, in addition to fulfilling all of the job requirements of a full-time faculty member, must also go beyond these duties. Furthermore, each recipient will also show a sustained commitment to excellence:

- (a) in teaching, or in the performance of other assigned duties;
- (b) as a faculty member who has contributed to his/her discipline;
- (c) through an active and involved role in campus affairs; and
- (d) by involvement in the community as a representative of the college.

IV. The Award

The announcement of the award shall be made at the general faculty meeting during the Fall Professional Development Week. A medallion appropriate to the occasion will be inscribed and presented at that time. The recipient of the award will also receive a stipend of \$500. A letter noting the award shall be signed by the President and forwarded to the Personnel Office for inclusion in the recipient's file. The recipient may be introduced to the Governing Board for recognition by mutual agreement of the recipient and the President.

V. Procedure and Decision Rules for Selection

Section 1 - Annually (and by a timeline determined annually by Senate Officer Committee), any faculty member may initiate nomination of any full-time tenured faculty member by submitting his/her name to the respective dean/director of the nominee. This nomination shall be made with respect to the criteria in Part III above.

Section 2 - The Dean/Director will review the nominee's two most recent evaluations to validate the nominee's commitment to excellence in the classroom or in the carrying out of other assigned duties. More specifically, on the nominees' Evaluation Summary, the overall rating must be 3.5 or higher on two consecutive evaluations. If the nominee's evaluation is based on the forms in use prior to 1991-92, the overall ratings must be 75% excellent.

Section 3 - Upon verification of excellence in performing assigned duties by the Dean/Director, the nominator shall submit a nomination form with responses to the three questions below (the nominator may also attach a curriculum vitae).

1. **In what way/s has the nominee contributed to excellence with respect to his/her discipline?** This could be articles in refereed, journals or other publications; the acquisition of grants, awards; or perhaps the development of innovative and recognized programs. **It could also be ways in which the nominee has contributed to the teaching or service excellence of his/her department.** The emphasis here is on scholarly activity.

2. **In what way/s has the nominee contributed to excellence with respect to Grossmont College and its affairs?** Here the emphasis is on involvement and action beyond the classroom or other assigned duties. Activities in this category might be chairing an important campus committee, involvement as a faculty advisor to a student group, serving as department chair or coordinator, serving in the Academic Senate, or perhaps spending time on labor issues or negotiations.
3. **In what way/s has the nominee contributed to excellence in the community as a representative of Grossmont College?** The emphasis here is not so much on involvement as an individual, but as a faculty member who brings some skill to solving a problem. Examples might be off-campus speaking engagements, consulting in area of expertise, or by donating time to service groups as a college representative.

Section 4 – The nominator will submit the official nomination form, with all required signatures and supporting statements to the Campus Selection Committee by the appropriate due date. If possible, curriculum vitae should also be included.

Section 5 - For the purpose of selection, faculty in the L.R.C., Counseling, and Special Services shall be considered as a single "division" described in section 5 above. The Vice-President of Student Services shall assume the duties of the Division Dean.

Section 6 - The Academic Senate shall annually form a Campus Selection Committee (CSC). The CSC shall include the President of the Senate (or designee), who will act as a non-voting chair, and one faculty member from each division, including one faculty member from the "division" described in Section 6 above. This slate shall be presented to the Senate as the CSC.

Section 7 - The Campus Selection Committee is to review the nominations and select the single recipient for the award. The finalist who receives the largest number of votes shall be the Distinguished Faculty.

Section 8 - The name of the Distinguished Faculty shall not be made public but will be forwarded to the Academic Senate President who will notify the college president, awardee and the other finalists.

VI. Concerning Year-long Recognition:

- The Distinguished Faculty person from the previous year shall be present (if possible) and play a role in recognizing the current recipient during the president's address of Fall Professional Development Week.
- During the Spring Recognition, the Academic Senate President or designee will have an opportunity to commend the recipient.
- The recipient shall serve as an ambassador for the college.
- A photograph of the recipient shall be displayed in the Learning Resources Center and recognized in suitable media.
- The recipient's name shall be posted in the commencement printed program, and he/she shall have special seating at Commencement.
- Monetary Awards:
 - The College President will assume the responsibility of seeking the funding for the stipend.
 - The check will either be made out to the recipient of the award or to another group, charity, or department if the recipient so designates.

VII. Review and Approval of Process

This process has been reviewed and approved by the President of Grossmont College and its Academic Senate.

HIGHLIGHTS OF RESOLUTIONS PASSED AT THE FALL, 2013 PLENARY SESSION OF THE ACADEMIC SENATE OF CCC

2.01 F13 ASCCC Statement on Accreditation

...that the ASCCC adopt the following statement on accreditation to guide the ASCCC in its ongoing work to support college accreditation efforts: "The ASCCC values the peer review process of self-reflection and improvement known as accreditation. Since local academic senates have Title 5-mandated roles within the accreditation process, the ASCCC sees its primary responsibility as helping colleges to meet the adopted standards...."

2.02: Request of ACCJC to Model Effective Self-Evaluation Practices

...to model and exemplify for its member institutions effective and transparent self-evaluation practices by acknowledging and addressing any areas of non-compliance identified by the USDE's Accreditation Group and National Advisory Committee on Institutional Quality and Improvement (NACIQI)

2.03 Sufficient Advance Notice for Changes to Required ACCJC Annual Reports

...that any changes by ACCJC to annual reports be published at least one year in advance of the effective date of implementation of the required annual reports.

2.04 Employ the Term "Action Required" rather than "Recommendation" for Evaluation Findings that Must be Addressed by the Two-year Rule.

2.05 Reinserting terms "Academic Senate" and "Curriculum" in Standard IV, Criterion A.4 (referred to Exec for Action and to forward to ACCJC ASAP)

2.06 Responding to Draft ACCJC Accreditation Standards as they relate to Libraries and Learning Support Service

That the draft Standards eliminate all reference to institutions "providing personnel responsible for student learning programs" and eliminate the current Substandard II.C.2 entitled "Library and Learning Support Services" and place the standards now in that section under Standard IIB (Student Services), "to the detriment of student learning...." And ASCCC advocates for retaining the separate substandard.

2.07 Equitable Access to College Resources for Part-Time Faculty

That ACCJC add to Standard II.A.8 or other appropriate section the expectation that colleges provide equitable access to part-time faculty to college infrastructure and resources, per Ed Code 87482.8(d) "including but not necessarily limited to telephones, copy machines, supplies, office space, mail boxes, clerical staff, library, and professional development."

2.08 Extend Deadline for CCSF to Meet Accreditation Standards

Due to unusual circumstances of at least three pending lawsuits, creating a confused and politically charged environment as faculty and staff try to develop and implement processes to comply with the standards,... Call on ACCJC to extend the deadline by one year for CCSF to comply with accreditation standards, due to the unprecedented legal situation faced by CCSF.

2.09 ACCJC Transparency and Limitations on Standards

Call on ACCJC to implement a policy of transparency in its proceedings and decision making which includes the opportunity for the public to discuss proposed sanctions before they are voted on and publishing visiting team recommendations for sanctions and minutes of ACCJC meetings, including a tally of votes taken.

2.10 Affirming Support for Diversity and Equity in Accreditation Standards

That the draft of the new ACCJC standards have less focus on diversity and equity, and ASCCC urge them to retain standards to actualize student equity and foster respect for diversity, recruit and admit diverse students, demonstrate commitment to hiring and maintaining personnel of diverse backgrounds....

2.12 Request ACCJC to Evaluate and Improve Inter-rater Reliability of Visiting Teams

...that visiting teams vary widely in composition and background, resulting in recommendations often more focused on team members' areas of expertise than a balanced evaluation of standards; urge the ACCJC to including training to promote inter-rater reliability in and among visiting teams sent to institutions under review, and conduct evaluations to determine if standards are being consistently applied across institutions. Report findings to all colleges.

3.01 Demographic Data Collection of Multiple Identities

That demographic data is incomplete because many students do not recognize themselves in a "choose one" box for race, ethnicity, sexual orientation or gender-related categories; therefore ASCCC urge that all demographic data collection instruments provide expanded categories of identity to allow students to declare multiple identities so colleges can use the demographic realities to inform planning.

7.01 Academic Senate Participation in the Online Course Exchange

Since the Exchange promises to allow students to enroll in high quality online courses from colleges across the state, ASCCC reminds the Chancellor's Office that faculty primacy in academic and professional matters applies to the development of the Online course Exchange and that Academic Senate should be included as central and vital participants in all governance, advisory and steering bodies in this endeavor.

7.02 Request of CCCCCO to Provide Faculty Obligation Number Data

The faculty Obligation Number calculation worksheets for each district were posted from 2006-2011 but not 2012, and calculated advance FON for 2013 were provided to administrators via email; therefore ASCCC request the Chancellor's Office to return to the previous practice of publishing both district FONs and attendant calculations on a publicly available website each fall.

8.01 Counseling as Discipline Experts

Since the SSTF Recommendations and recent legislation requires colleges to increase matriculation services and other tasks typically completed by counselors, and a PERB decision indicated that "unilateral transfer of work between classifications is unlawful," the ASCCC encourage local senates to work with local bargaining units to prevent the improper appropriation of subject matter expertise and roles and responsibilities legally reserved for counseling faculty to non-faculty paraprofessional advisors.

10.01 Adding Currency Requirements in the Disciplines List

An Act of 1988 eliminated any further granting of lifelong community college credentials, expecting that currency (recency) in the area of expertise would be a required standard for qualifications to teach at a CCC, but the disciplines list minimum quals were never modified to reflect currency; ASCCC will investigate the feasibility of adding discipline currency (recency) and/or work experience to the minimum quals and what the implications of this addition would be for local colleges' hiring procedures and equivalency processes – report back in Fall 2014.

13.01 Campus Safety and Emergency Preparedness

That local senates are encouraged to work with their collective bargaining colleagues to create and develop professional development programs of safety training including but not limited to natural disasters, campus emergencies and violent attacks and include all campus constituencies; and encourage local senates to work with their college administrations to evaluate current facility safety issues, including campus lighting, parking lot call boxes, sufficient campus security and create and implement a plan to address safety deficiencies.

15.01 Endorse LEAP General Education Outcomes

CSU Exec Order 1065 (2011), states: Each CSU campus shall define its GE student learning outcomes, to fit within the framework of the four "Essential Learning Outcomes" drawn from the Liberal Education and American Promise (LEAP) campaign, an initiative of the Association of American Colleges and Universities. ASCCC will explore potential impacts of endorsing the AACU LEAP outcomes as a model for GE or institutional learning outcomes and report results in Fall 2014. (*continued next page*)

AACU's established essential learning outcomes for a student's general education experience called the **Liberal Education and America's Promise (LEAP)** outcomes, defined as:

Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, Including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, Including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

Integrative and Applied Learning, Including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems;