

MINUTES OF THE ACADEMIC SENATE
Grossmont College
Monday, February 2, 2015 in Griffin Gate, 11:05 – 12:20

Attendance: Randy Abshier, Joan Ahrens, Shina Alagia, Liz Barrow, Patrice Braswell, James Canady, Israel Cardona-Gerena, Brian Carter, Zoe Close, Ross Cohen, Judd Curran, Gareth Davies-Morris, Marion de Koning, Beth Duggan, Angela Feres, Claudia Flores, Sue Gonda, Tate Hurvitz, Brian Keliher, Cheryl Kerns-Campbell, Michael Lambe, Lisa Ledri-Aguilar, Helen Liesberg, Lisa Maloy, Dave Muller, John Oakes, Shirley Pereira, Michael Perez, Clifton Quinn, Terry Reilly, Priscilla Rogers, Denise Schulmeyer, Linda Snider, Jim Symington, Peggy Wells, Cary Willard, Jessica Woods, Susan Working, Memorie Yasuda, Tina Young. **Guests:** Beth Smith. **Recorder:** Tyler Dranguet.

I. Call to Order – Sue Gonda

A. Public Comment – James Canady

On February 12, the Counseling Department will be hosting a M2C3 webinar to discuss counseling and advising success strategies for men of color in the community college setting. The webinar will be held from 10:00am to 12:00pm in Griffin Gate. For more information, contact James Canady.

B. Approval of Agenda

M/S/U Pereira/Wirig

C. Approval of Minutes from December 1

M/S/U Lambe/Kerns-Campbell

II. President's Report – Sue Gonda

A. Congratulations to Jennifer Carmean!

Sue and the Academic Senate congratulated (with considerable applause) Jennifer Carmean on her new position as the College's Student Learning Outcome Coordinator. Jennifer is still learning the position, but her previous experience at Grossmont College is serving her well as she grows into her new role.

B. English 120 Course Links Needed

There is a need for English 120 links for the Fall 2015 and Spring 2016 semesters. The success rates of linked courses are significantly higher than non-linked courses. More students are testing into English 120, so the need for more linked courses is high. Course links also provide faculty members a great avenue to interact with their colleagues and students. For more information, please contact Joan Ahrens.

C. HR Issues

A major discussion at the AFT "Uber Chair" meeting involved frustrations and issues with tutoring, and Sue said she would follow up. This topic will be on next month's District Executive Council agenda, and the two senate presidents have already had a meeting with Chancellor Miles and Vice Chancellor of HR Tim Corcoran, so there is district-level attention on this issue. While there is a district-wide Tutoring Task Force (TTF) made up of individuals from Grossmont, Cuyamaca, and the District, it has been extremely difficult for everyone to come together again since the TTF's first meeting. Therefore, the Vice Presidents of Academic Affairs will work with groups at their respective colleges in order to move forward with the tutoring issues. Research will also be conducted about tutor pay levels at other local community colleges, since we are using local colleges to benchmark salaries for all other employees in the district.

Position advertising was also discussed with the Chancellor and Vice Chancellor. While there are now two recruiters for the District, Human Resources is still in the process of implementing the new Workday software, a monumental task that requires extensive training and time away from other job duties. Tim Corcoran is also adding his attention to this at regular HR meetings.

Training and Implementation of the New AFT Contract: A task force is being created about the technicalities of implementing the new contract. This task force will also create reference documents to help Chairs and Coordinators handle preference for adjunct faculty members. Faculty members are asked to be patient as the task force works to answer questions that have risen in this area.

D. Smarthinking Renewal

The College has until August 1 to use its remaining Smarthinking online tutoring hours. At the end of this semester, the College will use student evaluations to determine whether or not Smarthinking will be renewed. Individuals with feedback regarding Smarthinking should email Janet Gelb and CC Katrina VanderWoude. We are using this online tutoring because we are required by the State to provide the same services for students in the online environment as we have on campus.

III. **Action Items**

A. Full-Time Academic Rank Form Revisions

Changes made to the Academic Rank forms since they were last presented at Senate include:

- The first sentence of Article I was reworded to be more friendly
- Article II.E of the application for full-time faculty was deleted because adjunct rank exists now.
- An explanation of the criteria was added along with updates to committee names.
- Updates to the procedures section of the document were added. Faculty members no longer need to get their deans' signatures. All applications now go directly to the Academic Senate mailbox.

Motion to approve the Full-Time Academic Rank application.

M/S/U Wirig/de Koning

B. Adjunct Academic Rank Form Revisions

Changes made to the Adjunct Rank form were the same as the Full-Time application with one addition: Article II.D was added to the document for clarification.

Some members were concerned that there was disparity between the years of service required of adjunct and full-time faculty because full-time involves tenure and years of service at previous institutions, and part-time faculty members are hired through different processes. There was also confusion about the full-time application in regard to how many semesters a faculty member needed to be working at Grossmont College.

Motion to send the Rank Applications back to the Rank Committee for clarification and suggestions of new wording for parity.

Willard/Lambe. Motion passed with six abstentions.

IV. **Information Items**

A. CCSSE Information—Shirley Pereira

The Community College Survey of Student Engagement (CCSSE) has been used to survey over eight hundred community colleges across the country including over eight million students since 2001. Answers from student and faculty surveys are then used to create and provide information and publications of best practices for student engagement to community colleges.

Grossmont gave its first CCSSE to students during March 2012 which helped the College establish benchmarks in assessed areas. During this first survey, over 1,120 students in 59 sections were surveyed where five benchmarks were established and compared to similar colleges:

- Active and Collaborative Learning
- Student Effort
- Academic Challenge
- Student-Faculty Interaction
- Support for Learners

Grossmont College excelled in the areas of Active and Collaborative Learning and Academic Challenge, but did not in the areas of Student Effort, Student-Faculty Interaction, and Support for Learners.

In response to CCSSE results, the College implemented a number of new practices including:

- The Student Services referral sheet to circulate to instructors and students to increase support for learners;

- The “One Book, One Campus” and Water Project initiatives were created to increase student effort and student-faculty interaction;
- The Freshman Academy was created to increase student effort, student-faculty interaction and support for learners;
- Student Pathways, an ongoing project was started, again to bolster all three areas of student need: student effort, student-faculty interaction and support for learners;
- The outcomes from CCSSE spawned a new ISLO assessment –a survey of the graduates at Commencement.

Grossmont will be participating in the CCSSE again the week of April 6; class sections will be randomly sampled for in-class survey; faculty will be asked to complete an online survey.

Meeting adjourned at 12:20pm.

Next Meeting: Monday, March 2, 2015 in Griffin Gate