

**MINUTES OF THE ACADEMIC SENATE**  
**Grossmont College**  
**Monday, March 16, 2015 in Griffin Gate, 11:05 – 12:20**

**Attendance:** Randy Abshier, Joan Ahrens, Liz Barrow, James Canady, Derek Cannon, Jennifer Carmean, Brian Carter, Joel Castellaw, Zoe Close, Ross Cohen, Judd Curran, Gareth Davies-Morris, Marion de Koning, Beth Duggan, Nadra Farina-Hess, Angela Feres, Claudia Flores, Sue Gonda, Tate Hurvitz, Cheryl Kerns-Campbell, Michael Lambe, Jeff Lehman, Lisa Maloy, David Milroy, David Mullen, Jane Nolan, John Oakes, Michele Perchez, Shirley Pereira, Michael Perez, Terry Reilly, Gregg Robinson, Priscilla Rogers, John Scholte, Denise Schulmeyer, Linda Snider, Renee Tuller, Christi Vicino, Paul Vincent, Peggy Wells, Cary Willard, Evan Wirig, Jessica Woods, Susan Working, Memorie Yasuda, Tina Young. **Guests:** Sara Moore, Beth Smith. **Recorder:** Tyler Dranguet.

**I. Call to Order – Sue Gonda**

- A. Approval of Agenda  
M/S/U Wirig/Lambe
  
- B. Approval of Minutes from March 2  
M/S/U Lambe/Castellaw

**II. President's Report – Sue Gonda**

- A. Board Policy 4030 "Academic Freedom"  
This item has not had revisions and has been presented to the District Executive Council. It will come back pending any changes.
  
- B. For the English Department - Submitting First Writing Assignments  
Per an email sent to chairs and coordinators: the English department is seeking writing prompts or assignment sheets for courses' first writing assignments of the semester. If, in addition to the assignment description, a student sample could be provided as well, it would be greatly appreciated. Assignments and student examples may be submitted to Oralee Holder via email or hardcopy (deadline was Friday, March 20th.)
  
- C. Distinguished Faculty Members  
Tim Flood and distinguished faculty members Michael Lambe (Grossmont), Yolanda Guerrero (Grossmont), and Dan Curtis (Cuyamaca) recently returned from the annual conference of the League for Innovation in the Community College in Boston, Massachusetts. Michael Lambe expressed his enthusiasm for the event and said that it was a great opportunity to meet other faculty members from community colleges around the country, exchange ideas, and attend seminars to promote student success.
  
- D. Online Initiatives  
Within Region 10, Grossmont College currently has the lowest online student success rates. The College needs to work on its success rates for distance education and ensure that all courses comply with Title 5. This summer, the College will be hosting a faculty institute for online courses. Instructors who teach online courses will be required to take certification courses to teach online classes. Certifications modules can be taken online. See Janet Gelb for more information. Look for workshops during Fall Flex Week. (see handout about Online Initiatives)
  
- E. Enrollment Strategies  
The College is not currently meeting its goals to break-even for the year. As a result, some summer FTES will be ported back to this academic year to meet our state obligation. (If the College does not meet its FTES goal, the State will eventually decrease its funding to the College.) It is critical that classes offered are always classes that students need, when they need them, and that those students are coming to class. (that faculty are aware of who is in attendance and maintain the roster). A Data Warehouse is currently being designed

as a one-stop place for faculty and administrators to see trends in enrollments by course, by section, by department, division, etc. Consultant Pam Deegan will also be performing some trend analyses for the College so we can make the most of our course offerings—getting students into the classes they need, yet making us efficient so we are not losing money.

The College is currently working on a marketing campaign to help disseminate more information to students. Contact Lorena Ruggero if you need to get the word out. Schedule updates: If the PDF of second 8-Week courses is ever found to be out-of-date, please contact Katrina VanderWoude and Lorena Ruggero as soon as possible.

F. Chancellor's Forum

The projected \$750,000 deficit at Cuyamaca College has been corrected. New funds will be coming to both Colleges and the money going to Cuyamaca will be used to fix its deficit. Cuyamaca is examining new hires and hiring is on hold for the moment. Part of the reason that Cuyamaca anticipated a deficit is because it did not have any rollover funds to use from the previous academic year—something it has always had.

There is always a holdback of District funds (that the District uses for fluctuations in the state budget), and this year it was 2%. One percent is being released and will go to the Colleges through the funding formula. Additional funds from the State will go to the Resource Allocation Formula (RAF) for employees and to the Salary Equity Task Force to help adjust the Colleges' pay inequities compared to other colleges. According to data collected in 2009 and 2010, the College currently needs \$5,700,000 to move Grossmont to the average pay for all employee groups compared to other So. Cal. community colleges.

Much of the funding coming to the College is currently in the form of restricted funds (e.g. SSSP and Basic Skills) and can only be used in very specific ways. The SSSP funds that the College is receiving requires that the College show the progress it has made in order to receive more funding in the future. Because of this, Student Services had to implement numerous processes to document data of students served.

Approximately 92% of the College's budget currently goes toward salaries and benefits. Only 8% is allocated for everything else. The College would like to be at 88% for its salaries and benefits.

Demographics: The 18-24 year-old population, which takes two-thirds of the College's classes, is currently shrinking. This is one of the main reasons that that East County Education Alliance is so important for the College. It will allow high school students to be dual enrolled at the College, build relationships with the area's high school students and incentivize them to attend Grossmont. This will also bolster the College's FTES and help stem the competition with other institutions.

G. Web Advisor Issues

A concern was raised about students who register for multiple classes and then drop them right before the final Add/Drop deadline for the semester and students who sign up for multiple waitlists during registration and tie up space for others. It was acknowledged that these are important issues that need to be addressed. Enrollment strategies is reviewing how the waitlists can be better structured; there are discussions about the drop deadline.

H. Full-Time Hires this Semester

There are a number of pending retirements that will affect the College's ability to hire more full-time faculty. Positions from the hiring priority list will likely be filled, but the Planning and Resource Council must approve them first.

III. **Information Items**

A. Oversight Committee for Senate Election – Sue Gonda

John Oakes and Gareth Davies-Morris volunteered to oversee the upcoming Senate election. Nominations will be open until March 30 for the Vice President, Senate Officer at Large (3), and Part-Time Officer at Large positions. Nominations should be emailed to Tyler Dranguet and CC'ed to John Oakes and Gareth Davies-Morris.

B. Financial Aid Information on Fraud – Michael Copenhaver

Some faculty have been worried about students who attend just enough classes to stay in class until the drop date and then disappear. There have been occasions of students saying “I’m only here for the financial aid.” This is not the norm. However, faculty have asked for advice about this. Michael Copenhaver said that since 2005, only six students have been referred to the Office of Inspector General for fraud and only twenty to thirty have been suspected of fraud under the FSA definition of fraud. According to the FSA Handbook under OIG Referrals, “Common misconduct includes false claims of independent student status, false claims of citizenship, use of false identities, forgery of signatures or certifications, and false statements of income.” Claims of fraud must be intentional. Students who submit fraudulent information are also referred to Student Affairs for misconduct violations.

Students who come to class and do not do assigned work and then disappear after the final drop date are not legally committing Financial Aid fraud. There have always been students who do the least amount of work to pass a class, but students who do not make satisfactory progress toward their academic goals will lose their Financial Aid benefits very quickly. Students are also capped at twelve FTE semesters of financial aid.

If faculty feel a chronically disengaged student is coming to class and creating an atmosphere of non-compliance or disengagement in the learning environment of the classroom, then refer the student to Victoria Kerba-Miller. Faculty members can issue warnings: first a verbal, then a written, and ultimately a two-day suspension. The grounds for discipline are on p4 of the “Student Discipline Procedures” booklet at <http://www.grossmont.edu/campus-life/student-affairs/docs/Student%20Discipline%20Procedures%20Booklet%202012.pdf>

The template for the written warning and two-day suspension, is attached. [ADDENDUM: The “Resource Guide for Student Discipline” for faculty states a suggestion in your syllabus if you desire: “any behavior that impedes the process of instruction or distracts others such that learning is inhibited is not tolerated and will be considered a violation of the Student Code of Conduct and be addressed accordingly.”]

Victoria will be hosting workshops on this topic as well.

It is important to note that a student's reasons for receiving financial aid are not legally judged so long as the student is not committing fraud *on their application*. The student might be violating the College's Student Code of Conduct, but that does not mean that they are legally committing Financial Aid fraud.

It was suggested that a joint venture between Financial Aid and Student Affairs be explored about students who may have a pattern of dropping after the deadline. Michael Copenhaver expressed interest in this and will explore it further.

**Upcoming Events:**

- Nominations for Senate Election Close -- Monday, March 30
- Senate Election Candidate Statements Due -- Friday, April 10
- Senate Election Ballots Sent Out Via Email -- Monday, April 13
- College Planning Forum—Friday, April 17
- Senate Election Voting Deadline -- Friday, May 1

Meeting adjourned at 12:20pm.

Next Meeting: Monday, March 30, 2015 in Griffin Gate

## **SAMPLE WARNING LETTER TO STUDENT REGARDING DISCIPLINE ISSUES**

**(Consult with Assoc. Dean Victoria Kerba Miller first--7600)**

Dear **(Student's Name)**,

This letter is a follow-up per our conversation on **(Date)** regarding your behavior in my class in which you **(Define the Behavior)**. As I stated in our previous discussion, such behavior will not be tolerated. I am issuing you a formal written warning. Failure to change your behavior will result in a two day class removal and may lead to administrative disciplinary actions.

The behavior you are displaying in class detracts from the classroom learning environment and is disruptive to your fellow students. I would also like to remind you that my course syllabus states that **(Insert language if you have included it in your syllabus and if it is fitting, otherwise leave it out)** and that this type of behavior is not acceptable under any circumstances. In addition, as a result of your behavior, you are not in compliance with the Student Code of Conduct, found at: <http://www.grossmont.edu/campus-life/student-affairs/docs/Student%20Discipline%20Procedures%20Booklet%202012.pdf> which lists "grounds for disciplinary action." The list includes: *"Willful failure to comply with directions of District or College officials, including faculty and staff acting in the performance of their duties."*

I am confident that you can stop **(Define the behavior)** and become fully engaged in the classroom learning. I look forward to a successful semester with you. Please contact me if you have any questions.

Sincerely,

**Instructor's Name**

**Contact Information**

**SAMPLE TWO-DAY SUSPENSION LETTER (Consult with Assoc. Dean Victoria Kerba Miller first--7600)**

**DATE**

**Dear Mr. /Ms. STUDENT NAME:**

This is to advise you that pursuant to the Grossmont-Cuyamaca Community College District (GCCCD) Student Discipline Procedures manual, I am implementing a **TWO (2) DAY REMOVAL FROM CLASS BY INSTRUCTOR (Education Code 76032)**.

This action is being taken because you have violated the Student Code of Conduct by **(EXAMPLE: DISRUPTIVE BEHAVIOR OR PROVIDE SPECIFIC REASON)**.

Specifically, as defined on **page #5** of the Grossmont-Cuyamaca Community College District Student Discipline Procedure Handbook **bullet #12**

**“Disruptive behavior, willful disobedience, habitual profanity or vulgarity or the open and persistent defiance of authority of, or persistent abuse of college personnel.”**

The Grossmont-Cuyamaca Community College District Student Discipline Procedure Handbook may be viewed online at:

<http://www.grossmont.edu/campus-life/student-affairs/docs/Student%20Discipline%20Procedures%20Booklet%202012.pdf>

After careful consideration, I deem **DISRUPTIVE BEHAVIOR** sufficient grounds to issue you a **TWO (2) DAY REMOVAL FROM CLASS BY INSTRUCTOR** from the class effective **GIVE EXACT DATES** an appropriate course of action.

Prior to your being allowed to return to class, on **(GIVE EXACT DATE OF RETURN HERE)** you must meet with **(GIVE NAME OF CHAIR OF DEPARTMENT OR DEAN OF DIVISION HERE)**. Failure to do so may result in additional administrative action that may be detrimental to you.

Sincerely,

**GIVE INSTRUCTOR’S NAME HERE**

**GIVE INSTRUCTOR’S TITLE HERE**

cc: Victoria Kerba Miller, Associate Dean, Student Affairs

**GIVE APPROPRIATE DEPARTMENT CHAIR HERE**

**GIVE APPROPRIATE DEAN OF DIVISION HERE**