

# Academic Senate Grossmont College

Monday, November 7, 2011  
11:00am – 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 Minutes from October 31, 2011

## II. PRESIDENT’S REPORT

15 minutes

Announcements and updates about work in progress at the College and the District

## III. COMMITTEES

10 minutes

- A. Professional Relations Committee: Proposal for name change;
- B. Life Coaching (funded in part by Student Success Committee)  
Scott Barr

## IV. ACTION ITEMS

None

## V. INFORMATION ITEMS\*

50 minutes

- A. Tech Plan & Online “Regular and Effective Contact Policy” – **Attachment A**  
Angela Feres, Kerry Kilber, Janet Gelb
- B. Evaluation Form, Revised – **Attachment B** – Sue Gonda
- C. Resolution on Part-Time Assignments (Part-Time Faculty Committee) - **Attachment C** – Mike Lambe

\*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}

GROSSMONT/CUYAMACA COMMUNITY COLLEGE DISTRICT

**PEER/MANAGER**  
**INSTRUCTOR EVALUATION**

Instructor \_\_\_\_\_ Course \_\_\_\_\_ Date \_\_\_\_\_

Evaluation statement prepared by: \_\_\_\_\_

Categories for evaluation are based on the official *Job Description*. A rating of 3.5 meets the standards; a rating below 3.5 requires an explanation and recommendation for improvement.

**A. Subject Matter Mastery**

1. Command of subject matter
2. Communication of subject matter

**COMMENTS, Section A:**

**B. Organizational Skills**

1. Preparation for class.
2. Organization of lesson presentation
3. Relationship of content to course objectives
4. Manages ~~ing~~ Class Time and Students Effectively

**COMMENTS, Section B:**

**C. Teaching Skills**

1. Effectiveness of teaching Strategies approach
2. Responsiveness to students in class.
3. Availability to students out of class.
3. Learning climate created.
4. Awareness of student academic differences
5. Sensitivity to diversity. (comments: how can availability to students outside of class, awareness of student academic differences & sensitivity to diversity be observed or ascertained?)

**COMMENTS, Section C:**

**D. Professional Skills**

1. Evidence of professional growth

2. Quality of professional relations

~~2.3.~~ Department, Division, College and District requirements are followed, per the Job Description

**COMMENTS, Section D:**

**Overall Evaluation: The instructor meets the standards for employment at this institution.**

Strongly Agree    5    4.5    4    3.5    3    2.5    2    1.5    1    Strongly Disagree

**COMMENTS** (May include other considerations as specified in the official *Job Description* such as service to college, service on committees, regular attendance/participation in Division/Department meetings, keeping official records, etc):

**RECOMMENDATIONS:** (in accordance with the contract sections 5.4.4.1.1., 5.5.5.1., 5.6.5.1., requires a written response from evaluatee within ten working days of receipt of Summary Report)

**Your evaluation includes a self-reflection. Examples of information in your reflection may include what strengths you feel you have, what areas you plan to develop, and in narrative form, your professional activities. Other examples might include research and publishing, performing, involvement in the community, contributions or service to your department or college, committee work, involvement in department SLO activities, or any other professional work you wish to reflect in your evaluation. The self-reflection is due to the Division Dean's Office by at the beginning of the semester's evaluation period for your Division. {DRAFT NOTE: the point is: faculty should be able to participate in their evaluation, and their input would be most helpful before observation by peer or manager}**

SENATE RESOLUTION ON PART-TIME ASSIGNMENTS  
(DRAFT: Lambe/Blanchard/Holder/Milroy)

Whereas, the State of California continues to reduce funding, suggest workload reductions, and imply that educational institutions should plan for a worst-case scenario of more drastic cuts in the budget,

Whereas, all community colleges need to be sensitive to the diminishing employment opportunities available to part-time faculty who constitute the majority[1] of the instructors on campuses across the state.

Whereas, the state of California is recommending workload reductions for community colleges as one solution to our budget deficit, an action which could eliminate approximately 600 sections at Grossmont for the 2011-12 year,

Whereas, our part-time faculty provide discipline expertise and scheduling flexibility within our programs, essential elements for a successful comprehensive community college,

Whereas, it takes tremendous time and effort to build an established pool of highly effective, experienced and qualified part-time faculty at any institution and is therefore important to preserve these pools in quality and number,

Resolved, that The Grossmont Academic Senate acknowledges the seriousness of the situation and recommends that full-time faculty consider preserving part-time faculty employment in each department, with a goal of keeping our current part-timers employed with consistent assignments, whenever possible.

Be it further resolved that department/division-wide discussions occur on scheduling decisions and class assignments that include preservation of consistent part-time assignments as a possible alternative to overload where applicable.

[1] (Grossmont employed 220 full-time faculty and 531 part-time faculty in Fall 2010)

