Academic Senate
Grossmont College
Monday, November 3, 2014
11:00 – 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 Senate Minutes 10/20/14**

III. **PRESIDENT'S REPORT**   **15 minutes**

III. **COMMITTEES**

IV. **ACTION ITEMS**   **25 minutes**
    A. **Evaluation form for online. (Attachment A)**

V. **INFORMATION ITEMS***   **35 minutes**
    A. **Senate President Candidate Statements of Cary Willard and Tate Hurvitz**
    B. **Process for Hiring the College President per Administrative Procedure 7111**
       http://www.gcccd.edu/governing-board/documents/procedures/ch7/AP%207111.pdf
    C. **Equity Plan – Beth Smith**

*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}

Next Meeting: Monday, November 17, in 34-150.

GROSSMONT/CUYAMACA COMMUNITY COLLEGE DISTRICT

PEER/MANAGER
ONLINE INSTRUCTOR EVALUATION

Instructor: Course: Date:

Evaluation statement prepared by:

Categories for evaluation are based on the official *Job Description* and include the following:
- **A. Subject Matter Mastery**
  - Command of subject matter
  - Communication of subject matter
- **B. Organizational Skills**
  - Preparation for class
  - Relationship of content to course objectives
- **C. Teaching Skills *Online Examples Attached**
  - Teaching methods used
  - Responsiveness to students
  - Availability to students
  - Classroom climate created
  - Awareness of student differences
  - All materials required of, and provided to, students are ADA & FRA Sect. 508 compliant
- **D. Professional Skills**
  - Evidence of professional growth
  - Quality of professional relationships
  - Department, Division, College and District requirements are followed
  - Related duties as specified in the official *Job Description*

COMMENTS/SUGGESTIONS

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

RECOMMENDATIONS: The Collective Bargaining Agreement (sections 5.6.2.14, 5.7.5.1, 5.8.5.1) states that IF recommendations are made by the evaluator(s), a written response to these recommendations is required by the evaluee and that response must be submitted to the appropriate dean within ten working days of receipt of the Summary Report.

_____   _____
           Evaluator   Date

C. Examples of Online Teaching Skills

- The instructor knows and understands current effective practices for online teaching that support student success, and can apply that knowledge to the design and implementation of his/her course. EXAMPLES:
  - The instructor can cogently discuss barriers to and support of student success within the online environment;
  - The syllabus and/or course materials include explicit policies and procedures, such as a communication policy, that address and support regular and effective contact;
  - The instructor incorporates tools and/or strategies to assist student readiness for online success.

- The instructor effectively uses a range of technologies tools both within and outside of the Learning Management System that support student learning and engagement to meet the Title 5 requirements for regular and effective contact hours. EXAMPLES:
  - The instructor incorporates tools that meet the content demands of the course;
  - The instructor uses a variety of tools for communicating with students, delivering content, assessing student learning, and analyzing effective teaching;
  - The instructor incorporates a variety of tools to meet various learning needs of his/her students.

- The instructor knows and understands the value of active learning, participation, and collaboration within the online classroom, and applies this knowledge to the design of his/her course. EXAMPLES:
  - The instructor incorporates a variety of tools that support interaction and community;
  - The instructor promotes active learning through collaborative activities;
  - The instructor facilitates and monitors appropriate student-student interactions;
  - The instructor fosters an environment that welcomes and engages each individual learner

- The instructor knows and understands the importance of teacher student communication, and applies this knowledge in various ways within the course environment to meet the Title 5 requirements for regular and effective contact hours. EXAMPLES:
  - The instructor uses a variety of tools for contacting students;
  - The instructor models and facilitates appropriate communication;
  - The instructor sets clear expectations through course policies and well written assignments with rubrics;
  - The instructor provides timely and useful feedback.

- The instructor knows, understands, and facilitates legal, ethical, and safe technology use. EXAMPLES:
  - The instructor knows and follows guidelines for fair use, copyright, and acceptable use;
  - The content, grading, and feedback comply with FERPA guidelines;
  - The instructor discusses and incorporates Netiquette within the course.

- The instructor knows and understands the implications of the Americans with Disabilities Act and Sect. 508 of the Federal Rehabilitation Act, and ensures that course material is accessible. EXAMPLES:
  - The instructor provides a link to campus services, and/or discusses available services with the course;
  - The instructor includes accessible material, including multi-media;
  - The instructor is aware of accessibility issues with the Learning Management System (LMS).

- The instructor is able to arrange media and content that supports student learning, success, and progression through the course and to meet the Title 5 requirements for regular and effective contact hours. EXAMPLES:
  - The instructor explains to students how they should proceed through the course;
  - The instructor appropriately and effectively uses tools within the LMS;
  - The instructor can create and modify content within the LMS