

Academic Senate Grossmont College

Monday, December 5, 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

Patty / Ginny (Bio)

C. Approval of Minutes from November 21, 2011

Patty / James

II. PRESIDENT'S REPORT

20 minutes

Announcements and updates about work in progress at the College, District & State, including syllabus language for the new regulation: repetition for substandard grade or "W"

III. COMMITTEES

IV. ACTION ITEMS

40 minutes

A. Resolution on Part-Time Assignments (Part-Time Faculty Committee) - **Attachment A** – Mike Lambe

Yolanda / Carl

B. "Best Practices for Online Teaching" – **Attachment B****
– Feres, Kilber, Gelb

C. Evaluation Form, Revised – **Attachment C** – Sue Gonda

V. INFORMATION ITEMS*

15 minutes

A. BP/AP Field Trips – **Attachments D & E****

B. Charge for the Academic Senate's Part-Time Faculty Committee – **Attachment F****

C. State Senate Resolution: Part-Time Area seats on the Executive Committee – **Attachment G**

*The Academic Senate may move information items to action upon a 2/3 vote.

**Sent under separate cover

{ 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}

Attachment A (Action Item 12/5/2011)

**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)

Grossmont College

Best Practices for Online Teaching

Grossmont College Vision Statement:

Changing Lives through Education

Grossmont College Mission Statement:

Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential and to developing enlightened leaders and thoughtful citizens for the global community.

Our mission is fulfilled by providing the people of East San Diego County with:

- Transfer degrees and certificates programs
- Career technical education and workforce development
- Basic skills
- Student support services that promote student access and achievement
- Community education

Grossmont College Distance Education Mission Statement

Support faculty and staff in developing the skills and knowledge necessary to build a rich and engaging online learning environment.

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Best Practices for Online Teaching

Definitions

1. Online Course

- Instead of attending lectures on campus, online students attend "virtual" classrooms via the Internet. The virtual classroom can be managed using a LMS (Learning Management System) in an Asynchronous (intermittent) environment and supplemented with a Synchronous (live) mode component.
- With the Asynchronous mode of instruction, instructors may use a LMS, such as Blackboard. Blackboard allows the instructor to post assignments, syllabi, course outlines, web links, podcasts and other pertinent content. In addition, Blackboard allows the use of several communication tools such as discussion boards, chat rooms and email.
- With the Synchronous mode of instruction, instructors may use web conferencing tools to deliver a live lecture or hold office hours for students in real time. CCC Confer and Elluminate are web conferencing tools that allow the instructor to communicate with students in real time using VoIP (Voice over Internet Protocol). The programs offer visual tools including application sharing, file transfer, whiteboard and the web cam feature. In addition, the instructor can record the live class for others to watch at a later time.

2. Hybrid Course

- A blended (hybrid) course is taught partly in the classroom and partly online. Blended courses allow the student to benefit from both methods of teaching: online and face-to-face. Delivery methods and communication tools used in online classes apply to hybrid classes.
- Students are required to attend a certain number of on-campus class meetings. The remaining class hours are held online. The online portion of the class allows students to attend "virtual" classrooms via the Internet. The instructor will provide details of the required online class work.

3. Web-enhanced Course

- Instructors who teach traditional face-to-face classes may utilize Blackboard or other online resources to supplement their traditional classes. These are NOT hybrid classes and will be listed in the Schedule of Classes as traditional on-campus courses.
- Individual instructors will inform students in class whether materials will be made available within their Blackboard container and whether use of other online tools, such as discussion boards or online testing, are required.
- It is recommended that instructors who use Blackboard to supplement their courses follow these best practices as well.

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Best Practices for Online Teaching

Principles of Effective Online Teaching

The planning and development of an online teaching strategy centers around the need to create a learning community among students. It is important to understand that pedagogical principles drive the use of technology rather than the other way around. Teaching an online course requires an understanding of appropriate online teaching strategies and a number of computer/Internet skills not necessarily related to the original teaching assignment.

Frustrated students and a less than desirable teaching experience come without expressed guidance on what is expected of an online instructor. Students in these courses depend on the instructor to follow an established course schedule and to deliver the course within the scheduled time frame. Students depend on the instructor as their primary link to the course. The many advantages of "anytime, anyplace" education can present a challenge for learners and instructors in time management and operation. It is with this in mind that the best practices established in this document will help overcome the challenges of online teaching and learning.

Online Faculty Qualifications and Training

When selecting faculty to teach an online or hybrid class, deans, chairs and coordinators may choose to use the following criteria to determine a faculty member's readiness to teach an online or hybrid class. This will help ensure that the experience is successful for both the students and the faculty member.

- Completion of an online training course, which covers the online teaching pedagogy listed below. Examples are as follows: [Introduction to Online Teaching and Learning](#) from @One, [Introduction to Online Learning](#) from UCSD Extension, courses from the American River College [Online Teaching Institute](#), courses from UCLA's [Instructional Design Program](#) or ED 214 – Developing an Online Courses from Cuyamaca College.

Online Teaching Pedagogy

- Designing an effective syllabus.
- Designing learning environments that support a variety of learning styles.
- Designing learning environments that conform to federal and state accessibility requirements for people with disabilities (California Distance Education Accessibility Guidelines).
- Creating course content pages so that they support web user reading techniques.
- Using technologies to provide content in multiple media formats to support the formation of more robust mental models.
- Designing course materials that are easy to use.
- Creating a supportive online course community.
- Observing copyright and fair use policies and guidelines.

In addition, the following technical and administrative training should occur via professional development courses offered each semester:

Technical Training

- Navigating the LMS, Blackboard. **Blackboard is the District standard and as such, the college can only offer training and support on that platform.**
- Utilizing a web conferencing tool, such as CCC Confer, Elluminate or Skype.
- Becoming familiar with all available technologies offered by the college
- Developing a faculty website with essential elements and providing its location to students

Administrative Training

- Adding / Dropping a Student in an Online or Hybrid Class
- Giving a Student an Incomplete in an Online or Hybrid Class

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Best Practices for Online Teaching

Guidelines for Course Delivery and Development

Guidelines need to be determined for minimum standards used for course development, design and delivery. Courses need to be designed to require students to engage themselves in analysis and effective learning. Learning tasks should be presented in terms of problem solving.

Development:

- Utilize Blackboard to ensure proper student authentication. **If instructors choose not to use Blackboard, they must provide a secure login and password to students to help ensure student authentication for accreditation requirements.**
- Organize the course in a logical format well in advance of the course. Consider breaking your course into weekly modules that help students stay on track in the course.
- Clearly delineate course requirements including a timeline for completion of course material and meeting of course objectives. Discourage lateness and encourage promptness by explaining consequences.
- Schedule any online or on campus orientations and examinations prior to the beginning of the course and communicate to students at least one week in advance of the course.
- Supply course goals, expectations, structure and related policies at the beginning of the course.
- Create a welcome / orientation message. An example is provided in the appendix.
- Delineate instructional policy early in the course.
- Define academic integrity and cheating and clearly define what is considered dishonest and unacceptable.
- Prepare a document of Do's and Don'ts for the course so that students are aware of your expectations.
- Fully use the available technologies to enhance student learning by creating podcasts, e-lectures, short videos or other multi-media.
- Clearly express grading criteria to guide student work. Consider using rubrics.
- Review instructional materials periodically to ensure they meet program standards.
- Design instructional materials according to established accessibility guidelines (for examples see DSPS Web site at <http://www.grossmont.edu/accessibility/>).

Delivery:

- Use structured activities to provide an effective framework for online learning.
- Actively facilitate student interaction by providing both asynchronous and synchronous opportunities with you and their peers. This can be done through the use of the discussion board, chat, social media, and web conferencing tools.

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Best Practices for Online Teaching

- Offer weekly “virtual office hours” at various times to accommodate student schedules. These can be brief sessions that are recorded for those who miss the sessions.
- Provide timely, comprehensive and continuous feedback on student assignments and questions. It is recommended that faculty respond within 48 hours to questions and pre-determine when assignment feedback will be received.
- Instruct students in proper methods of effective research, including the assessment of the validity of the resource, plagiarism and copyright issues. Consider using the online library tutorial: <http://www.grossmont.edu/library/libraryinstruction/default.asp>
- Provide opportunities for students to question so as to ensure accuracy of understanding. Consider creating a discussion board thread entitled “Questions on Assignments” or “Questions for the Instructor”. Encourage students to answer each other’s questions as well.
- Emphasize the importance of good study skills throughout the course by providing them with links to information on “how to be a good online student”. This includes being a proactive learner by regularly logging in to the course site, submitting assignments on time, and participating in course discussions. Define how often you would like the students to login to the course (example: a minimum of 4 times a week). Follow-up with students who are not actively participating.
- Manage the “virtual” classroom on a regular basis to ensure that students are completing required assignments and achieving student learning outcomes. You can use tracking features in Blackboard to see how and how often students are accessing the course.

Faculty/Student Contact and Communication

Since communication is the heart and soul of an effective online course, we have provided this section focused on regular and effective contact. Also see Grossmont College’s Regular and Effective Contact Policy, which is mandated by Title 5.

Providing continuous feedback to students has a strong correlation to lower withdrawal rates. Online instructors set the tone for student performance through teacher student interaction and communication.

We recommend the following variety of communication techniques to provide students with continuous support and feedback:

- Discussions using discussion boards, weekly announcements, chats, blogs, wikis, social media, and other Blackboard tools.
- Personalized communication such as email in Blackboard or email directly to student.
- Forward responses to frequently asked questions to all students’ questions to avoid duplication or post them on the discussion board.
- Model appropriate online communication for students. See Netiquette (Internet Etiquette) rules in Resources section.
- Respond to student comments and questions in a timely manner within the time frame set at the beginning of the course.
- Provide general feedback to the entire class on specific assignments or discussions, while at the same time providing individual encouragement and comments.
- Utilize a web conferencing tool, such as CCC Confer, Elluminate or Skype.

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Best Practices for Online Teaching

Students in online classes need to be provided with the same opportunities as students enrolled in face-to-face classes. The synchronous learning environment offers online students the same access to the instructor that face-to-face students have. With the aid of a web conferencing program, online students who attend a live lecture can stop the lecture at any time by "raising" their hand. Within seconds, the student receives immediate feedback from the instructor either by voice or by chat. While class is in progress, students can also communicate with each other by using the chat feature and answer each other's questions about the lecture.

Visual tools available through a web conferencing program allow the instructor to share content with each student. By using an application sharing feature, the instructor or student can share any document, program, and website with the class. Other visual tools include the whiteboard, web cam, and file transfer tool. The whiteboard can be used in conjunction with a writing tablet to simulate the writing done on a whiteboard found in a physical classroom. The web cam allows the instructor to communicate with the class via video transmission. The file transfer tool facilitates the distribution of documents. Instructors can "hand out" documents as they would in a face-to-face class.

The use of a web conferencing program also facilitates note taking for the student. Since the student can print or save all whiteboard content, there is more time to focus on the concepts rather than worrying about writing everything down. Since the lecture can be recorded, students who were unable to attend the live lecture can view the archived lecture. Here students can pause, rewind or advance the lecture as needed.

Student Support

- Encourage students to attend a Blackboard orientation session when offered.
- Direct students to http://www.grossmont.edu/help_students/bb.asp
- Provide a quiz for students who are considering taking an online course before they even register. Encourage them to take it the week prior to the start of the class if they have already registered. Here is a link to a good quiz: https://www.waol.org/prospective_students/isonlineforme.aspx

Resources

- Blackboard/Online Services & Design Support: Chris Rodgers at chris.rodgers@gcccd.edu or 644-7385
- Accessibility Support: Will Pines at will.pines@gcccd.edu or 644-7852
- Training Needs: Nadra Farina-Hess at nadra.farina-hess@gcccd.edu or 644-7283
- General Questions on Distance Ed: Kerry Kilber at kerry.kilber@gcccd.edu or 644-7390
- Grossmont College Help Desk at g-helpdesk@gcccd.edu or 644-7742
- District IS Help Desk at is-ops@gcccd.edu or 644-7547
- Library Resources: <http://www.grossmont.edu/library>
- Library Tutorial: <http://www.grossmont.edu/library/libraryinstruction/default.asp>
- Faculty Blackboard Assistance: <http://intranet.gcccd.edu/faculty-support-for-online-courses/>
- Academic Integrity: [Strategies to Promote Academic Integrity in Online Education](#)
- DSPS: <http://www.grossmont.edu/dsps/>
- Tutoring: <http://www.grossmont.edu/tutoring/>
- Accessibility: <http://www.grossmont.edu/accessibility>
- Netiquette Rules: <http://www.brighthub.com/education/online-learning/articles/26946.aspx>

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Best Practices for Online Teaching

Appendices – Samples (to be created)

- Orientation / Welcome Message
- Course FAQs
- Do's and Don'ts
- Student Technical Competency Quiz
- Student Technical Requirements for Class
- Discussion Board Guidelines
- Assignment Submission Directions
- Resubmissions Policy
- Grade Book Explanation
- Netiquette Rules
- Expectations for Student/Faculty Interaction (response time)
- Expectations for Student/Student Interaction
- Expectations for Group Interaction
- Academic Integrity (Turnitin.com or SafeAssign)

ATTACHMENT C (Information Item 12-5-2011)

BP 4300

**Instructional Field Trips and Other Student
Travel**

Reference: Title 5, Section 55220

Adoption Date: December 18, 2001

Updated: March 18, 2008

The Chancellor, in a manner consistent with Board Policies 2410 and 2510, shall establish procedures for authorizing field trips and student travel that authorize the college administration to approve instructors to notify administration of field trips and authorize college administration to approve other student travel when used as devices for teaching, learning, or student development integral to the instructional or student services programs of the college. The Board shall approve in advance any such travel that takes students outside the state of California.

Scheduled or ongoing field trips shall require prior written notification to the appropriate administrator.

The Board does not endorse, support or assume liability in any way for any employee staff member of this District who does not follow established procedures for field trips and student travel. ~~takes students on trips not approved by the Board or appropriate administrator of the college.~~

District funds may be used to support student expenses for approved state and out-of-state field trips or excursions. The expenses of instructors, chaperones, and other personnel traveling with students may also be paid from District funds.

Students and staff/district employees shall at all times adhere to the standards of conduct applicable to conduct on campus.

GC 11-17-11

ATTACHMENT D (Information Item 12/5/11)

AP 4300 Instructional Field Trips and Other Student Travel

Reference: Title 5, Section 55220

Date Issued:

Instructional field trips are defined to include class field trips, field courses, and team or performing arts events, as well as sessions at off-campus alternate meeting locations that are associated with scheduled courses.

Other student travel is defined to include co-curricular activities such as clubs or student groups and participation as individuals in conferences, retreats, and meetings.

All Out-of-state student travel requires governing board approval.

Instructional Field Trips

- A signed ~~off-campus activity~~ form should be on file for all pre-scheduled games or events.
- ~~For all regularly-scheduled field trips require prior notification to the dean, the syllabus serves as prior notification to the appropriate administrator.~~
- Unscheduled or impromptu local off-campus activities (the possibility of which are outlined in the course syllabus) require prior notification to the dean, appropriate administrator.
- Signed field trip waiver forms are required for each participant.
- A copy of each field trip form must remain in the possession of the trip leader until after the event. Following the event, original field trip waiver forms must be kept on file in the Dean's Office.
- For all regularly-scheduled class field trips, the instructor must provide an alternate assignment for all students unable to attend the off-campus activity. Field courses, team or performing arts events, and courses scheduled at alternative meeting locations are exempt from this requirement.

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Other Student Travel

- All students must complete the "Student Travel Approval Form" no later than four weeks prior to the intended travel, unless they have a waiver from the Vice President Student Services.
- All students must fill out a travel waiver form.
- It is expected that students will be accompanied by either a faculty or staff advisor when traveling unless a waiver has been granted by the Vice President Student Services.
- Faculty or staff accompanying students when traveling are expected to complete the travel process at each college prior to the travel. **Note: If travel with students is out-of-state, then faculty or staff advisors will need to complete this process two months prior to the scheduled travel due to necessary Board approval.**
- During travel, students are expected to comply with the GCCCD *Student Code of Conduct* and to follow all directives given by the advisor(s).

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ATTACHMENT E (Information Item 12-5-2011)

ACADEMIC SENATE PART-TIME FACULTY COMMITTEE (COMMITTEE OF THE ACADEMIC SENATE)	
Charge	This Committee will ensure that academic and professional issues affecting part-time faculty and their contribution to Grossmont College are brought to the attention of the Academic Senate and the administration for resolution.
Meeting Schedule	4 th Monday of each month, 11:00-12:30
Chair /Co-Chair	Part-time Senate Officer at large
Composition	<ul style="list-style-type: none"> • 6 Part-Time Divisional Senators • Vice President, Academic Affairs • Instructional Dean (1) • ASGC Representative (1) • Part-Time Faculty Representative from each department <p>Part-time faculty senate seats will be filled by one elected part-time senator representative from each of the following divisions:</p> <ul style="list-style-type: none"> • Mathematics, Natural Sciences, Exercise Science and Wellness Division • English, Social and Behavioral Sciences Division • Arts, Languages and Communication Division • Career Technical Education/Workforce Development Division • Student Services Division • Learning Resources Division <p>Part-time Department Representatives and interim Representatives shall be elected by Part-Time faculty in each department in a democratic manner to be determined by each department during flex week.</p>
Adopted	May 2007
Revised	March 2009, December 2011
Notes	A simple majority of Senators including Senator designees recognized by the Chair at the opening of meetings shall constitute a quorum. Senator positions not filled by departments will not be included in quorum determination.
Support Staff	Senate Administrative Assistant; Senate Officer

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
Effectively
3. Relationship of content to course objectives
4. Manages ~~ing~~ Class Time and Students

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}

State Senate Resolution

Establish Two Part-Time Representative Area Executive Committee Seats

WHEREAS the State Academic Senate represents ALL FACULTY currently teaching in our California Community colleges, serving as the voice of ALL FACULTY in academic and professional matters;

WHEREAS the State Academic Senate strengthens and supports all local California community college academic senates, many of which currently have associate faculty designated seats and/or representatives, and supports diversity and equal opportunity for all faculty;

WHEREAS part-time faculty comprise a majority of academic faculty in the California community college system and simple democracy would dictate that the majority retain some degree of permanent representation;

WHEREAS part-time faculty retain some very specific viewpoints and knowledge within the California community college system, viewpoints and knowledge that should be included in the governance structure for the healthy functioning of said system;

RESOLVED that the Academic Senate (ASCCC) Executive Committee establish two (2) permanent, designated seats on the Executive Committee to be filled specifically and exclusively by part-time faculty, one from Northern CA, the other from Southern CA.

RESOLVED that a timely and democratic system will also be established so that this part-time seat will be duly filled when found vacant or vacated in the present and future.