

Academic Senate Draft Minutes February 26th 2024

Meeting called to order at 2:32 p.m.

Roll call Cormia (by inspection)

2023-2024 Executive Committee Winter, 2024

Officers	Location
Voltaire Villanueva	MLC 255
Patrick Morriss	Online (Foothill)
Ben Kaupp	MLC 255
Robert Cormia	MLC 255
Senators by Division	
Apprenticeship	
Stephan Schnell	Online
BSS	
Brian Evans	MLC 255
Mona Rawal	MLC 255
Counseling	
Tracee Cunningham	MLC 255
Leticia Serna	MLC 255
DRC/VRC/SRC	
Ana Maravilla	Absent
Fine Arts & Communications	
Robert Hartwell	MLC 255
Kate Jordahl	Online
HSH	
Rachelle Campbell	Absent
Frank Niccoli	Absent
Kinesiology/Athletics	
Katy Ripp	Online
Rita O'Loughlin	Online
LA	
Stephanie Chan	MLC 255
Rocio Giraldez Betron	Online
LRC	
Destiny Rivera	Online
Eric Reed	MLC 255
STEM	
Sara Cooper	MLC 255
vacant	

Professional Development Coordinator	
Carolyn Holcroft	Online
Faculty Chair of COOL	
Allison Lenkeit Meezan	MLC 255
Ensuring Learning Coordinator	
Stephanie Chan	MLC 255
Kerri Ryer	Online
FA Rep	
Julie Jenkins	MLC 255
ASFC Rep	
Joshua Agupugo	Absent
Classified Senate Rep	
Adiel Velasquez	Online
21-23 P/T Rep	
Roxanne Cnudde	Absent
22-24 P/T Rep	
Michael Chang	MLC 255
Advisory Members	
President's Cabinet	
Stacy Gleixner	MLC 255
Dean of Equity	
Ajani Byrd	Absent

Guests - Lene Whitney Putz (online)

Adoption of the agenda by consensus.

Public comment: Voter turnout in the California election is low, students are especially encouraged to vote.

RSI Crosswalk-FHDA Discussion Allison Meezan, James Capurso (**De Anza**) and Kathryn Mauer - establishing a District policy on Regular and Substantive Interaction (RSI) Related document 4105 Kathryn clarified our goal is to get concordance between Foothill and De Anza faculty on RSI, as a recommended policy for the District and Faculty Association (FA). Eric Woodbury talked about De Anza's approach to the document, less detailed than Foothill's discussion

Voltaire commented that Foothill's faculty are strong discipline experts, but this is new territory, but (ad) we hope to have productive dialog on this topic.

Allison and James walked us through a PowerPoint on Regular and Substantive Interaction. Allison read the overview slide about AP4105: Distance Ed and Correspondence Education Allison mentioned that in addition to RSI we are also talking about accessibility.

1. Course complies with accessibility
2. Sufficient training for the faculty member
3. How RSI will take place
4. Ensuring that RSI is taking place

Hours, frequency, hours, and the format, and then who signs off on it

The Foothill College Academic Senate has asked COOL how we would document RSI. A completed Rubric, accessibility report, and self-evaluation would satisfy the requirement. Evaluation could also take place through 6 hours of peer review, a J1B, POCR, or humanizing STEM.

James went over De Anza's Online Training Proposal

- 10 hours of interaction (RSI training)
- 10 hours of accessibility training
- 10 hours of online course design training
- 10 hours of assessment training
- 4 hours of ongoing training and development in online education every 2 years
- Alternative certification option through completing POCR or outside certification (@ONE)

Everyone teaching online or hybrid would need to complete ~ 40 hours of training, but there is an alternate certification process.

Allison then walked the group through the four things mentioned in the proposal. Training standards, accessibility, and how RSI is taking place.

There was a question about what RSI is and a follow-up question about what the minimum standard for RSI training is. Allison asked (regarding training) are we okay with either modality (in person, online). The training could, or should, be available synchronously or asynchronously. Kathryn commented that we should make sure we make it clear what the training is. One faculty asked that training should be available to faculty on either campus. Foothill synchronously or asynchronously, De Anza would provide modules from training courses that provide the instructor with the required skill set..

James from De Anza commented that in some cases, online and hybrid courses might require a significant redo (makeover). There was a question about training requirements. There were comments about Canvas certification, online teaching training, and RSI training. AP 4105 asks us about the minimum training that is required to teach (participate) in a distance education class, and how does that look. There was a comment that Foothill has had a large and deep discussion about teaching online, but we haven't discussed course design and assessment, etc. Allison talked about the 8 (to10 hour) training that goes on at Foothill College.

There was a comment about outcome design versus a minimum of training, and faculty have commented that if we are asked to do more than the minimum, then we need to be compensated for it. Kathryn commented that we are being exposed to or being introduced to new standards (or expectations). Outcomes and accessibility. Do we want accessibility to be one of the outcomes? What about course design and assessment? A question was asked from a District Senate position: what are the minimum requirements for a faculty to be assigned an online class?

There was a comment about training to be an online instructor and whether it would include what is being proposed for training at De Anza. There was a comment that there's a difference between getting a course shell (requiring Canvas certification) and what is the minimum to get an online class assignment. Carolyn commented on the minimum qualifications for teaching in a discipline and the minimum qualifications to teach online.

One suggestion was to offer the four outcomes as proposed by De Anza as separate modules. There were no objections from those attending about the four outcomes. Mary Donahue (De Anza) motioned and Cheryl Balm (De Anza) seconded that when a faculty teaches an online course in FHDA, there be training in accessibility, instruction, assessment, and RSI. This was approved by consensus. Allison commented that with the makeup of De Anza's online design team, that the goals of the two colleges are similar.

Resolution: "All FHDA faculty to be able to teach an online or hybrid class must have current training in Accessibility, Interaction (RSI defined) Course Design, and Assessment".

There was strong consensus that we provide sufficient training - what is sufficient training?

De Anza (James) commented we want to train people adequately, and time comes into it. There were comments about what sufficient means, and we need to give guidance on training.

We're focused on training (outcomes) and not how long it takes. There was an additional comment that in some "training" one of the outcomes was that the course being taught was accessible. Allison commented that the two campuses could have similar training times.

There was a question about the time it takes for an adjunct faculty to get trained to teach an online course. The number still looks like 36 - 48 hours depending on if they have Canvas certification. There was additional conversation about initial versus ongoing online training.

Kathryn commented that (it being 4 p.m.) that we break from this topic and come together again to discuss RSI between the two colleges. The leadership of the two Academic Senates will coordinate to find a time and a venue to do that.

The joint Foothill-De Anza Academic Senate meeting was adjourned at 4:00 p.m.