

**(Multiple Opportunities Available | Positions start Fall 2024)**

**Are you interested in serving as a Faculty Supporting Faculty Lead (FSF) Coordinator, Foothill Inquires Coordinator, or Regular and Substantive Interaction (RSI) Coordinator?**

The Faculty Supporting Faculty, FH Inquires, and RSI coordinators will lead work in designing and delivering faculty professional learning opportunities and building out the emerging SLO and RSI processes to contribute to the continual improvement of learning at Foothill College. These coordinators are instrumental in supporting teaching excellence across the campus to eliminate demographically predictable equity gaps in our student success outcomes.

Note, next year the Online Learning Center is expanding to formally support faculty in both in person and online teaching. In practice, this is already the case as many faculty are utilizing technology in their in-person classes.

The Faculty Supporting Faculty (FSF) leads will play a critical role in engaging the broader faculty in continuously growing as educators. Their work will focus on helping faculty implement pedagogy and assessment strategies that close equity gaps. FH Inquires and RSI coordinators will also be part of this team and work closely with the FSF leads to ensure that the evolving SLO and RSI processes include meaningful ways for faculty to collaborate and learn.

We are looking for faculty to represent and support a range of disciplines, work together as a collaborative team, and lead projects, such as:

- Developing and implementing meaningful SLO and RSI processes that are centered around supporting collegial conversations and continuous improvement of teaching and learning;
- Collaborating closely with the Office of Equity in developing training and supporting faculty in racially conscious pedagogy and assessment strategies
- Developing and leading innovative workshops and learning communities

Appointments will be for a full academic year, though faculty on professional development leave for one quarter are invited to apply. FH Inquires coordinator(s) must be full time faculty due to the funding source. Selected faculty may choose to focus on one or more of the noted projects above. If selected, full-time faculty will receive reassigned time for a minimum of one course per quarter with an anticipated workload of approximately 10 hours per week, though workload and re-assign time may vary depending on the scope of the projects. We welcome faculty to apply to a combination of roles as well (such as collaborating on both designing the SLO processes and supporting faculty professional learning).

The coordinators will work under the supervision of the Dean of Online Learning, while also working closely with the Office of Equity.

**Duties and responsibilities of the Faculty Supporting Faculty Lead(s) may include:**

- Mentor new faculty through the online teaching certification program
- Help faculty design and deliver pedagogy and assessment strategies that close equity gaps for both online and in person teaching
- Help faculty implement creative and innovative uses of technology to close equity gaps
- Collaborate closely with SLO and RSI coordinators to ensure the processes center on faculty collaboration and learning
- Provide online individual and group opportunities to help faculty design, revise, and improve online courses based on the Online Equity Affirmation and the CVC Online Course Design Rubric and federal accessibility requirements
- Collaborate with the Office of Equity to develop professional learning messaging and resources for faculty
- Develop robust professional learning resources in support of reflective and meaningful assessment of teaching efficacy
- In collaboration with the Office of Equity, co-develop a calendar of faculty professional learning including flex activities, workshops throughout the academic year, and learning communities
- Attend weekly faculty professional learning department meetings
- Attend Teaching with Technology meetings and participate in work groups
- Maintain weekly office hours for drop-in consultation

**Duties and responsibilities of the RSI Coordinator(s) may include:**

- In collaboration with the Teaching with Technology committee and our partners at De Anza, develop a process for ensuring Regular and Substantive Interaction is occurring in online courses
- Engage and update the broader campus on the RSI work through shared governance channels
- In collaboration with the Office of Equity, co-develop a calendar of faculty professional learning including flex activities, workshops throughout the academic year, and learning communities
- Attend weekly faculty professional learning department meetings
- Attend Teaching with Technology meetings and participate in work groups
- Maintain weekly office hours for drop-in consultation

**Duties and responsibilities of the FH Inquires Coordinator(s) may include:**

- Continue building out the processes and infrastructure for the cycle of SLO assessment and review to ensure the ongoing improvement for student outcomes including eliminating equity gaps
- Work with faculty, programs, divisions, and the Institutional Effectiveness committee to establish the processes and timing for meaningful assessment and reflection cycles of course and program learning outcomes
- Engage and support faculty, programs and divisions in the implementation of the new SLO process
- Develop a communication plan for sustainable, ongoing engagement of faculty and programs in the assessment and reflection cycle of learning outcomes
- Lead the campus wide work of mapping institutional learning outcomes (ILOs), Career and Academic Pathway learning outcomes (CAP LOs), program learning outcomes (PLOs), and course level student learning outcomes (SLOs)
- Engage and update the broader campus on the SLO work through shared governance channels
- Collaborate with Student Services to support the alignment of the campus learning outcome process with their Service Area Outcome (SAO) process
- In collaboration with the Office of Equity, co-develop a calendar of faculty professional learning including flex activities, workshops throughout the academic year, and learning communities
- Attend Academic Senate meetings
- Serve on the Institutional Effectiveness committee
- Attend weekly faculty professional learning department meetings
- Maintain weekly office hours for drop-in consultation

**Minimum and Preferred Qualifications**

Qualified Applicants must have:

- Canvas certification
- Familiarity and commitment to the college's strategic vision for equity and the Online Equity Affirmation
- Experience hosting Zoom meetings
- A vested interest in supporting collegial conversations about teaching and learning

Qualified Applicants should have:

- At least two years' experience teaching courses utilizing Canvas
- Experience with some specific equity focused pedagogies and assessment strategies
- If applying to support online learning, experience developing courses aligned to the CVC-OEI rubric and experience with Studio, Camtasia, and/or Screencast-o-Matic

### **Application and Selection Process**

Applicants must submit a letter of intent to Lené Whitley-Putz via the application submission link below. Letters of intent should highlight your qualifications for the position and your specific interests from the project list above. Applicants can apply to serve in blended roles (such as both RSI and FPL or both Ensuring Learning and FPL). Applicants should also include a current resume/vita. Applications are due by Monday, June 3<sup>rd</sup>, by 5:00 pm.

Submit your application for any/all of the three positions to this link: [Faculty Supporting Faculty Application Form](#)

Interviews will be held by Zoom, the week of June 10<sup>th</sup>. Applicants will be interviewed by a panel that includes Carolyn Holcroft, Lené Whitley-Putz, Paula Schales, Voltaire Villanueva (or designee), K. Allison Meezan, and Stacy Gleixner.