**Proposal to Revive the Foothill College Committee on Online Learning**

**(a.k.a. “The COOL Committee”)**

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**Background:**

Before the 2018-2019 Governance Re-Org, there was a shared governance group (comprised of administration, faculty, staff and students) dedicated to Online Learning known as the Distance Education Advisory Committee (DEAC). DEAC existed as a tandem group with the Committee on Online Learning (COOL), which was a sub-committee of the Academic Senate focused on practices to ensure quality online instruction and student services in areas of faculty primacy.

DEAC/COOL met monthly throughout the academic year and provided college-wide direction and leadership for distance education and online learning. It was responsible for strategic planning for online learning at Foothill College, which also included developing the comprehensive [Distance Education Plan](https://foothill.edu/accreditation/pdf/distance-education-plan-2017-2020.pdf), and ensuring compliance with state and federal regulations for distance education.

DEAC was chaired by the Dean of Online Learning, who also made recommendations for committee appointments, while the Academic Senate appointed the COOL Chair and committee members. FA also provided a dedicated representative to COOL. DEAC/COOL was staffed by Online Learning. Jointly DEAC/COOL made recommendations to the Planning and Resource Council (PaRC), the Technology Task Force, and other shared governance groups, for vision, policies, and implementations related to distance education.

Some of the more significant tasks and accomplishments of DEAC/COOL over the past several years included:

* The College’s Distance Education Plan (and strategic planning related to online learning)
* Adoption of Canvas, Etudes to Canvas Migration, ongoing Canvas feature development
* Online Faculty Handbook
* Equity initiatives in online learning (e.g. Voicethread, OER, etc.)
* Online Course Quality Standards, including peer review processes and Accessibility compliance
* Guidelines for hybrid classes
* Online Teaching Certification Course
* Integration with the Online Education Initiative (OEI)
* Hosting Online Teaching Exchanges and other Professional Development for online faculty
* Online learning community building
* Support of online faculty and students

The last DEAC/COOL meeting took place on May 7, 2018. Many of the above tasks were still in progress at the time of the last meeting.

**Statement of Need:**

Faculty from across the College as well as Online Learning staff have been expressing deep concern over the loss of DEAC/COOL. While it is generally understood that the work of DEAC/COOL is/should be integrated into the work of the four new Governance Committees, it is not yet clear if/how that work is happening, especially given the scope of DEAC/COOL tasks as outlined above.

**Proposal:**

We propose that the Academic Senate revive COOL as a subcommittee of the Senate with the specific charge of:

1. Establishing a dedicated committee to identify and address the specific needs of online faculty and students;
2. Continuing the work of DEAC/COOL to ensure quality online instruction and student services in areas of faculty primacy;
3. Providing a faculty voice to college-wide planning and implementation of online learning initiatives, including the Distance Education Plan;
4. Working directly with Online Learning staff in the support of online faculty and students.

The Senate will appoint the Chair of COOL, and solicit and appoint committee members from all academic divisions as well as FA. The Senate will also invite the new Dean of Online Learning and Online Learning staff to attend COOL meetings. COOL will meet monthly starting in January 2019 (more frequently as needed) via remote attendance (e.g. Zoom). Meeting days/times will be established once committee membership is determined. The COOL Chair will provide periodic reports back to Senate, and COOL members will be expected to report back relevant topics directly to their divisions.

Additionally, we propose that the Advisory Council consider a “gap analysis” to determine if it might be appropriate to reconvene a dedicated shared governance group with the specific focus on online learning.