MEMORANDUM OF UNDERSTANDING
BETWEEN
FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT
AND
FOOTHILL-DE ANZA FACULTY ASSOCIATION

This memorandum of understanding is entered into by and between the Foothill-De Anza Community College District ("District") and the Foothill-De Anza Faculty Association ("FA").

The parties agree that faculty teaching asynchronous online courses and hybrid courses with some asynchronous online hours must comply with the standards for Regular and Substantive Interaction (RSI) and accessibility. Therefore, the parties agree that all faculty who plan to teach asynchronously must complete training and certification.

For faculty employed prior to Fall 2024 opening days, the training requirements and timelines are described below. Timelines and requirements for those hired after Fall 2024 will be addressed in a separate agreement.

The parties agree that the funds to compensate faculty for this training come from the Professional Development funds associated with the Article 36 MOUs dated July 20, 2020, June 18, 2021, and May 18, 2023. The parties further agree to review the expenditures associated with this training program in Fall 2025 to determine the remaining balance in the Professional Development funds. At this time, either party may reopen negotiations associated with remaining funds.

Description of RSI training and certification requirements

The Regular and Substantive Interaction (RSI) certification consists of two parts, described below.

To be assigned an asynchronous online course or a hybrid course with asynchronous hours in Spring 2025, faculty must complete Part I of training by the end of Fall 2024. To be assigned an asynchronous online or hybrid course in Fall 2025, faculty must complete both Part I and Part II of the RSI certification process by the end of Winter 2025. Scheduling of online or hybrid courses in Winter 2026 or beyond requires completion of both Part I and Part II by the time of scheduling for that quarter.

Part I

Coursework/Training Option	Credit or Compensation
A. Complete the RSI training course offered by FHDA online learning offices on Opening Days in Fall 2024 (4 hours on Sept 18, 2 hours on Sept 19)	Full-time faculty attend as part of opening day. Part-Time Faculty attending receive normal pay for attendance ($150/day)

B. Complete the Asynchronous Training Option	Full-Time faculty on approved leave & Part-Time faculty and Article 19 faculty unable to attend Opening Days are paid $300.
C. Submit an application for equivalency showing coursework or training from an accredited institution or @ONE. Coursework or training must have outcomes aligned with FHDA RSI training and faculty must provide proof of completion.	Granting of equivalency is not automatic. It is only granted by the campus Online Learning Office after being reviewed using same rubric that will be used to verify outcomes from in-house RSI training. PGA can be granted for coursework during FHDA employment if it has not already been used for placement.

Part II

Certification/Verification Options	Credit or Compensation
A. Participate in a one quarter cohort discussion group facilitated by online learning. Faculty member will share course RSI and accessibility features, and work with campus instructional designers and colleagues to ensure the course meets standards.	Cohort model requires certification by a representative of the Online Learning Office utilizing a rubric. Faculty choose to earn either 2 Units of PGA or $500
B. Have an administrative evaluation of an asynchronous (J1.B) or hybrid (J1.C) course by an administrator trained on RSI. Must receive MT ratings as related to RSI and accessibility.	Administrators/faculty must attend RSI training prior to performing a J1.B or J1.C evaluation No compensation for this option

Completion and certification will be tracked and coordinated by the office of online learning at each campus. If a faculty member requests Option B in a timely fashion, and the J1 is not completed through in a timely fashion through no fault of the faculty member, the faculty member will not be denied an online teaching assignment in subsequent quarters.

Summer Cohort/Symposium

To help with the opening day trainings, each campus will select a maximum of 20 individuals to attend a Summer Symposium consisting of approximately 20-25 hours of work. Selected participants will receive $1500 for successful completion. After completion of the symposium, each participant is expected to serve as a trainer/facilitator on Opening Days. The Offices of Online Learning will publicize the opportunity to all faculty and coordinate the symposium.

Funding

The funds utilized for this proposal come from those identified to have been "committed" via Article 36 Memorandum of Understanding dated May 22, 2020; Article 36 Memorandum of

Understanding dated July 23, 2020; Article 36 Memorandum of Understanding dated June 18, 2021; and Article 36 Tentative Agreement Dated 5/18/23.

The conference funds for 2024/2025 will revert to those identified in Article 36.1 – Funding:
> "The Board shall annually appropriate at least $200,000 for a Professional Conference Fund. Of those funds, the district shall appropriate $120,000 per year for De Anza College and $80,000 per year for Foothill College. Any balance, remaining in the campus fund at the end of the academic year shall be carried over into the subsequent year and shall remain available for the purposes of this article. If this remaining balance exceeds $50,000, the amount above $50,000 will be given to the Professional Development Office(s) at the campus(es)."

Deliverables

Part I (6 hours)

The first part of the Regular and Substantive Interaction (RSI) Professional Learning is a six-hour asynchronous course or synchronous workshop that takes place prior to the start of a term. The goal of Part I is to develop a draft of a communication plan that outlines how, when, and where RSI is intentionally woven through an online course. This includes:

Content/Activity	Purpose	Time Allotted
Introductions	Develop trust in the learning community	30 minutes
5-6 short articles on RSI	To raise awareness of the ongoing professional conversation around RSI, including federal and state requirements	1 hour
Unpacking RSI Discussion	A detailed discussion to unpack the language of RSI and begin to capture how faculty are currently providing regular interaction and substantive interaction	45 minutes
Syllabus and Orientation elements Discussion	Discuss the importance of communicating *to* students at the start of the term how we will communicate *with* them during the course and develop sample/template language and resources that can be used by all faculty	45 minutes
Introduce Reflective Practice as a guiding principle to RSI work	Set a foundation for regularly and routinely exploring RSI with colleagues as a professional learning strategy	30 minutes
Identifying inflection points small group work	Explore the connections between summative, formative assessment, and feedback, and explore how intentional planning can support student success	1 hour
Communication Plan draft	Draft a communication plan that outlines how, when, and where RSI will take place in a course	90 minutes

Part II Cohort Option (15-30 hours)

The second part of the RSI Professional Learning takes place during the term and includes individual work that is punctuated by three 90-minute discussions with peers. Faculty will work in groups of 5-8 and can meet either in person or via Zoom. Deliverables for this portion include refining a communication plan for each online course taught by an instructor and placing this plan in their online course; and developing a shared department/division RSI resource that will

serve both as a threshold for measuring RSI in online courses during J1s and other teaching assessment activities, and as an onboarding resource for new faculty.

Outcomes for this portion include:
- Develop/Strengthen a Community of Practice
- Document RSI as it is happening
- Refine a Communication Plan
- Develop a shared repository of RSI practices
- Identify "needs" that might be supported by new technology, professional learning, or peer support

The work in this portion includes:

Content/Activity	Purpose	Approximate Time Allotted
Introductions	Develop trust in the learning community and set goals for the group	30 minutes
Meeting #1	Discuss the effectiveness of pre-course communication and planning, review and refine syllabus and orientation communication, and identify the next inflection point in the class. Share with one another strategies for supporting students early in a course.	90 minutes
Track interaction	Intentionally monitor instructor-to-student interaction and ensure the interaction is captured in your communication plan	1 hour per week
Meeting #2	Review the instructor to student interaction taking place in your courses, and discuss sticking points, hurdles, and frustrations. Share examples and ideas for what works.	90 minutes
Track interaction	Intentionally monitor instructor-to-student interaction and ensure the interaction is captured in your communication plan	1 hour per week
Meeting #3	Collaborate on samples of RSI strategies that work in your discipline and determine how you can help/support one another moving forward	90 minutes
Track interaction	Intentionally monitor instructor-to-student interaction and ensure the interaction is captured in your communication plan	1 hour per week
Refine Communication Plan draft	Refine the communication plan for your course that outlines how, when, and where RSI will take place in a course	2 hours
Workshops	Participate in 3 Online Learning RSI workshops during the quarter	90 minutes

June 25, 2024

Patricia J Hyland
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Foothill-De Anza Community College District

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Foothill-De Anza Faculty Association

MOU Art 7 10 34 RSI Training

Final Audit Report   2024-07-02

Created:	2024-07-02
By:	parisigina@fhda.edu
Status:	Signed
Transaction ID:	CBJCHBCAABAA3mgr9IQT5LOvMewlpgnSJEDlFzg3qCjp

"MOU Art 7 10 34 RSI Training" History

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2024-07-02 - 5:38:41 PM GMT- IP address: 153.18.73.97

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2024-07-02 - 5:40:04 PM GMT

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Signature Date: 2024-07-02 - 6:40:42 PM GMT - Time Source: server- IP address: 98.210.53.156

✅ Agreement completed.
2024-07-02 - 6:40:42 PM GMT

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