FOOTHILL COLLEGE
DEAC/COOL Meeting

MINUTES

Date: 12/04/13   **Time:** 1:30-2:30 p.m.   **Location:** Chinese Heritage Room

Attending

Judy Baker, Konnilyn Feig, Akemi Ishikawa, Kate Jordahl, Michael Loceff, Nas Ouliaei, Lisa Verissimo, Mimi Will, Kathryn Maurer

Discussion Items

1. Announcements
2. Approval of draft minutes from COOL-DEAC meetings (please review on website - http://www.foothill.edu/fga/DEACmtg.php)
3. Review of revised separate DE course approval form
4. Drafting an Academic Senate resolution about need for increased staff support for online faculty
5. Input from COOL/DEAC for Foothill Global Access Program Review
6. Continued discussion of the Online Teaching Starter Kit
7. Planning for Spring Showcase for Online Classes

Discussion Detail

1. Announcements
   a. Etudes Demo
      Several committee members attended the Etudes Demo presentation by Vivie Sinou, Executive Director of Etudes Inc. that took place today. Attendees were excited to report that the changes to the Etudes course management system will deliver greater efficiency for users. The system is more intuitive and will provide faculty more control over their home pages. Users also have the option to bypass the new features and can access their courses per usual. Changes will take place on December 26, so the one downside is the short timeframe for faculty to get acclimated to the new features prior to the start of Winter Quarter. For those who were unable to attend today's Etudes Demo, video instructions will be available, as well as live and archived webinars.

2. Approval of draft minutes from COOL-DEAC meetings (please review on website - http://www.foothill.edu/fga/DEACmtg.php)
   a. Committee members were asked to review draft copies of archived DEAC/COOL meeting minutes. All draft meeting minutes were accepted and approved.
   b. It was agreed that as a Foothill College shared governance committee, DEAC/COOL would adhere to Brown Act meeting requirements and post the DEAC/COOL agenda 72 hours prior to meetings on the bulletin board in Foothill Global Access (FGA).

3. Review of revised separate DE course approval form

a. The committee approved the revised DE course approval form initially, but further discussion revealed the need for an additional paragraph or cover letter to highlight the intent of the document and recommendations on how to use the form. DEAC/COOL members will review the next draft before sending the document forward to the Curriculum Committee or the Academic Senate for approval.

4. Drafting an Academic Senate resolution about need for increased staff support for online faculty
   a. Kate Jordahl was praised for an excellent presentation to the Academic Senate stating the need for increased staff support for the growing community of online faculty at Foothill College. Creation of a formal resolution to the senate was recommended to give the committee's requests a sense of urgency. There was concern for setting a bad precedence, by simply stating the need to fill a staff position, such as instructional designer. The resolution should delineate what faculty need for online instruction and emphasize that hardware and software support, creation of rich media, assistance with meeting accessibility requirements, assistance to achieve student success, etc. can all be realized with the addition of an instructional designer position.
   b. It was suggested that perhaps not all faculty would benefit from the addition of an instructional designer position. A committee member voiced a greater need for a faculty administrative assistant/teaching assistant (TA) position. Committee member Michael Loceff offered his Got Your Back Buddy (GYBBB) system as an example of a method he would like to implement for online student retention, but is too time consuming to administer on his own. Other members voiced concern for supporting a TA type position and the controversy associated with student privacy issues. There was support for presenting GYBB as tip or tool to share as part of the Online Teaching Starter Kit, or as a presentation at the Spring Showcase.
   c. A draft version of a resolution will be circulated for input and approval. To be included as part of the FGA program review (deadline, January 10, 2014), the resolution would need to be submitted to the Academic Senate at their first meeting in January 2014.

5. Input from COOL/DEAC for Foothill Global Access Program Review
   a. Recommendations from the committee included
      i. A faculty mentoring program with a mentor/liaison paid with a stipend for each division
      ii. A smart class laboratory for faculty to test out ideas, software, etc. with active hybrid or on campus classes
      iii. An online student mentorship program
      The committee's discussion turned to student retention and the acute difference between students who are just not committed to online learning versus attrition rate. It was agreed that students often do not understand what is required of them to be successful online learners, and it is easier for them to test out or try an online course than a face-to-face course.
      iv. Training for faculty to meet a minimum requirement to teach online
      Faculty are required to complete Etudes training if they plan to use Etudes to teach their online course, but there is no other requirement to teach online at Foothill College. Santa Rosa Junior College's requirements to teach online were cited and discussed:

      > "At Santa Rosa JC, faculty have to meet certain requirements in order to teach online and hybrid courses:
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      > Must have either (1) taught a total of 6 online semester units for an accredited college or university within the last 5 years or (2) passed a class or classes totaling at least 2 semester units on the pedagogy of teaching online at an accredited college or university within the last 5 years or (3) successful completion of SRJC online teaching training within the last 5 years or have had between 30 to 40 hours

of certified training in teaching online from @ONE (or comparable organizations as determined by SRJC) within the last 5 years.

Faculty are not paid to get the training, but the training is provided for free. The college has offered stipends to faculty who develop online classes, but this money isn't always available and even if it is, not all faculty choose this route."

v. Additional training for faculty to participate in the Online Education Initiative Grant consortium
Committee members asked how the FGA program review is linked to the Online Education Initiative Grant. FGA's program review will reflect that determining how the grant's resources will be used is yet an "unknown". It was mentioned that to be a part of the grant's consortium, faculty will have to meet a minimum requirement of online pedagogy experience/training. Concern that the more stringent requirement will limit the number of qualified instructors was voiced. More deep training will be required and will impact FGA.

6. Continued discussion of the Online Teaching Starter Kit
   a. Committee members were asked to participate in short video recordings to share with peers a tip or tool they use successfully as an online instructor. The videos would be examples featured in an Etudes showcase shell.
   b. It was suggested that video recordings also be made with students sharing their tips and tools for being a successful online student.

7. Planning for Spring Showcase for Online Classes
   a. The committee discussed possible themes for the 5-10 minute presentations on how faculty approach teaching their online classes. Suggestions included the use of effective multimedia, focusing on one tool and looking deeply, accessibility, and engagement for the purpose of student success. A recommendation was made that engagement for retention and student success would work best as the overall broader theme and the others could be integrated as the more focused sub-categories.
   b. May 2014 is the suggested timeframe for the Spring Showcase. It was agreed that May would be an excellent time to channel into the early summer session. CCC Confer will be used to archive presentations.