Agenda Items	Activities and Outcome
Members:	**Committee 2020-21**

Present		Absent
Ashley Arnold F (AFA)	Lisa Beach A (Co-chair by position)	Katie Seder F
Paulette Bell F	Michael Roth EX	Phyllis Usina A
Alice Hampton F	Catherine Williams F (P)	Amanda Greene F
Jessica Harris F	Debbie Gonnella C	Liko Puha C
Jurgen Kremer F (Faculty Co-chair)	Michele Larkey C	Michelle Vidaurri EX
Salvador Rico F	Kerry Loewen A	

Agenda Items	Activities and Outcome
Approval of minutes December 9, 2020 meeting	1. Approval of minutes has been postponed until March 2012
Current issue check-in	– **A quorum is present** – **Meeting called to order @ 1:03 pm** Brief discussion of current online teaching and administrative issues.
Student Trustee observations (Lisa Beach 10 mins.)	**Lisa provided a follow-Up to discussion with Ms. Toscano last semester:** Discussion Notes are in DOC Teams Folder **Key Points from discussion:** – Students report that instructors are not always holding Office hours. – Students can't always get answers to their questions. – Students are being asked to have cameras on – there are mixed are reactions from students when video on is optional – students tend to be called on if they have video on **Student Trustee input:** – encourage camera on if possible – ask questions to increase engagement – use the chat for questions – encourage faculty to use a private chat in the case where students are uncomfortable to asking a question to the teacher – when optional – videos on more participation over time less usage **Question:** As a committee is there anything we want to recommend to the Senate based upon Student Trustee suggestions **Discussion:**

	• Office hours: Is this a discussion for departments? Should we suggest a workshop? • Unclear what is effective to students – When setting up open office hours students don't tend to come rather scheduling. Not certain what should be suggested. • Is this something the Senate suggests that they remind the appropriate people to follow practices? Or is this all good information to us? Is there another venue for recommendation other than Academic Senate regarding various syllabus practices that need to be clarified? • Aren't Office hours required to be listed in the Syllabus? Anything of interest from the students would be of use for the Faculty groups to hear. The Senate would like to hear all of the student input. • Will pass along the information to the Senate. Any recommendations? • Maybe a recommendations for Office hours – note there are various practices that may need clarification • Maybe a training would be useful • DE will schedule a few workshops on "Setting Office Hours Using Canvas Calendar." **Question:** Where are we in the discussion about the CVC Course Exchange? It was determined we would not be joining right now because we don't have the available technological process resources right now. Home College (Our students can take courses from other schools) you are responsible for determining financial aid, priority reg, and pre requisite eligibility for students at another college in another system. Our support services colleagues determined that this was not feasible at this time as we don't have the staffing or resources. Teaching College (Students from other schools can take your classes) To become a Teaching College we must commit to having all of our online courses go through a review process.
Schedule definitions video (15 mins.) Lisa	A video from SDCCD was shared that describes the Class types offered: https://youtu.be/3X5ch5jcvBk Suggestion that the district consider creating a resource like this for our college. Agreement that clarifying course types/terminology is a good idea. Next steps are to send to CRC for discussion/approval of terminology, and then to find someone who can make the video.
Instructional Software (10 mins.) Lisa	District may be able to fund instructional software with CARES money. Upside - more tools for instructors -- Downside – funding is temporary – e.g. 1year license after the year the software is gone. Seems like there should be a clearly defined process for selecting and funding instructional software. Agreement that a lack of commiettment by the district for a stable budget for software - hard to imagine using a software tool for one year - where is the committment to the fuculty to support and purchase software, and committment to the staff who supports the faculty? We need to understand wht happens after the first year of funding. Messaging the timeline of availability is central. Idea to plan an end of semseter of data gathering from the users – students and faculty - to give data based feedback might help. It is important to gather the data otherwise its all anecdotal.

	Committe agreed that in the short term they support going forward with the short-term funding from the CARES act to fundlist that DE team gathered. **A subcommitte was assembled for further review and recommendations.** **Volunteers for Sub Committe – Will be on the agenda for next** - **Jurgen – Michele Larkey – Ashley – Salvador** Lisa will post the list of software to the DOC Teams and send to DOC members.
DE Staffing (10 mins.) Jurgen	Confirmation that that there will be no permenant FTE positions added this year in DE but there will be support for STNCs. Feeling that as a long term strategy sees this is a poor decision and is an inefficient bandaid for this situtation. Even half-time/permanent staff members would be better than STNC in terms of stability. Asks that committee can support DE in getting more staff so that DE can collaborate and support the faculty more. The need is not going to go away if and wehn we go back partially or part – time. Acknowledgement that DE has great part-time staff, but that it takes a long time to get new staff up to speed Suggestion that Public comments at Board meetings might raise awareness that the environment has changed regarding distance learning and technology. Also suggested that it be brought up at the department chair council – the more venues we bring it up could be helpful. Raise the awareness. **Action** **Jurgen and Catherine** will draft a support statement for this group to consider for the next DOC meeting.

Online expertise requirements (30 mins.) Jurgen	**Online Expertise requirements**
	Discussion
	Online expertise needs to be on the AFA website. There are still some there but they are not easy to find. Most departments don't have a policy listed and many departments do not have a definition of online special expertise. We are at a point that as an institution we need a definition for online expertise as a part of Board Policies and Procedures. Jurgen's department at one time had a definition on their website and is still there. As a committee – begin a definition for Online Expertise that we can recommend.
	
	Comments/Questions
	Many colleges have more definitive policies than SRJC. Historically the District has allowed Departments to define this policy requirement. The result is that some departments have defined policies and others do not. It would be helpful to have them listed – DE gets many questions to this end.
	In the past AFA asked for a definition of what constituted special expertise online – Paulette will check into this to see if it is up to date. It is understood that this falls under negotiations – can't require people to do things that are not negotiated. It would be nice to have some kind of process and policy that defines online expertise and how we can support faculty to this end.
	Title 5 describes that instructors who teach in the distance modality shall be prepared to teach in that modality, as defined by a local policy.
	Identified 2 issues
	    1. What does it mean to be prepared to provide quality online instruction
	    2. Who defines this quality? Who supports the training and development
	Short – term has been getting by as we go on - where do we go next?

	We offer a robust OSE course and a very strong program on DE.
	Contract Issue – Department Special Expertise is defined in Article 16 – determining special expertise by department – dept – sets a process for special expertise in lieu of a district -wide definition.
	Article 16 is where the department can designate a 'special expertise' for certain classes that require a special expertise.
	Online expertise applies at the college level –everyone should be prepared. Might need to be in a different category – being prepared to do our teaching.
	Reading from Article 7 of Definitions from the contract 'Special Expertise is defined as a Department or Discipline determined requirement in addition to minimum qualifications that a faculty member must meet to be eligible to perfume a specific instructional or allied assignment'. Not just about hourly.
	Referring to an earlier article that mentions 'being prepared to teach' – this is where Online Instruction might belong. Defining as a special expertise might belong at a higher level.
	It is a practice broad level application – We don't do this for in-person teaching so from an AFA perspective would it be unfair to ask online instructors asked to have this requirement to teach and not in-person instructors?
	Should there be a similar requirement for in-person instructors? If we ask this of one group then shouldn't we ask this of the other? Then this becomes a broader conversation with HR/AFA/Hiring purview.
	Agreement that there is a need for a thorough and supportive process for development.
	Next steps
	Alice: Invite AFA and Senate representatives to come address Article 16 and possibly taking that out of the Department purview and 10 +1 purview
	– Jurgen to invite 1-2 people from AFA and from Senate
	– Jurgen to provide notes from this discussion to invitees
Discussion with Senate and AFA leadership? (5 mins.) Jurgen	Jurgen will invite to Senate and AFA leadership to our next meeting
New business	None indicated.
Future business	None indicated.
	Adjournment:
	Catherine Williams: moved
	Alice Hampton: second
	No objections
	All Approved
	Meeting adjourned @ 2:38

Committee Function [CF]: 1) Promote the knowledge and understanding of Distance Education across the District. 2) Provide a forum for the discussion of and assisting with online issues related to curriculum development, faculty training, and faculty support. 3) Conduct regular assessment to determine online learning needs. 4) Develop and recommend District policy and procedures in the area of online learning. 5) Maintain a set of best practice recommendations for online instruction. 6) Provide input on the Online Learning website. 7) Provide advice as requested on matters related to online instruction. 8) Consult with the Educational Planning & Coordinating Council (EPCC) on matters related to online instruction.