

Online Teaching and Learning Committee

(Committee of the Academic Senate)

Purpose

The Online Teaching and Learning Committee serves as a consultative body on matters of student success, academic policy, course and program development, course and instructor evaluation, as well as instructor training as they pertain to online education. It makes recommendations to the Academic Senate.

Responsibilities

- Maintain currency in both legal mandates and best practices for online teaching and learning.
- Collaborate with and serve as a resource for the Faculty Professional Development Committee and the college-wide Professional Development Coordinators in order to assist in assessing and projecting professional development needs and offerings.
- Consult with appropriate college staff and administration on the content and structures for student support in online instruction.
- Serve as primary body for the review of potential new technologies related to online teaching and learning.
- Maintain ongoing relationships with local, regional, state, and national institutions/organizations regarding online teaching and learning.
- Coordinate with and serve as a resource for the Curriculum Committee on policies and procedures related to online teaching and learning.
- Coordinate and serve as a resource for the Academic Program Review Committee on matters related to online teaching and learning.
- Continually work to help ensure that online teaching and learning materials meet and (where possible) exceed standards of accessibility.
- Provide updates to the Academic Senate at least once each primary term.

Membership

Chair:

Faculty Distance Education Coordinator(s) – Dave Dillon

General Members:

One member from each of the following:

- Career Technical Education/Workforce Development - **vacant**
- Arts, Languages and Humanities – Virginia Young
- English, Social and Behavioral Sciences – **vacant**
- Mathematics, Natural Sciences, Exercise Science and Wellness - **vacant**
- Learning and Technology Resources (Librarian) – **vacant**
- Counseling – **vacant**
- **Allied Health and Nursing - vacant**

- Accessibility Resource Center – Carl Fielden
- Open Education Resource Liaison - vacant
- Part-Time Faculty (2) – vacant
- Students (2) - vacant

Ex-officio members:

Instructional Design Technology Specialist – Dawn Heuft
Dean, LTR – Eric Klein

Advisory/Resource members:

Vice President of Academic Affairs or designee – Marshall Fulbright
Information Systems Personnel
Technology Support Personnel

Meeting Dates

Second and Fourth Wednesday, 10:00-11:00 a.m.

Good Morning Senators-

I am making this comment as a faculty member who just happens to also be the Senate VP.

My head is in a bit of a whirlwind. Maybe yours is too. When I was preparing this comment last night, I had to double check the minutes from our last meeting and well....the minutes will be pulled from the agenda in a sec.

The minutes are missing the results of one of the votes from last meeting!

Its been tough people. We are coming up on a year of COVID. The strain shows. This is a reminder to be both sympathetic and vigilant...as best we can.

At our last meeting, we voted to rename and move the Ethnic, Gender and Social Justice Studies Program to a Department. Renaming didn't seem to require much deliberation and it was posted in the "Information" section of the Agenda. The elevating a program to a Dept is significant and this was not mentioned as "Information". While I am glad with the outcomes, I was not happy with how we followed our process on the latter, nor were several members of my colleagues in the Math Dept. I am happy with the outcome because as a former Academic Program Review chair and committee member, I have seen the great strides made by this Department over 20 years. I would have loved to share that with you at our last meeting but we skipped right over the "Discussion" phase that is supposed to take place after the "Move to Action". We all dropped the ball. We can be more vigilant! We can do better.

I want to remind the Senate Body that an initial "No" vote when there was a call to "Move to Action" would not have thwarted the eventuality of the vote to accept or reject the advancement to Department status, it only would have delayed it one meeting. Typically, we delay between "Information" and "Action" so that constituencies can discuss before senators vote.

I have four points to make. The first is to remind Senators that if you feel you haven't had enough time to discuss an information item with your constituents, please vote "No" when there is a vote to move from "Information" to "Action".

The second is to call on our designated parliamentarian, Gregg Robinson, to help clarify when there is confusion.

The third is to recognize that sometimes urgency exists. The "Anti-Racism" resolution was a perfect example of 'urgency' and also understanding. Unless you had been living under a rock, we all had plenty of exposure to be educated and discuss with our constituencies the significance of "Anti-Racism". We fully understood the urgency and the issue at hand.

The fourth and final point is sometimes simplicity exists. Renaming a department is an example. That didn't seem to warrant taking any more time either.

The vote to elevate the Ethnic, Gender and Social Justice Studies program to a Department was a serious one, one in which all of our faculty needed time to fully appreciate and understand before voting. It is my opinion that this vote didn't meet that same bar of urgency or understanding as the "Anti-Racism" resolution. Some of my fellow senate officers and I am sure some of you senators would disagree. I am fine with that. But I still believe it is good practice to include all of our faculty in this discussion, not just the Senators in the room. We needed more time to make this a better-informed vote.

I would like **all of us** to be mindful of voting protocol as we move forward.

Thank you.

2-24-21

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Whereas, the new governance structure at Grossmont College acknowledges that the Academic Senate has separate committees that report directly to the senate and are within the purview of the senate;

Whereas, the Academic Senate recently passed a resolution calling for the faculty to immediately address anti-racism as well as issues and actions around diversity and equity that continue to be present in the minds of faculty working to improve the college for students, colleagues, and the community;

Whereas, the Academic Senate has ongoing work that regularly needs attention such that standing committees have been formed on behalf of faculty and departments, and these standing committees of the senate have permanency, continuity, and accountability, and pay attention to academic and professional matters;

Whereas, a standing committee of the Academic Senate focused on anti-racism, diversity, equity and inclusion will give more faculty an opportunity to participate in this critical work, bring policy and best practice recommendations to the senate, gather and analyze data for the senate, and acknowledge progress made toward a more equitable and inclusive college;

Resolved, the Academic Senate establish a standing committee, the Equity, Diversity and Transformative Campus Climate Committee or *EDTC*³, to address academic and professional matters related to equity, diversity, inclusion and anti-racism;

Resolved, the charge of the new committee is:

The Equity, Diversity and Transformative Campus Climate Committee of the Academic Senate develops senate policy, gathers and makes available best practices regarding actions of anti-racism and increasing equity and inclusion, provide professional development opportunities, collects and analyzes data, and works with other senate committees and stakeholders to ensure that in

all academic and professional matters of the senate its commitment to anti-racism, diversity, equity and inclusion are considered and addressed.

The primary roles of the committee are:

1. to present recommendations to the senate, the senate's committees, and the administration in order to:
 - Promote diversity and equity opportunities at Grossmont College. The term promote includes but is not limited to the following activities: building alliances across social identities; instilling values and providing tools that enable members of the college community to work together to eradicate all forms of individual and institutional discrimination and oppression; practicing mutual respect for social identities; and exploring differences and similarities in a safe and nurturing environment.
 - Ensure that diversity and equity data are available to the Academic Senate. The term ensure includes but is not limited to the following activities: supporting and planning ongoing activities related to diversity and equity data analysis; facilitating analysis of gaps, needs and opportunities.
 - Promote activities that encourage a balanced and multi-pronged approach to the awareness to and reduction of barriers to equity, diversity, and inclusion in hiring, support, mentoring, and retention of new faculty, and
 - Increase access to leadership positions for faculty from underrepresented and marginalized groups;
2. to encourage inclusive training and learning opportunities across campus that focus upon the experiences and perspectives of people from underrepresented and marginalized groups in order to transform and improve teaching, curriculum, campus culture, and instruction;
3. to promote support for faculty in areas of global engagement and cultural competency, and to encourage a sustained investment of deeper understanding of systems and structures of inequality and power, both historical and ongoing;
4. to actively seek feedback about the experience of faculty and students from underrepresented and marginalized groups and respond appropriately to concerns or opportunities brought to the Committee's attention;

5. to communicate the Committee's areas of engagement to other senate committees and stakeholders on projects of mutual concern;
6. to develop strategies that promote equity and diversity for student success by collecting and archiving best practices, and make recommendations to the senate so that it may act with the best intentions of all people in mind; and
7. to provide an annual report to the Academic Senate.

Resolved, the membership of the new committee is:

- Faculty chair or co-chairs to be selected from committee members by the committee (recommended reassigned time for this work is at least 0.30 LED);
- 10-Faculty (representing a broad range of disciplines and assignments) appointed by the senate;
- Three (3) Adjunct Faculty appointed by the senate;
- Nonvoting: Dean of Student Success and Equity; and

Resolved, the meeting schedule for the new committee will consist of at least two meetings per month during the academic year.

Drafted by: Sharon Sampson, Beth Smith, Roxanne Tuscan, and editors – Malia Molina and Jeff Waller

A RESOLUTION of the Grossmont College Academic Senate to denounce Anti-Asian American Pacific Islander (AAPI) racism;

Whereas, the Academic Senate of Grossmont College supports the Academic Senate for California Community College Anti-Racism Resolution, which identifies the following core goals:

1. To integrate an accurate portrayal of the roles and contributions of all groups throughout history across curricula, particularly groups that have been underrepresented historically;
2. To identify how bias, stereotyping, and discrimination have limited the roles and contributions of individuals and groups and how these limitations have challenged and continue to challenge our society;
3. To encourage all members of the educational community to examine assumptions and prejudices, including but not limited to racism, sexism, and homophobia, that might limit the opportunities and growth of students and employees;
4. To offer positive and diverse role models in our society, including the recruitment, hiring, and promotion of diverse employees in community colleges;
5. To coordinate with organizations and concerned agencies that promote the contributions, heritage, culture, history, and health and care needs of diverse population groups;
6. To promote a safe and inclusive environment for all; and

Whereas, Grossmont College is located in San Diego County, which is home to 440,660 Asians, Native Hawaiian and Pacific Islanders, who represent one out of every seven residents and is the fastest-growing racial group in the County; and

Whereas, higher education at colleges within San Diego should be places where all faculty and staff members, administrators, and students have the right to study and work in a safe environment free of racism, discrimination, intolerance, and violence; and

Whereas, the outbreak of SARS-Cov2 has been referred to as “Wuhan Virus,” “Kung Flu,” and “Chinese Virus” in public discourse, and this inflammatory rhetoric has stigmatized members of the AAPI communities, exacerbating the microaggressions and violence towards persons of AAPI ancestry; and

Whereas, the number of hate crimes and incidents – physical assault, vandalism, coughing/spitting, verbal harassment, shunning or avoidance, and refusal of service – against AAPI persons has increased nationwide. Between March and December 2020, 44 percent of nationally reported incidents took place in California as documented by Stop AAPI Hate’s press released dated February 09, 2021; and

Whereas, the “Model Minority Myth” by which AAPI persons are deemed self-sufficient and as such requiring neither assistance nor attention, and the resultant widespread gaslighting of anti-AAPI racism – ranging from incidents to violent hate crimes, occurring nationally – is a real threat at Grossmont College.

Resolved, that the Academic Senate of Grossmont College has unequivocally affirmed that Black Lives Matter, and in their 400-year-long-struggle against systemic racism, “Black violence, oppression, and discrimination in this country are indicative of racial and economic oppression that threatens the current and future well-being of the Black people within our shared community” and that the AAPI community is in solidarity.

Resolved, that the Academic Senate of Grossmont College unconditionally condemns the aforementioned oppressive forces, and we further denounce xenophobia and anti-AAPI

sentiment – the harmful rhetoric and racist actions arising because of fears of the COVID-19 pandemic – therefore, we urge the documentation and investigation of all reported incidents in order to promote respect and protection of the AAPI community.

Resolved, that the Academic Senate of Grossmont College affirms that the “Model Minority Myth” facilitates the interrelated phenomena of gaslighting and “racelighting,” by which those who are victims of anti-AAPI hate crimes are denied the seriousness of their criminal complaints, and those who are victimized remain unassisted under duress; therefore, the Academic Senate urges the acknowledgement of gaslighting, and the related “racelighting,” and its connection to lack of understanding and aid.

Resolved, that the Academic Senate of Grossmont College strongly encourages ongoing critical reflections, conversations, and intentional efforts – such as educating from culturally appropriate curriculum – in addressing racial, social, and economic injustices and inequities, especially within the AAPI communities, thereby further humanizing our AAPI students, faculty, staff members, and administrative colleagues.

Resolved, that the Academic Senate of Grossmont College strongly encourages ongoing efforts to improve employment practices – such as in advertising, applicant screening, hiring committee appointments, and interview processes – to recruit, hire, train, and retain AAPI faculty, both full-time and part-time.

Resolved, that the Academic Senate of Grossmont College recognizes AAPI stories and experiences at Grossmont College as related through our local AAPI committee as it calls upon municipalities, nations, and states across the United States to adopt similar commitments to combat anti-AAPI racism and facilitate AAPI inclusion.

Resolved, that the Academic Senate of Grossmont College concurs with the spirit and findings within: (1) the organization Stop AAPI Hate; (2) the City Council of the City of San Diego Resolution Number 313068, dated June 04, 2020; and (3) the Presidential Memorandum Condemning and Combating Racism, Xenophobia, and Intolerance Against Asian Americans and Pacific Islanders in the United States, issued January 26, 2021.

Resolved, that the Academic Senate of Grossmont College encourages advocacy and collaborative efforts to protect AAPI residents and victims of discrimination and to curb hate acts related to COVID-19 for other groups, including, but not limited to, Black, Latinx, Indigenous, Muslim, Jewish, and LGBTQIA communities, and people with accessibility needs.

Resolved, that the Academic Senate of Grossmont College calls upon other units within Grossmont College across campus to adopt similar commitments and to stand in solidarity with our AAPI students, faculty, staff members, and administrative colleagues.