

ONLINE TEACHING AND LEARNING COMMITTEE MEETING



Location: [Zoom](#)



Date: 4/10/2024



Time: 10-10:55 AM

AGENDA

- I. Approval of [Minutes](#) from 3/13/24
- II. Approval of Agenda
- III. Announcements
- IV. Regular and Substantive Interaction—Adelle

- a. Survey results

50 faculty members responded. Some of the notable results include:

- 48% of faculty provide very timely and constructive feedback
- 54% of interactions are inclusive to all students
- 42% of faculty are clear as to which methods of Regular and Substantive Interaction (RSI) are viewable by evaluators and accreditors and consider this in their course design

- b. New RSI PD Module in GC Canvas Resources

The RSI module was developed in response to the feedback from the RSI survey highlighting areas for improvement. The group discussed the presentation of RSI information, with a preference for using color to distinguish different levels of RSI. Each team member was asked to review one page of the module.

Adelle assigned team members to review and provide feedback on various modules, including announcements, discussion boards, feedback, messaging, check-ins, surveys, peer review, office hours, group projects, and guided journals.

The group discussed the clarity and organization of content, and future deployment of the pages.

- V. GCCCD AFT CBA 2023-2026 April 2024 Draft: Discussion

- a. Online→Distance Education

Adelle reported that the word “online” has been changed to “distance education” throughout the entire contract for alignment with ed code, as reported at an AFT contract feedback session.

b. 5.3.3.1: 75% student evaluation threshold

Proposed Language: *Student evaluations will be conducted in every class section, including distance education classes, for all faculty, as soon as the parties can implement a practical system for doing so. In the interim, student evaluations will be conducted for those faculty currently undergoing a formal evaluation following past practices.*

A minimum of 75% of the students enrolled in the course as of the census date must be submitted in order for the student component to be valid. If this threshold is not reached, there shall be no student evaluation score included in the Summary Rating and the summary score will be based on the weightings as noted in 5.4.5 or 5.4.6 as applicable. The parties agree to meet and confer in an attempt to devise a method to improve student response rates.

The group discussed the potential impact of establishing a 75% minimum submissions threshold for student evaluations, especially for online education, and expressed concerns that this would remove the student perspective from the evaluations process. Consensus was that this number (75) was far too high.

c. 7.18.3: Equivalency certifications

Proposed Language: *All distance education instructors, prior to their first assignment, shall complete District provided training in distance education pedagogy, distance education learning management systems, and accessibility standards or demonstrate mastery or competencies in these areas as approved by the appropriate Dean or designee. Certifications of completion from other Districts of distance education training shall be accepted as equivalent.*

The group discussed the broad language around accepting any and all DE certifications in the proposal; Adelle stated that she will request the union change the language to specify that we accept certifications from only SDICCCA area colleges (the current practice of the DE teams on both campuses).

d. 7.18.5: Continued .7 max with added stipulations

Proposed Language: *No unit member shall teach more than 0.70 FTEF in a distance education environment, unless an exception is approved by the Vice-President. All exceptions approved by the Vice-President, along with the rationale used as the basis for their approval, shall be provided to AFT each semester. For purposes of this calculation, Hybrid course assignments shall be considered 100% distance education, HyFlex courses shall be considered 100% in-person on-campus.*

The proposed contract limits instructors to teach no more than .7 FTEF

e. 7.18.6: LMS Access

Proposed Language: *The District shall provide training, logistical, instructional, and technical support to faculty with distance education assignments. Unless previous written agreement is provided by the faculty member, no District employee shall be given access to the faculty member's learning management system container or other proprietary materials of the faculty member outside of those evaluators who are authorized access as part of a formal evaluation process.*

The group discussed that the new language would make it more difficult to gain full online teaching waivers, with Adelle expressing concerns about the potentially demotivating impact on exceptional online instructors, including those who work so hard to get their courses through POCR. The group discussed the fact that Jim has repeatedly expressed negative views on online education. It was pointed out that this rule is also a hindrance to full-time equivalency (FTE) in some disciplines.

Jeanette expressed concern about the future and the need for more flexibility in offering online education. Dawn highlighted how the current system disadvantages students by forcing instructors without proper training to teach online classes. The group agreed on the need for open discussions to address these issues.

Tim voiced his thoughts on the fiduciary responsibility of administration to support online instructors. Tate clarified the structural constraints that prevent administrators from publicly criticizing these issues.

Adelle then raised a concern about a policy proposal that would deny district employees access to the faculty management learning system, which would make it impossible to administer Canvas.

Adelle discussed the challenges in defining good cause for an instructor to be replaced in an online class. Dawn highlighted that the institution already allows faculty to add their own evaluators, which gives them some control. Tim proposed that language could be borrowed from the on-campus class contract to address this issue. Elisabeth noted that the side letter was being incorporated directly into the contract and stated she would review the HyFlex assignment section.

OTLC ATTENDANCE (HIGHLIGHTED)

Name	Representation
Adelle Roe	OTLC Chair
Dawn Heuft	ID Tech Specialist
Michelle Soltero	CTE/WD (Career Technical Education/Workforce Development)
Virginia Young	ALC (Arts, Languages and Communications)
Elisabeth Burke	ESBS (English, Social and Behavioral Sciences/HyFlex Lead)
Tim Cliffe	MNSESW (Mathematics, Natural Sciences, Exercise Science and Wellness)

Felicia Kalker	LTR (Learning and Technology Resources)
VACANT	Counseling
VACANT	AHN (Allied Health and Nursing)
Carl Fielden	ARC (Accessibility Resource Center)
Bonnie Yoshida	OER (Open Education Resource Liaison)
Nancy Boskin-Mullen (On leave Sp 2024)	Part-Time Faculty
Jennifer Andrews	Part-Time Faculty
Vacant	Student (2)
Tate Hurvitz	LTR Dean

ADVISORY/RESOURCE MEMBERS:

- Vice President of Academic Affairs or designee – Agustin Albarran
- Faculty Curriculum Co-Chair—Dee Aceves
- POCR Coordinator—Jeanette Calo
- Information Systems Personnel
- Technology Support Personnel

ATTACHMENTS:

RESOURCES:

- [OEI \(Online Education Initiative\) Course Design Rubric](#)
- [Peralta Equity Rubric](#)

NEXT OTLC MEETING

April 10, 10am