

IV. RSCCD Board President Tina Arias Miller (took place later in the meeting)

Introduced herself and expressed excitement for working with us and the district in moving our academic priorities forward. As a big advocate for online education, she is grateful we are having the important discussions on training. She is also passionate about dual enrollment and excited for the work being done there as well.

V. Approval of Minutes

29 March 2022 minutes approved. (Moved by S. Gonzalez, Seconded by S. Howell)

VI. SCC-AS Executive Board Reports

A. SCC-AS President Rutan

1. Recognized the “amazing” work done by SCC Forensics team both in terms of awards and being recognized by the trustees at the previous board meeting. Professors Miller and Castellanos are to be supported in the work they have done.
2. The board of trustees have continued to discuss starting a forensics team at SAC. Forensics has always been at SCC with too little support in compensation and funding. If SAC faculty want to start a team it is their right to do so, however there does not seem to be any SAC faculty interested in starting a team nor enough students in the district interested to justify two teams. It is confusing why the trustees continue to bring it up.
3. Again, there were over two hours of public comments related to retiree benefits with many heart wrenching stories shared.
4. The board meeting was held at SCC and well attended.
5. Our newly tenured faculty (Jeffrey Dennis, Marianne Laney, Navanjot Batth, and Amanda Henry) were recognized by the board.
6. AS President Rutan discussed AB1705 with the trustees that it would codify students must enroll in a transfer level course in Math and English courses which is not a requirement under Title V. This would apply to Career Education students as well. In conjunction with the position of the Statewide Academic Senate, FACCC, and other groups, the board’s lead committee is recommending to the board that they oppose the bill unless it is amended. The board was receptive to the feedback.
7. At district council, there was an approval to change the Chief Advisor for Academic and Diversity Programs to Assistant Vice Chancellor of People and Culture/Chief Diversity and Social Impact Officer. This is a permanent position currently being flown.
8. We will have a screening committee to hire the next VP of Academic Affairs and the hope is that we have three faculty that fall under Academic Affairs to serve on that committee. Volunteering to serve does mean serving over the summer.
9. Eligibility on screening committees has been requested due to the need for volunteers to serve.

10. Spring plenary, held in Burbank, was attended by both AS President Rutan and AS VP Taylor. 43 resolutions were debated and adopted. Those of note are the approval of the new Diversity Equity Inclusion Toolkit for curriculum, the opposition to AB 1705, and a new State Academic Senate President was elected.

B. SCC-AS Vice President Taylor

1. Senator elections update. A credit adjunct had to back out therefore an announcement was sent out to recruit adjunct senators in both credit and noncredit. Still one vacancy in AHSS and M&S. Alana has been reelected for Business and Career Ed.
 - a) AS President Rutan added that the bylaws are clear in the event of a vacancy the board can appoint faculty to fill the vacancy. If by the end of flex week in the Fall these positions have not been filled, he will put out a call for nominations and those seats can be filled from any division. Remember the first thing in the fall is faculty hiring and the goal is divisions have equal representation.

C. SCC-AS Secretary/Treasurer Kubicka-Miller

1. SAC Senate

- a) Discussion regarding online training requirements for online live and if our 120-hour certification process should be required for adjunct. Some opinions include: 30 hours is enough for OL and for adjunct if they have a certificate from somewhere else. The training should be required for all modalities because it makes teachers better and provides consistency for students.
- b) Discussion on the importance of building their dual enrollment program. This included developing a workgroup to examine what role faculty have in the agreements, creating an annual report card in case what worked last year is no longer working, examining the impact of dropping or failing dual enrollment students, etc.

2. TAG

- a) First read on preparing next fiscal year's technology initiatives. For the first time a couple of the initiatives came directly from student feedback.
- b) First read on updating AR3720 - Information Resources Acceptable Use. One item of particular interest in the administrative regulation is regarding installing the outlook exchange on your personal device. If you have that, IT has the access to wipe out your entire phone. They cannot access personal texts, pictures, etc. Using the Outlook web browser is a good alternative that renders down to phones nicely.
- c) First read on Accessibility and Data Privacy recommendations. This is a rather significant initiative that could slow down procurement and, in some cases, could limit the choice in technology tools. Key points include:

- ITS and Purchasing will be evaluating technology tools (including LTI's, textbook course packs or supplementary electronic materials, and technology tools that install into Canvas) to ensure that they are the most accessible to meet the intended needs. This is a legal requirement.
- All the currently installed tools will eventually be evaluated.
- Faculty may be contacted about tools they have been using for years. This contact would likely begin by asking what the intended functionality is of the tool and if there are other tools available that do something similar.
- Would create an internal list of approved technology tools.
- May require faculty and/or the institution to create an accommodation plan to address inaccessible elements of technology tools when a suitable alternative is not available.

The evaluation will take a long time and the process is not yet set. If you would like to help guide this initiative, please contact Jesse Gonzalez to announce your interest.

3. Faculty Hiring Prioritization Task Force Update

- a) Hopefully one more task force meeting will be all we need to finalize our proposal so I can present at our next senate meeting.

D. CIC Chair Diaz

1. Enrollment Management

- a) First coaching session is on Wednesday. A student was recruited to participate, and it is wonderful a student perspective can be a part of such a significant process.
- b) We will have a series of workshops throughout April, May, and June.
- c) Still looking for an at-large faculty member.

2. CIC

- a) We passed a recommendation to bring Plan D to senate as well as the cultural curriculum audit amendments.
- b) Quins are due by the first week of June.
- c) If you receive an eLumen email alert, please review it to see if the role requires your participation so it can move forward through the workflow.
 - (1) As a response to the many emails he has received, AS President Rutan added that any faculty member who would like to participate in the Plan D discussion should try to attend the next meeting or send their comments with a senator.

E. Associated Student Government - Not in attendance.

VII. Summary Reports

VIII. Action Items

Action

A. Resolution S2022.04 – Endorse SCC Goals for 2022-23

President Ralston offered thanks to all the feedback given to the goals and discussed the changes that were made based on that feedback. Please see the changes in blue located in the agenda for this meeting.

Senator comment - In regard to the Equity by Design portion they are concerned that it introduces a degree of uncertainty as to what equity means because that is something that changes over time. President Ralston reminded us that this is a one-year goal document.

AS Senate President Rutan added that language is constantly evolving and as we create the next student equity plan, the next college educational master plan, and other documents after that we may be updating language regularly to keep up with the various guidance we receive.

Roll call vote:

Yay - R. Castellanos, R. Chavez, S. Cummins, A. Frost, S. Gonzalez, A. Henry, S. Howell, S. James, J. Kramer, R. Murphy, D. Oase, R. Tragarz, Y. Valdos, R. Van Dyke-Kao, R. Waldren, M. Taylor, T. Kubicka-Miller, D. Diaz
Nay -A. Salcido

The resolution passes.

B. Resolution S2022.06 – Authorization for Teleconference Meetings (Moved by R. Castellanos. seconded S. Gonzalez)

No opposition. Approved by unanimous consent.

IX. Discussion Items

A. Training Requirements - Discussion on the online live training requirements for Fall 22.

AS President Rutan reminded senators of what was required through the pandemic regarding online training. Any class that separates faculty from students in either time, location, or both is considered distance education and therefore why we have a DE manual for faculty. What we will discuss today is whether we want to have two levels of training. Either all faculty teaching DE classes are required to complete the 120-hour training or we create a separate training for faculty who teach Online Live (OL).

DE Coordinator Scott James reminded senators the DE committee voted to require the full online teaching certification for any mode of online instruction. However, SAC may be choosing a different path and there are a lot of differing opinions. Even though OL classes are over Zoom and therefore synchronous, they must meet all of the online teaching legal requirements such as ADA accessibility that is not required for face-to-face classes. feedback from senators is needed. Additionally, student to student contact is required and faculty must have a plan for how to enable this in a zoom environment. Finally, there is the problem of “asynchronous creep” which is coupling portions of your zoom class in an asynchronous manner. For example, holding a zoom session for 2 ½ hours and allowing students the remaining 30 minutes to take an exam on Canvas would not be appropriate. Drop policies are different. Copyright issues are different.

We must also consider our plan for HyFlex courses.

There are examples of what other colleges do. For example, some do not have a training requirement. They evaluate the course before it is offered to students to ensure all policies and procedures are in place.

Many online trainings across the state are primarily in Canvas and do not cover the pedagogy and legal requirements.

There is concern that the OL modality enables a lecture model that is not as effective in online learning and abbreviating an online teaching training may enable the non-student-centered approach to provide faculty the convenience of teaching from home. Increased student success and retention need to be the focus.

Adjuncts are also an important consideration as our goal is to attract talented adjuncts and a 120-hour training requirement may pose difficulties.

Due to Covid, we do not have the data we need to examine if one method is more effective than another.

Please note while it may sound like S. James is in favor of a full online teaching certification for any mode, that is not the case. The Office of Distance Education will create training to meet the Academic Senate’s perspective and requirements.

The floor is opened to the senate for feedback.

AS Sec/Treas Kubicka-Miller acknowledged the significance of the ADA requirements and expressed support of everyone being required to complete the training to also provide students with a cohesive learning experience across disciplines. Faculty also get a now cost education that provides 2.5 units of scale increase.

Senator asked for clarification on the non-student focused education.

S. James clarified that especially for adjunct teaching on multiple campuses, the inflation of gas prices, and that teaching from home saves people 1000’s of dollars a year, there are a lot of good reasons to want to teach from home. However, these reasons are not a student-centered way to look at one’s teaching pedagogy. It is a faculty centered approach and that faculty elements are certainly very important but as an institution we want to make sure we are making decisions that meet students’ needs.

Senator shared experience of colleagues who have created masterful online live courses and suggests creating a way for these tools to be shared. Additionally, they do not see where academic dishonesty is addressed in the distance education handbook.

S. James responded that academic dishonesty is a big issue in the state, and they will be adding more strategies in SCC trainings and workshops over the next several semesters. He acknowledged that authentic assessments do not have to be more work for the professor to grade such as students writing exams. Curbing academic dishonesty is another reason comprehensive training is something to be pursued as an institution, but the barrier to adjunct does matter.

Senator question - Is there a portion of the 120-hour training that is dedicated to teaching using the on online live modality.

S. James responded that currently there is not, but a comprehensive element is something to look at if we decide the training will be required.

Senator question - Regarding the barriers of being able to accomplish the training, is there any discussion allowing a more drawn out or self-guided training?

S. James response - it is something we ought to consider because most of the full-time faculty that would like to teach online have completed the training and therefore it is more of an adjunct requirement than anything and we must consider their barriers. Maybe we only give adjunct approved courses to teach or review their courses before they go public. But no matter our choice we must get a process in place so we can show the government and our creditors that this is what we have defined as appropriate for meeting our legal and ethical expectations.

Senator question - Do we have any survey data from adjunct regarding how many have done the training and what the barrier is for those who do not want to.

S. James response - we have about 100 adjunct who have only completed the remote live training and not the full certification. The biggest barriers are time and money. Taking the time to complete the full certification may require they have to teach one less class.

S. James added - The DEC submitted a request for HEERF funding to give adjunct a stipend for completing the OTC. The goal for that would be to mitigate the barrier for adjunct to have to take a pay reduction to complete the training.

Senator question -Does SCC have to have the same training requirements as SAC? Because this is a senate issue AS President Rutan does not think they need to be the same. Although if they are not the same it does bring up the issue for faculty who teach on both campuses. It would be best if the schools aligned.

A senator offered support for only requiring a separate training for faculty who will only teach OL but be encouraged to complete the full OTC.

AS President Rutan added that we will need to be very clear that OL can have zero minutes of asynchronous instruction. We are going to need more data as to the effectiveness of OL teaching since it was implemented as a necessity and not a choice. It may pose the question of whether we even want to continue offering the OL modality.

S. James added that the asynchronous mode of instruction that the OTC covers was developed because the lecture model does not work well online. "It is my well-informed opinion that the remote mode modality will not be as effective as synchronous teaching."

AS Sec/Treas Kubicka-Miller noted that the Comm department is no longer offering OL classes due to the lack of interest from students and asked what other programs/depts are experiencing.

Senator asked if the honors program is "out of sync" on this and suggested that the honor committee is forcing honors faculty to teach using the OL modality and is a barrier to honors professors teaching asynchronously.

AS President Rutan provided context to the statement that many years ago an honors psychology course was passed through the curriculum committee. The Honors Program director spoke against it. There have been times when the honors committee and the faculty teaching honors classes have not been in alignment.

CIC Chair Diaz added that the honors committee only approves honors addendums and not anything else on the COR's which includes the DEA. The honors committee is an advisory committee and the ideas of honors and what they represent may be skewed. There are certain agreements that exist for honors courses to ensure students the transfer credit for when they transfer and making sure the necessary articulation exists.

AS Sec/Treas Kubicka-Miller echoed the statement that the honors committee only approves honors addendums. There are many behind the scenes pieces that lead to agreements with universities that may impact articulation for honors courses. She voiced concern at the rhetoric that the honors committee is "not allowing" things to happen without reason. The honors committee is currently collecting data on students' needs and desires for honors course modalities and a hybrid course is being piloted in the fall that has an identical face to face option so they can see which option students choose.

AS President Rutan reminded the senate the topic at hand is distance education training.

Senator added that he teaches honors at other schools and participates in the Honors Transfer Council of California and that the same conversations regarding how to best serve honors students are happening everywhere. Modalities are also an issue for our Veterans as the VA keeps changing rules on what types of classes can be reimbursed. All these are examples as to why we need data from students. With incoming students having no experience with face-to-face college courses, they seem to be open to modalities and only have an expectation that what they experience here is better.

AS President Rutan added that the district has surveyed students on what modalities they want. There are students that want online and there are students that want face to face. We must also consider that we are preparing students for transfer to universities which are not providing flexibility and in fact are being forced to take face to face classes.

Senator comment - The English department still offers OL, they are filling, and that is due to the amazing work by some colleagues.

VP Flores offered some data to answer some of the questions being asked. In regards to the amount of training there is not a large amount, but the need is there. Additionally, the recommendation that we do find parity with SAC is offered for a variety of reasons provided.

Meeting adjourned, 3:14pm. (Moved by S Gonzalez, Seconded by S. Howell)