

Academic Senate Special Meeting Summary for April 27, 2020

Voting Members					
Senate President	Rebecca Eikey	X	Learning Resources Senator	Ron Karlin	X
Vice President	Jason Burgdorfer	X	Personal & Professional Learning Senator	Garrett Rieck	X
Immediate Past President	VACANT		At Large Senator	VACANT	A
Curriculum Chair/Vice President Elec	Lisa Hooper	X	At Large Senator	Jennifer Paris	X
Policy Review Chair/President Elect	David Andrus	X	At Large Senator	Erica Seubert	X
AT Senator	Regina Blasberg	A	At Large Senator	David Brill	X
MSHP Senator	Sab Matsumoto	X	At Large Senator	Mary Corbett	X
VAPA Senator	Wendy Brill-Wynkoop	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	Erika Torgeson	A	Adjunct Senator	<i>Aaron Silverman proxy for Jessica Small</i>	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Carly Perl (via zoom)	X
Kinesiology/Athletics Senator	<i>Lisa Hooper proxy for Philip Marcellin</i>	X	Adjunct Senator	Aaron Silverman	X
SBS Senator	Rebecca Shepherd	X	X= Present (<i>all Present via Zoom</i>)	A= Absent	
Business Senator	Gary Collis	X			

Non-voting Members	
Joe Gerda	X
Marilyn Jimenez	X
Dan Portillo (Warren Heaton AFT Rep)	X
Dr. Wilding	A

Guest (all present via zoom)					
Andy McCutheon	X	James Glapa-Grossklag	X	Nicole Faudree	X
Ann MacPherson	X	Jeannie Chari	X	Omar Torres	X
Anthony Michelides	X	Jennifer Smolos	X	Paul Wickline	X
Ashley Murphy	X	Joy Shoemate	X	Rob Comeau	X
Brittany Huerta	X	Julie Johnson	X	Robert Wonzer	X
Chris Boltz	X	Kathy Bakhit	X	SB Tucker	X
David Stears	X	Kelly Burke	X	Siane Holland	X
Daylene Mueschke	X	Larry Alvarez	X	Susan Hinshaw	X
Dilek Sanver-Wang	X	Michael Sherry	X	Tammera Rice	X
Gary Quire	X	Michelle LaBrie	X		
Harriet Happle	X	Miriam Golbert	X		

A. Routine Matters

1. Call to order: 2:05 pm
2. Public Comment: none

3. Approval of the Agenda:

- Motion to approve the agenda by Wendy Brill, seconded by Sab Matsumoto. Unanimous. Approved.

B. Action Items

Below is a list of items that the Senate will take action on. Discussion is welcomed by all attendees.

1. Distance Learning Addendum for Summer & Fall 2020, Lisa Hooper & Rebecca Eikey (pg. 2-3)

- *Per the [CCCCO Guidance Memo \(3/31/20\)](#): Emergency Temporary Distance Education Blanket Addendum for Summer 2020 or Fall 2020, colleges may request approval for an Emergency Temporary Distance Education Blanket Addendum from the California Community Colleges Chancellor's Office to satisfy the requirements included in title 5, section 55206. If approved, this is considered valid only for summer and fall 2020. Title 5, § 55206 states that, "If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required."*
- **Option for Permanent or Provisional DLA:** The DLA plan offers faculty the options to select either a permanent or provisional DLA for courses in an emergency situation. These courses could then be offered in a distance learning modality going forward. The DLA is way to accomplish a better process for delivering courses in the summer and in the fall as opposed to what was delivered for spring.
 - **Permanent DLA:** Courses requesting a permanent DLA will be categorized as a technical change due to there being no substantive change.
 - **Provisional DLA:** The provisional DLA has not been crafted but it will be discussed at upcoming Curriculum Committee meeting. Many of these courses ought not to be taught in a distance learning modality but if an emergency circumstance calls for that they can be.
- **Presentation to Curriculum Committee:** There are courses that are all lecture format and are eligible for Curriculum Committee Consent Calendar for the application of the DLA. These courses would include all lecture formats. For courses which require lab hours a presentation may be made to help demonstrate how various tools and modalities will be employed to meet the course objective. The presentation will be same for disciplines seeking either provisional or permanent DLA's. Many laboratory courses have an actual instructor supervising students while they are going through the practical experience. In distance learning modality many times courses are taught asynchronously or synchronously. Many instructors are accustomed to giving concurrent feedback to their students. What the presentation hopes to accomplish is a demonstration of how instructors will provide feedback to their learners in a distance learning modality. Many instructors are using zoom or having student complete a recording and then submit those recordings so that feedback can be provided. This is a requirement of the [Program Course Approval Handbook \(PCAH\)](#). The idea is to begin scheduling presentations at the beginning of June with presentations staking approximately 30 minutes.
- **Qualification for instructors to teach courses either a permanent or provisional DLA:** This is separate item for discussion.
- **BOT Resolution:** The BOT has passed an emergency resolution that has given authority to our college Chancellor, Dr. Dianne Van Hook. Once Senate takes action an email notification will go directly to the Chancellor communicating that this document has been approved. The document will be prepared for a board meeting but will not be discussed at a board meeting. The Local Control process requires the district to submit a

certification form that includes the Senate President's and Curriculum Chair's signatures verifying that the local processes for curriculum development have been followed before moving to the Chancellor's office. It was clarified that not passing this document would limit what courses could be offered for students.

- Motion to approve the DLA for summer and fall 2020 by Lisa Hooper, seconded by David Andrus. Unanimous. Approved.

C. Discussion Items

1. [Online Instructor Requirements](#)

- [Title 5 Section 55208](#) Faculty Selection and Workload. States "instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements."
- **Faculty Training Data:** COC was the second college in California to implement training requirements for online distance education. The iterations have come about as a three way partnership between the Educational Technology Committee, the office of Distance Learning and Online Education and the Academic Senate.
 - Data was shared regarding the percentage of all instructors who have spring 2020 assignments and their ability to meet the standard requirements for teaching online.
 - 50% of instructors are qualified to teach online under the full standard requirements.
 - 40% fall under the relaxed requirement that Senate endorsed (March 2020).
 - 10% have not completed the relaxed requirements.
 - Out of 199 full-time faculty for spring:
 - 66% of faculty are fully online certified (which is 132 out of 199.)
 - 31% or 61 full-time faculty have completed the condensed training.
 - 6 full-time faculty are not certified at all.
 - Out of 566 adjunct instructors for spring:
 - 45% or 253 adjunct faculty are fully certified to teach online.
 - 43% or 246 adjunct faculty have completed the condensed training.
 - 12% or 67 adjunct faculty have not undergone any training.
 - Out of all groups of instructors there are a total 307 that still need to complete the training in order to receive the full certification. This number includes all credit and non-credit faculty who were assigned classes for spring 2020.
- **Survey Results:** A survey was conducted in partnership with Online Education and Institutional Research. Out of the 100 responses colleges identified the following as the most challenging aspect of making the transition to online teaching:
 - Translating the delivery of lessons and activities into new environments.
 - 50% stated the biggest concern moving forward is ensuring student learning.
- COC does have the capacity to address these concerns.
- The state chancellor's office has collected student success data. For students who are enrolled in fully online courses at College of the Canyons students are succeeding at a rate of 75%. The overall state is seeing a 60% success percent rate and COC outperforming the state.
- There are concerns with many of the Career Education faculty as many of them are only teaching one or two courses temporarily. These faculty may not have enough time to

complete the training. There are many programs that will not be able to run and will need to be placed on hold for summer and fall.

- **Faculty Training:** There is a request to alter the Introduction to Online Instruction (IOI) Course requirement as this may impact our CE, sciences and performing arts courses including older faculty. Could the 36 hour requirement be set up as stackable modules? There are concerns with building stackable modules. The idea is to model what an instructor would do in a classroom setting, such as engagement, interaction, group work and how to build a community in an online course via the Introduction to Online Instruction (IOI) Course. The training is set up to be continuous and instructors learn how to build their course. Instructors also take what they are learning and apply to their course. There is concern with making permanent changes to a temporary problem.
- Full-time faculty earn 2 units towards salary advancement; however, adjuncts do not. This is typically only done with undergraduate and graduate courses. Dividing up the training could pose possible accreditation issues. There was a reminder that the Professional Development plan will need to be submitted along with the DLA.
- **Next Step:** The next step is for Senate to take action on the requirements for online instructors for summer and fall 2020. Further discussion will also take place regarding the Professional Development offerings and this will also return as a Senate action item.

D. Adjournment: 3:20 pm.