



# FOOTHILL COLLEGE DEAC/COOL Meeting

## MINUTES

**Date:** 02/22/12

**Time:** 12:15-1:15 p.m.

**Location:** Chinese Heritage Room (3523)

### Attending

Judy Baker, Chris Burley, Jerry Cellilo, Hilary Ciment, Meredith Heiser, Akemi Ishikawa, Kate Jordahl, Lisa Verissimo, Mimi Will

### Discussion Items

1. Welcome & introductions
2. DRAFT: "Guidelines for Documentation of Hybrid Course Hours"
3. DRAFT: "FAQs About Hybrid Hours"
4. DRAFT: "Faculty Examples of 'Hybrid' Hour Activities"
5. DRAFT: "Foothill College Social Media Policy"
6. DRAFT: "Guidelines for Use of Alternatives to Etudes"
7. INFORMATION: Training

### Discussion Detail

1. Welcome & Introductions:

DEAC/COOL members went around the room and introduced themselves.

2. DRAFT: Guidelines for Documentation of Hybrid Course Hours:

Members of the Hybrid Course Hours Sub-Committee were thanked for their participation and contribution. The "DRAFT: Guidelines for Documentation of Hybrid Course Hours" was presented to the Academic Senate. The presentation was informative and produced good dialog and excellent questions for the presenters. There has not been any direct feedback from the senators, so unless there are any issues brought forward, the draft should go forward for approval by the Academic Senate at their next meeting. There was interest in detailing the right of assignment issue with regards to teaching hybrid courses, but it was agreed this document could not address all concerns. This topic will be addressed and included in the "DRAFT: FAQs About Hybrid Hours" document.\*

3. DRAFT: FAQs About Hybrid Hours:

This document is designed to inform and support faculty, not be restrictive. Thanks were made to Hilary Ciment for initiating work on this document and for continuing to be active on the rewrites. Question #1 will be corrected to reflect that Foothill was audited in Summer/Fall 2011, not Spring 2011. Question #7 will be edited to include Allison Lenkeit-Meezan's constructive rewrite. A question will be included to inform instructors that they have the option to let their dean know their preference to teach, or not to teach, a course with hybrid hours.\* Greater distinction will be made to identify between online lab hours and online office hours. There was discussion concerning synchronous versus asynchronous lab instruction. Concern for creating limited accessible online hours for students was raised, but a question addressing fixed weekly hybrid hours will be added. To help guide instructors, Question #11 will be move up to Question #3. It

was noted that instructors reviewing this document were pleased to see consistency in relation to online instruction guidelines. The "Definitions" were created to be objective and technical and to help clarify FAQs. The definitions will be more clearly identified as definitions for the FAQs only. This document is a working draft. The newly edited version will be distributed for additional input by faculty and deans and then sent to Kimberlee Messina for further amending if needed.

4. DRAFT: Faculty Examples of "Hybrid" Hour Activities:

The examples given were edited to highlight best practices. It was commented that because the examples retain the diverse voices of the faculty represented, the integrity of the individual is still reflected. Examples from all divisions teaching hybrid courses will be included in the final version of this document.

5. DRAFT: Foothill College Social Media Policy

We need to draft a social media policy. Historically there has never been any guidance for faculty using social media to teach, communicate and interact with their students. Use of social media for enhancement of teaching is commendable, but the college needs to draft guidelines to help faculty understand the impact these online services have on security and student privacy. Policies from institutions across the country were reviewed. Judy Baker has been working with Fred Sherman, Kurt Hueg and Chris White to construct a draft document for the college. The policy is not meant to be restrictive. It is meant to help guide faculty by setting parameters. Faculty need to be mindful of accessibility rules, aware of potential identity theft or misrepresentation of identity, aware of the possible impact on student data, grades, evaluations, etc. when online services currently in use may disappear in a year, or two, or ten. Controversies, such as "friending" between faculty and students on Facebook, questionable avatars, and use of the Foothill College logo on instructors' blogs, sites, etc., are just a few examples of issues the policy will need to address. Faculty input is critical. What are best practices for your online presence? What's appropriate? What's not? This document is the first version. Committee members are to review and provide input at the March meeting.

6. DRAFT: Guidelines for Use of Alternatives to Etudes

Etudes is the college supported online course management system. There is no staff support for alternative modes of online instruction delivery. Committee members are to review this document and provide input at the March meeting.

7. INFORMATION: Training

There will be no on-campus Etudes trainings in March. Chris Burley announced that he submitted his resignation to the college last week. February 29<sup>th</sup> will be his last day. Chris expressed his gratitude for the opportunities the college has provided. Judy Baker praised all the significant contributions Chris has made to FGA and to Foothill College. Committee members thanked Chris for his valued participation in DEAC/COOL. He will be missed!

### **Handouts/Documents**

- DRAFT: "Guidelines for Documentation of Hybrid Course Hours"
- DRAFT: "FAQs About Hybrid Hours"
- DRAFT: "Faculty Examples of 'Hybrid' Hour Activities"
- DRAFT: "Foothill College Social Media Policy"
- DRAFT: "Guidelines for Use of Alternatives to Etudes"

### **Important Dates**

Next meeting: Wednesday, March 21, 12:15-1:15pm, Chinese Heritage Room (3523)