

**VC DE Advisory Group Minutes**  
**September 9, 2021, 3-4:30 pm**  
 Hosted in LRC 136 and via Zoom <https://vccd-edu.zoom.us/j/94808421412>

Committee Members							
Constituency	Representative		Constituency	Representative		Constituency	Representative
Faculty Co-Chair (Biology)	Jennifer Garner		Faculty (Library)	Linda Kennedy	X	Faculty (Spanish)	Araceli Trujillo
Administrative Co-Chair (Dean)	Dan Kumpf	X	Faculty (Econ)	Ara Khanjian		Faculty (Business)	Nick Norris
Administrative (Dean)	Debbie Newcomb	X	Faculty (Biology)	Gabi Wood	X	Faculty (Math)	Mike McCain
Administrative (VP)	Jennifer Kalfsbeek-Goetz	X	Faculty (Poli Sci)	Corinna McKoy		Faculty (Sociology)	Daniela Graves
Faculty (Chemistry)	Erin Brocker	X	Faculty (Physics)	Hugh O'Neill	X	Faculty	Stephen Paluso
Faculty (Athletics)	Joey Ramirez		Faculty (Art)	Meg Phelps		Classified	Matthew Moore
Faculty (Counseling)	Brandon D'Amico	X	Faculty (English)	Asher Sund		Classified	Sharon Oxford
Faculty (History/AES)	Rubisela Gamboa		Faculty (History)	Ray Tracy		Classified	Ali Olson-Pacheco
Faculty (History)	Colleen Coffey		Faculty (Communication)	Jamie Harmon	X	Classified	Shirley Ruiz

Agenda Item	Discussion Notes	Action?
1. Welcome and Introductions	Meeting commences at 3:04 pm	
2. Approval of Minutes (4/8/21 Meeting)	Ali moves to approve, Erin Brocker seconds. Minutes approved	
3. Discussion Items: <ul style="list-style-type: none"> <li>• Suggested Goals for AY 21-22 (30 mins)               <ul style="list-style-type: none"> <li>○ DE Summit</li> <li>○ Course Quality</li> <li>○ Promote the Different Modalities</li> <li>○ Promoting the LRC Training Studio</li> <li>○ Authentic Assessment Advancement</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Review of charge:               <ul style="list-style-type: none"> <li>○ Group agrees to leave purpose and vision as is, no changes</li> </ul> </li> <li>• Review of 2020-21 goals:               <ul style="list-style-type: none"> <li>○ Goal 1 – Establish funding strategies                   <ul style="list-style-type: none"> <li>▪ Assessment - Budgets increased for Instructional Supplies and Professional Development for the DE3</li> </ul> </li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>○ Adding Evidence to Accreditation Report(s)</li> <li>○ Measurable Goals that Align with Accreditation Standards</li> <li>○ What is an Online Course?</li> <li>○ Representation</li> <li>● Add a Classified Professional tri-chair (10 mins)</li> <li>● Add a student representative (5 mins)</li> <li>● Program Review (Asynchronous Feedback Form - 5 mins)</li> </ul>	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>▪ DE has been established as a program and Program Review requests are currently being drafted. The Studio has been upgraded and outfitted with last year's awards</li> </ul> </li> <li>○ Goal 2 – Establish POCR process <ul style="list-style-type: none"> <li>▪ Assessment – Hired Meg Phelps for POCR program development assistance</li> <li>▪ Latest POCR informational session coming Wednesday, September 29</li> <li>▪ VC is in process of becoming a local POCR. Sending first 3 courses to OEI in October (Daniela, Nick, and Jamie)</li> </ul> </li> <li>○ Goal 3 – Faculty support with creation of digital portfolios <ul style="list-style-type: none"> <li>▪ Assessment – Feedback that there wasn't enough support for tenure portfolio development</li> <li>▪ Dedicated hours to assist tenure-track faculty were not provided due to shift to 100% online. Open Studio hours were used instead. The goal as it is written was not accomplished</li> <li>▪ Should there be a peer review approach? Does this goal even belong with the DE work group? Should this be a part of Professional Development? Araceli and Jamie offer to share ePortfolios</li> </ul> </li> <li>● New goals for 2021-22 (minimum 3, maximum 4): <ul style="list-style-type: none"> <li>○ Suggestion 1 - Educate faculty on Title V and Accreditation requirements as the accreditation team will begin reviewing courses at random in Spring 2022</li> <li>○ Suggestion 2 - Support faculty new to online teaching through peer support/mentoring program. Maintain and expand the POCR process and also develop a more informal support program, similar to Faculty Academy but with a DE focus</li> </ul> </li> </ul>	
---	---	--

- Paid peer mentorship could be requested through Program Review; the request would have to detail how mentors would be chosen and success metrics
  - Suggestion 3 – Address academic integrity and assessment issues around online classes
- Classified tri-chair proposal
  - The Academic Senate has proposed that the VCDE Advisory group have a classified co-chair. Motion to add classified tri-chair to VC DE Advisory Group by Gabi, second by Nick. No nays, Mike McCain abstains. Motion carries.
  - Reach out to campus community to fill the classified tri-chair position. Looking for someone interested in creating the agenda, communicating with the DE3 and Dean, and sharing hosting responsibilities for the monthly meetings
  - Tri-chair position should be discussed at Classified Senate
- Student representative for VC DE Advisory Group?
  - Reach out to ASVC to see if they know any students that would be interested.
  - How do we incentivize the opportunity? Letter of recommendation? A badge? Group it with the DE student worker position?
- Program Review
  - What does group think is needed? Initiative for Hy-Flex in all classrooms? Payment for OER work? Mobile technologies?
  - Goals should be established prior to requesting resources
    - Proposed goal – Increase Hy-Flex capabilities of campus by \_\_%, including budget for technical support
    - Committee members to go back to their areas to find out what the Hy-Flex needs would be for their departments

	<ul style="list-style-type: none"> <li>○ Ali sent survey out PR to Department Chairs and copied Deans to identify campus-wide needs. Erin to resend link to group</li> </ul>	
<p>4. District Updates (DDEAC or ITAC)</p> <ul style="list-style-type: none"> <li>● DDEAC - 3 Faculty Reps</li> <li>● ITAC - 1 Faculty Rep</li> </ul>	<ul style="list-style-type: none"> <li>● Need 3 faculty volunteers for DDEAC <ul style="list-style-type: none"> <li>○ Linda, Brandon, Araceli volunteer to be voting members</li> <li>○ Daniela and Gabi volunteer to be alternates</li> </ul> </li> <li>● ITAC – Need one faculty representative <ul style="list-style-type: none"> <li>○ Linda has been the faculty representative for last 2 years</li> <li>○ Group meets to discuss technology targeted for in-class work the first Friday of the month, 1:30-2:30</li> </ul> </li> </ul>	
<p>5. Announcements:</p> <ol style="list-style-type: none"> <li>a. Cultural Curriculum Audit Report</li> <li>b. InstructureCon – October 7<sup>th</sup>, all day</li> <li>c. CVC Update</li> </ol>	<ul style="list-style-type: none"> <li>● DE3 presented at CCAR. Cohort had first meeting today.</li> <li>● Instructurecon October 7 – free this year. Link to register in Faculty Hub, and in PDCC SharePoint site</li> <li>● CVC update – next meeting September 24</li> </ul>	
6. Adjournment	Meeting adjourned at 4:32 pm	
7. Next Meeting	October 20, 2021	

**Purpose:** The mission of the workgroup is to focus on the delivery of distance education and student support services for online courses, partially online courses, and on ground courses. The workgroup will take a proactive role in educational, technological, and professional development issues pertaining to distance education.

**Vision:** We will provide quality distance education services that enhance students’ opportunities to be successful in their educational pursuits.

**2020/2021 Goals:**

- Establish a funding strategy for Distance Education that may include a program review process, if necessary.
- Establish a Local Peer Online Course Review (POCR) Process to further increase the number of OEI approved courses.
- Provide technological support for our colleagues in tenure and evaluation this year, including but not limited to dedicated studio hours, peer support, e-portfolio assistance, course design strategies, and support for accessibility and pedagogy challenges.