

Lale Yurtseven: Okay, it's recording now. So, is there anybody volunteering to take notes.

Teresa Morris: I can, if you send me the recording. But it's not going to get to everybody, until the fall

Lale Yurtseven: That's fine. Yeah. We yeah we I I will send you the recording. That would be great. Thank you very much to resource. So I'm going to put to resize here.

Lale Yurtseven: You are without the H right to Risa

Lale Yurtseven: Yes. Oh, ah,

Lale Yurtseven: Yes, that's right.

Lale Yurtseven: Okay.

Lale Yurtseven: All right, so

Lale Yurtseven: Let's just go through the rest of the agenda here so we can Judy just send them minutes from last

Lale Yurtseven: week's meeting and I guess the prior one which should be just a short summary because all we really did was go through the

Lale Yurtseven: draft policy will probably do that and fall to to decide. You think that we can do that push that to the Fall Meeting as well.

Teresa Morris: We'll have to

Lale Yurtseven: Yeah.

Teresa Morris: And if you can send me the

Lale Yurtseven: I'll send you the recording.

Lale Yurtseven: Okay, okay. Yeah.

Judy Lariviere: And just before we review the minutes from last time I started going through the recording and there was a lot. There was so much discussion. So I don't think there. It's not all captured in the minute, so I can go back. I started going through the courting. I'm like,

Judy Lariviere: Oh my goodness. I just have to make sure I have most of the content because there was a lot of information. So

Lale Yurtseven: Yeah, I think.

Lale Yurtseven: I don't know, a lot of what we discussed has been captured and the policy, so I don't

Lale Yurtseven: Really need to put every single discussion. You know what's really important is that what we discussed, whatever, rather than the details. And then what's really important is what was approved and whatnot.

Lale Yurtseven: You know, there's two things. So, so those are more really really more important than then go into every detail for every single discussion, I think at this point, you know, going forward, probably, we're not going to have these heavy discussions on just one topic.

Lale Yurtseven: That was just because of the policy. Right. Right. Okay. So, and then on the agenda. I just left the regular stuff you. I don't know how many minutes will need, but this is the updates we

have every week point three and then

Lale Yurtseven: We have just a Q AMP a session for the regular and substantive contract policy.

Lale Yurtseven: We're not going to edit it anymore, but we will definitely have to listen to, to the suggestions and concerns and then I did leave professional development schedule on there because let's. Correct. Correct me if I'm wrong. We do kind of need to finalize that right

lizschuler: Yeah, decisions are going to be eight about the PD, for instance.

Lale Yurtseven: Policy.

lizschuler: For the summer. Yeah, yeah.

Okay.

Lale Yurtseven: And you know, I put on there, we had on there for a long time. Proctor your zoom, which is we're really concerned with academic integrity with online classes.

Lale Yurtseven: So I wanted to start discussions on that and then the rest would be Agenda for next meeting. If you want to add anything for for fall

Lale Yurtseven: I'm sure we're going to add some other things. But those are the things that were on there and that we were thinking, we need to, if you think we need to discuss any of these topics in this meeting, we can, if we have time.

Lale Yurtseven: We have an issue with privacy was sharing recordings. I know. I don't know that could be maybe okay I'll leave it there. If we have a draft time we can touch on it. Any additional items and then we can decide on the date of next meeting in fall right so

Lale Yurtseven: That is the agenda for today, then

Lale Yurtseven: Does anybody want to approve it.

Lale Yurtseven: I mean motion.

Lale Yurtseven: To approve.

Lale Yurtseven: Anyone

Lale Yurtseven: Who has that

lizschuler: Motion to approve.

Lale Yurtseven: Any second. Oh, I'm sorry.

Lale Yurtseven: Wait.

Lale Yurtseven: Who agrees. Who agrees.

Lale Yurtseven: Do we do that still here on this meeting.

Teresa Morris: You can do it by consensus.

Teresa Morris: Yeah. So anybody have any

Lale Yurtseven: Any objections.

Lale Yurtseven: Okay.

Lale Yurtseven: will approve the agenda. All right. I'll save it.

Lale Yurtseven: And

Lale Yurtseven: Okay. And we can go back. Oops. You know what, I totally forgot to share this with you I'm reading and you guys are probably saying, what is she talking about. So let me go back to. So this was the agenda now that we just approved.

Lale Yurtseven: These two other points.

Lale Yurtseven: Okay.

Lale Yurtseven: So Judy, you send me something. I'm going to open Judy's minutes with a

Judy Lariviere: Minute. Yeah.

Yeah.

Lale Yurtseven: And share that now.

Lale Yurtseven: You

Lale Yurtseven: Minutes, you

Lale Yurtseven: Sorry.

Lale Yurtseven: Oh, I got it, got it. Okay, so here you go.

Judy Lariviere: Yeah, and I didn't. I wasn't sure if I captured everyone who was at the meeting last week.

Lale Yurtseven: Yeah, let's see. Is anybody here that remembers anybody else that was at the meeting. We did have a few more, but

Judy Lariviere: I thought I know I

Michelle Mullane: Thought Teresa Martin. I'm not. I'm sorry. Um,

Lale Yurtseven: The other Teresa was there.

Lale Yurtseven: It's Dr.

lizschuler: Martin was there and I think Arielle was there as well.

Judy Lariviere: I guess because I don't think she's part of

Lale Yurtseven: She's not part of the committee.

Judy Lariviere: listed up here as a guest.

Lale Yurtseven: She is here as a guest. She's already listed

Lale Yurtseven: So,

Teresa.

Teresa Morris: Teresa with an H, by the way.

Judy Lariviere: Okay, yeah.

Lale Yurtseven: Okay, I can, I can add

Judy Lariviere: Any white male I'm got mine up here so I can just modify it. I can you do that. Okay.

Lale Yurtseven: Then I don't. And then you can just send it to me. Okay. And then here is just the updates we had

Judy Lariviere: Yeah, and I didn't need to pull that section about two positions.

Lale Yurtseven: Okay, that's good. Yeah, that's very important. Okay.

Judy Lariviere: Yeah. At one point I was trying to document, who said what in terms of and I'm like, You know what, it's fine.

Judy Lariviere: Yeah, just was like it was

Judy Lariviere: There were a lot of discussion going on.

Lale Yurtseven: Yeah, you did capture a lot already so great.

Yeah.

Lale Yurtseven: Here comes the beast. Now,

Lale Yurtseven: I have a question about this one here.

Judy Lariviere: That was a quote that was included in the

Lale Yurtseven: In the policy.

Lale Yurtseven: Policy from a correspondence course. So, but then I'm asking that, that there are actually faculty teaching that as a correspondence course. We do have faculty teaching online.

Judy Lariviere: Comment Yeah, that was a comment. Diana me that she that she was thinking that we definitely should keep that language in there because

Judy Lariviere: They

Are teaching

Judy Lariviere: Their online classes more as a correspondence class.

Lale Yurtseven: Okay, okay. But that doesn't mean that it's okay. Yeah.

Judy Lariviere: No, no, no, no.

Lale Yurtseven: Yes.

Lale Yurtseven: Okay. Okay, good.

Judy Lariviere: Does it play

Yeah.

Yeah.

Lale Yurtseven: Do you captured a lot of details. Actually, there's, there's a lot of details.

Lale Yurtseven: For Paul

Lale Yurtseven: Do you guys want to read all of this on or before you approve it, or I know I'm just kind of scrolling through it.

Lale Yurtseven: If you see any red flags, let me know. Otherwise, we can approve the minutes where the changes of the attendees that Judy, Judy will add

Lale Yurtseven: Any concerns.

Teresa Morris: No concerns.

Okay.

Lale Yurtseven: Minutes are approved for the meeting of may 5

Lale Yurtseven: Alright so let me pause here real quick and

Lale Yurtseven: There's a chat here. Okay. All right. Okay, let me

Lale Yurtseven: Know my agenda is gone.

Lale Yurtseven: Sorry, I just wanted to go back to the agenda. So that's done. So now we are going to do the updates any district he he updates.

Lale Yurtseven: No updates. Okay, how about

Lale Yurtseven: Division updates. I mean, we just had a meeting last week, but some divisions didn't have updates. Maybe they have now any division updates.

Lale Yurtseven: Or library.

Carol Newkirk-Sakaguchi: No updates for the deer see

Lale Yurtseven: Okay, no updates for the D RC. Okay.

Lale Yurtseven: Okay. Any how, what is our student rep here it'll student rep is not here right now. Any other driven updates not know division updates, okay. That's okay. And no student rep here.

Lale Yurtseven: Okay.

Lale Yurtseven: Let's get to the final policy. I'm not calling it draft policy anymore. Now the final policy unraveling substantive contract because we have approved it. But as I said in my email. That doesn't mean we will not do any changes.

Lale Yurtseven: I'm going to pull up the comments. And I'm not sure if everybody saw those. I think I did send this

Lale Yurtseven: I did send it to you guys, let me first.

Lale Yurtseven: Open on my Google

Okay.

Lale Yurtseven: Where's my Google Drive here.

Lale Yurtseven: Okay, so these were the comments, the questions and comments on the policy that ARIEL ARIEL typed up in the Google doc and and and we provided the answers so

Lale Yurtseven: Are there any questions or concerns in general with some of these. I know I send these weeks we send the link around, but I don't know if everybody had a chance to look at that.

Lale Yurtseven: And I know, Diana, a lot of them came from your division, maybe you can have a little bit more

Lale Yurtseven: Give us a little more input on what the main conference work.

Diana Bennett: Pretty much what was written up there. We did send out your responses. And we've got one response from Jim's clippers with Ariel addressed.

Lale Yurtseven: So are there any questions that are you still are concerned with

Lale Yurtseven: In this document.

Lale Yurtseven: That are that you think we still need to put on the side burner and

Lale Yurtseven: Edit next time we change, change the policy.

Diana Bennett: From our division. Are you asking

Lale Yurtseven: In general, yeah. From your division. And in general, or any anybody else really because, I mean, this is the policy. We're putting forward right now. But, you know,

Lale Yurtseven: Just because some of these questions were addressed doesn't mean we don't need to incorporate some of the things that came up as changes in the future. So I would like to have these kind of on a list of things to be addressed. Next time we change this document.

Michelle Mullane: I'm looking through the questions right now, I'd had some areas highlighted, just to make sure this is Shelly Moline yeah

Michelle Mullane: And a lot of the questions we're just trying to clarify, so that there's a good understanding and also just to make sure that the questions were

Michelle Mullane: Heard

Michelle Mullane: The concerns and I know that some of this will be worked out in

Michelle Mullane: Understanding training, but there were concerns about

Michelle Mullane: Questions around the execution of it largely questions I'm looking at a question right now wondering about

Michelle Mullane: The, the feeling that if the student to student context and and needing clarity, you know, and I know that there's been a lot of work on this and the feeling is, I'm sure is that it's beyond clear, but there was a lot of

Michelle Mullane: Confusion around getting clarity on what was mandatory and what was not as far

as methodologies and if the list was exhaustive or not and things like this for student to student, I'm looking at a question right analysing or their various student to student contacts.

Lale Yurtseven: Man, give me the question number

Michelle Mullane: One, you know i in the question numbers. Let me look at the question number here I what I tried to do I

Michelle Mullane: I risky for number six. Yeah, right here. Number six, you want and I'm sharing this, you guys can see this right

Michelle Mullane: Can I had a question. I had a couple questions that I got more than what I sent. I was trying not to overly inundate and

Michelle Mullane: And sort of filter in if I got multiple questions about a similar topic. So I'm sort of looking as well i had i did receive a question that asked, that's not featured on there saying,

Michelle Mullane: The after reading the descriptions and dependencies. I'm still feeling confused about how much of each form of contact was required that the question was, is it okay to assume that any mixture.

Michelle Mullane: Of contact is all right. As long as it adds up to the minimum of a face to face class three hours per week on average.

Lale Yurtseven: Actually, if we really want to look at the bare minimum, according to the policy, we have to have at the bare minimum one regular contact and one substantive content.

Lale Yurtseven: So, which, you know, we can't really say we have to spend three hours.

Lale Yurtseven: Communicating with the students because it's not some of it is not going to be synchronous and that we are not saying you have to have three hour or whatever the the unit is right, you have to have that or spend hours doing that right

Lale Yurtseven: But so, but I think the bare minimum was basically between student and instructor or instructor to students, I should say, as one of each.

Lale Yurtseven: One of the concerns of course was again and that was in one of the questions is, we can't really control how much contact students are going to have with each other. We can't

Lale Yurtseven: mandate that students must have contact with each other at least once a week because they might not. But we have to provide them the opportunity to have contact with each other once a week. So I think that might not have been very clear in in in the

Lale Yurtseven: Policy, and I think that's why the student to student contact came up. But as far as the bare minimum. It's really just once each per week.

Michelle Mullane: When I think I think some of the concern as well was then, with the emphasis on understandable, but the emphasis on

Michelle Mullane: Documentation

Michelle Mullane: And

Lale Yurtseven: And consulted with me.

Michelle Mullane: Right. Yeah. Yeah.

Michelle Mullane: And so let me see. I'm looking down as well.

Teresa Morris: Sure. Surely this is Teresa.

Michelle Mullane: Yeah.

Teresa Morris: The question about documentation is it's not that everything has to be documented, but that some of these needs something needs to be documented.

Teresa Morris: There has to be a plan for something to be documented so that when the ACC JC comes back. You don't have to look at every interaction but there, something has to be visible.

Teresa Morris: And so what if the student to student. So maybe, maybe that may help, but also wanted to go back to the the China equivalent of

Teresa Morris: The minimums. If you read the policy. There's actually the minimums which is once per week for regular and once per week for sensitive could actually be less time than you're actually in the three hours of class.

Teresa Morris: That is that the best practice. No.

Teresa Morris: Not for students. But is it the minimum in the policy. Yeah, yeah, I'm in a policy so that once regular could be the email and the other is something else and technically you would have satisfied the policy.

Teresa Morris: Would you satisfied good practice with instructional practice, probably not.

Lale Yurtseven: Mm hmm. They're not

Teresa Morris: Necessarily the same thing.

Teresa Morris: In there, not necessarily the same thing, but it may not

Teresa Morris: I now live with it that

Lale Yurtseven: It's really the bare minimum, and this is the way although we do get put somewhere there's would be typically for a three unit course. But imagine you have

Lale Yurtseven: A course or you have a course where you have one project during the entire course, things like that. So when you don't need necessarily need to

Lale Yurtseven: Have as much contact, but at minimum, you need to have that. And I think the other concern that a lot of faculty have is that we don't want this policy to kind of infringe on our right to academic freedom. Right. So we don't want to make it too restrictive or too prescriptive.

Michelle Mullane: Yeah and that that is something that had come up

Michelle Mullane: In in some of the questions.

Michelle Mullane: Let's see, I'm looking

Michelle Mullane: See, I can pull up the

Teresa Morris: Policy Shelley, you said something about the appendix ease and someone had asked whether or not the things we're an exhaustive list is

Teresa Morris: Meant to be an exhaustive list as an example. This



Teresa Morris: Was that clear enough in the answer on these questions or is that something that needs to be in the future, specifically said this as an example. It's not an exhaustive list.

Michelle Mullane: I think that I think it's I think it's likely my my feeling based on what I've sort of heard and seen as I think it's going to be something that's kind of sort of continued to just need to be clarified.

Michelle Mullane: And I'm looking for one other point in here.

Michelle Mullane: Sorry have lots of

Lale Yurtseven: Yeah. Yeah, another big question that I know it came up

Lale Yurtseven: Was. Why do we need to include training on this policy and the individuals that need to be trained well you know now where. Let me see. Actually, I'm right there at that question. Let me see here.

Lale Yurtseven: Part of the training. Okay, so let me just scroll back why our training requirements being wrapped into the policy on regular effective contact requirements for faculty to teach online seems like other issues a need for more discussion. So, the answer was

Lale Yurtseven: Yeah, honestly, I'm still not sure why. And all based on this. And so I'm still not sure why we need to have that in this policy.

I can

Teresa Morris: I can express why it's probably in this policy.

Teresa Morris: At this moment in time.

Teresa Morris: And it's be partly because I'm not partly the ACC JC asked about this question about training.

Teresa Morris: And and the policies around training and policies around training for regular and effective contact

Teresa Morris: And so in putting it in here. It is a placeholder for something another policy that actually needs to come out about training in D areas and what is required. And right now there is no other policy to pop this into

Teresa Morris: Yeah, that's, that's what it is.

Teresa Morris: Oh, in the fall. It's like it could be likely to be moved it from like a larger perspective. But for now, there wasn't a another there aren't any other policies that have been approved for D period.

Lale Yurtseven: So if we go to and what we have. I'm trying to pull up the training.

Lale Yurtseven: Portion of this policy, which is probably towards the end, after the dependencies are

Michelle Mullane: It's a, it's a penalty.

Michelle Mullane: So let's at the very end.

Lale Yurtseven: See

Lale Yurtseven: Okay, so

Teresa Morris: I think it will be perfectly appropriate in the fall to pull this Appendix D and create a standalone policy on this.

Mm hmm.

Teresa Morris: I don't know that it hurts here just it's not, it's, it's probably unless we want to work on a standalone policy this spring, which I don't, um, it is here.

Lale Yurtseven: So one of the things that what came up in the district academic senate meeting yesterday as far as training is that

Lale Yurtseven: You know faculty that have been teaching online for years already wouldn't have to do any new training. And what do we do with faculty that never really had any formal training, but they've been teaching, let's say online for the last eight years.

Teresa Morris: I didn't understand it. They didn't have to do any new training.

Teresa Morris: Oh, I have to do.

Teresa Morris: This summer, straining

Teresa Morris: Oh, I say, because in when it comes to D recency is important.

Teresa Morris: And so we're I didn't, I didn't understand it that way.

Lale Yurtseven: Okay, so that was just for the summer. Yeah.

Teresa Morris: Cuz CSM is doing the 25 hour and the five hour all the five hours about the D policy about this policy, but the 25 hour is is more exhaustive one

Teresa Morris: Yeah, and it's it's more for newer folks to it, but I don't think our expectation is, you don't have to do anything because if I relied on my training from 2007 that would be

Teresa Morris: It would be sufficient in the changing world of online teaching it just

Teresa Morris: wouldn't hold us. We do need the five hours on the policy anyway.

Teresa Morris: Oh yeah, I didn't understand what they said yesterday to be

Lale Yurtseven: Not at all. It's just

Teresa Morris: A recognition of the levels of training people already had. And then how, where do you go from there.

Michelle Mullane: Yeah, it was my understanding last week to that it would be advanced training or try to look for different tiers of things. So if

Michelle Mullane: You have a lot of experience, you try to find something more advanced

Teresa Morris: Which changes your teaching practice, which is great. So, but always learning is important.

Teresa Morris: But if that's not commented on this policy.

Michelle Mullane: There was, there was a question and I don't and and I get that, though, you know, later be specific, possibly just policy probably just retraining, but about the tracking of this like

demonstration of this

Lale Yurtseven: Tracking off.

Michelle Mullane: What the process will be already question on the process of how professional development is trapped or training.

Teresa Morris: We don't have that yet.

Teresa Morris: We don't have it. We don't answer.

Teresa Morris: The

Lale Yurtseven: Time I think that will be developed. Once we have developed a policy on training one whoever does you know for the training. I think that will be part of it, how it will be tracked. I don't think we need to go into details in this policy.

Lale Yurtseven: How it will be tracked. We just need to state that there will be some required training.

Michelle Mullane: I do have a question on on in the question and comments.

Michelle Mullane: On number nine of the document.

Michelle Mullane: There's a and it really might just be a semantic clarification.

Michelle Mullane: So in number nine here. There was a question about this. What's in the quotes here there's so in the bullet points said that you can address your contacted me address to the entire class to a group of students or to each individual and it's just the phrase group of students.

Michelle Mullane: Seem to indicate the or seem to sort of highlight an area of confusion. It may be minor but an area confusion of is it entire group or does a group of students suffice, because it seems really clear that it's the whole

Michelle Mullane: Something should go to the whole class, but a group of students sort of seems to indicate that if you if you addressed a small group one week in a small group. Another week that you would be meeting them.

Lale Yurtseven: Yeah, that's a good that's, that's a good question.

Lale Yurtseven: You know, my understanding is that, you know, every single individual has has to be communicated to by the instructor in both forms every single week. Right.

Lale Yurtseven: Otherwise, we could just say, oh, I had communication with one student or that qualifies as one or with a

Lale Yurtseven: Group that worked on one project. And I'm not going to talk to the other one so that that's that's kind of my understanding, but you know you

Lale Yurtseven: You know, these are just some ways. Again, the appendices or just some ways that you can do. It's either you can, you know, you could break down. You know, I do that sometimes I have projects and I break down them down into groups and then I have discussions with each group separately.

Lale Yurtseven: So I think the thing

Teresa Morris: To remember about any policy we do about the local discretion. So, Shelley this question and I see what you're saying is it's not helpful, but we could

Teresa Morris: Say yes, it's addressed to the entire class, a group of students or each individual student, we can actually say that that is okay. It's just we just have to say it and

Teresa Morris: You know, we could resolve the contradiction seems to contradict initial climate each student weekly

Huh.

Teresa Morris: Yeah.

Teresa Morris: I don't remember. I don't remember what the

What the intent was with behind this.

Teresa Morris: It may have been that the class and dress the whole class which is a given. That's one way.

Teresa Morris: And that the other option.

Teresa Morris: Was the students. I'm not sure I have to go look at the policy, I'm

Lale Yurtseven: Trying to look at the appendices. Do you let me. Maybe I'll share the document again and then we can just look

Lale Yurtseven: And it said in the question and said at the beginning of the dependencies. So let's see here.

Lale Yurtseven: I was trying to find where it exactly appears here okay substantive contact could be okay should be minimum once per week, addressed to this is the statement that you read that this question was referring to.

Michelle Mullane: That's correct.

Michelle Mullane: Yeah, and it's really just that little you know in between there that group of students just meeting just needing clarification because it seems

Michelle Mullane: Clear in the beginning of the document that it needs to be everybody and there was just an area that. Wait, wait, wait.

Michelle Mullane: So there were questions coming in saying just and, and, of course, any you have people reviewing and thinking what their practices are and what they do, thinking, do I need this. Do I not and what engagement. Do I need to add something on here.

Lale Yurtseven: Honestly, when I'm looking at it again. Now, the way it's written with a bullet, I would just say the right way to write it, it must be addressed to the entire class if it

Lale Yurtseven: If it has to be once per week, you have to address the class once per week, not just individual students, you can all you know let's say you have 30 students and send somebody a message that a substantive each

Lale Yurtseven: Well yeah, I guess, you know, or to each group you send a different message, right. Maybe that's what I'm saying.

Michelle Mullane: I think, and it's just a clarification that is just a, you know, it really is sort of a semantic thing because it just needs to be emphasized, I think that it's everybody. Here's there's

Michelle Mullane: A contradiction because each individual's. I mean, I just did that with one class right now each individual student, you know, got something that's Qantas and then it's just that in the middle that kind of brings just just enough confusion.

Lale Yurtseven: Yeah.

Teresa Morris: Could it be the situation where someone does a whole class substantive communication and then does an individual that's an option like Shelly, you just said.

Teresa Morris: But the group of students. I don't recall for sure but groups of students, meaning that you could chunk them out and then

Teresa Morris: And the group communications to those communities students actually class.

Teresa Morris: Actual qualify as long as you've covered all the students in the class. So you've grouped your class. Don't miss one of your groups because then that groups, but you essentially covered them all because you're doing group communications to this group that group in that

Lale Yurtseven: Group.

Teresa Morris: At least once per week, so you

Teresa Morris: But that's not what this says. But that's why

Lale Yurtseven: That's not what it says.

Teresa Morris: What it says

Lale Yurtseven: It's the same thing. You know, when you do individual students, you have to make sure you do not miss even one student because you know maybe

Lale Yurtseven: I'm trying to see the wording. I mean, it is a semantic problem. Actually, we could call adds something like as long as each student and the class has received it, but I don't know how to say it in a short

Teresa Morris: Shelley, you said something first. He said something just recently said

Teresa Morris: I think you had a language suggestion or at least I

Lale Yurtseven: Inclusive or inclusive of each student or something like that or each enrolled students

Michelle Mullane: I'm thinking it's a tall order to get my mind to have recall I'm picking me look. Sorry.

Teresa Morris: You said it verbally just now and I

Teresa Morris: Can't remember how you said it.

Michelle Mullane: Let me think.

Teresa Morris: Can we rewind the recording.

Lale Yurtseven: You know, it's actually, it's correct because it says each individual student or each not not individual students, but each individual student has been addressed. So you are right, only the group of students.

Lale Yurtseven: Is

Michelle Mullane: Yeah, it's just that little one that grows up and, you know, and you're and you're looking at individuals who are concerned about workload and all things and and just make trying to make sure that they're satisfying this and trying to just read it clearly.

Teresa Morris: Baby we're being to concise and what we say here, maybe it could be something address to the entire class address two groups of students that consist of the whole class or that make up the whole class or

Lale Yurtseven: Group.

Teresa Morris: Or address to individual students

Lale Yurtseven: Yeah, if we add like to yeah group.

Lale Yurtseven: groups of students, consisting of all

Teresa Morris: That covers all students.

Teresa Morris: Yeah.

Lale Yurtseven: And I think each or each individual student is already okay because you already think each individual student has to receive the communication. Right.

Lale Yurtseven: Or is it just individual students if there was individual students that could be just some of them, but we're saying each student like. Or we could say all individual students

Lale Yurtseven: Real here. No, she's awesome.

Teresa Morris: She's double booked.

Teresa Morris: Shelley, I will put in the minutes that this was a concern and that we need to return to this language.

Michelle Mullane: Okay. Okay. Thanks. You're welcome.

Michelle Mullane: There's this one. Can we look at number 10 real quick to just for just a little clarification.

Lale Yurtseven: On the word up again. This is another it may seem obvious.

Lale Yurtseven: Here we go.

Michelle Mullane: So, and I and I know that the question was, was really asking about basically if you can have a video lecture. Right. And I realized that we're trying to look at contact that if you have a an asynchronous video lecture that is posted

Michelle Mullane: Right there were questions that about well, couldn't I have a text based lecture that I created myself.

Michelle Mullane: And would that also demonstrate and and I think we're also there's there's maybe a potential here of merging, you know, regular and effective contacts with entire course design. So I don't know if we're sort of merging.

Michelle Mullane: These things here, but there was a question about that. If I could have an asynchronous video. Could I also not have that met through

Michelle Mullane: This manner.

Lale Yurtseven: Yeah, and I'm the one who answered this question, actually. Yeah, there's a and the thing we are we're contact means you means you are contacting students of that course of that section.

Lale Yurtseven: If you're using a pre recorded video that becomes content that you can reuse for for ever. The next three semesters, or whatever, right, you you record yourself lecturing and then you use it, that would only that would be content that would not be contact

Lale Yurtseven: Trying to see how yeah so that that would not qualify as substantive con content context because again we are trying to stay away from correspondence courses. And if you have, let's say, for every single lecture for every week. You have a nice recording

Lale Yurtseven: And you just put that up and and that what is that qualifies as regular substantive contact you could still do a correspondence course which we're trying to get away from

Lale Yurtseven: So it's really making a distinction distinction between content and contact. I can also use somebody else's YouTube video. I use news clips and all kinds of stuff as content.

Lale Yurtseven: That is substantive right but it's not contact. Just because you're in the video, it doesn't make a contact, it would still be content.

Lale Yurtseven: I'm not sure if that's

Lale Yurtseven: His question.

Teresa Morris: Contact is is meant to be.

Teresa Morris: And content contact is

Teresa Morris: Instructor to student or students student and

Teresa Morris: Maybe one qualifier of contact is

Teresa Morris: The interactivity of it. So a text based literature live lecture that you put up has no opportunity for feedback continue digging deeper

Teresa Morris: But if it. I mean, if it did that it could basically be a discussion board where you say, we're going to discuss I have lectured and then we're going to discuss. It's the calm, it's the

Teresa Morris: Connection with some the way you actually

Lale Yurtseven: With a direct

Teresa Morris: It's the interact, not the content alone. So the video could be very content heavy as lolly said

Teresa Morris: But it sits alone. And when it sits alone, it becomes just correspondence when it actually has action with it then then you're getting into the contact piece of it, Shelley.

Teresa Morris: So a video or a text one in this case me but the what qualifies in a substantive is that interaction.

Versus

Teresa Morris: Presented and do is what you want with it.

Michelle Mullane: Got a

Lale Yurtseven: Directive interactive as probably a good way to to distinguish that you a student. We're not reply to a video.

Lale Yurtseven: But if you have a synchronous lecture or you have a active discussion. And in the course and you post something. Let's say you have a discussion and you make a comment on a student, the comment can now reply to your comment right

Lale Yurtseven: Versus a video. There's no way to even reply to it's not interactive

Lale Yurtseven: Or any texts that you put up there any content that you put up there. I see content as just additional materials and as a matter of fact, when I do post content like that. I call it

Lale Yurtseven: Additional resources and links. So I mean, and videos and also it's not really and those I reuse for every semester but that would not Rick call students to respond or interact

Teresa Morris: Surely a thing that would look like a text.

Teresa Morris: Lecture might start out that way. But if it was a wiki, it would change it to be an interactive

Lale Yurtseven: Teaching. Yeah.

Lale Yurtseven: Lena Lena, you have a you have a comment.

Lale Yurtseven: You have your hand raised.

Lena Feinman: Put it in the chat and a simple answer is not not in the previous table be listed a synchronous videos as an example or free think

Lena Feinman: I'm substantial contact and they asked, Is it, is there a difference visit this video is created by the instructor or just instructor is using third party publishers videos on my Muslim or even YouTube videos. Is there a difference between these two videos. You understand what I mean.

Lale Yurtseven: Yeah, but I think we did, we said it was content and not contact if we if we use a synchronous video. If we have a synchronous lectures.

Lale Yurtseven: Where students are participating life right that's content, I mean a contact. I'm sorry. So it's interactive their, their students are there.

Lale Yurtseven: You can still put that on on on your course for students who weren't able to participate to view it later. But that is contact because it's interactive right

Lena Feinman: Can you can you go to the previous table that we just discussed.

Lena Feinman: Because my question actually was related to Cindy.

Lale Yurtseven: Let me, let me do that. Okay.

Lena Feinman: I must can because my instructors are asking me so right here it says substantive

Lena Feinman: Recorded asynchronous.

Lena Feinman: Type of contact rate your substantive synchronous ventures me student participation clear to me. Next one recorded I synchronous lectures that are available on learning management system, you put it a substantive



Lale Yurtseven: Oh,

Lale Yurtseven: Correctly. I did not realize that jazz. You're, you're right. I actually don't think that should be there.

Lena Feinman: That's my question to you, if

Lena Feinman: I say that is only

Lena Feinman: Content then to not be here.

Lena Feinman: You'll see if we see that it is the lectures and the instructor of record record that an interactive like to say saying maybe as a community center of your community. I don't know. But it seems to me that it should not be here if I

Lena Feinman: Want to be consistent.

Teresa Morris: Lena, I think that this one was supposed to have that same student participation in it synchronous lectures, the student participation and recorded ones that have some mechanism of student participation and

Lena Feinman: Then you have to make it clear because my instructors are always asking again, David, can you just lectures are provided by the publisher my muscle up and all this stuff right

Teresa Morris: Now that was not the intent. I think this was a and we might want to look at the other tables that might be there and the other ones. I can't recall

Teresa Morris: It's big document, but the intent was student participation were to be substantive because it does need the student the interactivity so

Teresa Morris: To one part of the question, can they use a publisher created materials. Yes, can they use it and have it being qualified as sensitive if there's interaction with it.

Teresa Morris: Between the instructor and the

Teresa Morris: Thing. So, but this doesn't need to be

Teresa Morris: Edit and change. Yeah.

Lena Feinman: Can you make it clear here. I'd be

Lale Yurtseven: Happy. I agree. Yeah, we have to do is is really not clear, I just realized that as well. Yeah, I think we really

Michelle Mullane: Think that's where the other question on mine was coming from that interactive just having the interactive terminology, there really changes that quite a bit. OK.

Michelle Mullane: So maybe I don't know. This wasn't my initial question. I don't know if there'd be follow ups but that I do think that change isn't it.

Teresa Morris: Yeah, okay.

Lale Yurtseven: We can change that and add the word interactive lectures that

Lena Feinman: Maybe we

Lena Feinman: Can be

Lale Yurtseven: Other thing. The other thing is if we do, if I do a lecture and spring semester and I have

Lale Yurtseven: You know I recorded and I have students interact because of privacy reasons I cannot reuse that recording in my summer or another. Any other semester or class, right, because it is for that that semester only

Lale Yurtseven: Because I guess that's covered under for you. It's student privacy. We cannot have it's OK to use it in that class, but not in any other class or section.

Lena Feinman: But the point is, there are no names. For example, and if there are no videos of students or just you and their voices, maybe there is no

Lena Feinman: Privacy. Sure. I don't know.

Lale Yurtseven: Yeah, but then we're opening up a whole can of worms. Now we have to define this

Lena Feinman: Is not it is not related. They seem to

Lale Yurtseven: Get out. I would rather take it out on this.

Lena Feinman: I think, I think it is not related to our document this document is the privacy issues that we decided to

Lena Feinman: Put your approach security. Remember, it is a huge issue that we have, you know, their sexual because many instructors asking

Lena Feinman: But they seem to put we can put here. Maybe we can clarify. Maybe we can add coded by the instructor or the third party or whatever you want to say, such that people do not have questions as it should be my video or somebody media, but it should be interactive.

Lale Yurtseven: It should be interactive. Yeah.

Lale Yurtseven: Any suggestions how we could reward this to make that clear. Just use the term interactive

Diana Bennett: Can we just add

Diana Bennett: With student participation, like we have up above.

Lale Yurtseven: You know, an asynchronous lecture doesn't really have student participation. All right.

Teresa Morris: It could. I just put something in the chat.

Lale Yurtseven: Oh, let me see here.

Lale Yurtseven: Open my chat here.

Lale Yurtseven: Yeah, recorded asynchronous lecture that requires student participation and direction with peers or instructors.

Lale Yurtseven: How would you record an asynchronous lecture will students

Teresa Morris: Know it's not the recording of it's the, it's the design of the assignment is to watch the lecture and then discuss things around that lecture.

Teresa Morris: Or do or or mimic what would happen in a synchronous one where you'd have some conversations, back and forth. They could students could pose.

Teresa Morris: Questions to each other and answer them. They can pose. And the teacher and the instructor can the instructor in the teacher and the students can continue the conversation beyond the lecture.

Teresa Morris: That's the kind of requirement or that they would add more information to the west recorded or respond to questions that happened in the

Teresa Morris: The asynchronous lecture and then it's just beyond that.

Teresa Morris: One. So maybe that it's it that's that's what I was envisioning

Teresa Morris: And that may need some training, but that's what I was envisioning so it doesn't just stand alone. It requires some back and forth after the synchronous. So it could be the

Teresa Morris: Publishers lecture gets put up and then what is the teacher's responsibility is to create the interaction around the publishers

Lena Feinman: But again,

Lale Yurtseven: You know, do a record that lecture. And then there's a discussion question interactive discussion boards. Right. Yeah.

Lena Feinman: But, but, again, it is not, then the interaction here is not a cure in Ibiza be your introduction Libyans in discussion and which is a different assignment. That's what I think.

Lale Yurtseven: Yeah.

Teresa Morris: It could be different.

Lena Feinman: Maybe Lena. Did you see my point that lecture by itself.

Lena Feinman: Is not provides a substantive contact hours. I think I agree with Leo here that should be probably removed entirely

Lena Feinman: Because whatever. There's a saying this, I agree with you, but it is not the video itself which is already discussion which is maybe an assignment unless

Lena Feinman: I can see maybe what the image is not instructor to students, it will be maybe students could do see what they knew

Lena Feinman: I was there are some videos and they have these this embedded committees and commissions and again the purchase created by instructor, maybe, maybe we can but but for the instructor

Lena Feinman: But if it is created by this part Bharti fan interaction that accuracy is not between the instructor to student

Lena Feinman: Yeah, maybe. Maybe we can create student to student introduction here if they're working on the video and they have to do something visit, but they do not see here. Instructor tissue, the introduction.

Lale Yurtseven: Yeah because yeah if you know again. I still would see this as content at not contact, even if I, you know, sometimes I have discussions that yet. They have to watch a video and then they have to talk about what happened in that video right. The video is not

Lale Yurtseven: Contact the video is just content.

Lale Yurtseven: That they will use

Lale Yurtseven: To have a discussion, but the discussion is actually the interaction, right, or the contact, but I still think recorded asynchronous lectures are content and not contact. Yeah.

Lena Feinman: I agree. I agree.

Teresa Morris: It is possible to take it to have it taken out and we revise this because we certainly do have discussion boards on this list.

Lale Yurtseven: Yeah yeah and and you know your discussion boards. Usually you provide some kind of content. And then you say, discuss it. But the content is still content. Right. Yeah.

Lena Feinman: An instructor user participates. We be reads the discussions requirement on a look for mistakes and what but there was appropriate here a scene structure, the student in production, but just a synchronous lectures, I did not see you

Lena Feinman: You can't talk on frontiers, but not

Teresa Morris: Lena, I will put that if everybody's okay I will put that as one other otherwise in these minutes I'm doing a summary, but in in specific actions that things that we want to make changes for the fall apart further updates for the fall. I will put this one in. Okay.

Lena Feinman: Thank you for sure.

Lena Feinman: Thank you.

Lale Yurtseven: Okay, any other

Lale Yurtseven: hot buttons. You're on the document or the questions we had from last week.

Michelle Mullane: Right, I, I noticed that in the beginning of the document where it's listing the requirements that once a week. Everything student to student contacts is listed as once a week, but it

Michelle Mullane: But I see it only listed under the partially online and online with flexible.

Michelle Mullane: I don't know if I've like read over too many things too much and I'm just merging things, but the bullet point before about fully online courses does not include that.

Michelle Mullane: Am I missing something.

Lale Yurtseven: Oops. And, you know, yeah. Let's see here. It's right here.

Michelle Mullane: So if you go down a little bit.

Lale Yurtseven: Yeah, right here, all courses are actually online flexible. They have once a week. And then once a week for student to student contact right here that is not listed up here.

Lale Yurtseven: Correct. What

Lale Yurtseven: Doesn't make sense. Yeah, actually.

Lale Yurtseven: We should have it on both, if any, especially on the first one on all

Lena Feinman: Of it on balls here.

Michelle Mullane: And there was a question about like the kind of the water cooler type of thing, or the Q AMP. A forums.

Michelle Mullane: That if a forum and I, and it seemed to be yes. But a forum that does this. Does a forum that if it's not embedded in each individual week as long as you're tracking it each week and you state how you're going to do that in your syllabus and everything.

Michelle Mullane: Does that meet that requirement of being weekly if it's, if it's available as more of a general forum say at the top of the class, or does it need to be embedded each week. And this, again, maybe something that's worked out later but was a question.

Lale Yurtseven: Yeah, because we cannot force students student contact unless it's something great. It's, you know, like a weekly discussion, I do not have weekly discussions, I do not have weekly student to student contact and my fully online courses, either.

Michelle Mullane: Right. This is an instance where it's the opportunity

Lale Yurtseven: Right. Yeah. And then so, and I do have a cybercafe

Lale Yurtseven: I do not put it in every weekly module. But again, I don't want this policy to

Lale Yurtseven: Be so prescriptive that you have to put it in every module, you know, because that infringes on my academic freedom. So I would say, you know, having it available at the top. I usually have it in the top module where I have all the resources and everything else is syllabus.

Lale Yurtseven: Yes I Cafe. Sometimes I remind them off it. Sometimes I get questions. I tell them why don't you ask them in the cyber cafe, maybe a student has can help you out. But, but I don't. Yeah. I mean, that's

Lale Yurtseven: So I, I actually don't like the language that we, it must there must be once a week student to student contact, I would have said that minimum of the opportunity for at least once a week student to student contact, I would have liked the word opportunity there.

Michelle Mullane: And I'm looking, we may have used that elsewhere. I know we discussed that a bit. I do think that's a real important.

Michelle Mullane: Piece I

Lale Yurtseven: Was reading this, you know, you have, we have to be consistent. We can say in one area, it has to be once a week and then somewhere else. Oh. But by the way, it could be just opportunity. You know, I think, you know, consistency in language would be

Lale Yurtseven: Might be in the dependencies right where we have that

Lale Yurtseven: To stay in contact

Lale Yurtseven: Now actually, the

Lale Yurtseven: student to student

Lale Yurtseven: We do mention the cyber lounge stuff but

Lale Yurtseven: I don't know. I mean, maybe we can add that to for the next time when we review the policy revise it.

Lale Yurtseven: What does everybody else and

Lena Feinman: The things that we have to be consistent event right now I don't do the dishes rise it in full online, which is one requirement and impartial managers, another one. This is important.

Lale Yurtseven: We have to add it up huge

Lena Feinman: Yeah, I think we have

Lale Yurtseven: If we leave it in there. We have to attitude.

Lena Feinman: Yes, that's what I've seen.

Teresa Morris: So we could do emotion to correct this.

Teresa Morris: Okay, and then we will have to revisit it. There are other things in here that needs to be edited and changed and considered but

Teresa Morris: You could do a motion to to add

Teresa Morris: And then

Teresa Morris: Be done with it.

Lale Yurtseven: Yeah. And the next time when we edit when we revise the policy, then we can put that on the side burner and so next time we will address this one but for, we do have to add it up here.

Teresa Morris: I think we have other things that are side earned and

Teresa Morris: That can be dealt with, even with the training questions that are coming along. But I do not. But this inconsistency. I think Michelle is right, it's gonna concerning it's about numbers. It's going to be glaring and it's simple enough. I think to do that anybody would make an emotion. Yeah.

Teresa Morris: Shelley.

Michelle Mullane: I emotion. I'm trying to pray praise it I emotion to what am I, motioning emotion to change and add that student to student contact as once a week into the fully online.

Michelle Mullane: Statement.

Michelle Mullane: I second. Teresa.

Lale Yurtseven: Before we approve, there is a comment Eleonora in the Minutes. It was a bullet point instructor create opportunity for student to student contact minimum once a week on page three in the minutes. So we did say we were going to add opportunity. We might have just

Lena Feinman: Remember we were talking about it. Yeah.

Lale Yurtseven: I remember that, too.

Lale Yurtseven: So we correct it to be the opportunity to reflect what we decided in the meeting.

Your

Teresa Morris: Alright, surely, you're

Lale Yurtseven: Changing it, we're just, you know, basically correcting it

Lale Yurtseven: To the opportunity off and to reflect it as in do reflected in both fully online and partially online courses as an opportunity of once a week student to student contact

Correct.

Lale Yurtseven: Can we

Lale Yurtseven: Rename I mean real word, the motion that way.

Lale Yurtseven: Or do we need to, or can we just approve it.

Michelle Mullane: I'm sorry, can you repeat it one more time.

Lale Yurtseven: Yes, so actually the the motion should be to correct what the opportunity of once a week minimum minimum once a week student to student contact and reflect that in both fully online courses and partially online courses on the policy.

Michelle Mullane: Okay so motion to correct the opportunity to minimum once per week student to student contact in both fully online and partially online and online with flexible in person component of courses.

Lale Yurtseven: Any second

Teresa seconds.

Lale Yurtseven: Any objections.

Lale Yurtseven: Okay, will approve the motion.

Lale Yurtseven: All right. Anything else was there anything else I think we should be fine. But Michelle Shelley.

Michelle Mullane: I think, I think I'm gonna reveal my questions, but no.

Lale Yurtseven: Okay.

Thank you.

Lale Yurtseven: Okay, I'm gonna close this document now.

Lale Yurtseven: Alright close this.

Lale Yurtseven: So, okay, we'll move forward.

Lale Yurtseven: Professional Development schedule, Liz. Was there anything else we that you had concerns with do you wanted to add or remove anything

Lale Yurtseven: Since last week.

lizschuler: Well, there's we're going to be. Once this is done, right. So now we're going to be working with Donna Donna is going to be creating both the 25 hour and the five hour. And so we're meeting tomorrow and

lizschuler: Hopefully we'll have some dates soon, and then we'll get that those communicated and people registered. So I don't think we need 10 minutes to discuss this.

Lale Yurtseven: Okay, good. I wasn't sure. So, you know,

lizschuler: And yeah things there. There is a lot of interest, which was good in terms of getting both the training for the, the policy, as well as the 25 hour

lizschuler: Training for everybody.

Lale Yurtseven: Okay, great.

Mike Holtzclaw: lolly man say something. Yes.

Lale Yurtseven: Of course,

Mike Holtzclaw: So I just received an email last night that talks about training is going to happen district wide led by skyline. And we're having a meeting tomorrow. That was from air mcbean we're having a meeting tomorrow morning. I need to find out more about this so

Mike Holtzclaw: That kind of came out of the blue.

Mike Holtzclaw: And so, Toronto, I talked about it this morning, but I need to find out more. So I'm not sure what that means for us or yeah

Tarana Chapple: Yeah, and

Tarana Chapple: Just to kind of add to what Mike holdsclaw saying I received a follow up email from rolling mo from skyline asking how many faculty needs to be trained

Tarana Chapple: And who can be kind of like leads from each campus to help facilitate some of this training, but I really I don't have enough information to share out at this time, as far as you know exactly what that means. Because for CSM

Tarana Chapple: We haven't offered that training in the past. So all of our faculty

Tarana Chapple: At different you know levels. So as we find out more information will be happy to share that out.

Tarana Chapple: But right now we just don't have enough detail.

Mike Holtzclaw: And and also I think even if this were led by skyline, they're not going to be able to train to our

Mike Holtzclaw: Contacts. So our five hour training, certainly we still need to do that. But it's a 25 hour and so yeah this was kind of

Yeah.

Mike Holtzclaw: I mean, great. If it's all getting done but but yeah just more to come.

Tarana Chapple: Right. And I also wanted to add, we will more than likely have replacement for Eric has detailed position within the next two weeks. And so I just need to confirm some final details with human resources, before I make the official offer and so that'll be

Tarana Chapple: Also another person who can help with facilitation of training and Canvas, etc. So we're moving forward in that direction as far as the 25 hour training. Another thing that was

Tarana Chapple: Discussed district wide for the training was the poker training for course reviewers and so I need to find out more information about how the district is facilitating that as well. So more



to come.

lizschuler: Can I ask a clarifying question something that I'm not clear about and this started. We started the meeting talking about, not everybody would have to have this training.

lizschuler: Of the five, the five hour training about the policy, and I, I guess I was under the impression that because of the accreditation that everybody would

Teresa Morris: People

Lena Feinman: This is my

Lena Feinman: This is my question to you, because we have to clarify who is actually who needs to take this thing and I think all of us we need because it is new. We just basically can use this the document.

Lale Yurtseven: Our

Teresa Morris: Lives, if I didn't say that about the five hour the five hours.

Teresa Morris: 25 I was saying is that not everybody the five hour is always said in community communications and meetings that the five hour was

lizschuler: Everybody

Teresa Morris: That sorry if it sounded differently, but that's not one

Teresa Morris: Of our

Mike Holtzclaw: Most they did the 25 hours with us because we will embed that five hours in there so

Mike Holtzclaw: So anyone who's not doing the 25 hour training has to take the fire. Okay.

lizschuler: Yeah, no, no. I thought it was clear all along. And then when lolly mentioned a meeting from yesterday. That's what I got. I was confused. So I just wanted to clarify that. But thank you. Thank you.

Lena Feinman: So I'm sorry if everyone needs to take this one whole interview be delivered because our, our faculties asking the almost done. Busy semester and summers coming and many of our faculties each summer school. So what did you say

Lena Feinman: How is it going to happen to you Have any plans.

Tarana Chapple: We're meeting with

Tarana Chapple: Where we're will have the finalized plan tomorrow we're meeting with Donna I stone tomorrow, just to kind of make sure we're clear on ours.

Tarana Chapple: Schedule, but that information, hopefully we'll be able to communicate it out to my meeting with her first thing tomorrow morning.

Tarana Chapple: And for the five hour training. The idea is to offer it you know on it's self paced and so faculty will be able to enroll and it'll be self paced and we'll have

Tarana Chapple: We're working on a way for them to notify us okay yes it's complete. I've gone through this training and so any faculty who are being on boarded can take it, but also faculty who haven't taken that can kind of sign up and take it in the self paced format.

Lena Feinman: Thank you.

lizschuler: My understanding that the goal isn't to get everybody ready for summer.

Lena Feinman: Yeah.

Lena Feinman: That's my question. PAUL Yeah.

lizschuler: I think the goal and what people are thinking in terms of timeline is for the fall

lizschuler: But it will be happening during the summer.

lizschuler: So I know because I'm teaching summer school too and it's been that

lizschuler: Oh my gosh, how can I get that done before June and yeah

Lena Feinman: So I don't know if that's the goal.

Lena Feinman: But they think, which is do, but if it just in self paced mode. I think that everyone promoted to find time to do it. It's just five hours here.

Tarana Chapple: Right, I mean obviously we'd like to get as many faculty trained

Tarana Chapple: As soon as possible, but we understand that and people have varying schedules. But if we will be offering that. Soon, very soon for faculty to sign up and

Tarana Chapple: You know, get get prepped for fall

Mike Holtzclaw: And it'd be clear. It is also paid

Yes.

Tarana Chapple: Yes, available during the summer, it will be available starting during the summer.

Tarana Chapple: And so that's the detail that we're going to be working out tomorrow. And once we have the exact kind of start date when faculty can

Tarana Chapple: Enroll and when the class will start in the summer. That'll be communicated out. I believe Ariel's going to send an email out through Academic Senate. Is that correct, Teresa.

Tarana Chapple: She's still there.

lizschuler: I understand.

Tarana Chapple: I think areas of communication out

Tarana Chapple: And then we're also going to

Teresa Morris: Yes, that's correct. Sorry, I was muted.

Tarana Chapple: Oh, that's okay.

Teresa Morris: I had to find my mute.

Tarana Chapple: And then for the poker training for the course reviewers. We are planning to select 12 faculty referred by their Dean's

Tarana Chapple: Who have experienced with online training to go through poker training and in that way. They'll be prepped for fall to be course reviewers. But again, there's also plan at the district that's going on right now that Mike and I are trying to get finalized details on for that piece.

Tarana Chapple: Yeah, this is a lot of moving parts at once.

Lale Yurtseven: you finalize

Mike Holtzclaw: The good thing. It looks like we are going to have ample

Right.

lizschuler: I think that's good because we need it. Yeah.

Tarana Chapple: It was just a surprise on but yeah we do. I mean, we welcome the support so

Lale Yurtseven: Thanks for bringing that up. Mike.

Lale Yurtseven: Okay, next topic I want to throw it out there because this is something we really need to start actively thinking about as academic integrity and online courses.

Lale Yurtseven: The way most a lot of courses are designed as somebody could just be pay somebody else to take the course and we would have no idea of knowing

Lale Yurtseven: So we've been trying to get proc story or which we are is now available to us for free. But I think it's only this semester, maybe summer as well. But I don't know eventually they're going to want to charge us right yes oh

Mike Holtzclaw: Chancellor's Office is paying for it right now, but they at least at this point, they're playing on pulling back that support.

Mike Holtzclaw: And so I think that's something that we need to to have a conversation district wide about game we were looking at getting it.

Mike Holtzclaw: By joining the alumni and then the, oh, I started saying, Well, we're not going to

Mike Holtzclaw: get that for free anymore. The chancellor's office stepped in the state Chancellor's Office stepped in is doing it during this crisis, but I think it is something that we're going to have to plan to

Mike Holtzclaw: bring on board permanently and and get a district wide license because

Mike Holtzclaw: It's kind of important. Yeah.

Lale Yurtseven: Yeah. Yeah, I agree. And I remember we were talking the talks about before it happened that we were thinking of getting a license. So is this something that we have only the semester, or will we have it in the summer as well.

Mike Holtzclaw: I believe it's going to through the end of fall semester.

Mike Holtzclaw: Okay, you know what, well, we haven't made a decision yet about fall. I mean, the state is so many places are making a decision already. And it's just a matter it's dominoes are falling you know so i think they're expecting that this will be supported through the end of December.

Lale Yurtseven: Yeah. Yeah, I hope so because we definitely this is something that, you know, we have to be really careful about

Lale Yurtseven: Zoom. We do have a license. We have a district wide license that I believe we're going to continue to have right, Mike.

Mike Holtzclaw: Yes, yeah.

Lale Yurtseven: Yeah. You can also be used for proctored exams. The difference with zoom versus using proctor real was

Lale Yurtseven: With zoom you actually have to schedule the exam and you will be sitting there watching people taking the exams that some some instructors are doing it, where

Lale Yurtseven: Where students have cameras on them, where you can see them, but you still cannot see the screen. Has anybody used zoom. I've been using zoom. So has anybody else.

Lena Feinman: Yes. So our division, people are using boats productivity and zoom and none of them is

Lena Feinman: Working well sometimes in zoom you actually can ask each participant to share the screen and you can see what they see on the screen, but you cannot. And you can see their face, you know, you can see at the same time.

Lena Feinman: But yes, you're right, it requires a lot of instructors time actually and attention. You know, you really have to pay attention, moving from screen to screen and

Lena Feinman: I guess in this situation, your shoe as a student who is in your classes, taking the exam, but there is no guarantees that no one is helping the students or

Lena Feinman: You know, somehow, our practice area is not you cannot see what students are doing. Basically, you cannot use proximity and zoom. At the same time, it would be ideal, maybe if you could

Lena Feinman: But practice areas of this way that you cannot, you can even more productivity is not working on iPads and I think simple cannot use proximity because half of my classes have a person, which is not fair to them.

Lena Feinman: There are many problems with his boss, basically, but

Lena Feinman: It is happening right now. Just last week and this week our instructors a complaint and it is horrible. So like you're saying someone else's taking citizen, you cannot prove it. Instructor kind of knows it is not possible when the student had 5253 60% on the test and then got the Haunted

Lena Feinman: And

Lena Feinman: You're not proof and instructor civilly frustrated because they put a lot of time into the trying to teach

Lena Feinman: So, which is a very serious issue that we should address at many levels, probably, maybe we have to talk to all parties to zoom and practice area to work in this direction to improve it, you know.

Lena Feinman: Such a teacher is more kind of maybe zoom can do some maybe LockDown Browser can be incorporated into zoom either not know

Lena Feinman: So more something or maybe a lockdown browser just below her but security from Proctor and in combination with zoom it can work because you see what students actually maybe do not know.

Lale Yurtseven: Okay, so I can you talk story. I actually use Proctor and another district prior to us

having a soul proctor is actually working very well.

Lale Yurtseven: You actually can see the, the students screen and you can see the student at the same time. Right, so you don't, you wouldn't need zoom. But however they do need a computer.

Lale Yurtseven: It doesn't work on the phone or the iPad. It does work on the Chromebook.

Lale Yurtseven: And they need to use a Google Chrome browser. They need a webcam and a microphone right so during normal times, we can ask students to do this because if they don't have it. We have computer labs on campus right we have the Learning Center.

Lale Yurtseven: We don't have that right now. We can't tell them you can go to the Learning Center, you can go to the lab or do it, you know, whatever. So

Lale Yurtseven: I'm using it and actually at the beginning of the exam students have to show a valid picture ID.

Lale Yurtseven: Right, so to verify their identity, where the picture also shows and that they look like the picture.

Lale Yurtseven: And they have to do that with every quiz. Also, it does work pretty well. There's one, there's still ways to cheat.

Lale Yurtseven: A student could mirror their screen to somebody else who sits in the room and make some signs which one to mark in the multiple

Lale Yurtseven: Choice exam or something screen mirror through spring during, it would still be possible, but less likely that students are going to do that.

Lale Yurtseven: You know, it's easier to have somebody else take your exam but but so that that's really the big issue right now that students don't all have the equipment needed to use proximity

Lale Yurtseven: And maybe this is where we could have a conversation with Proctor Oreo saying

Lale Yurtseven: We will buy a license from you, but you have to make sure that they can use it on iPads, that they can use it on phones or well phones would be a little more difficult, but I guess it could be, but

Lale Yurtseven: But, you know, so that's that's mine. But is there so much cheating and even in my classes which

Lale Yurtseven: In business classes, you know, you, you, there's no way that I my business law classes. The, the exam questions are quite difficult and and you have students that finished and five minutes, and they have 30 minutes to take it and they get 100% right

Lale Yurtseven: Because they just Google the question and get the answer that way. Right, so

Lale Yurtseven: Unless you use factorial. So that's, and then we are having and and Mike, you can maybe talk a little bit to that quickly. But, but we have this program where we are.

Lale Yurtseven: It's called the global goal or where we are having students from China. Take our courses without physically being here and and that's going to be an even bigger issue. The, the academic integrity. Right. We don't know. We can verify it. Stan taking the course.

Lale Yurtseven: So just wanted to throw that out there.

Lena Feinman: If you

Lena Feinman: So if you Google just my students told me and instruct the. Sure. So basically what students are doing right now, even the face to face classes they make they have bands with Bluetooth cameras that can actually make a picture.

Lena Feinman: Is a life cheating and they make a picture of equation and send immediately to this third party and it is a social problem and send it to be back.

Lena Feinman: So, and it just happened. And during your exam and you can move around and sometimes you just cannot catch it. And one of our instructors.

Lena Feinman: David look he actually sent us a website, whereas some of our exams pictures are posted and there is a solution for money. So if you want a solution. So just click on the

Lale Yurtseven: Money. Yes, yes. They might say, and it's just not

Lena Feinman: It's just not really expensive. And you might use affordable by our coach students now.

Lena Feinman: And if you google how digital is Brock story or

Lena Feinman: You can find many, many said that will teach you how to do it.

Lena Feinman: If you Google how to cheat with zoom

Lena Feinman: You'll find me advice is go to do it.

Lena Feinman: All on Amazon sales sexually kids that actually they have all these devices that you need to install and all this stuff to be able to achieve. So yeah, this problem does exist, and we have to address it and

Lena Feinman: Even maybe on our side. I think it should be done it several levels not only you have to talk to students is kind of like affective domain. Yeah, you have to maybe be mostly to this consequences because

Lena Feinman: Everyone is teaching us and hope and say yes. Yeah, they don't see any you know huge impact on whatever trees. So it is a very serious issue.

Mike Holtzclaw: It leads to, like, how we're actually assessing students because if it's a quick easy answer to find on Google and stuff like that. And that is probably, you know, we're going to know that students are going to have an end around. So it's really about design assessments, where

Mike Holtzclaw: The answer is not just after they've had to kind of build upon something, you know, I think that's

Mike Holtzclaw: A challenge, but I mean it's something to think about in terms of how do we develop questions that some person who was not participating in the class.

Mike Holtzclaw: couldn't build upon things to put it together to come up with a solution.

Lena Feinman: Yes, Mike, I'm looking. I know.

Lale Yurtseven: I used to write test questions for money. And it's a completely different job. Honestly, and I don't think as faculty we

Lale Yurtseven: I mean, some of them we can you know I say questions and stuff. Sometimes you know assignments do but but I could not develop a multiple choice.

Lale Yurtseven: Question bank for, you know, and actually we have a few faculty. We have somebody in business, who does that. But, but that would be

Lale Yurtseven: I mean, I can't imagine the time that would take to do that and you would

Lale Yurtseven: You would have to do it differently for every single course and then have to do every single section, making sure they would only know that if they're in the class, but somebody online could still have somebody else take the class, right. So, yeah.

Lena Feinman: It is another aspect of it. Michael yes I am VCU our department decided that it will start, they will start to accumulate such kind of questions that require kind of hot may be

Lena Feinman: Kind of criteria that you described, but it is really hard to filter for ladies, right. So, it is hard to do. It takes a lot of time on the instructors part and second are so are you. Do you think about other students would do it. Yeah.

Lena Feinman: So they're not guilty that you know

Lena Feinman: We have all this stuff, you know, and in mathematics, for example, you know you didn't want. We want to make sure is it

Lena Feinman: The students in this class. Is that a good for some next class. And they got the minimum knowledge and such kind of questions.

Lena Feinman: It is hard to check this knowledge. You understand what I mean in mathematics. So we do, we can include couple of questions that I agree. Maybe they should and shouldn't be in the class. If they paid money to somebody

Lena Feinman: He has no idea how to answer this question a sheet. So, but there are still some equations that you must to check or objective. So a solo finish to make sure is very good for the next class. It might be not on the final, but it should be somewhere. Yeah. Somebody to check if

Lale Yurtseven: It's in the student learning outcomes. We need to make sure they're being met. So we need to ask those kind of questions as well. Yeah, and prepare them for transfer to, you know, a lot of students or transfer students, so prepare, prepare them for that. So, but anyway.

Lale Yurtseven: So I'll keep that on our

Lale Yurtseven: For maybe future or, you know, something that we can discuss in the future continue our discussion on that.

Lale Yurtseven: Any agenda any items you wanted to put on the agenda for next meeting. I have on there. Let me just share this real quick.

Lale Yurtseven: I have on their privacy sharing recordings and the waiver for CSM was on the agenda for next meetings.

Lale Yurtseven: Anything else you would like to add

Lale Yurtseven: For future meetings.

Lale Yurtseven: I guess that's a no, I'll leave it like that, then I'm sure things will come up throughout until our next meeting. When do we have our next meeting. Is it going to be in fall. Do we do a summer meeting or

Lale Yurtseven: I might not lead the next meeting. But, you know, we still should at least decide when we're going to have it.

Teresa Morris: We don't know senate meeting Senate committees need over the summer.

Lale Yurtseven: They don't dry, they do not. Yeah, okay. Okay, so far. Yeah.

Teresa Morris: I would suggest, though, if you have still have a division meeting coming

Teresa Morris: To make sure that

Teresa Morris: Committee members from the divisions committee reps have been appointed to dx for the fall

Lale Yurtseven: Okay.

Teresa Morris: So that you don't have to wait. If you still have a committee of division meeting or if not, then get it done during the flex days in the fall in the first two flex day so they can be already assigned to the committee. Let me so, and they can get started faster.

Lale Yurtseven: Right away, and yes, okay.

Lale Yurtseven: Okay, anything else, any other questions.

Lale Yurtseven: Alright, we can come over the way there's a message here or. Thank you. Okay, so okay there's. Let me just a couple of the messages I didn't read Diana asked about training that some faculty are not available during the summer for training.

Lale Yurtseven: So what's going to happen about that. If anybody is not available for training and the summer for this policy.

Lena Feinman: But they just online. I think

Lena Feinman: It's

Tarana Chapple: It's

Mike Holtzclaw: The line and so that they can also come back during, you know, during flex and take it because it's like

Lale Yurtseven: A semester store. Okay.

Tarana Chapple: Right, they'll, they'll have other opportunities. That's why we have a bit self paced

Lale Yurtseven: Yeah, and everything is going to be online. Anyway, welcome to the way it's going right for summer if we have what's PLC our review groups.

Lale Yurtseven: Will there be funding. What does PLC or

Tarana Chapple: The training for the course reviewers.

Lale Yurtseven: Oh, OK. OK. Will there be funding. Yeah. What about funding for the course reduce

Lale Yurtseven: Yes, yes. Okay.

Michelle Mullane: That was just my question. I was wondering in it and I'm, I'm sure it's for way later date. So that's

Michelle Mullane: You know, I was just thinking about having those poker review groups and thinking



that if you have

Michelle Mullane: This group.

Michelle Mullane: I was wondering on both ends about sort of the funding related to that, but also if there's funding so that the reviewers themselves that we ensure that there are their classes aligned enough on their own before they're reviewing

Lena Feinman: That's good.

Lale Yurtseven: Yeah.

Tarana Chapple: Right.

Lale Yurtseven: Well, might as well. Yes. Right.

Mike Holtzclaw: I think that's Shelley, that's where I think it's important when we talk about to get that pool of faculty to go through the poker training that asking the deans to to recommend

Mike Holtzclaw: People who, you know, are demonstrating the

Mike Holtzclaw: Strengths in this area and then reach out to them to ask if they want to go through this training. Again, it's paid of you so funds are set aside to pay them to go through the poker training as well as pay them when they're doing their reviews, starting in the fall. So it's, yeah.

Michelle Mullane: Yeah, I was just wondering. I've actually been through that training and it's

Michelle Mullane: And I was just thinking about, you know, that, that if based on the recommendation I hear what you're saying about sort of the recommended

Michelle Mullane: Courses and coming in. I was just thinking about it. People that are reviewers are their courses well enough aligned, but I definitely hear what you're saying about that, based off a recommendation. Thanks.

Lale Yurtseven: And let's set. Yes, the five hour training will be available on flex day August 18 if you don't want to do anything in the summer, you will be able to take it on August 18 alright so let's

Lena Feinman: Give you a clip Samson available earlier. Because if people have time during the summer. Yeah.

Lale Yurtseven: This is just for for for faculty who do not want to take a

Lale Yurtseven: Soccer. Yeah. Yeah. All right. Okay. Well that concludes our meeting. Thank you very much, everybody.

Mike Holtzclaw: Thank you, la, la.

Tarana Chapple: La we

Tarana Chapple: Get you stepping in.

Lale Yurtseven: I am. I hope I did. Okay, thank you very much.

Lale Yurtseven: Agree. Okay.

Lale Yurtseven: Have a good rest of the semester. Bye bye.

Bye.