

requirements.

An initial draft was presented by COOL to Academic Senate in June 2023, and COOL took the feedback from Academic Senate and revised the model. COOL representatives have shared the second version of the RSI documentation model with their constituents who teach online.

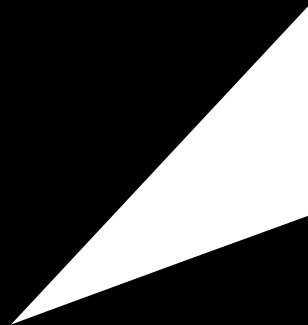
COOL has adopted the practice of documenting a dissenting opinion in the case of a non-unanimous vote. This document summarizes perspectives and feedback collected from faculty constituents and provides a dissenting opinion as the vote in COOL was not unanimous.

Most faculty voiced that RSI documentation and training was needed to meet regulatory requirements. Most faculty agreed that RSI is critical to student success in an online class and is valuable. Faculty had positive comments about the rubric.

The dominant theme of the negative feedback was a concern over the time commitment required to engage with the RSI documentation model. Concerns about allocation of limited time resources were especially strong among adjunct faculty. There was concern that only respectful relationship with our employer, and avoid

draft is a positive step toward improving our teaching practices and standards, but many faculty are concerned about the proposed time requirement (18 hours over 3 years).

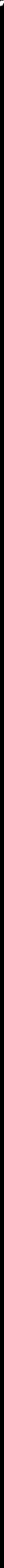
Let's collegially engage all faculty in adopting and documenting RSI without diminishing the level of self directedness we value as professionals. Let's not establish the precedent that a change in accreditation standards corresponds to an 18-hour training program. This is burdensome for part-time faculty who are already stretched thin (they may also participate in duplicate training elsewhere); Redundant for faculty who are highly engaged in online teaching and related professional learning programs (e.g. POCR); Prohibitive for an instructor who might fill a small online teaching need (e.g. 1 unit); and not a best use of college resources.



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STEM Division faculty feedback on