Strengthening Faculty Support Through Expanded Instructional Design Capacity Resolution
2025-04

Whereas, the Academic Senate is the organization whose primary function is to make recommendations to the Board of Trustees with respect to academic and professional matters (Title 5 §53200), including curriculum development, educational program development, faculty professional development, and policies for student preparation and success (Board Policy 3255); and,

Whereas, the Faculty Center for Learning Technology (FCLT) is an essential campus partner in supporting equitable, inclusive, and innovative teaching practices, and has consistently helped faculty strengthen their pedagogy across all modalities; and,

Whereas, FCLT team members are classified professionals currently composed of two instructional designers and one applications training specialist, and work in direct partnership with faculty to provide high-quality support in course design, creating Canvas templates, technology integration, Title II compliance, and compliance with Regular and Substantive Interaction (RSI), all of which directly strengthen curriculum development, accreditation efforts, and enhance student learning outcomes; and,

Whereas, growth of faculty demand for FCLT classified support has outpaced the capacity of the support center, reflecting both the increased complexity of instructional expectations, changes in technology, legislation, and the College's broader commitment to equity-minded teaching and student success[1]; therefore,

Resolved, the Mt. SAC Academic Senate insists that instructional design is not an auxiliary service but a core component of academic excellence and accreditation, directly supporting multiple areas of the 10+1, including curriculum development and faculty professional development; and,

Resolved, the Academic Senate urges the College to prioritize the hiring of at least one additional staff member or provide equitable reassigned time to a faculty member to meet faculty demand, ensure continuity of service, and align institutional staffing with the scale and scope of our teaching and learning priorities, including Title II compliance requirements in the Americans with Disabilities Act.

Contact: Raul Madrid Jr., Academic Senate Co-Vice President

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[1] Prior to the pandemic, online courses comprised approximately 4% of the entire college offerings; today, it is a stable 40-50% of all course offerings.