

**APPENDIX P2**  
**REQUEST FOR CHANGE IN PROFESSIONAL DEVELOPMENT LEAVE PLAN**  
**(Article 17 – Professional Development Leaves)**  
Foothill-De Anza Community College District

In accordance with Article 17.15 of the *Agreement* between the District and FA, faculty employees on PDL who change their plan of study, research, or travel must submit the plan change to the District Office of Human Resources for review by the PDL Committee prior to implementing the change. If prior notice is not possible submit the plan change not later than the end of the second week of the quarter or, for verifiable extenuating circumstances, at the earliest date possible. The Committee shall either approve or disapprove the amended plan. In all circumstances, changes in the plan must continue to meet the stated objectives of the leave.

Date: 04 / 03 / 2021 Name: Jeffrey A. Anderson CWID: 20175715

Dept./Program: Foothill Mathematics Department Campus: FH X DA    

***I request the following changes to my approved plan (complete one or both as necessary):*** **1. CHANGE IN DATES from Approved PDL Plan**  
(Attach more information as needed.)

**Quarter 1:** Change From: NONE To: NONE

**Quarter 2:** Change From: NONE To: NONE

**Quarter 3:** Change From: NONE To: NONE

Reason: I am not requesting a change-in-dates from my approved PDL plan. My PDL will remain as follows:

PDL 1.1: Spring 2020

PDL 1.2: Fall 2020

PDL 1.3: Fall 2021

**2. CHANGE IN ACTIVITIES from Approved PDL Plan** (Attach more information as needed.)

**Quarter in which you are proposing a change (1, 2, or 3)** 2 : Below is a change I request for my PDL 1.2 from Fall 2020

Approved Activity/ies (please copy from approved application)

Description of Activity	Details of Activity	Verification
Produce an online repository of YouTube videos to be used as supplemental material in my Engineering 11 course	This online repository of videos will include at least 16 hours of filmed content to be partitioned into at least eight different playlists with no less than six videos per playlist.	URL access to YouTube playlists.

Proposed New Activity/ies:

Description of Activity	Details of Activity	Verification
Produce an online repository of YouTube videos to be used as supplemental material in my Engineering 11 course	This online repository of videos will include at least 14 hours of filmed content to be partitioned into at least eight different playlists with no less than four videos per playlist.	URL access to YouTube playlists.

This change is a direct result of the COVID19 lock downs. I have two young boys and did my best to produce this content stuck at home with little access to childcare. This was extremely challenging and required adaptation that were not part of my original plan.

**2. CHANGE IN ACTIVITIES from Approved PDL Plan** (Attach more information as needed.)

**Quarter in which you are proposing a change (1, 2, or 3)** 3 : Below is a change I request for my PDL 1.3 from Fall 2021

Approved Activity/ies (please copy from approved application)

Description of Activity	Details of Activity	Verification
Produce an online repository of YouTube videos to be used as supplemental material in my Math 1D course	This online repository of videos will include at least 16 hours of filmed content to be partitioned into at least eight different playlists with no less than six videos per playlist.	URL access to YouTube playlists.

Proposed New Activity/ies:

Description of Activity	Details of Activity	Verification
Produce an online repository of YouTube videos to be used as supplemental material in my Math 2B and Engineering 11 courses	This online repository of videos will include at least 14 hours of filmed content to be partitioned into at least eight different playlists with no less than four videos per playlist.	URL access to YouTube playlists.
	For the content from PDL 1.3 in Fall 2021, I want to offer to provide full closed captioning subject to finding funding to do so. Please see Attachment A for more details about this request.	

**How does the proposed activity (or activities) support the objectives of the leave?**

The changes I am requesting do not alter the proposed activity of making instructional videos for in-class use. I still plan to produce instructional videos to grant free access to course content. My changes are three-fold:

First: I want to decrease my content load from 16 hours to 14 hours of produced content. This change results from my change in circumstances do to COVID lockdown.

Second: I want to change the content I focus on for my third PDL. Instead of producing content for Math 1D, I want to continue to produce content for my Math 2B and Engineering 11 courses. I'm trying to build enrollment for Engineering 11 and I want to develop a second class (maybe called Engineer 12: Introduction to Numerical Analysis using MATLAB). To do this, I want to expand my online content offerings which is why I am requesting this change. Both of these classes depend on Math 2B material and thus I want to continue to develop the appropriate resources from both classes.

Third: I want to offer to closed-caption my content from PDL 1.3 (in Fall 2021) subject to funding. Please see Attachment A to this PDL Appendix P2 form for more details about this third request.

Faculty Signature Jeffrey A. ...

Date: Monday 4/5/2021

Dean Signature Ram Subramaniam

Date: 4-14-21

**Submit this completed request form to the District Office of Human Resources**

Committee Action: Approve \_\_\_\_\_ Disapprove \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Foothill College, Professional Development Leave  
Appendix P2 Submission  
Date: 04/14/2021

### Attachment A: Information about Closed Captioning

On Wednesday 4/14/2021, I sent my division dean, Ram Subramaniam, my signed copy of Appendix P2: Request for Change in Professional Development Leave Plan. In that Appendix P2 form, I request three changes, the third of which reads as follows:

Change # 3: I want to offer to closed-caption my content from PDL 1.3 (in Fall 2021) subject to finding funds to pay for professional captioning services.

In this attachment, I discuss background details about my request highlighted in Change #3. Over the last two years, I have done a lot of research on the topic of closed captioning and want to highlight how that research informs this request.

What was my original proposal?

In my original PDL plan, I committed to providing ADA-compliant closed captioning for all video that I produced. One of the tools I used to plan for closed captioning was the [DECT Grant funded through the state of California](#). Starting in the mid-2010's, the state of California appropriate \$1 million in funding each year to support faculty like me in producing video for in-class use. Specifically, those funds were designed to pay for Close Captioning services.

Prior to starting my work on my PDL project, I contacted [Justin Manalang \(the DECT Grant Program Specialist\)](#) to make sure my project was eligible. Justin reassured me that there was plenty of funding each year (at that time, the money never ran out) and my project would very likely get funded. He offered to walk me through the application and helped me feel confident to commit to full closed captioning in my original project.

In fact, in spring 2020 I submitted a DECT grant for 18 hours of captioning for a dollar amount of \$2149.20. That grant was approved and helped me deliver on my promise to provide closed captioning for all the videos I produced in my PDL 1.1 project for spring quarter 2020.

How has my understanding of closed captioning changed since I first applied for PDL?

In my original proposal, I highlighted my intention to do my closed captioning myself. I had the desire to learn a lot more about this topic and to save the state of California money. However, when I made the commitment to provide closed captioning, I did so with the knowledge that I had a backup option to get funding to hire professional captioning services.

In my PDL 1.1 during spring 2020, I spent many hours doing research into the process of creating closed captioning for each of my videos. I learned that if I am serious about making my videos ADA compliant, I (a non-expert with a full-time teaching job) should not be doing closed captioning for myself. Below are some of the articles that informed my thinking on this topic:

- [Americans with Disabilities Act \(ADA\) and Web Accessibility Requirements for Video](#) by Samantha Sauld (February 26, 2019)

- [Multimedia Accessibility FAQ's](#)
- [The Ultimate Guide to Closed Captioning](#)
- [Closed Captioning Cost and Pricing](#)

After doing this research, I came away with the following conclusions:

- ADA compliance is very important and a potential legal liability for our campus.
- It is neither effective nor efficient to ask faculty members to do this work. The process of providing closed captioning is labor intensive. There are complex legal structures around ADA-compliant closed captioning that I believe take months or even years of study to really understand. This includes discussions of file format, text display, non-verbal text descriptors, accuracy rates, and legal precedents from previous ADA lawsuits.
- The best way to get my videos closed-captioned is to hire a professional service to do this work on my behalf. Those services have deep insights into the legal framework around ADA compliance. Such companies also employ full-time, professional captioners with lots of experience and technological savvy to support this work.

Why am I requesting Change # 3?
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In September 2020, I contacted [Justin Manalang \(the DECT Grant Program Specialist\)](#) to start my DECT grant application again. During our conversations, Justin told me that I was in a great position to submit an application for my PDL videos in fall 2020. At that time, he recommended that I call him towards the end of November 2020 to coordinate my application and get ready to have all my videos captioned.

However, I spoke with him in December 2020 and learned that the Chancellor's office [put out a memo in on 10/27/2020](#) that significantly restricts how the DECT grant funds can be used. Here is the language of that memo:

"Effective November 1, 2020, each request for captions shall be accompanied by the requester's certification that the request is for a student with an approved accommodation, as documented in his/her AAP. Colleges shall ensure all students needing accommodations are documented in their AAPs in order to comply with regulatory requirements and maximize state level financial resources. The priorities of incoming captioning requests are listed below:

All real-time captioning requests for classes and all closed caption requests for videos greater than thirty minutes in duration, if meeting the requirements described above, will be processed as requested."

In other words, as of October 2021, the DECT Grant stopped accepting applications without a documentable accommodation. Even with such documentation, they prioritize videos lasting over 30 minutes in length.

This policy change was directly related to the COVID lockdown and the surge in virtual learning. As soon as our state went into lock down, there was an unprecedented spike in demand for DECT Grant funding and by half-way through fall quarter, every penny of the \$1 million in appropriated funds were used up.

I can say with 100% confidence that had I known that this DECT grant was not an option to support my project, I never would have committed to fully caption more than 8 hours of content. I would have either significantly reduced the number of hours I was willing to sign off on or negotiated with the PDL committee to allow for captioning only when students with accommodations made a request via Foothill's DRC.

Luckily for me, my division dean (Ram Subramaniam), agreed to support my PDL 1.2 project in fall 2020. He supported my project to fund 17 hours of captioning at a cost of \$2050 for my Engineering 11 videos that I produced in fall quarter 2020.

With all this in mind, I want to renegotiate the terms of my closed captioning promise for PDL 1.3 in fall 2021. Assuming I can find funding, I am happy to provide closed captioning on all videos I produce. However, if I am not able to find funding, that changes the calculations on my end. In this case, I'd like to speak to our team to figure out the best way forward. Below is my current progress on finding funding.

What sources of funding am I researching?

Below are some of the funding options that I propose associated with Change #3 highlighted above. At this moment, I can't say which of these options is most appropriate. I am actively doing research to get funding for closed captioning on my videos for the final part of my PDL 1.3 project in fall 2021. I want to secure funding for 17 hours of content for a total of \$2050.00. Below are options that I see available:

Option 1: Federal Grant from the US Department of Education.

The US Department of Education offers the Educational Technology, Media, and Materials for Individuals with Disabilities Program (see [ED-Grants-022621-001](#)). I've identified this funding source and need to do more research to figure out if this is a viable solution.

Option 2: Find out if we can use CARES Act money to Close-Caption this project

I am in contact with a private company about this option. I hope to learn more in the coming weeks.

Option 3: Ask Foothill College to pay for the captioning once more.

This is the preferred solution from the perspective of the California state legislature. I'm not sure that we, at Foothill, have the funds for this in fall 2021 nor that we want to set the precedent to do this type of work.

Option 4: Crowdfund for closed captioning.

Right now, I provide open access to all of my videos and educational materials at no-charge to my students. However, the crowdfunding site [Patreon](#) is designed to empower content creators to collect revenues from viewers to pay for the cost of production. This could be an option that allows students to pay a small fee towards the larger cost of providing closed captioning.