



Academic Senate 2018/19

Minutes

November 20, 2018

Location: Board Room

1:00 p.m.

Members Present: Frank Accardo, Robin Babou, Kevin Barman, Michelle Bean, Robert Bethel, Brian Brutlag, Angela Cheung, Fran Cummings, Libby Curiel, William Currington, Alexandre Dejean, Michael Dighera, Marie Eckstrom, Theresa Freije, Karen Gottlieb, Yunior Hernandez, Jupei Hsiao, Jorge Huinquez, Erin Irwin, Steve Johnson, Michael Koger, Jose Lara, Violeta Lewis, Jeannie Liu, Sheila Lynch, Marina Markossian, Angelica Martinez, , Gerson Montiel, Juana Mora, Farrah Nakatani, Katie O'Brien, Tyler Okamoto, Jill Pfeiffer, Doralí Pichardo-Díaz, Matthew Pitassi, Diana Reyes, Jose Rodriguez, Monica Serafin , Stephen Smith, Shelly Spencer, Irma Valdivia, Viviana Villanueva, George Wheeler, Adam Wetsman **Members Absent:** George Kimber, Carley Mitchell, Tracy Rickman, Rudy Rios, Matt Schleicher **Ad hoc members present:** Elizabeth Ramirez **GUESTS:** Beverly Riley, Sergio Guzman, Mike Javenmard, Caroline Durdella, Cecilia Rocha, Abby Perry, Kevin Smith, Magdalena Munoz, Hali Rae Gigante, Julius Thomas

I. **Call to Order: 1:01pm**

II. **Approval of Minutes:** November 6, 2018 approved as submitted.

III. **Public Comment –**

- A. Magdalena Munoz (Maggie) and Halli Rae Gigante from Student Life requested help with student led activities. Donations were requested and those can be dropped off at the student union. They will be hosting an event for World Aids Day, Puppy Therapy will be on November 28th 11am to 1pm. Maggie and Halli asked that faculty share these events with students in classes. During finals week, there will be supplies such as scantrons and pencils as well as snacks. A sheet was passed out to collect emails so that faculty can stay informed regarding ASRHC events.
- B. Michelle Bean – Read a statement sharing that she has realized that she can not do it alone, and asked to be heard. She posed the following questions to the senators: Have you ever felt too afraid to speak? Have you ever felt that people in the room are not listening? Have you ever come to work feeling unsafe? Bean shared that these were the things she had been feeling over the last few weeks. Bean shared that part of the beauty in us is that we all have differences and experiences just like our students. Since the day the president announced her retirement, many have inquired about wanting to be on the presidential committee. She stated that she knew that her philosophy and procedures to embrace diversity would be unconformable for some. Bean shared that last Thursday a dean stood in doorway of WRC to push a demand letter on her which she refused to take. Bean went on and read the letter signed by past presidents.
- C. Michelle Bean shared that she made her decision based on her philosophy of appointment. This decision was bigger than one person, it's about equity and inclusivity across all campus areas. Bean described the hostility she experienced with the senate executive members. The women on senate executive council were least hostile. Another member has recently declined their position on the presidential search, and she will use her philosophy statement to find a replacement. Bean stated that the escalated harassment and bullying needs to stop. This is not a life or death situation, those families losing lives in fires, 51/50 situations are. She asked senators to stand up and refuse to join in the negativity.



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- D. Bean shared the names that have been appointed so far for the presidential search committee: Michelle Bean, Jill Pfeiffer, Jorge Huinquez, Dorali Pichardo-Diaz, Steve Johnson, Don Mason.
- E. Adam Wetsman– Expressed that president Bean’s statement was a gross mischaracterization of what has transpired. He is the only one who has previously been on a presidential search and the only executive board member that was not asked to participate. Wetsman stated that at the October 9th senate executive council meeting, there were 7 slots, but 8 members. Jill was out because she is an ex-officio, but the executive council decided that it was important to have faculty association representation. At that meeting 4 people volunteered to step down. On Oct 31st, he found out that despite 4 other people stepping down, he was not asked to participate in the presidential search. Wetsman expressed that past practice has always been to allow senate exec council members to participate. All 7 senate executive council members wanted to resolve this quickly and quietly. Two members of the senate executive council gave up their seat for him but he was still now allowed to be on the committee. Wetsman shared that this situation has been so troubling that some executive council members want to resign from their positions.
- F. Beverly Riley: Referenced the public comment from Michelle Bean and expressed concern about the use of “my” and “women” in her statement. Riley expressed that it is not inclusive and past practice should be followed.
- G. Sergio Guzman: Expressed that he does not condone any academic dean stalking any faculty member. That action by that dean is not acceptable. He advised Michelle to file this with human resources. Sergio stated that there is nothing codified in terms of process. Guzman had an opportunity to see the stated letter given to Bean and expressed that every single person on that letter had never had anything to do with a presidential search. Guzman stated that Adam wrote the letter but did not include his name and had others sign. Committees have to be appointed by the Academic Senate President. Guzman shared that while he was senate executive council and Robert Bethel was president, he was was not consulted when committees were appointed. Sergio feels that he is qualified and wants to be on the committee too, but when he asked Michelle about the process, he understood. He feels ashamed at the level of communication on this campus from people he looks up to. When a dean demands something from the academic senate president, that is a level of harassment, intimidation and bullying. At some point we need to respect each other’s decisions.
- H. Point of order from Sheila Lynch to please adhere to 3 minutes of public comment
- I. Gerson Montiel: Expressed with senators that the powerpoint that was shared at the senate meeting by Bean was never shown to the senate executive council and that he felt blindsided. Montiel reminded senators that the executive council was elected by the whole senate body and asked the senators if they are comfortable with one person making that decision knowing that the majority of the senate executive council did not consent.
- J. Brian Brutlag: Shared that as a former parliamentarian, under Robert Rules of Order, there is a process called the appeal. Anytime there is an appeal about the ruling of the chair and the committee, senators can vote down the decision of the president of academic senate.
- K. Juana Mora: Expressed that she does not want to dismiss the feelings of our Academic Senate President. While President Bean is codifying a process, she is feeling intimidated and harassed. Dr. Mora expressed that what is at the core is that a process is not codified, it is past practice. Juana expressed that we should be thanking our president for codifying a process that is grounded in diversity, leadership and equity.
- L. Robert Bethel: Shared that the senate executive council tried to resolve this matter and it was unsuccessful. Bethel expressed that the process of codification is not a single persons purview, it is the entire senates purview. Bethel stated, “I appeal to the decision of the chair.”
- M. Kevin smith: Expressed that as an outsider and former VP of academic senate, he believes the issue is not a true statement of the bylaws. He went on and quoted bylaws “president shall, with the advice and consent of the executive council...”



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- N. Point of order from Shelly Spencer to appeal and to question the ruling on the Brown Act. Spencer questioned, whether the appeal could be placed on the agenda? Bean explained that we are not discussing a business item, and that it must be on the agenda and sent out to everyone at least 72 hours in advance per the Brown Act.
- O. Matt Pitassi: Asked to confirm if the language that Michelle stated means that Adam Wetsman was excluded from the committee in the name of diversity, leadership and equity? Pitassi shared that he does not preference anyone, but does not see how Adam does not represent that. Pitassi expressed that the language used by Michelle is very strong and is sorry that Michelle had a situation with the Dean. Pitassi expressed concern that it is very strong language when you say harassing.
- P. Julius Thomas: Shared that there are a few different situations being discussed. One if where a Dean harassed the academic senate president and another is that a distinguished person like Adam Wetsman is not on the hiring committee. Julius expressed to the body that they need to get it together. As someone who has been on committees, he feels that this situation has been blown way out of hand and whether Adam is on it or not, we still need to work together on the presidential search. Julius shared that he does not feel that Adam has been attacked but thinks it has always been up to the Academic Senate president to decide and hates to see that is has denigrated to this and advised that body that we need to keep our eyes on the ball.
- Q. Libby Curiel: Expressed that the whole situation is a matter of interpretation and that it is the core of the issue. If people feel that this process should be codified, that is something that can be worked on. If not, then let's support our Senate President.
- R. Irma Valdivia: Expressed that a lot of the conversation is getting muddy because first Beverly said that Michelle's public comment only included "I" statements and now she is only hearing Adam's name. Irma shared that she does not get the feeling that Adam is being attacked and believes that the process was spelled out clearly. Irma also shared that she is confident in the people Michelle has selected to be on the presidential search committee.
- S. Jose Lara: Expressed his support for Michelle Bean and commended her in making the decision based on equity. Jose expressed that Michelle was considerate in choosing people that will represent us and that we will have diversity in people from different disciplines.
- T. Point of inquiry from Matt Pitassi, about being able to discuss the issue at hand.
- IV. **Guest:** Cecilia Rocha and Caroline Durdella, Institutional Goals Presentation
- A. Cecilia Rocha and shared Institutional goals and objectives with indicators. Thanked Abby Perry for all the work that was invested.
- B. Back in June, Lydia Gonzalez, Vann Priest, Lisa Chavez, made minor changes in anticipation of the new metrics would soon be named. First 2 meetings of IEC, broke out in groups and had mini planning retreat. Goals working in tangent with vision for success. Made edits regarding safety in Goal #3.
- I. **Committee Reports**
- Senate Committees:
- Academic Rank – Sheila shared that the new process was put into place, there were about 30 names forwarded to HR. 10 of those people were part time instructors. Thanked Adam for starting that process. Wanted to emphasize that this is not tied to salary.
 - Curriculum – No report
 - Guided Pathways Steering (GPS) – No Report
 - Instructional Technology (ITC) – No Report
 - Online Education (OEC) – Please see written report on the addendum of the agenda



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- Open Educational Resources (OER) – No Report
- Staff Dev./Flex – provided a handout with a summary of Flex day evaluations. Biggest difference of opinion is whether to host in the Campus Inn or Wray Theatre. Another item is regarding 1 or 2 breakouts. Email Katie if you have thoughts.
- Outcomes –Please see 3 items in addendum: 1) Mapping, all is complete 2) Data Entry in Taskstream 3) Assessment cycle. Also, please see graphic (Addendum G)

Planning & Fiscal Council Committees:

- Institutional Effectiveness (IEC) - Roadshow
- Program Review – All program plans are due tomorrow and review committees will meet finals week. Everyone doing program review is also doing program review.
- Safety – No Report

Other Committees:

- Basic Skills – Team attended supplemental instruction workshop (total 8 people). Will see what iteration of that they will bring to RHC.
- Bookstore - Please do your book orders. Sheila shared that the bookstore has decided that for people who have low textbook costs, they use language such as “there is no book” but there are materials for the class so please communicate that they need to check with the instructor. Can information on textbook ordering directions be sent to Deans to share with faculty?
- Enterprise Systems Advisory- No report
- Online Education Initiative (OEI)- No report
- Student Equity- Have been asked to continue functioning as 3 separate entities. The program is SEA, president Dreyfuss has kept it functioning as is.
- Student Success and Support Program (SSSP) – Counselors contacting students about Rio Promise, discussions about courses and financial aid, counselors are currently using MMAP placement tool but new tool will begin in the Fall.

II. **President’s Report**

- A. Board Policies and Administrative Procedures Cycle in 4000s – Spring will begin in PFC
- B. Chicano/a Studies Program Update – Dr. Mora was able to secure a meeting with president Dreyfuss and shared that the position will be posted in Spring 2019 and the position will be effective in Fall 2019. Dr. Mora used public comment time at the board meeting and thanked the president and board for their support. Two students who were the 1st and last graduates of the program shared their experiences with the board as well. Board members chimed in about the importance of a Chicano studies program.
- C. Senate Constitution/Bylaws Taskforce - Acknowledged Libby’s comment about having vague bylaws, the senate exec agreed that we would codify a process in the future and this will start in the spring. Bean provided a re-cap of her philosophy statement and shared that she will always adhere to her philosophy statements based on interest groups, not just divisions.
- D. ASCCC Articles: Michelle shared links with articles about workplace diversity and equity.
- E. Reminded academic senate that December meeting is canceled
- F. Reminder: New senator elections by the end of February, so begin the election process in your divisions. Senate membership and end dates are available. Check the website, there is longitudinal data regarding substitutions.

III. **Vice Presidents’ Reports**

- A. 1st Vice President – cycle is wrapping up



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1. Seniority for PT faculty, chancellor's office. No legislative changes for at least 2 years
 2. Article about being critical of Calstrs, numbers 200 billion, 12 million is invested in private prisons.
- B. 2nd Vice President
1. Sent a survey for graduation date, please take. Numbers will be used in the future
 2. Flyers are being passed out regarding events from students
- IV. **Unfinished Business**
- A. ASCCC Diversity Award: Rise Scholars –
1. Motion to nominate Rise Scholars for ASCCC Diversity award, 2nd by Alexandre Dejean
- B. Class Schedule Filter for Zero Textbook Cost (ZTC)
1. Did a demonstration of schedule of classes filter for courses that are designated ZTC
 2. Arts division is opposes choosing classes for economic purposes only
 1. Motion to remove filter for ZTC by Sheila Lynch, 2nd by Irma Valdivia
 2. Motion passes unanimously
- C. Motion to re-instate December 4 meeting by Fran Cummings, 2nd by Libby Curiel
1. Motion fails
- D. Guided Pathways Areas of Interest and GE Mapping (see Addendum A and B)
- Executive Motion: To support the recommendations of the Senate Guided Pathways Steering Committee for the RHC areas of interest and GE mapping.
- Motion to Amend: To add language that includes double counting for major or GE wherever possible (moved by Katie O'Brien; seconded by Adam Wetsman).
- Motion to Postpone: To postpone discussion until next meeting (moved by Sheila Lynch; seconded by Mike Dighera; motion passed unanimously).
- V. **New Business**
- A. ZTC Checklist Revision (see Addendum C)
1. Motion to accept newly revised ZTC form from OER committee by Sheila Lynch, 2nd by Alexandre Dejean
 2. **Motion passes unanimously**
- B. Taskforce for Low Textbook Cost Symbol Implementation (see Addendum D)
1. **Motion**: To create a taskforce that will study, design and implement the addition of low textbook cost symbol on the college online class schedule based upon results of a survey of faculty to determine usefulness, with an implementation target date of April 15th, 2019.
 2. The study will include how to define "low" textbook cost
 3. Libby calls to question
 4. **Motion passes unanimously**



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- C. Resolution for Board of Trustees Members (see Addendum E)
 - 1. **Motion to approve by acclamation**

VI. **Announcements – No Announcements**

VII. **Adjournment:** 2:29pm



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Addendum A: Guided Pathways Areas of Interest



Career & Academic Pathways (Meta-Majors)

Draft 10-5-18

Accounting, Business, Economics, and Computer Technology

Arts

Behavioral and Social Sciences

Communication and Languages

Education

Health Sciences

Industrial, Environmental, and Transportation Technology

Physical Education and Kinesiology

Public Safety

Science, Technology, Engineering, and Mathematics

Undecided



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Addendum B: GE Mapping Recommendation

Guided Pathways Proposal on General Education Mapping 11/9/18

In order to preserve the intent of General Education that values providing a broad base of knowledge, inquiry, exploration and choice outside of one's major focus while still incorporating G.E. as part of the mapping process, I propose the following:

- A. Include specific General Education courses in mapping only for G.E. areas and programs which require them as part of a licensing or other external requirement (i.e. Psychology 101, Sociology 101, Speech 101 for RN students).
- B. For disciplines which do not have an external requirement for particular G.E. course, offer the following options for their degree programs:
 - 1. identify/embed major courses that can be "double counted" into appropriate general education categories as part of the mapping process.
 - 2. Departments are welcomed to suggest or recommend specific courses that meet additional GE areas for counselor use



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Addendum C: ZTC Checklist Revision



ZTC CHECKLIST – RIO HONDO COLLEGE

Course sections that utilize exclusively digital course materials at zero cost to students in lieu of required commercial textbooks must be designated as such in the online class schedule by the use of the Zero-Textbook-Cost logo.

(For courses whose Course Outline of Record lists no required textbook, skip to page two.)

CRITERIA for COURSES BEARING THE ZERO-TEXTBOOK-COST SYMBOL (Please check all that apply.)

- I am using digital course materials that are openly-licensed (that either reside in the public domain or are licensed for free use and repurposing – see page two for license types).
- I am using digital course materials equivalent to the required textbook on the Course Outline of Record.
- I am using digital course materials that are completely free of charge to the student.
- There is no access fee for the required digital course materials I am using.
- There is no access fee for students' use of workspaces in this class.
- A print version of the digital course materials I am using will not be required but may be made optional.
- All digital course materials I am using meet federal copyright standards.
- All digital course materials I am using comply with the American Disabilities Act.

"Course materials," as defined here, refers to any materials that include course content and/or exercises and tools for assessing mastery of course content. This term does NOT refer to supplies such as laboratory goggles, art supplies, uniforms, etc.

Name: _____ Division/Dept: _____

Signature: _____ Date: _____

- I verify that all required digital course materials listed for each course section below meet ALL CRITERIA listed above.

FOR EACH COURSE THAT SHALL BEAR THE ZERO-TEXTBOOK-COST SYMBOL, PLEASE COMPLETE THE FOLLOWING:

Below, list each class you are scheduled to teach during _____ semester of _____,
(Ex: spring, fall, etc.) (year)

Number and Title of Class _____
 CRN(s): _____
 Required Textbook(s) on COR (title & ISBN) _____

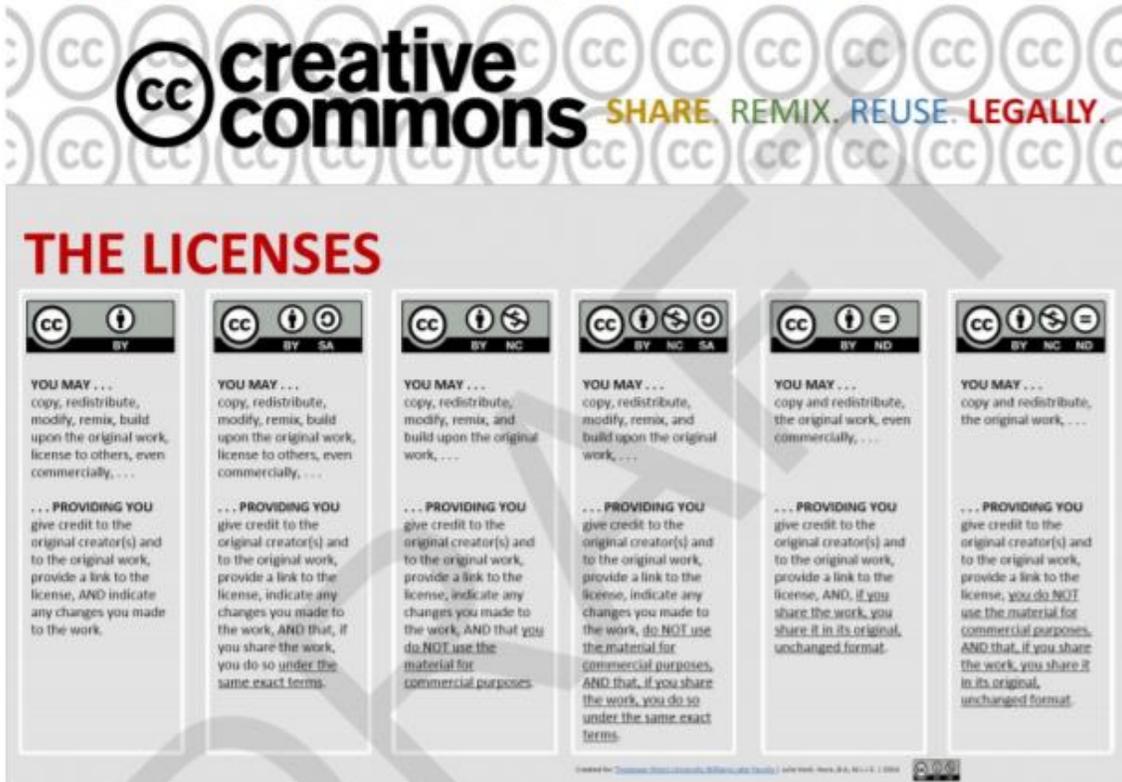
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 CRN(s): _____
 Required Textbook(s) on COR (title & ISBN) _____

ZERO-TEXTBOOK-COST COURSE MATERIALS MAY INCLUDE:

- works that reside in the public domain. (Explore here: <https://publicdomainreview.org>)
- institutionally licensed campus library materials that all students enrolled in the course have access to use at no cost. (See the Library tab on AccessRio for a list.)
- Open Educational Resources and other openly-licensed no-cost works. (<https://opendefinition.org>) (For example, see Creative Commons license types below.)
- works for which you, yourself, own the copyright and make available at no charge.



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THE LICENSES

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<p>YOU MAY ... copy, redistribute, modify, remix, build upon the original work, license to others, even commercially, ...</p> <p>... PROVIDING YOU give credit to the original creator(s) and to the original work, provide a link to the license, AND indicate any changes you made to the work.</p>	<p>YOU MAY ... copy, redistribute, modify, remix, build upon the original work, license to others, even commercially, ...</p> <p>... PROVIDING YOU give credit to the original creator(s) and to the original work, provide a link to the license, indicate any changes you made to the work, AND that, if you share the work, you do so under the same exact terms.</p>	<p>YOU MAY ... copy, redistribute, modify, remix, and build upon the original work, ...</p> <p>... PROVIDING YOU give credit to the original creator(s) and to the original work, provide a link to the license, indicate any changes you made to the work, AND that you do NOT use the material for commercial purposes.</p>	<p>YOU MAY ... copy, redistribute, modify, remix, and build upon the original work, ...</p> <p>... PROVIDING YOU give credit to the original creator(s) and to the original work, provide a link to the license, indicate any changes you made to the work, do NOT use the material for commercial purposes, AND that, if you share the work, you do so under the same exact terms.</p>	<p>YOU MAY ... copy and redistribute, the original work, even commercially, ...</p> <p>... PROVIDING YOU give credit to the original creator(s) and to the original work, provide a link to the license, AND, if you share the work, you share it in its original, unchanged format.</p>	<p>YOU MAY ... copy and redistribute, the original work, ...</p> <p>... PROVIDING YOU give credit to the original creator(s) and to the original work, provide a link to the license, you do NOT use the material for commercial purposes, AND that, if you share the work, you share it in its original, unchanged format.</p>

COURSE MATERIALS FOR COURSES THAT DO NOT REQUIRE A TEXTBOOK

If you teach a course for which there is no required textbook and you wish to offer Open Educational Resources or other free course materials as an option, you may do so. However, the ZTC symbol will apply only to courses that utilize no-cost materials in lieu of required commercial textbooks.

It is important to consider that the selection of texts plays a strong role in articulation of courses. Some colleges and universities approve or disapprove courses for articulation based on the text because they believe it a good indicator of the rigor of the course content.

To learn more about OER, please contact your representative on the Open Educational Resources Committee.

California legislation (SB 1359) requires that California Community Colleges "include a symbol/logo in the online campus course schedule by January 1, 2018 for courses that exclusively use digital course materials that are free of charge to students . . ."

Rev 11/2018



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~~ZERO-TEXTBOOK-COST SYMBOL on RHC ONLINE COURSE SCHEDULE CHECKLIST~~

Name: _____ Division/Dept: _____

CRITERIA for COURSES BEARING THE ZERO-TEXTBOOK-COST SYMBOL

~~In order to qualify for a ZTC symbol, course section(s) below must meet ALL criteria listed here.~~

~~Check each box if the required learning materials* for the course sections at the bottom of this page are~~

- ~~digital course materials that reside in the public domain or whose licensing permits their free use and repurposing by others, as do certain Creative Commons licenses:~~
- ~~ALL completely free of charge to the student.~~

~~In addition, there is no access fee to the student~~

- ~~to access for the required online learning digital course materials* in this section of this class.~~
- ~~to access required for students' use of workspaces in this section of this class.~~

~~If a print version of the free learning materials is available,~~

- ~~the print version will either be free of charge to the student or completely optional.~~

* "Learning Course materials," as defined here, refers to any materials that include course content or exercises and tools for assessing mastery of course content. This term does NOT refer to supplies such as laboratory goggles, art supplies, uniforms, etc.

FOR EACH COURSE THAT SHALL BEAR THE ZERO-TEXTBOOK-COST SYMBOL, PLEASE COMPLETE THE FOLLOWING

(Only class sections that meet ALL items on the above checklist may be listed below.)

Below, list each class you are scheduled to teach during _____ semester of _____
(Ex: spring, fall, etc.) (year)

for which ALL of the criteria listed above apply.

Number and Title of Class _____
(CRN(s): _____)

California legislation (SB 1359) requires that California Community Colleges "include a symbol/logo in the online campus course schedule by January 1, 2018 for courses that **exclusively use digital course materials that are free of charge to students** and therefore not required to be purchased."

Signature: _____ Date: _____

I verify that all required digital learning course materials listed for the above each course sections meet federal copyright standards **ALL CRITERIA** listed above.



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FROM CALIFORNIA STATE SENATE BILL 1369 (Block) Public postsecondary education: course materials.

[Approved by Governor September 13, 2016. Filed with Secretary of State September 13, 2016.]

Summary: This bill would require each campus of the California Community Colleges and the California State University, and would request each campus of the University of California, to identify in the online version of the campus course schedule its courses that exclusively use digital course materials, as specified, and communicate to students that the course materials for these courses are free of charge and therefore not required to be purchased. By imposing new duties on community college districts, this bill would impose a state-mandated local program. The bill would become operative on January 1, 2018.

SECTION 1. Section 66406.9 is added to the Education Code, to read:

66406.9. (a) Each campus of the California Community Colleges and the California State University shall, and each campus of the University of California is requested to, do both of the following:

(1) (A) Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions.

(B) The course materials described in subparagraph (A) may include open educational resources, institutionally licensed campus library materials that all students enrolled in the course have access to use, and other properly licensed and adopted materials. Each campus of the California State University, each participating campus of the University of California, and each community college district shall ensure that these materials comply with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.) and the federal Copyright Act of 1976 (Public Law 94-553).

(2) Clearly communicate to students that the course materials used for the courses identified pursuant to paragraph (1) are free of charge and therefore not required to be purchased.

(b) For purposes of this section, the following terms have the following meanings:

(1) "Course schedule" is a collection of available classes, course sections, or both, published electronically, before the start of an academic term.

(2) "Open educational resources" are high-quality teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits their free use and repurposing by others, and may include other resources that are legally available and free of cost to students. "Open educational resources" include, but are not limited to, full courses, course materials, modules, textbooks, faculty-created content, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

(c) This section shall become operative on January 1, 2018.

SEC. 2. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.



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(For courses whose Course Outline of Record lists no required textbook, skip to page two.)

CRITERIA for COURSES BEARING THE ZERO-TEXTBOOK-COST SYMBOL (Please check all that apply.)

- I am using digital course materials that are openly-licensed (that either reside in the public domain or are licensed for free use and repurposing – see page two for license types).
- I am using digital course materials equivalent to the required textbook on the Course Outline of Record.
- I am using digital course materials that are completely free of charge to the student.
- There is no access fee for the required digital course materials I am using.
- There is no access fee for students' use of workspaces in this class.
- A print version of the digital course materials I am using will not be required but may be made optional.
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Name: _____ Division/Dept: _____

Signature: _____ Date: _____

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- Open Educational Resources and other openly-licensed no-cost works. (<https://opendefinition.org>) (For example, see Creative Commons license types below.)
- works for which you, yourself, own the copyright and make available at no charge.



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THE LICENSES

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COURSE MATERIALS FOR COURSES THAT DO NOT REQUIRE A TEXTBOOK

If you teach a course for which there is no required textbook and you wish to offer Open Educational Resources or other free course materials as an option, you may do so. However, the ZTC symbol will apply only to courses that utilize no-cost materials in lieu of required commercial textbooks.

It is important to consider that the selection of texts plays a strong role in articulation of courses. Some colleges and universities approve or disapprove courses for articulation based on the text because they believe it a good indicator of the rigor of the course content.

To learn more about OER, please contact your representative on the Open Educational Resources Committee.

California legislation (SB 1359) requires that California Community Colleges “include a symbol/logo in the online campus course schedule by January 1, 2018 for courses that exclusively use digital course materials that are free of charge to students . . .”

Rev 11/2018



Academic Senate 2018/19

Addendum D: Taskforce for Low Cost Textbook Symbol Implementation

FOR ACADEMIC SENATE | NOVEMBER 20, 2018

MOTION:

To create a task force that will study, design, and implement the addition of a low-textbook-cost symbol on the college online class schedule, based upon results of a survey of faculty to determine its usefulness, with an implementation target date of April 15, 2019.

BACKGROUND:

The passage of California State Senate Bill 1359 requires all California State Universities and California Community Colleges to highlight by means of a symbol or logo "in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students." This law went into effect on January 1, 2018. Rio Hondo College began using the Zero-Textbook-Cost symbol on the Spring 2018 online class schedule.

While the objective of the legislation is to significantly lower the cost of textbooks for students and to encourage faculty to research alternatives to costly commercial textbooks, the law overlooks the reality that free digital course materials are not readily available in every discipline. Many faculty, irrespective of SB 1359, have been working diligently to replace high-priced textbooks with affordable alternatives. Some have found quality materials at a significant savings over publishers' textbooks. But doing so does not meet the criteria of SB 1359. And, by law, we cannot place the ZTC symbol next to a class section for which the instructor has replaced a \$200 textbook with one that costs \$20.

If one of the objectives of SB 1359 is to display affordable textbooks prominently so that students are made aware of them, then it follows that we should introduce a symbol that highlights courses that represent a significant savings in textbook costs.

The Open Educational Resources Committee recommends that a task force convene swiftly to create an online survey to find out from faculty what a realistic price would be for a low-cost textbook in their own discipline and which of their current courses, if any, would qualify. The survey results would show us if there is enough of a groundswell to introduce a low-textbook-cost logo for the next academic year. If there is, the task force would propose a process for determining which sections should bear a Low-Textbook-Cost symbol.

Just as we did with the ZTC symbol, we could implement a second symbol into Banner in a matter of weeks and, potentially, have a LTC symbol in addition to the ZTC symbol ready for Fall 2019 registration.



ZTC



LTC

Sheila Lynch
OER CHAIR



Academic Senate 2018/19

Addendum E:

Resolution for Board of Trustees members, Madeline Shapiro and Mary Ann Pacheco

Whereas, Madeline Shapiro served as Rio Hondo College Board of Trustee for nine years from 2009 to 2018, and Mary Ann Pacheco served as Rio Hondo Board of Trustee for five years from 2013 to 2018,

Whereas, Madeline Shapiro and Mary Ann Pacheco supported numerous campus events, ground breakings, ribbon cuttings, and the College commencement ceremonies,

Whereas, Madeline Shapiro and MaryAnn Pacheco were committed to building strong relationships with the community, by supporting outreach efforts to promote and highlight the College through Community Educational Forums and area school district events,

Whereas, Madeline Shapiro and Mary Ann Pacheco met with local chambers of commerce, community business leaders, and local and state-elected officials to advocate for the students of the District,

Whereas, Madeline Shapiro and Maryann Pacheco have steadfastly supported the efforts of the Rio Hondo faculty in providing services to the students of the District,

Be it Resolved that the Academic Senate commend Madeline Shapiro and Maryann Pacheco on their long service and dedication to the District and wish them both the best in their future endeavors.



Academic Senate 2018/19

Addendum F: Online Education Committee Report

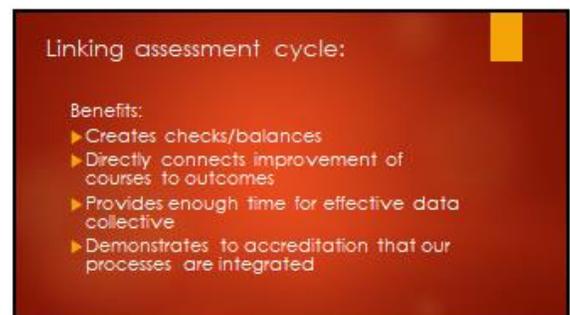
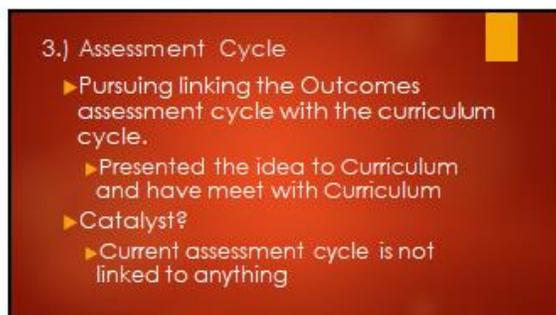
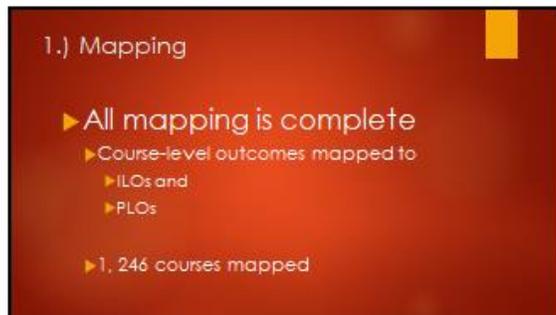
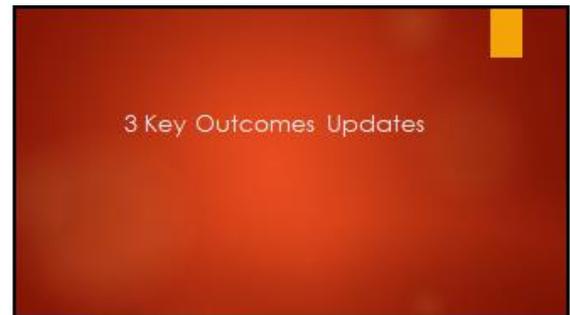
Online Education
Senate and PFC report
October 2018
Submitted by Dr. Jodi Senk

- A summary of August and September DECO (Dist Ed Coord.) meetings was presented. One area of interest was faculty and student surveys. OE Coordinator will send OEC the links to the surveys to determine if we should implement at Rio and which questions we want to ask.
- Board presentation was scheduled for October, but due to the president search, has been cancelled. Should be moved to Spring 2019.
- EMEC has now upgraded to better faster WIFI!
- Discussion on load to teach online. Currently it is two classes or 40. It was noted there is nothing specific to PT faculty online load. Per the contract, the dean "allegedly" can assign more than 40%. OEC will continue to discuss.
- Issue to consider-- statewide, colleges that are increasing online and doing well, on average, have 20% courses online; Rio has 13%.
- Discussion ensued on the OEI rubric and alignment, and how one can upgrade their course for the exchange as well as creating a POER (peer online course review) club.
- Program plan near completion-will try and align with equity/accessibility and guided pathways; requests made for resources and staffing.



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Addendum G: Outcomes Committee Report



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