



Academic Senate 2019-20

Minutes

May 5, 2020

Location: Zoom

1:00 PM

Members present: Frank Accardo, Lupe Alvarado, Kevin Barman, Tammy Camacho, Fran Cummings, William Currington, Alexandre Dejean, Marie Ekstrom, Yunior Hernandez, Jorge Huinquez, Shirley Isaac, Steve Johnson, Andrea Kirton, Michael Koger, Katharine Lampert, Todd Lim, Jeannie Liu, Sheila Lynch, Marina Markossian, Angelica Martinez, Gerson Montiel, Juana Mora, Farrah Nakatani, Katie O'Brien, Tyler Okamoto, Dorali Pichardo-Diaz, Matt Pitassi, Angela Rhodes, Rudy Rios, Matt Schleicher, Kevin Smith, Stephen Smith, Shelly Spencer, JoAnn Springer, Razvan Stoian, Irma Valdivia, Diana Valladares, Adam Wetsman; **Members absent:** Robin Babou, Michelle Bean, Robert Bethel, Angela Cheung Jupei Hsiao, George Kimber, Carley Mitchell; **Ad hoc members present:** Dana Arazi, Elizabeth Ramirez; **Guests:** Jose Lara, Alyson Cartagena, Caroline Durdella, Tracy Rickman

I. Call to Order – 1:02pm

II. Approval of Minutes: April 21, 2020 approved.

III. Public Comment – none

IV. President's Report

- A. **Distinguished Faculty Award** - The Distinguished faculty for 2020 was awarded to Tracy Rickman. Tracy shared a few words thanking the faculty for the honor.
- B. **Summer Courses** – The class times for all summer courses published on the class schedule cannot be updated due to the various factors: pending directive from the Chancellor's Office, constraints with Banner and confirmation whether a course will be synchronous. As a result, students are not able to register for courses with more than a 10-minute overlap, despite the possibility that classes may be asynchronous. Currently, if two courses overlap by 10 minutes or less, students can petition with A&R to register for both courses. Under these current circumstances, K. Smith recommended to all instructional faculty to communicate known summer course expectations to their students. A senator asked if the college would be notifying students that faculty may be contacting them to provide them with these summer course expectations. Since Administration has not formally provided faculty with these directives, K. Smith will communicate this message to administration and to faculty.
 - i. A senator shared that under normal circumstances when students register for an online class, the instructor provides them with a course expectation letter. However, with so many teachers converting to an online format for the first time, there may be instructors who have not prepared these letters. As a result, students may not be aware of what the course expectations will be and whether the course will be synchronous. The senator further shared that the messaging on the Distance Education (DE) website includes tutorials and benefits of taking online classes, including the opportunity to exercise greater flexibility with their schedules when taking courses offered synchronously. However, this message



Academic Senate 2019-20

is conflicting when the classes are listed on the schedule with a specific time, yet do not require students to meet at those times. Senate expressed the need for instructors to share with their students any asynchronous alternatives should a class be scheduled to be synchronous. Administration stated on canvas shells that all classes will be online. However, K. Smith added that this communication has not been clear to students.

- ii. Room assignments for online classes, which were originally scheduled to be in-person, is also causing confusion for students. A suggestion was made to supplement a room assignment on the schedule with “remote learning”, as a way of clarifying this confusion. A&R is looking into this suggestion.
 - iii. There is a message on the main Rio Hondo College webpage stating that “All Classes will be Online” for the summer semester.
- C. **Fall Semester** – Administration is waiting for guidance from the state regarding the format for the fall semester, including guidance from the Governor, Department of Public Health and the Chancellor’s Office. As a Senate body, we need to plan for discussions regarding policies for the fall semester. This discussion may begin at the last Senate meeting, or over the summer. Please let K. Smith let know if there are any concerns regarding meeting over the summer. A senator asked why we are waiting to make this decision, while other districts have already communicated their intent to go online. It was communicated by our Administration that they prefer not to announce that a decision to go online in the fall semester was made and then later have to change that communication.
- D. **Budget Taskforce** - Subgroup of PFC will make decisions regarding possible budget cuts - RHCFA President, Senate President, CSEA President, VP Student Services, VP Academic Affairs, VP Finance and Business, ASRHC Student Body President. The subgroup met twice and has come up with guiding principles, which includes protecting jobs and following state mandates. Meeting again tomorrow. Ideas from this group will go to PFC. Will also have campus forums to gather input.
- E. **Educational Master Plan** - Pages 48-54 of the Plan make recommendations regarding possible new programs for the campus. Some recommended programs are Health Information Technology, Computer Science Infrastructure Security, Occupational Therapy Assistant Program and Physical Therapist Assistant. Included in the Plan are specific recommendations for both Academic Affairs and Student Services. Send feedback to Caroline Durdella and Abbie Perry. Caroline Durdella requested that all feedback be focused on content please.

V. Vice Presidents’ Reports

- A. 1st Vice President – no report
- B. 2nd Vice President – no report

VI. Unfinished Business - none

VII. New Business

A. Excused Withdrawals

Background: Group which included Senate President, Financial Aid Director, Director of Admissions and Records, Academic Dean, Counseling Dean, Articulation Officer, Transfer Center Counselor/Coordinator, and Counseling Faculty met to discuss grading policies



Academic Senate 2019-20

for the summer term. The recommendation proposed by the group for the summer semester mirrors what has been established for students for the spring semester. It was discussed how summer is different than spring because students will now begin the summer semester remotely and not be switched to an online format mid-semester. However, students had already enrolled in summer semester when this crisis began. An example was given of a possible situation of two brothers taking a class in the same timeframe and they may need the same device to attend courses. As on-ground students, the ability to take courses at the same time would be possible, but maybe not in a remote environment. Additionally, EW's do not come with a refund, so there is a request allow for these refunds in case the district can find this option to be financially feasible. The deadline proposed would be one week after final grades are in for the end of summer as opposed to the end of each summer term. Keeping one deadline would be clearer for students.

Motion: For the Summer 2020 term, the Academic Senate recommends that all withdrawals be converted to "Excused Withdrawals". We recommend that, when financially feasible for the district, students will receive an "Excused Withdrawal" with a refund. Furthermore, the deadline for an EW with a refund be August 21, 2020 made by D. Pichardo-Diaz, 2nd by J.Springer

Discussion:

- i. Wetsman asked about an "F" grade – does this mean the student can convert this grade to an "EW"? For the spring term, an "F" grade automatically converts to an "EW" and it is not clear on the proposed motion.
- ii. K. Obrien shared that she fully supports the motion, but asked if we have received word from the Chancellor's Office that this policy can be extended into the summer. K. Smith clarified that summer is a local decision, so we are okay.
- iii. Extensive discussion ensued regarding why this motion is being proposed for the summer when all students should be aware that all classes will be online and they should be able to decide whether or not they can take a class. A senator shared that students may be new to the campus and may not be familiar with the online course format. Also, particular courses are more challenging in an online format than others that students transition to from the spring semester. It was pointed out that students registered in the class without knowing that the classes would be in a remote format and these students are facing special circumstances in addition to COVID-19.
- i. M. Pitassi stated that it is important to acknowledge that we all care about our students. He further shared that 95% of his students are doing well in class. There could be an unintended consequence that if we offer an EW option for the summer semester, there may be students that are less likely to continue in the course.

25 yea, 11 nay – motions passes

B. P/NP

Executive Motion: For Summer 2020, the limitation of allowing one P/NP course per semester will be suspended.

Background: In a normal semester, there is a limit to how many courses a student can take as P/NP. CSU's and the majority of the UC's have indicated that this policy would be acceptable in terms of accepting P/NP coursework.



Academic Senate 2019-20

Discussion: No Discussion

34 yea, 1 nay, motions passes

Motion: For Summer 2020, the deadline for P/NP be August 21, 2020
by J.Springer, 2nd by D. Pichardo-Diaz

Discussion: No discussion.

35 yea, 1 nay, motion passes

C. Academic Rank – AP/BP 4245(Addendum A)

AP 4245 - The Academic Rank Committee has concerns with the language of some AP's and BP's and the ranking process as it applies to adjunct faculty. The current process forwards names to Human Resources to be verified. The change would have the Academic Rank Committee completing the verification process and then submitting the verified candidates to Senate for approval. A senator shared that if candidates come from another school, they inform Human Resources of the status held at their other school. In the past, 30 people were forwarded by the Academic Rank Committee, and approximately 20 people were not verified. Many of these candidates were adjunct and members of the Academic Rank Committee were not made aware that the candidates were not approved. This is why it is so important that the Academic Rank Committee verify the candidates.

Motion that the Academic Senate approve the changes to AP 4245 by A. Rhodes, 2nd by S. Lynch.

35 yea, 0 nay, motion passes

BP 4245 – We currently base everything on a full-time load. In order to qualify for Assistant Professor, the part-time faculty member would have to work three years at the equivalent of what a full-time faculty works. At 100% load per semester, three years and two semesters per year, that is 600% load. We currently have adjuncts that have taught one class per semester for the last ten years and still do not qualify for Assistant Professor because they are getting 20% load per semester, or year. The thought is that the scale for adjuncts should be adjusted so that a year for an adjunct constitutes 120% load, instead of the 200% load from which a full-time faculty member is calculated.

- i. The BP revisions also include the Student Services and Library faculty, as the language only included teaching faculty.
- ii. Timeline to achieve Associate and Professor ranks was increased for adjuncts.
- iii. If an adjunct faculty were to attain Assistant, or Associate Professor, and then be hired full-time, the rank can be retained. However, this would not apply to Professor. In order to receive this ranking, the faculty member would have to meet the indicated professor requirements to keep their professor ranking as a full-time faculty member.

Motion that the Academic Senate approve the changes to BP 4245 by A. Rhodes, 2nd by J. Springer.

30 yea, 0 nay, motion passes



Academic Senate 2019-20

D. Resolution Guidance for Summer 2020 Remote Instruction (Addendum B)

Resolution is comparable to what was passed for spring semester, but does not include policy changes.

Motion to accept the Guidance for Summer 2020 Remote Instruction Resolution made by A. Rhodes, 2nd by D. Pichardo-Diaz

30 yea, 0 nay, motion passes

E. Outcomes Recommendations

- i. Outcomes rubric (**Addendum C**) – rubric created in response to an institutional-level recommendation from Program Review, which suggests that outcomes need quality control. It will be used as a resource to help faculty who are crafting outcomes for the first time, or will be revising their courses.
- ii. Outcomes Feedback Work Group – will review outcomes using the Outcomes Rubric and will consist of the Outcomes Coordinator, Division Outcomes Representative, Dean of IRP and Dean of the originating course. A. Cartagena stated that this summer could require a one-time meeting to be able to provide feedback to faculty who are revising their courses for next academic year. In the future, the outcomes review would occur within the academic calendar year. Feedback given to the faculty is not evaluative and is private. A senator asked if members of the Learning Outcomes Committee Members will be asked to read and evaluate all SLOs for every course that comes through curriculum. A. Cartagena replied that Committee members would only review courses in their respective areas.
- iii. Flex suggestion – The Outcomes Committee would like to request that Senate consider replacing the two breakouts that are usually scheduled on Flex Day with outcomes work time. The Flex Committee has not yet had time to discuss this request. K. Smith's is asking for an official recommendation from the Flex Committee. A. Cartagena shared that this work is critical to getting accredited. The recommendation from the committee is to use the time on Flex Day to discuss course-level outcomes and closing the loop. Close the loop forms have not been submitted and were due in October. Faculty needs the time to be able to complete this work and there is time on Flex Day. A senator expressed concern that taking the time on Flex Day to discuss outcomes will take time away from discussions regarding key topics, such as online learning and equity. It was further suggested that the outcomes discussion can occur after division meetings during the academic year. A. Cartagena communicated that the dialogue touching on equity and learning are the same thing as discussing outcomes. These conversations are not occurring, and the assessment reports are not being completed.
 1. K. O'Brien shared that administration has recommended that classified staff be integrated to Flex Day offerings. Spring Flex Day may be the more appropriate time, but she will bring the recommendation to the flex committee.
 2. A. Cartagena asked all to think about possible solutions if Flex Day is not an option.



Academic Senate 2019-20

F. Planning Calendar (Addendum D and Addendum E)

Major differences are in the timelines – program plans and reviews, unit plans and area plans will be accelerated. Another major change is that faculty staffing committees will be meeting in November, instead of March. Most of the other timelines are the same. Institutional Planning Retreat normally happens in April, but will not be relevant because faculty may have been hired by this point. There is concern that the hiring turnaround could take up to 18 months. Please send any comments to K. Smith

VIII. Committee Reports – (Addendum F)

Senate

- Academic Rank
- Curriculum
- Guided Pathways Steering (GPS)
- Instructional Technology (ITC)
- Distance Education (DE)
- Open Educational Resources
- Staff Development/Flex
- Outcomes

Planning and Fiscal Council

- Institutional Effectiveness (IEC)
- Program Review
- Safety
- Policy and Procedure Council (PPC)

Other

- Basic Skills
- Bookstore/Copy Room
- Enterprise Systems Advisory
- Online Education Initiative (OEI)
- Student Equity
- Student Success and Support Program (SSSP)
- ASCCC Open Educational Resources Initiative (OERI)

IX. Announcements - none

X. Adjournment – 2:33pm



Academic Senate 2019-20

Addendum A – Drafts of AP/BP 4245:

RIO HONDO COMMUNITY COLLEGE DISTRICT

Administrative Procedure

academic rank procedure
4245

AP No.

Board Reviewed: 5/9/18

Page 1 of 1

- I. **The Academic Rank Committee shall consist of five members nominated for two-year terms by the Academic Senate President.** The Academic Rank Committee shall select a chair annually.
- II. Applications for advancement in academic rank, along with all pertinent supporting data, shall be sent to the Academic Rank Committee by November 15 of the academic year faculty members wish to be considered for advancement. ~~The Academic Rank Committee shall forward the applications to Human Resources for verification that applicants have met the minimum requirements and are qualified for the academic rank for which they applied.~~ The Academic Rank Committee will submit the verified degrees, units, and employment history to the President of the Academic Senate to be put on the Academic Senate agenda for a vote.
- III. A simple majority vote is required for approval of academic rank for faculty applying for advancement.
- IV. With the affirmation vote and signatures of the President of the Academic Senate and Chairperson of the Academic Rank Committee, the applications will be sent to the Superintendent/President. With the consent of the Superintendent/ President, the applications will be submitted to the Board of Trustees for its consideration and action. Any applicants who have objections concerning the consideration of an application, can ask the President of the Senate to be put on the agenda for the next regular scheduled meeting to present their cases. The merit of the cases shall be decided by a simple majority vote of the Senators present at the regularly scheduled meeting.
- V. Reference/Source
Academic Senate



Academic Senate 2019-20

Addendum A – Drafts of AP/BP 4245 cont’:

RIO HONDO COMMUNITY COLLEGE DISTRICT

Board Policy ACADEMIC RANK POLICY BP No. 4245

Board Adopted: 7/1/65; Rev. 4/24/74; 3/5/75; 12/7/77; 1/10/79; 10/12/88; 6/8/11; 06/13/18

I. Criteria Governing Academic Rank

- a. The recommendation of the faculty member for Academic Rank should be based upon comprehensive study of the individual's achievements during the years preceding the recommendation. ~~Academic rank applications are submitted by the faculty members after they have met the minimum requirements of each step. Academic rank shall not determine column or step advancement for employee remuneration.~~ [moved below for clarity]
- b. ~~Academic rank applications are submitted by the faculty members after they have met the minimum requirements of each step. Academic rank shall not determine column or step advancement for employee remuneration.~~
- c. ~~Human Resources shall provide all supporting documentation and their recommendation to the Academic Rank Committee upon request of a faculty member.~~
- ~~b~~d. To be eligible for academic rank, a faculty member must be a member of the Rio Hondo College staff and submit an application form.
- e. ~~All Faculty members including those whose function is to work in an educational capacity outside of the conventional classroom are eligible for Academic Rank. shall be granted academic rank in the area of their professional service.~~ Such members include, but shall not be limited to counselors, librarians, coaches, school nurses, and members of student health services.
- ~~e~~f. ~~The Academic Rank Committee shall consist of five members nominated for two-year terms by the Academic Senate President and confirmed by a majority vote of the Senate at a regularly scheduled meeting. (moved to AP)~~

IV-II. Significant Prominence (reordered)

- a. Evidence of “significant prominence” in a field, major contributions to society, or rank at another college, may substitute as criteria for consideration and appointment to academic rank.
- b. The following criteria shall be used for significant prominence
 - i. Professional Achievement
 1. Academic and scholarly contributions to the faculty member's profession and field
 2. Creation, exhibition, performance, or publication in the arts or literature
 3. Presentations before meetings of scholarly and professional societies
 4. Receipt of fellowships or other subsidies for pursuit of research or study in the faculty member's field
 5. Participation in the activities of scholarly or professional societies beyond mere membership
 - ii. Contributions to the College



Academic Senate 2019-20

Addendum A – Drafts of AP/BP 4245 cont':

1. Participation in professional activities, including active membership in professional societies and attendance at scholarly meetings
2. Contributing to academic governance such as membership participation in the activities of department, school and system committees, and service in administrative capacities above and beyond contractual and paid services
3. Producing and directing events in the performing arts and/or coaching or covering athletic events for the college
4. Engaging in community service and activity which may draw favorable attention to the faculty member and to the college
5. Delivering speeches, conducting colloquia, or otherwise conveying information about the faculty member's profession and field to community groups
6. Chairing or directing committee work related to the CTE area not required in contract duties

III. Teaching Experience

- a. Upon approval of the Academic Rank Committee, two years of full-time credentialed teaching other than college level shall be the equivalent of one year of full-time college teaching with fractions of more than half to be considered as one year.
- ~~b. All terms of teaching (including summer and intersession) will be counted for part-time faculty for the purposes of establishing rank.~~ [moved to Section IV.]
- eb. For full-time faculty, no more than one year of service will be counted for each academic year for the purposes of establishing rank (e.g., a faculty member teaching 150% 100% load and 50% overload over two successive academic years will receive credit for two years of service at Rio Hondo College, not three years). For part-time faculty, no more than 120% load will be counted for each academic year for the purposes of establishing rank.

IV. Additional Criteria Governing Part-Time Academic Rank

- a. All terms of teaching (including summer and intersession) will be counted for part-time faculty for the purposes of establishing academic rank.
- ~~b. Significant Prominence will be applicable to part-time faculty regardless of the rank they apply for.~~
- c. The rank of ASSISTANT PROFESSOR and ASSOCIATE PROFESSOR shall be retained if a part-time faculty member is hired into a full-time tenure track position at Rio Hondo College.
- d. One year of full-time teaching credit for an adjunct faculty member shall consist of 120% load. In addition to earning 120% load in one academic year, it may be attained by adding load from previous semesters. However, the maximum credit an adjunct faculty member can earn in one year is 120%. If a part-time faculty member earns less than 120% load in an academic year, the load they earn will be carried over. If a part-time faculty member earns more than 120% in an academic year, the overage will not carry over to the next year.

≠ V. Minimum Criteria for Academic Rank for Full-Time Faculty

- a. The title of faculty members shall be INSTRUCTOR, unless their preparation and previous experience entitle them to higher rank under this policy and Administrative Procedure 4245.



Academic Senate 2019-20

Addendum A – Drafts of AP/BP 4245 cont':

- b. The requirement for the rank of ASSISTANT PROFESSOR shall be the equivalent of at least three years of full-time teaching **and/or student services** at Rio Hondo College and one of the following:
 - i. An earned Master's or Doctorate degree
 - ii. An earned Bachelor's degree and a Community College Instructor credential in a vocational area in lieu of a Master's Degree.
 - iii. Significant prominence in the field of expertise as determined by each division.
 - iv. Two years non-academic work experience as determined by each division.
- c. The requirements for rank of ASSOCIATE PROFESSOR shall be the equivalent of at least five years of full-time college teaching **and/or student services**, including the equivalent of three years at Rio Hondo College, and one of the following:
 - i. Earned Doctorate degree
 - ii. Forty post-baccalaureate upper division or higher numbered semester units including an earned Master's Degree. All units will be accepted except lower division and continuing education units, unless the candidate had received prior approval from the Units Evaluation Committee, as per Section 3.3.7.4 of the Rio Hondo College Faculty Collective Bargaining Agreement.
 - iii. An earned Bachelor's Degree and a Community College Instructor Credential in a vocational area in lieu of a Master's Degree, plus ten post-baccalaureate upper division or higher numbered semester units. All units will be accepted except lower division and continuing education units, unless the candidate had received prior approval from the Units Evaluation Committee, as per Section 3.3.7.4 of the Rio Hondo College Faculty Association Collective Bargaining Agreement.
 - iv. Significant prominence in the field of expertise as determined by each division.
 - v. Three years non-academic work experience as determined by each division.
- d. The requirements for the rank of PROFESSOR shall be the equivalent of at least ten years of full-time college teaching **and/or student services**, including the equivalent of seven years at Rio Hondo College and one of the following:
 - i. An earned Doctorate degree
 - ii. Fifty post-baccalaureate upper division or higher numbered semester units including an earned Master's degree. All units will be accepted except lower division and continuing education units, unless the candidate had received prior approval from the Units Evaluation Committee, as per Section 3.3.7.4 of the Rio Hondo College Faculty Collective Association Collective Bargaining Agreement.
 - iii. earned Bachelor's Degree and a Community College Instructor Credential in a vocational area in lieu of a Master's Degree, plus twenty post-baccalaureate upper division or higher numbered semester units.
 - iv. Significant prominence in the field of expertise as determined by each division.
 - v. Five years non-academic work experience as determined by each division.

VI. Minimum Criteria for Part-time Academic Rank

- a. The title of faculty members shall be INSTRUCTOR, unless their preparation and previous experience entitle them to higher rank under this policy and Administrative Procedure 4245.
- b. The requirement for the rank of ASSISTANT PROFESSOR shall be the



Academic Senate 2019-20

Addendum A – Drafts of AP/BP 4245 cont’:

equivalent of at least three years of full-time college-level teaching **and/or student services** ~~(60% of part-time teaching load is equivalent to one year of full-time college teaching for purposes of academic rank)~~ AND one of the following:

- i. An earned Master’s or Doctorate degree
- ii. An earned Bachelor’s degree and a Community College Instructor credential in a vocational area in lieu of a Master’s Degree.
- iii. Significant prominence in the field of expertise as determined by each division.
- iv. Two years non-academic work experience as determined by each division.

c. The requirements for rank of ASSOCIATE PROFESSOR shall be the equivalent of at least seven years of full-time college teaching **and/or student services** ~~(60% of part-time teaching load is equivalent to one year of full-time college teaching for purposes of academic rank)~~ AND including the equivalent of four years at Rio Hondo College, and one of the following:

- i. Earned Doctorate degree
- ii. Forty post-baccalaureate upper division or higher numbered semester units including an earned Master's Degree. All units will be accepted except lower division and continuing education units, unless the candidate had received prior approval from the Units Evaluation Committee, as per Section 3.3.7.4 of the Rio Hondo College Faculty Collective Bargaining Agreement.
- iii. An earned Bachelor's Degree and a Community College Instructor Credential in a vocational area in lieu of a Master's Degree, plus ten post-baccalaureate upper division or higher numbered semester units. All units will be accepted except lower division and continuing education units, unless the candidate had received prior approval from the Units Evaluation Committee, as per Section 3.3.7.4 of the Rio Hondo College Faculty Association Collective Bargaining Agreement.
- iv. Significant prominence in the field of expertise as determined by each division.
- v. Three years non-academic work experience as determined by each division.

d. The requirements for the rank of PROFESSOR shall be the equivalent of at least twelve years of full-time college teaching **and/or student services** ~~(60% of part-time teaching load is equivalent to one year of full-time college teaching for purposes of academic rank)~~ including the equivalent of eight years at Rio Hondo College and one of the following:

- i. An earned Doctorate degree
- ii. Fifty post-baccalaureate upper division or higher numbered semester units including an earned Master's degree. All units will be accepted except lower division and continuing education units, unless the candidate had received prior approval from the Units Evaluation Committee, as



Academic Senate 2019-20

Addendum A – Drafts of AP/BP 4245 cont’:

per Section 3.3.7.4 of the Rio Hondo College Faculty Collective Association Collective Bargaining Agreement.

iii. earned Bachelor's Degree and a Community College Instructor Credential in a vocational area in lieu of a Master's Degree, plus twenty post-baccalaureate upper division or higher numbered semester units.

iv. Significant prominence in the field of expertise as determined by each division.

v. Five years non-academic work experience as determined by each division.



Academic Senate 2019-20

Addendum B – Summer 2020 Remote Instruction Resolution:

Resolution: Guidance for Summer 2020 Remote Instruction

Whereas, Students may have signed up for a class in face-to-face modality, only to have that class converted to an online environment;

Whereas, Students may be receiving the message that the class time in the schedule of classes does not matter now that we are moving to remote instruction; and

Whereas, In an online environment, issues such as the number of Internet-connected devices in the household, a reliable Internet source with sufficient bandwidth become magnified;

Resolved, The Academic Senate implores faculty to engage in equity-minded practices that take into account the varying circumstances students are experiencing during the transition to remote instruction; and

Resolved, The Academic Senate expects faculty to adjust their attendance policies so as to allow students who cannot attend a class synchronously during this time to attend asynchronously.



Academic Senate 2019-20

Addendum C – Course-Level Outcomes Rubric:

Course-Level Outcomes (CLOs) Rubric

Outcomes statements must be measurable and specific. They are learning-centered rather than teaching-centered and are expressed in active verbs such as those found in Bloom’s Taxonomy. There is at least one outcome per unit of instruction, but generally no more than 3-5 outcomes for 3-unit courses is required. *Examples provided on the following page.*

	DOES NOT MEET STANDARDS OF PRACTICE	MEETS STANDARDS OF PRACTICE	COMMENTS
Purpose	Some or all outcomes and objectives are identical. Some or all outcomes demonstrate a lack of logical progression and relationship between content/activities, objectives, and outcomes.	All outcomes and objectives are distinct from one another. All outcomes demonstrate logical progression and relationship between content/activities, objectives, and outcomes.	
Measurement	Some or all outcomes are not written as measurable, specific and student-centered statements nor do they utilize Bloom’s Taxonomy.	All outcomes are written as measurable, specific, and student-centered statements and utilize Bloom’s Taxonomy.	
Alignment to Program-Level Outcomes	Some or all course-level outcomes are not aligned with program-level outcomes.	All course-level outcomes are aligned with program-level outcomes.	
Conventions	Some or all outcomes contain errors in writing, grammar, spelling, and punctuation. Some or all outcomes are not written clearly, and details are missing.	All outcomes are free from errors in writing, grammar, spelling, and punctuation. All outcomes are written clearly and with detail to ensure understanding.	

Additional feedback:



Academic Senate 2019-20

Addendum C – Course-Level Outcomes Rubric cont’:

Poor: Too general and hard to measure.	Better: Too general and difficult to measure.	Best: Specific and Measurable.
Students will appreciate dance.	Students will appreciate dance in a live or recorded concert.	Given a live or recorded dance concert, students will successfully analyze the salient components of the work including the categories of body, effort, space, and shape.
Students will understand the use of correct grammar and literary devices.	Students will demonstrate the use of correct grammar and various literary devices.	Given research topics, students will demonstrate the use of correct grammar and various literary devices in creating a research paper.
Students will list the benefits of exercise science.	Students will explain the purpose of exercise as a stress reduction tool.	Given the health history of a fictitious person, students will devise a personalized exercise plan focused on the reduction of stress.
Students will understand the scientific method.	Students will apply the scientific method in problem solving.	Presented a real-life problem, students will design a grounded research study using the scientific method.
Student will understand various essay types.	Student will write in various essay styles, such as descriptive and persuasive.	Given one topic, students will demonstrate their ability to distinguish between and compose three different style essays: Descriptive, process, and persuasive.
ADD MORE FROM THE COMMITTEE		

How Are Outcomes Different From Objectives?

Outcomes are typically broader and may be themed clusters of course objectives identified in the course outline of record (COR). Some practitioners believe outcomes are more student-centered than objectives, whereas objectives are more teacher-centered.

Objectives: A course objective describes what a faculty member will cover in a course. Objectives are generally less broad than goals, and broader than student learning outcomes. Analogy: Objectives are like the *ingredients* and the *recipe*; outcomes are the final product—the *cake*.



Academic Senate 2019-20

Addendum C – Course-Level Outcomes Rubric cont’:

Examples of objectives:

- Students will gain an understanding of the origins of art history.
- Students will read and analyze seminal works in twentieth-century American literature.
- Students will study the major regulatory agencies.

Outcomes: An outcome is a detailed description of what students must be able to do at the conclusion of a course. The best outcomes will include a description of the conditions (i.e., when given *x*, the student will be able to *y*), and the acceptable performance level.

Examples of outcomes:

- When given a major decision by a governmental leader, students will be able to identify the major factors that the leader had to consider and discuss why the action was taken and what apparent trade-offs were made. (Government)
- Demonstrate graphically and explain how a change in expectation will affect the loanable funds market. (Economics)
- On hearing musical selections, students will be able to identify those that are examples of chamber music and be able to identify form, texture, and makeup of the ensemble. (Music)
- When shown a print, students will be able to identify whether it is a woodcut, an etching, or a lithograph, and list the characteristics on which this identification is based. (Art)
- When given a case study, students will be able to identify whether it describes a case of schizophrenia, and if it does, which of the following schizophrenic reactions are involved: hebephrenic, catatonic, or paranoid. (Psychology)
- Based on reading, case studies, or personal experience, identify those activities that are most likely to distinguish effective, well-managed technology development programs from ineffective programs. (Management)
- When given two events, students will be able to determine whether they are independent or whether there is a relationship between them. On the basis of this determination, students will be able to select and use the appropriate rules of conditional probability to determine the probability that a certain event will occur. (Statistics)

Words Open to Many Interpretations	Words Open to Fewer Interpretations
<i>To know</i> <i>To understand</i> <i>To really understand</i> <i>To appreciate</i> <i>To full appreciate</i> <i>To grasp the significance of</i> <i>To enjoy</i> <i>To believe</i>	<i>To write</i> <i>To recite</i> <i>To identify</i> <i>To sort</i> <i>To solve</i> <i>To construct</i> <i>To compare</i> <i>To contrast</i>



Academic Senate 2019-20

Addendum D – 2020-2021/2021-2022 Planning Calendar:

**RIO HONDO COLLEGE
2020-2021/2021-2022
INTEGRATED PLANNING, PROGRAM REVIEW,
OUTCOMES ASSESSMENT AND RESOURCE ALLOCATION CALENDAR**

Scenario A		Scenario B
DATE	ACTIVITY	DATE
July/August 2020	State budget changes incorporated into proposed budget assumptions for 20-21; 20-21 resource allocation decisions finalized	July/August 2020
August 14, 2020	Fall Flex Outcomes Dialogue Morning Session	August 14, 2020
August 2020	Virtual review of criteria to be used for 21-22 to prioritize all staffing needs due 8/29/20	August 2020
August – September 2020	Program Plans/Reviews due, submitted and locked via TaskStream; Outcomes dialogue submitted via TaskStream	August – October 2020
September 2020	Final Budget 20-21 presented to Board of Trustees; Presentation to PFC and campus-wide budget forums to include results of final allocations for 20-21	September 2020
September 2020	Memo sent to Unit Managers outlining criteria for staffing prioritization (21-22)	September 2020
September – October 2020	Unit Plans with all resource needs ranked within Unit due, submitted and locked via TaskStream (21-22)	October – November 2020
October 2020	Area Plans with all resource needs ranked within Area due, submitted, and locked via TaskStream (21-22)	November 2020
November 2020	Final Area Rankings due (21-22)	December 2020
November 2020	Staffing packets distributed to Staffing Committee Members (21-22)	
November 2020	Staffing committees meet to review requests and create final position rankings (21-22)	
November 2020	PFC receives recommendation from Staffing Committees (21-22)	
November 2020	PFC makes recommendation to President (21-22)	
December 2020	Board agenda item; Prepared by the Office of Human Resources for the	

Presented to Outcomes Committee April 21, 2020
Revised post Outcomes Committee April 24, 2020
Revised post leadership call April 24, 2020



Academic Senate 2019-20

Addendum D – 2020-2021/2021-2022 Planning Calendar cont

DATE	ACTIVITY	DATE
	December '20/January '21 BOT Meeting. (21-22)	
November/December 2020	Divisions begin to solicit faculty members for potential hiring committees, based on draft BOT agenda item. (21-22)	
January 2021	Governor's January Budget released and reviewed by Finance and Business; F & B develops recommendation for PFC regarding tentative budget priorities and available funds for Strategic Plan activities for the coming year (21-22)	January 2021
January 2021	Facility, technology, equipment, and budget augmentation resource requests pulled from TaskStream. (Staffing Committee process for Scenario B begins here). (21-22)	January 2021
January 2021	Facility, technology, equipment, and budget augmentation resource requests are sent to committee chairs. Staffing requests (Scenario B) sent to committee chairs. (21-22)	January 2021
January 2021	Spring Flex Outcomes Dialogue Morning Session	January 2021
February 2021	Facility, technology, equipment and budget augmentation committees complete their rankings and submit to IRP. (21-22)	February 2021
March 2021	PFC meets and considers recommendation from facility, technology, equipment and budget augmentation committees. Scenario B staffing sent to IRP. (21-22)	March 2021
March 2021	PFC makes a recommendation to the President on facility, technology, equipment and budget augmentation requests. Staffing recommendation Scenario B recommended to President. (21-22)	March 2021
March 29 – April 2, 2021	Spring Break	March 29 – April 2, 2021
April 23, 2021	All resource requests presented at Institutional Planning Retreat: REPLACED WITH SEPTEMBER BUDGET FORUMS	April 23, 2021
	Board agenda item; Prepared by the Office of Human Resources for the May '21 BOT Meeting. (21-22)	April/May 2021
	Divisions begin to solicit faculty members for potential hiring committees, based on draft BOT agenda item. (21-22)	April/May 2021

Presented to Outcomes Committee April 21, 2020
 Revised post Outcomes Committee April 24, 2020
 Revised post leadership call April 24, 2020



Academic Senate 2019-20

Addendum D – 2020-2021/2021-2022 Planning Calendar:

DATE	ACTIVITY	DATE
May 2021	Tentative budget 21-22 presented during Board Study Session	May 2021
June 2021	Tentative 21-22 budget presented to the Board for approval; Final FON calculation	June 2021
July/August	State budget changes incorporated into proposed budget assumptions for 21-22; 21-22 resource allocation decisions finalized	July/August

* Under Scenario A requests for staff must be included in the Fall 2020 program review and/or program plan, which must be submitted and locked in TaskStream no later than September 25, 2020. Scenario B requires that requests for staff be included in the Fall 2020 program review/plan and submitted and locked in TaskStream no later than October 9, 2020

Academic Affairs	
Finance and Business	
Human Resources	
Institutional Research and Planning	
Planning and Fiscal Council	
Programs, Units, Areas	

Presented to Outcomes Committee April 21, 2020
 Revised post Outcomes Committee April 24, 2020
 Revised post leadership call April 24, 2020



Academic Senate 2019-20

Addendum E – Staffing Calendar Changes:

Changes from the previous year:

Program Plans due in 6 weeks instead of 8 weeks
Unit plans due in 3 weeks instead of 4 weeks
Area plans due in 2 weeks instead of 3 weeks

Staffing committee meets in November instead of March- still will have two meetings, though PFC reviews recommendations in November instead of March/April

Faculty staffing recommendations will not go to the Planning Retreat

Justification for changes:

Plans take a year currently and aren't implemented for another 2-3 semesters. For example, a plan written in Fall 19 semester may not result in a new hire starting until Spring 21 or Fall 21

Admin believes that Plans should occur for a year, and the next year they should be implemented, which means that the staffing should be in place to see how the goals of that hire can be achieved



Academic Senate 2019-20

Addendum F – Committee Reports:

The Academic Rank Committee has been working diligently to create an inclusive pathway for part-time faculty to earn academic rank due the discovery of non-attainment of rank for part-time faculty members after multiple years of teaching at RHC. Changes to AP4245 and BP4245 are recommended.

Curriculum: no report

Guided Pathways:

Guided Pathways Steering Committee
Report to PFC and Senate 4/26/2020

- Student Success Data Dashboard, automated from Banner data, being developed by Sheila Xiao and Ed Wu will generate lists of students filterable by Area of Interest, number of units completed/in progress, math and/or English completion.
- Pathways website still under development. <http://pathways.riohondo.edu>
 - 4 classified staff helping with data entry for the sample educational plans.
 - Guided Pathways chairs, Angelica Martinez and Viviana Villanueva, and Articulation Officer, Elizabeth Ramirez, vetting all educational plans as they go up on the site.
 - Education Area of Interest workgroup developing teaching pathways information for website.
- Student Services Software Group
 - Researching Career Coach integration into our website for career exploration, jobs data and onboarding for Areas of Interest.
 - Researching CRM Advise as potential replacement for Starfish.
- Guided Pathways tri-chairs working with Alice Mecom to build upon the ABC Virtual Support (Academics, Basic Needs, Community) outreach and calling. How can we best support our students remotely, especially this summer when so few counselors are available? A special workgroup met Friday, 4/24, to discuss. Recommendations forthcoming.

Instructional Technology - no report

Distance Education:

- A. \$300 stipends available to get certified to teach online or to renew certification for those who certified in 2015.
- B. All courses now have a Canvas shells assigned to them for summer and fall. All summer courses will be online.
- C. Labster application and the Wellness Central mental health apps can now be added to the course menus through Canvas Navigation. Labster is useful for science labs but is not available for phones or tablets and does have some accessibility concerns. Wellness Central is a great resource for our students



Academic Senate 2019-20

- having anxiety or other mental health concerns. Please activate the app on your course shells.
- D. We are looking for Point of Contact faculty in each division to help other faculty who need help working with Canvas and to act as online teaching mentors. Admin has determined that we can offer stipends of up to \$500 for hours to work as a division mentor. Please contact Jill Pfeiffer if you are interested. POCR Certification is required jpfeiffer@riohondo.edu
 - E. Seasoned veteran online instructors are encouraged to go through the POCR training (Peer Online Course Review) to help review courses aligning to the OEI Rubric for the CTE Grant. There are limited stipends to train \$500 and to review courses. Level 1 earns \$400 and Level 2 \$200. Contact Jodi Senk for more information. jsenk@riohondo.edu
 - F. The Online Teaching conference to be held in Pasadena, June 17-19, 2020 has cancelled and is offering refunds on the registration and the cost of the hotel if booked at the Hyatt or Sheraton. The conference will be held online.

Open Educational Resources: no report

Staff Development/Flex:

- FLEX Deadline has been extended to May 15th
- The office continues to update a “one stop” location to view on and off campus professional learning opportunities via the online Staff Development calendar.
- Coordinating with Distance Education to enable faculty to earn \$300.00 stipends for completion of Online Teaching Certification or “re-certification” if completed prior to 2015. Over 150 faculty have so far applied and over 50 have completed certification as of 5/1. Opportunities should continue to be funded through summer.
- Weekly “Reflection Forum: Voices from the Deep River” with 80 participants from across the campus has launched and is in its 4th week.
- In conjunction with Student Equity, offered “Equitable Grading Policies during a Pandemic: A Collegial Conversation” webinar on May 1st.
- Discussions on focus of fall FLEX Day continue. The working theme is “Staying on the Path in a Crisis: Supporting Students, Supporting Each Other.” It is being recommended that plans be made for online delivery.

Challenges:

It is unclear what the status of the Staff Development/FLEX office will be in terms of Coordination after the spring 2020 semester.

Outcomes:

Training sessions for navigating Taskstream are going well and we have made great progress in completing close-the-loop assessment reports as well as course-level outcomes timelines. We will have the final inventory by the end of the month.



Academic Senate 2019-20

The Outcomes Committee is sending forward to Senate several recommendations to address gaps identified by IRP. Having prioritized areas of improvement in preparation for the upcoming accreditation visit, some of these recommendations will be adopted in the spring and summer and others will be implemented beginning fall 2020.

Institutional Effectiveness:

1) IEC made an additional revision to the Mission Statement Draft B after considering feedback from a few faculty senators, ASHRC, and another faculty member. IEC sent the revised version to PFC 4/28/20 for consideration.

2) IEC members received the Educational Master Plan Draft today. IEC members will forward the draft to their constituents and should bring back any feedback to IRP Dean Caroline Durella, Sarah Cote, or Abbie Perry within a week. One of the more substantial changes to the plan is the new Integrated Planning Model. * The EMP should be finalized by the end of term and implemented in the fall.

3) IEC also reviewed and discussed the Resource Allocation Rankings for 2020- 21. The recommendation was sent to PFC 4/28/2020.

4) The IEC's next meeting (2nd Tuesday of May) is our last meeting of the academic year.

Program Review: On hiatus until Fall

Safety: No report

Policy and Procedure Council: No report

Basic Skills: No report

Bookstore/Copy Room: No report

Enterprise Systems Advisory: No report

Online Education Initiative: No report

Student Equity:

At the April 22, 2020 Student Equity Committee meeting, the following items were reviewed and discussed:

- **Equity Principles:** The SE Committee is presently undertaking the task of finalizing a set of Equity Principles and Guided Questions that can be used by all constituency groups as they assess and/or develop policies and



Academic Senate 2019-20

practices. Once the Equity Principles are in their final draft form, they will be introduced to Academic Senate and PFC for review, feedback, and adoption.

- Dr. Frank Harris III is scheduled to lead a webinar this Friday, April 24th from 11:30-1:00P. It is titled An Introduction to Equity, Equity-Mindedness, and Institutional Responsibility for Student Success. The invitation was extended to all members of RHC.

Student Success and Support Program (SSSP): No report

ASCCC Open Educational Resources Initiative - No report