



Academic Senate 2020-21

Minutes

October 20, 2020

Location: Zoom

1:00 PM

Members present: Dana Arazi, Robin Babou, Michelle Bean, Robert Bethel, Tammy Camacho, Melissa Chandra, Angela Cheung, Fran Cummings, William Currington, Marie Eckstrom, Rebecca Green, Margaret Griffith, Jupei Hsiao, Jorge Huinquez, Erin Irwin, Shirley Isaac, Steve Johnson, George Kimber, Andrea Kirton, Michael Koger, Matt Koutroulis, Jeannie Liu, Sheila Lynch, Marina Markossian, Angelica Martinez, Juana Mora, Farrah Nakatani, Katie O'Brien, Tyler Okamoto, Doralí Pichardo-Díaz, Angela Rhodes, Rudy Rios, Matt Schleicher, Diego Silva, Kevin Smith, Stephen Smith, Steve Tomory, Irma Valdiva, Diana Valladares, Adam Wetsman; **Members absent:** Frank Accardo, Yuniór Hernández, Carley Mitchell, Gerson Montiel, Matt Pitassi, Razvan Stoian; **Ad hoc members present:** Elizabeth Ramirez; **Guests:** Jill Pfeiffer, Grant Linsell, Alyson Cartagena

I. Call to Order – 1:01pm

II. Approval of Minutes: October 6, 2020 - approved

III. Public Comment – none

IV. Presentation: Jill Pfeiffer and Grant Linsell, DE Committee Co-Chairs – The IOP CTE Grant which helps support Distance Education (DE) will end in December 2020. After December, funding will revert to 40% for the DE Coordinator. In addition to the coordinator, staff includes two Instructional Assistants, one full-time and one at 3/4 load. The current grant allowed for the 3/4 position to be increased to a FT position. DE currently has a consultant Accessibility Specialist, which will go away once the grant funding ends. Since the campus has gone remote, there is a 30% increase in workload in DE. The program has outgrown the existing resources provided. It is critical for the district to continue to fund the work that has been created by COVID-19. The DE Coordinator informed administration and the Board of Trustees that there is a need for additional resources. If the needed resources are not allocated, this shortage will have a negative impact on students. The funding request is in line with what other local colleges fund for DE.

Peralta Equity Rubric looks at equity in distance education courses. The rubric will be brought to Senate for review before the DE Committee makes a recommendation whether to adopt the document, or not. (Attachment A)

V. New Business - Distance Education Recommendation

Motion: To adopt the Statement in Support of Increased Funding for Distance Education” made by S. Lynch and 2nd by D. Pichardo Diaz

Discussion: D. Arazi indicated that when the IOP CTE funding ends, we will not be able to move courses through curriculum because we will not have someone on staff to check for 508 compliance. Additionally, our college website has a system in place that checks for accessibility. The system can review 1500 pages and our website currently has an excess of these number of pages. There is a need for the 508 compliance officer to check compliance on the website pages. G. Linsell shared that the



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DE Program Plan has expanded the 508 compliance/accessibility specialist position description to be full-time and college-wide. A senator recommended that the proposed roles on the DE recommendation be tied to equity and RHC's Vision, Mission and Values Statement. Discussion ensued regarding if this position could be faculty or staff. Most districts have a staff member that assumes this role to guard faculty from external litigation, the need for someone to do this as a 12-month contract, and also the required determination of which discipline this position would be housed if an external faculty member were hired.

Call to Question Motion made by K. O'Brien

31 yea, 0 nay - motion passes

Motion vote: 34 yea, 0 nay – motion passes

Motion: In support of a college position for an accessibility specialist to redress 508 compliance issues on our current website, in conjunction with DE accessibility needs made by D. Arazi 2nd by A. Rhodes

Discussion: M. Koutroulis asked if might make more sense to pay a consultant instead of a full-time employee. K. Smith shared that the cost of the current part-time consultant is equivalent to the cost of a full-time employee.

37 yea, 0 nay – motion passes

VI. President's Report

A. Credit for Prior Learning Update – workgroup consisting of academic faculty, counseling faculty and deans is working on Chancellor's Office recommendations. A draft of the recommendations should come to Senate soon.

B. PFC Update

i. Discussion on Administrative Reclassifications – reclassifications for the Grant Manager and Program Manager positions were brought to PFC as an information item. The reclassifications would move each position to Assistant Dean. Reclassifications for classified staff do not come to PFC, and neither do reclassifications for a manager working out of class. However, there are budget and possibly planning ramifications. The discussion in PFC centered around other manager positions that are currently vacant and requiring managers to perform double duty. PFC agreed that the policy does not require PFC to comment on the reclassification of individuals. However, if the organizational structure would be impacted, PFC will request a proposal.

1. R. Bethel asked if administration provided specific rationale for bringing the reclassifications to PFC. K. Smith shared that in the past there was a concern about the reclassification of deans brought to PFC as an information item. This practice was likely a good faith effort to bring this item to PFC.
2. D. Arazi shared one of the reasons given for the reclassification would be the ability to offer more non-credit classes. The concern is not being able to support the curriculum being brought forth at this time.
3. PFC is not a decision making body and only makes recommendations to the Superintendent/President. It is important that we have discussions at PFC to enable members to share their thoughts.



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4. Discussion ensued regarding the importance of having a process which allows for discussion within the council and representation from all constituency groups that impact the organizational structure and college finances.
- ii. AP 3900, Free Speech Area – the upper quad is designated as a free speech area. There have been concerns raised as to whether this area affords enough space for this purpose. There have been other districts that have been sued for not having enough space on their campus. Another issue raised is if the entire outside space of the campus should be designated as free speech area.
 1. A senator asked if there is a serious concern about being sued. K. Smith shared that there is a non-profit that supports free speech and is suing campuses for not allowing free speech in specific places on campus.
 2. A concern was raised regarding the mental health of our students when some groups hand out pamphlets and speak to our students. Some of the topics may be stressful for our students.
 3. A senator shared that the Constitution does not take mental health into account and we have to allow any group to have free speech. As troubling as some issues are, we have to respect the law.
- C. Spring Schedule of Classes: Synchronous vs. Asynchronous Distinction – the spring schedule went live a week ago and all classes included times and room numbers. The schedule is being revised to reflect that classes will be off campus and remote. Deans sent out an email asking if a class would be synchronous or asynchronous. Any class with a synchronous component during the time listed on the class schedule will list the class meeting dates and times, while any class that will be fully asynchronous will not show a time and class meeting date.
 - i. K. O'Brien expressed concern that so many iterations on the schedule has the potential to become confusing for students. K. Smith shared that there will be notes posted on the schedule clarifying what each iteration means. Additionally, emails for each instructor will also be linked on the schedule.
 - ii. Discussion ensued regarding the importance of encouraging synchronous learning.
 - iii. The importance of being clear on the schedule was raised because there are students that have to schedule ASL interpreters and need to know ahead of time if the class will be meeting. Additionally, various senators shared the importance of being flexible with students and making asynchronous options available to those who cannot attend class synchronously.
- D. Caroline Durdella and IEP/IRP will be hosting forums – Mission, Vision and Values will be coming to Senate the second meeting in November to review.
- E. Senate Plenary – ASCCC has two meetings per year with all the Academic Senate Representatives throughout the state. A few weeks prior to the plenary, representatives vote on various resolutions.

VII. Vice Presidents' Reports

- A. 1st Vice President
 - i. RHC will have a voting center in the Campus Inn and will be open from October 24th to November 3rd.
- B. 2nd Vice President – no report



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VIII. Unfinished Business – none

IX. Committee Reports

- **Academic Rank** – rank applications now open and close on November 27th at 6pm. Human Resources will no longer review years of service, or education. Anyone earning rank based on education will have to submit a copy of their degree. A letter of verification from Human Resources will also be required as part of the application. Please encourage faculty to begin to gather documentation early.
 - For part-time faculty, 120% load spanning over a year is equal to one year of service. Full time load for part-time faculty is 60%. If faculty have 60% for two consecutive semesters, this equals to one year of service.
 - Thank you to Jeannie Liu for her years of service on the Academic Rank Committee.
- **Curriculum**
 - November 4th is the last day to launch a course and guarantee it will be included in the catalog.
 - An email was sent out regarding an emergency DE form that is required to teach online. Currently there are 97 courses that do not have an emergency DE form submitted.
- **Guided Pathways** – written report (Attachment B)
- **Instructional Technology Practices (ITP)** – no report
- **Distance Education** – no report
- **Open Educational Resources (OER)** – \$100,000 from Cares funding will be utilized for open educational resources. The OER chair, along with S. Lynch and K. Smith will be working on creating a structure of how to utilize these funds. S. Lynch will coordinate the grant for the rest of the semester. Please look for more information regarding the various opportunities to utilize the grant funding.
- **Staff Development** – Flex Reporter is almost at the point where flex credit should be completely transferred from the temporary system. Please be patient as there may be some mistakes. Please let Teresa Martinez know if you see a discrepancy.
- **Outcomes** – Deans will forward Outcomes emails to part-timers to ensure that they are receiving the information.
- **Institutional Effectiveness (IEC)** – Caroline Durdella sent out an email with a list of the upcoming information sessions to hear more about the Vision, Mission and Values Statement.
- **Program Review** – no report
- **Safety** – no report
- **Policy and Procedure Council (PPC)** – no report
- **Basic Skills** – no report
- **Bookstore** – no report
- **Enterprise Systems Advisory** – no report
- **OERI** – an email went out regarding an ASCCC OERI Open Forum on October 30th at 3pm. Anyone that is considering applying for OER funding should attend to learn more about OER and ask questions.
- **Equity** – Student Equity Summit on Tuesday, December 8th.
- **SSSP** – no report.



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X. Announcements R & R Retreat on October 29th from 3:30 - 5pm. Please look out for an email and RSVP. Staff development grants are due October 30th.

XI. Adjournment – 2:33pm



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Attachment A: Statement I Support of Increased Funding for Distance Education

Statement in Support of Increased Funding for Distance Education

Distance Education Committee – 10/12/2020

Access to distance-education courses is an equity issue. Students with caretaking responsibilities, work requirements, disabilities, or other myriad issues require the flexibility that these asynchronous online courses can provide. Since 2017, Fall-Semester Distance Education enrollment has grown from 6,501 students (in 223 sections) to 8,491 students (in 292 sections). Even as the College's enrollment has been flat, Distance Education course enrollment has increased by nearly 2,000 students. In spite of this 30% enrollment growth, the Office of Distance Education's budget has been stagnant for almost a decade. Recently the office has been better able to support our growth due to the increased funding from the CVC-OEI Improving Online CTE Pathways (IOP) Grant. This funding ends in December. The Distance Education Committee requests that District institutionalizes some of the short-term changes this funding has allowed including: continuing 100% total reassign time for faculty Distance Education Coordinators¹, creating an accessibility specialist position², increasing classified staff to 2.5 FTE, including instructional design duties in the current Distance Education Staff's job descriptions.

¹ 100% release time – Spilt between our faculty Distance Education Coordinator (60%) and our Peer Online Course Reviewer (POCR) club leader (40%). POCR is part of the CVC-OEI consortium and is a required part of the process of designating our courses as "Quality Assured" in the state-wide course exchange.

² Accessibility – to move courses through our curriculum process, they need to receive an accessibility evaluation. This duty is not represented in any job description on campus. When the IOP grant ends, the funding for the consultant who has done this work ends as well. After December, no courses can move through the Curriculum Committee with a Distance Education Addendum.

From the Peralta Equity Rubric, E2: Student Resources and Support

"... online course enrollment grows dramatically at most colleges, there has not been an equivalent growth in services, resources, and support that students can access at a distance. Outline student support & well-being services in several areas, such as a) general student assistance, b) online academic supports, c) technology assistance, d) health and well-being resources, e) resources for students with disabilities. Provide pathways for students to access this support from a distance."



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Attachment B: Committee Reports

Guided Pathways Update

Senate

10/20/2020

Guided Pathways Steering Committee

A big push in Guided Pathways and our Leading from the Middle project is the student experience and collecting student voice. We are determining how to collect student voice and feedback on the Pathways website, Career Coach and Student Success Teams. We do have student participation at the committee level, but would like feedback from a bigger cross section of students.

Student Success Teams

Student Success Team Counseling Leads began their work the week of October 5. For the month of October, leads will focus on getting training on the Student Success Data Dashboard and will also begin to work on their canvas shells. The discipline faculty role is set to join Student Success Teams in late Spring 2021. Discussions of the discipline faculty role have begun and will continue when the Student Success Team Workgroup meets later this month. Dashboard Training- For lead counselors, area counselors and deans is scheduled for this Friday, October 16th.

Website Workgroup

Will meet on the 3rd Monday of each month at 11am. Email Lydia Gonzalez if you would like to participate.

CAGP 2.0: CALIFORNIA GUIDED PATHWAYS PHASE TWO

Rio Hondo College is part of Phase 2 of CAGP. The big picture is that Rio Hondo College commits to significant institution-wide change involving guided pathways at scale for all credit students. Pathways design and implementation will involve curriculum and program mapping, aligned both to university transfer programs and to the labor market; reconfiguration of basic skills education as an accelerated and contextualized onramp to programs of study; ongoing advising and monitoring of student progress; integrated academic support and student services; holistic supports for students including student financial stability and non-cognitive services; integrated approaches to active/experiential learning in every program of study; and, alignment of co-curricular learning in each meta-major and program of study.