Minutes
November 17, 2020
Location: Zoom
1:00 PM

Members present: Frank Accardo, Dana Arazi, Robin Babou, Michelle Bean, Tammy Camacho, Angela Cheung, Fran Cummings, William Currington, Marie Ekstrom, Rebecca Green, Margaret Griffith, Yuniol Hernandez, Jupei Hsiao, Jorge Huinquez, Erin Irwin, Shirley Isaac, Steve Johnson, George Kimber, Andrea Kirton, Michael Koger, Matt Kourtoulis, Jeannie Liu, Sheila Lynch, Marina Markossian, Angelica Martinez, Carly Mitchell, Gerson Montiel, Juana Mora, Farrah Nakatani, Katie O’Brien, Tyler Okamoto, Dorali Pichardo-Diaz, Matt Pitassi, Angela Rhodes, Rudy Rios, Matt Schleicher, Diego Silva, Kevin Smith, Stephen Smith, Razvan Stoian, Steve Tomory, Irma Valdivia, Diana Valladares, Adam Wetsman; Members absent: Robert Bethel, Melissa Chandra, ; Ad-hoc members present: Elizabeth Ramirez; Guests: Alyson Cartagena, Julio Flores;

I. Call to Order – 1:00pm

II. Approval of Minutes: November 3, 2020 – Approved as amended - Item IV, iii. Change “regarding” to “challenging” to read: “Further discussion ensued challenging the assumption that a community could not be achieved in an online format.”

III. Public Comment: Congratulate Adam Wetsman as being the Dean for BSS.

IV. New to Agenda: Replacement of ASCCC Board – D. Pichardo Diaz motions to add the motion to the agenda, 2nd by K. O’Brien
   i. 32 yea, 0 nay – motion passed
   ii. ASCCC representative for statewide Senate – K. Smith summarized the role of ASCCC representative. Any senator can be nominated and voted in for the role. There are three main commitments in the role:
       1. One-day Saturday Area Meeting in March
       2. Three-day Spring Plenary in late March/Early April
       3. Member of Senate Exec
   iii. D. Arazi proposed the special election schedule:
       1. 11/17 election announced
       2. 11/24 nominations open
       3. 12/1 nominations close at noon and voting opens
       4. 12/8 at noon voting closes
       5. Winner announced by email
       Winner must win with 50% plus one votes. If no clear winner, then have to meet to submit paper ballot. Due to COVID, there would be alternative arrangements to in-person voting. Dorali motions to accept, 2nd by A. Rhodes
       35 yea, 0 nay – motion passes
V. **Guests:** Julio Flores, IEC Co-Chair – Mission, Vision, and Values Statements

The Mission, Vision and Values drive the allocation process for the institution. Vision and Values is part of the update of Educational and Facilities Master Plan. The Mission update was approved by the Board of Trustees last year. Two, half-day retreats were held to review the Vision and Values. A working group which consisted of staff, faculty and administrators was invited to participate.

Key questions when considering the **Vision:**
- To what do we aspire?
- What is the dream for the college?

Some ideas that arose are: community partner, anti-racist institution, equitable institution where all students succeed, culture of care, a place of discovery, physically and electronically accessible for all students.

Key questions when considering the **Values:**
- What does the college stand for?
- What characteristics are most important as we go about our work?

Some ideas that arose are: learning, equity and diversity, collaboration, excellence in teaching and learning, welcoming and inclusive environment for all students.

Draft Vision and Values Statements were shared (Attachment A). Next steps are a campus-wide survey and feedback, recommendation to PFC and President, then will go to the Board as an information item. S. Tomory asked if there is any consideration for lifelong learning and the impact of employment after the students’ time at Rio Hondo College. M. Markossian supported the request for this consideration. J. Flores agreed to the importance and asked that any suggestions please be submitted to IEC via the survey that would be sent out to the campus via email.

VI. **President’s Report**

A. **Need Volunteers:**
   i. Program Review Committee – one spot left - please let K. Smith know if you are available on 12/1 from 9-4pm to participate in program review.
   ii. Faculty Staffing Committee – Senators needed for faculty staffing committee. Dates will either be in late November or early December and there will be another date in January – there will be two meetings at 1 ½ hours each.

B. **Management Hiring AP: PPC Discussion** – Management would like to minimize faculty that are on management hiring committees. This proposal was brought to Senate in April 2019 and was rejected by Senate. The current makeup of upper management hiring committees is: 7 faculty, 5 managers, 3 classified and 3 students. Academic manager hiring committees consist of any faculty that reports to the position being hired. The managers want to bring this back to the table and this was a topic of discussion at the last PPC meeting. The managers would like to limit the number of faculty members, while increasing the number of managers on management hiring committees.
C. Budget Forum – the forum this week has been canceled and will be rescheduled.

D. OER Status – Resolution from Sp. 2018 (Attachment B) – the resolution states that Senate supports the efforts to increase student access to high quality OER and reduce the cost of textbooks and other instructional materials for students. K. Smith is challenging all to take the lead on this and use some of the CARES stipends to create OER. S. Tomory shared that he has taken surveys of automotive students and they prefer books. K. Smith shared that these are books, but they are not made by a traditional publisher. In many cases they are presented in a PDF format, but they can be printed. S. Lynch presented a sample of an OER book and also shared that there are many options as to how students can get a physical copy of a book. She also stated that faculty should work with the college so that students shouldn’t worry about the printing of the books, and instead can request the mailing of the OER book directly to their home. S. Lynch went on to share the differences between OER and ZTC.

   i. Discussion regarding a concern regarding the possibility that the private sector may be driven from the market. Additionally, some of these publishers offer adaptive software programs that are not available via OER and there is the concern that this can impact students. S. Lynch agreed that there are some courses that cannot use OER. The goal is to have all explore the option in hopes in can work.

E. Plenary Update – A. Wetsman reported that Plenary focused on issues related to diversity, inclusivity. There was a Senate motion which involved textbook pricing. The recommendation was that colleges implement a no-cost designation for course sections that require a text, but no cost to students, along with a separate designation for courses that do not require a text and have no associated cost. One area that was concerning was the discussion regarding the requirement of an ethnic studies course as a CSU graduation requirement.

VII. Vice Presidents’ Reports
   A. 1st Vice President – no report
   B. 2nd Vice President – no report

VIII. Unfinished Business – none

IX. New Business
   A. Replacement of ASCCC Board – D. Pichardo Diaz motions to add the motion to the agenda, 2nd by K. O’Brien
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Winner must win with 50% plus one votes. If no clear winner, then have to meet to submit paper ballot. Due to COVID, there would be alternative arrangements to in-person voting.

Dorali motions to accept, 2nd by A. Rhodes
35 yea, 0 nay – motion passes

B. Ethnic Studies Requirements

Executive Motion: To create a taskforce to make recommendations regarding how to proceed with the upcoming Ethnic Studies GE Requirements.

Background: Effective Fall 2022, there will be an Ethnic Studies requirement for graduation from the CSU system. The details of how this will be implemented have not been decided. The legislation lists a long list of courses, but we do not have many of these courses at Rio Hondo College. There has been a question as to which courses fulfill this requirement. There is also the issue that if every student has to take this requirement, we may have an issue with capacity and the ability to offer these courses. It was suggested that a taskforce be formed to figure out how to meet this requirement.

- E. Ramirez said there are core competencies that were just released and they were shared with faculty that may have courses that may meet these core competencies. There have been approximately 5-6 courses which have been identified and submitted for this new Area F requirement. There may also be new courses within the new Ethnic, Gender, and Sexuality Studies (EGSS) prefix. The CSU system has required that one area be taken from Area D and be moved to Area F. This will have an effect on course enrollments and we will have to make sure we have enough staffing and classes for students to meet this new requirement.

31 yea, 0 nay – motion passes

C. Honors Class Cap

Executive Motion: The Academic Senate reaffirms the class cap of our Honors classes at 25 students. Furthermore, we implore the district to continue to offer as many stand-alone Honors sections as financially feasible in meeting enrollment demands.

Background: This motion stems from last Senate meeting’s discussion regarding Honors classes being offered in a hybrid format.

Discussion: S. Lynch applauded Senate Exec for bringing forth a sound motion.

30 yea, 0 nay – motion passes

C. Camera Requirements in Synchronous Classes

Executive Motion: The Academic Senate adopts the recommendations from the legal opinion regarding mandating that students have their cameras on in online/remote classes.

(Attachment C)
Background: K. Smith was sent a legal opinion regarding mandating that student cameras be on during live synchronous classes. The recommendations to this legal opinion include that it be optional for students to have their camera on during a live synchronous class, unless being on camera is essential for an assignment. If the student’s camera being on is essential for the course, it is okay to require this with adequate notice.

Discussion: a senator shared that when he has to take a training, his camera has to be on. His concern is that we should be aware that this may be okay for the college, but not for the “real world”. K. Smith has received emails from faculty asking if they can require that students have their camera on which is concerning. D. Arazi supports that students should not be mandated to have their camera on unless there is a specific requirement. He gave an example for ASL, which requires that the student be on camera due to the nature of the class. Discussion ensued regarding the many factors why students may not be able to turn on their camera and how students are still able to participate without being on camera.

Adam called to question 29 yea, 0 nay – motion passes

Vote on Executive Motion - 25 yea, 0 nay – motion passes

X. Committee Reports (Attachment C)

Senate

- Academic Rank – two weeks before the deadline there are 21 applications for academic rank. Deadline to apply is 11/29 at 6pm.
- Curriculum – most of the courses for the emergency DE have been submitted. If you see a class in your division that has not submitted a form, please submit.
- Guided Pathways Steering (GPS) – written report
- Instructional Technology Practices (ITP) – no report
- Distance Education (DE) – written report
- Open Educational Resources (OER) – forming the OER development team, which is comprised of S. Lynch and leads from most of the divisions.
- Staff Development/Flex:
  - The final of the Black Lives Matter series will be this Friday -- students are invited.
  - There is staff development grant money available and due to COVID-19, faculty can apply for any maximum amount of grant throughout the year. The deadline to apply is the Friday before the first and third Wednesday of the month.
  - On Tuesday, January 19th “Engaging Learners Through Zoom” will be offered. All attendees will receive a free book.
  - Flex Reporting deadline is May 1st and a Dec 1st deadline for adjuncts – reminder to all to check their reports.
  - Be on the lookout for information on Spring Flex Day.
- Outcomes
  - Progress has been made on the missing CTLs and COATs with about 140 new entries. Now that the inventory list is almost complete, attention will shift to the recently submitted CTLs as part of the Fall 2020 Program Planning cycle. This work will commence in early spring.
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- Each year the Outcomes Committee has endeavored to improve the close-the-loop dialogue process, including the CTL form. This year it was expanded to include a question about equity, while also maintaining the resource and curriculum components. The Outcomes Committee is working with GP and Equity to see if any adjustments need to be made for next year.
- The possibility of a PHP form for CTL is being investigated. With help from Albert Bretado, an online form for submission is being developed for possible implementation for the Fall 2021 program planning cycle. The Outcomes Committee will first test the new approach to ensure it supports faculty and is user-friendly.
- The Outcomes Committee crafted CTL assessment options for one or two-person departments. It will be voted on today and then brought forward to Senate.
- At today’s meeting, the Outcomes Committee will also finalize the Scale of Adoption activities and next steps for area four, Ensure Learning.
- Weekly training sessions continue. Yesterday’s training was New to Rio: New to Outcomes.
- Final Exam week sessions are Open Labs to support faculty who want to submit their Outcomes data for Fall 2020.
- Reminder: Faculty members could satisfy their contractual obligations concerning outcomes for this AY by submitting their Measures & Findings for their Fall 2020 courses.

Planning and Fiscal Council
- Institutional Effectiveness (IEC) – no report
- Program Review – no report
- Safety – no report
- Policy and Procedure Council (PPC) – no report

Other
- Basic Skills – math department no longer offering pre-algebra. There is some discussion of not offering math courses that are not transfer-level, or perhaps offering the basic skills math courses to non-credit. The data for AB705 needs to be reviewed for further implementation.
- Bookstore – please put in your book orders for the spring semester.
- Enterprise Systems Advisory – no report
- Online Education Initiative (OEI) – no report
- Student Equity – Equity Summit on 12/8
- Student Success and Support Program (SSSP) – going to be purchasing SARS Early Alert, which is similar to Early Alert, yet much more intuitive, easy to use and significantly cheaper.
- ASCCC Open Educational Resources Initiative (OERI) – there will be an open forum from ASCCC OERI this Friday at 3pm. S. Lynch will send out an email with the information.

XI. Announcements – please see the picture competition. A reminder that this is Adams last meeting as a faculty member.

XII. Adjournment – 2:30pm
DRAFT VISION STATEMENTS

· Vision Statement One

Rio Hondo College will be the preferred learning institution where academic and professional purposes and passions are achieved in an ever-changing social, global, and technological environment.

· Vision Statement Two

Rio Hondo College is an ever-evolving community-focused institution that embraces diversity, equity, and inclusion as a means to achieve long-term personal, professional, and educational goals in an environment which is both caring and rigorous.

DRAFT VALUES STATEMENTS

Values Statement One

Rio Hondo College is governed by its Core Values:

Quality Teaching and Learning: a dynamic learning environment that embraces equity-minded principles,

Student Access and Success: a welcoming and inclusive environment that provides our community with the knowledge, wisdom, and skills that facilitates upward social and economic mobility,

Diversity, Equity, and Inclusion: a commitment to advancing educational justice, equity, and opportunity,

Integrity and Fiscal Responsibility: the College engages in ethical practices and responsible use of resources for the optimum benefit of its students, community, and staff.
Values Statement Two

We accept the responsibility that the reason we exist is in service to our students. Therefore, our primary value is THE STUDENT. To actualize this, we commit to:

- LEARNING
- EQUITY and DIVERSITY
- COLLABORATION
- INTEGRITY
Resolution from May 15, 2018

RESOLUTION: Support Efforts to Increase Access for Students to Open Educational Resources
Whereas, the significant rise in costs of textbooks and other instructional materials is a barrier to college attendance, student access, and student success;
Whereas, Many colleges are interested in reducing student costs to increase student access to necessary course materials;
Whereas, The intent of the College Textbook Affordability Act of 2015 (AB 798, Bonilla) is to reduce costs for college students by encouraging faculty to accelerate the adoption of lower-cost, high-quality, open educational resources (OER); and
Whereas, Individual faculty have the academic freedom and choice to select instructional materials that are most appropriate for a class, which may include the adoption of lower-cost, high-quality OER;
RESOLVED, That the Academic Senate of Rio Hondo College support efforts to increase student access to high-quality open educational resources* and reduce the cost of textbooks and other instructional materials for students.

* Open Educational Resources (OER) are high-quality teaching, learning, and research materials that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others. OER include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge. (source: William and Flora Hewlett Foundation)
October 19, 2020

Legal Opinion 2020-12: Online Class Cameras-On Requirements

Multiple Community College stakeholders have asked the following question.

Whether it is permissible for California community college faculty to require students to keep their cameras on during live synchronous online instruction?

Answer:

While there is no express prohibition against faculty requiring students to attend live online synchronous classes with their cameras on, an indiscriminate cameras-on requirement risks violation of student privacy rights under the California Constitution, and potentially implicates other federal and state privacy and civil rights laws. However, if there are circumstances where full audio and visual student participation is essential to instruction, a carefully tailored cameras-on requirement might be appropriate. Community college districts should adopt policies to address these issues to ensure faculty and students are fully informed and that it respects concerns related to personal educational privacy, access, and equity.

A. Background

The COVID-19 pandemic, and the social and physical distancing it has required, has caused a large-scale transformation from in-person to live synchronous online instruction at all California community college campuses through at least the fall 2020 semester. With this change in the delivery of instruction, some faculty have instituted a practice of requiring students to keep their cameras on during such classes. As we understand it, the purpose of the
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cameras-on requirement is to enhance the interactive nature of an online class, provide the faculty member with visual feedback during instruction, and facilitate the taking of attendance.

Many students object to this practice as an unacceptable intrusion into their living circumstances, which not only burdens their personal privacy but highlights existing equity gaps between students. Moreover, not all students have the technological resources to reliably maintain a video presence during their classes.

The College of the Canyons has adopted a policy statement that strongly disfavors a cameras-on requirement. (See Guidance for Synchronized Classes at College of the Canyons (Guidance), Aug. 18, 2020.) The Guidance also illustrates the many reasons students oppose keeping their cameras on: they lack cameras, have limited Internet connectivity, have minor children with their own privacy concerns, are homeless, and lack a private place to attend class. (Guidance, third unnumbered page.) The Chancellor’s Office has also been informed that cameras-on requirements may trigger anxiety in students.

B. Analysis

The practice of requiring cameras to be on during live synchronous online instruction creates a potential conflict between the academic freedom of faculty to design and teach a course of study on the one hand, and on the other

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2 It is notable that the California Legislature recognized this year that homelessness presents a particular barrier to academic success and amended various sections of the Education Code to add homelessness as an “extenuating circumstance” for students who receive financial aid but have failed to maintain “satisfactory academic progress.” (Asm. Bill 2416 (2019-2020 Reg. Sess.), §§ 1-7.) Faculty and community college districts should bear this in mind while considering the burdens a cameras-on requirement would place upon students.

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hand student privacy rights and concerns related to the other barriers identified in the College of the Canyons’ Guidance. The laws that inform how to weigh these competing and important public policy considerations are discussed below.

1. Academic freedom is an important foundation of higher education but is not absolute, and may be limited by community college districts to advance other competing policy interests

Faculty—a academic freedom to determine the mode of instruction is a bedrock principle, rooted in the First Amendment. The United States Supreme Court has recognized that to maintain an “atmosphere which is most conducive to speculation, experiment and creation,” a university must be able to determine “who may teach, what may be taught, [and] how it shall be taught.” (Regents of University of California v. Bakke (1978) 438 U.S. 265, 312.) But academic freedom is not without boundaries, and may need to bend to administrative demands: “Academic freedom thrives not only on the independent and uninhibited exchange of ideas among teachers and students, but also, on autonomous decision-making by the college.” (Regents of Univ. of Mich. v. Ewing (1985) 474 U.S. 214, 226 n. 12, underscoring added.) Accordingly, the Board of Governors has authorized community college districts to regulate academic freedom through “a policy statement on academic freedom” and “procedures . . . regarding the role of academic senates and faculty councils.” (Cal. Code Regs., tit. 5, § 51023.) Thus, community college faculty members’ rights to academic freedom are not absolute, and do not exist in a vacuum.

The regulation of academic freedom has already occurred in the distance learning context, where title 5 and local policies are both implicated. For example, faculty must be “prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.” (Cal. Code Regs., tit. 5, § 55208(b).) In addition, “distance education includes regular effective contact between instructor and students, and among

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3a “Faculty” means those employees of a community college district who are employed in positions that are not designated as supervisory or management . . . , and for which minimum qualifications for hire are specified by the Board of Governors.” (Cal. Code Regs., tit. 5, § 53200.)
students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.” (§ 55204(a.))

Here, the decision to engage in distance education in the first instance, and the method of delivery, is a local decision based on specific circumstances, whether it takes place during or after the COVID-19 pandemic. Similarly, academic freedom must be weighed against a college’s right to establish policies that support and aid their students educationally, mentally, emotionally, and physically.

2. The Right to Privacy under the California Constitution

The California Constitution specifically provides for a right of privacy this is implicated by the cameras-on requirement. (Cal. Const., art. I, § 1.) A party asserting an unlawful invasion of privacy must establish that there is (1) a legally protected privacy interest, (2) a reasonable expectation of privacy under the circumstances, and (3) a serious invasion of the privacy interest. (Hill v. National Collegiate Athletic Assn. (1994) 7 Cal.4th 1, 39–40.) The California Supreme Court has explained the application of this balancing test. When an intrusion into privacy is limited, and confidential information is shielded from disclosure beyond those who have a legitimate need to know, privacy concerns will be lessened. However, if sensitive information is not safeguarded, or if the competing objectives can be accomplished by alternative means with less impact on privacy interests, the protection of the right to privacy is heightened. (Hill, 7 Cal.4th at pp. 37–38.)

Applying these principles to live synchronous online classes, it should first be noted that students have a strong, constitutionally-protected interest in pursuing their educational goals. (Cal. Const., art. IX, § 1.) This interest applies

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"We have only addressed the state constitution because its right of privacy is broader and more protective of privacy than the federal constitutional right of privacy as interpreted by the federal courts. (American Academy of Pediatrics v. Lungren (1997) 16 Cal.4th 307, 326.)

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to online education, whether during a pandemic or not. If a student is participating in a live synchronous online class from where the student lives, the student's legally-protected privacy interest will be high. The home is traditionally protected most strongly by the constitutional right of privacy. (Tom v. City and County of San Francisco (2004) 120 Cal.App.4th 674, 685.) And in the context of a full class of students, at issue is the sum of all attending students' privacy interests, not merely the interest of a single student. Balanced against the students' privacy interests in their living circumstances is the faculty member's academic freedom to determine the mode of instruction.

A requirement that cameras remain on will likely enhance the interactive nature of an online class, provide the faculty member with valuable visual feedback during the course of instruction, and facilitate the taking of attendance. However, it would appear to be the rare situation where the faculty interest would outweigh students' collective interests in pursuing an education, and their privacy interests in their living circumstances. While perhaps not ideal, the faculty members' interests in interaction, feedback, and attendance can all be accomplished by alternative means. Students who voluntarily participate with their cameras on will in most cases provide meaningful visual feedback. In addition, audio participation and the chat feature available in synchronous online platforms will allow interaction and attendance taking, while maintaining student privacy interests.

There may be circumstances when full audio-visual student participation is essential to instruction. In such instances, the balance of interests may be different than is described in the paragraphs above. And the use of virtual backgrounds, if available, could further diminish student privacy concerns. These situations will need to be evaluated on a case-by-case basis, bearing in mind the principles described above, and carefully tailoring how best to protect student privacy interests.

3. Family Educational Rights and Privacy Act (FERPA)

FERPA protects the privacy of student education records, and may be implicated by recordings of online classes that contain student information. (20 U.S.C., § 1232g; 35 C.F.R. Part 99; see also Ed. Code, §§ 76200 et seq.) An
education record includes records, files, and documents that “(i) contain information directly related to a student; and (ii) are maintained by an educational agency or institution or by a person acting for such agency or institution.” (§ 1232g(a)(4)(A).) Under the United States Supreme Court’s interpretation of FERPA, a video record of a live synchronous online class retained in a database would constitute a student record if the recording includes the student’s image or an audio recording that could be associated with the student. (See Owasso Independent School Dist. No. 1-011 v. Falvo (2002) 534 U.S. 426.)

Accordingly, the recording of live synchronous online classes will be more likely to implicate FERPA if faculty are also requiring students to keep their cameras-on.5

4. The American with Disabilities Act (ADA) and the Rehabilitation Act of 1973

The ADA and the Rehabilitation Act protect the rights of disabled students, and may influence whether faculty may require cameras to be kept on during live synchronous online classes. (42 U.S.C. § 12131; 29 U.S.C. § 794.) Districts must ensure that disabled students are not denied “the benefits of [or] excluded from participation in” an educational program. (29 Code Fed. Regs. § 104.44(d)(1).) In the event that cameras-on requirements impact students with anxiety, or other mental-disorders, community colleges will be required to accommodate the disability to ensure they are not discriminating against students based upon a disability. (28 C.F.R. § 35.130(b)(7); 34 C.F.R. § 104.44(a).)

Colleges are not required by the ADA to make adjustments that would result in a “fundamental alteration of the program,” or impose an “undue burden” on the college. However, allowing students to determine for themselves whether

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5 Information about photos, video, and audio recording under FERPA can be found on the U.S. Department of Education web page: FAQs on Photos and Videos Under FERPA. See also the Department of Education’s guidance on FERPA and Virtual Learning During COVID-19.pdf.

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to use their cameras will not usually cause a fundamental alteration in the program, or cause an undue burden. The establishment of college policies will help ensure disabled students are not excluded from participation by the imposition of a cameras-on practice.

C. Recommendations

Districts should adopt policies strictly limiting or prohibiting faculty from instituting cameras-on requirements in order to protect against violations of student privacy, balance academic freedom, and ensure compliance with FERPA, California’s student privacy law, and federal disability laws and their state analogs.

Colleges should adopt a cameras-optional approach that respects student concerns regarding privacy, access, and equity. Such a policy should address or include:

- Cameras should be presumptively optional for live synchronous online classes.
- If audio and visual student participation is essential:
  - Allow faculty to require cameras to be on, but only to the extent necessary, and with adequate notice to students;
  - Clearly identify the essential nature of video for instruction and consider a student’s privacy or technical objections and create a confidential “opt-out” mechanism that allows a student to decline video participation;
  - Encourage faculty to consider an alternative to video participation such as audio participation;
  - Encourage the use of electronic video backgrounds; and
  - Allow students flexibility to turn off their cameras or mute audio unless needed.
- Encourage the use of the chat feature for attendance and discussion.

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Guided Pathways Update

Guided Pathways Steering Committee
- Will meet on 11/20

Student Success Teams
- Student Success Team Workgroup met on 11/6 to discuss the faculty role(s) in SSTs
- Library Faculty have been added as members to Student Success Teams
- Student Success Teams have met, and some have begun the outreach effort to students with 45+ units that have not completed transfer English or Math

Website Workgroup
- Will meet on 11/16

Onboarding
- GP Tri-Chairs have joined the SSSP Committee to help clarify onboarding steps via the website and student email communications. This year all onboarding activities will be conducted completely online
Distance Education Committee Report    November 9th, 2020

Professional Development Opportunities

   A.  $300 stipends for DE Certification training continue and completion must be by December 13th. We expect to continue the stipend opportunity for anyone who wants to become certified to teach online courses into the spring 2021 semester. Contact desupport@riohondo.edu to be added to the course.

   B.  New Self-Paced Intro to Accessibility/Compliance in Canvas offered to all faculty for 10 hours of flex or a $150 stipend. Course must be completed by December 20th. Contact desupport@riohondo.edu to be added to the course.

   C.  The DE Committee has pledged $3500 towards future training in the area of Equity and Humanizing the online environment. Be on the look-out for training opportunities in the future with stipends or flex credit.

Technology Updates

   A.  An updated Canvas Rich Content Editor will roll out in mid-January 2021. DE Support will send out information regarding the updates.

   B.  Proctorio will, most likely, be supported by the college through spring semester 2021.

   C.  Please check out our new DE Faculty Resources page that has easy access to the Distance Education Faculty Resource and Learning Center and Faculty Resource Center shell links. The area of the site also provides easy access to Zoom and other popular trainings. Access on the Distance Education page-Faculty Resources-Faculty Links from the drop down menu.

      a.  The Distance Education Faculty Resource and Learning Center has lots of training for faculty who want to improve their online teaching skills.

      b.  The Faculty Resource Center is a Canvas Shell that houses forms and training from different programs throughout the campus.