



Academic Senate 2020-21

Minutes

February 16, 2021

Location: Zoom

1:00 PM

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

- I. **Call to Order – 1:01pm**
- II. **Approval of Minutes:** November 17, 2020 – approved
- III. **Public Comment** – none
- IV. **President's Report**
 - A. Aspen Award – The Board of Trustees applied for and may be awarded \$50K in funding for a campus improvement project. The funding will be tied to the professional development Quality Focus Essays, which are part of accreditation. The leads on the project are Caroline Durdella and acting VPAA, Alice Mecom. Meetings with faculty in these areas are beginning to take place.
 - B. Updates
 - i. Accreditation – Accreditation this year is going smooth compared to the last cycle. Standard 1 draft is currently being read by leadership. Standard 2 information has been received and will be written soon. Standard 3 is moving along as planned and Standard 4 is currently being written. Kudos to those co-chairing the standards.
 - ii. Pass/No Pass Deadlines – UCs have a 14-semester unit credit limit for courses taken P/NP. This policy was lifted by the UCs for Winter-Summer 2020. The CSU has given a few more allowances on P/NP acceptance, including all of 2020 and extended into Winter and Spring 2021. The Chancellor's Office has given local control to campuses as to whether they want to extend P/NP. RHC did not extend the P/NP deadline for Fall 2020 and will likely continue with this recommendation. R. Bethel shared an instance where a student took a course as P/NP and the transferring private institution requested a letter grade directly from the instructor. He asked if there is a policy on these types of requests and E. Ramirez shared that RHC does not have a written policy.
 1. S. Lynch expressed concern regarding a UC's request for letter grade after a student filed P/NP.



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2. R. Bethel highlighted that it was a private institution and not a UC that made the grade request.
- iii. Credit for Prior Learning (CPL) – The revised AP 4235 passed last fall. The “Next Steps” workshop will be offered soon. E. Ramirez will attend this workshop and will share a summary with the group.
 1. Credit by Exam (CBE) is supposed to have a process in place, which is different than CPL. CBE is an exam created by the discipline faculty for a course that we offer. If the exam is passed with a percentage indicated by the faculty, that is the grade earned in the class. This exam can be created for any course offered, but faculty are not required to offer CBE. Currently, we do not know how many CBEs exist on campus and the Curriculum Committee is gathering this information to create a central repository listing of CBE.
 - a. A senator asked if the curriculum committee needs to see the exam. D. Arazi said that the committee does not need to see the exam and the committee simply needs to know if an exam is offered. Once the list is compiled, it will be brought back to Senate to determine where to house the repository of exams.
 2. CTE has a database which maintains CBE and course substitutions. They are now looking to produce a process for CPL.
 3. L. Curiel asked if are we also addressing our Competency-Based Education policy? E. Ramirez replied that we are not at this point.
 4. R. Bethel asked if Title 5 allows prerequisite courses to be challenged. D. Arazi stated that Title 5 allows for two ways that a prerequisite can be waived - by CBE, or obtaining a course waiver. The difference is if the prerequisite course is needed for a degree, a course waiver does not give credit. However, CBE does give credit as if the student took the class and received a grade. L. Curiel added that it is important that our CPL policy be robust because CBE can be a barrier for some of our students.
- iv. COVID Taskforce – There has not been an official determination if we will be online for Summer 2021 or Fall 2021. A consultant who has worked with various colleges will present an example of a safe return to work plan to the taskforce next week. Workgroups have been created to discuss health and safety, budget, and IT. K. Smith will be sending an email to senators to ask if they would like to be a part of one of the workgroups.
- v. Outcomes – Outcomes statements need to be accessible to the general population. One way to do this is to have the statements integrated with the schedule of classes. Faculty would not have to upload this information to the website, as it would be handled on the backend by IT. IT would retrieve this information from Taskstream. The goal was to have this ready for Fall 2021. When the Outcomes Committee went to review the outcomes statements, it was determined that some courses did not have any outcomes and there were spelling and grammatical errors. The deadline has been extended to June 30th to allow faculty to review their outcomes. If outcomes have already been created and accepted, this should not be too much work. There is a section on the Faculty Resource Center for faculty looking to update their outcomes. Outcomes statements should be equitable and should include giving



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students options to meet the outcomes. The recommendation is to offer 3-5 outcomes for a 3-unit course.

1. A senator asked if it is possible to tie outcomes to Canvas courses, instead of Taskstream? Outcomes need to be available to the community, thereby providing them on Canvas is not an option.
- vi. Hiring – HR director resigned. VPSS will go to the Board on Thursday. VPAA has been posted.
- vii. Emergencies in remote learning classes – Rio does not have a policy that addresses emergencies in a remote class. An instructor had a student who had a seizure during a live zoom session and wasn't sure if there was a protocol that needed to be followed. Executive Dean of Student Affairs has been approached for guidance and he is going to connect with the behavioral team on campus and get back to K. Smith.

V. Vice Presidents' Reports

- A. 1st Vice President – distinguished faculty award is usually discussed at the first Senate meeting of the Spring semester. However, due to the cancellation of the first Senate meeting, the announcement was not made.

Motion to extend the deadline to nominate distinguished faculty award from February 19th to February 26th made by D. Pichardo-Diaz, 2nd by K. O'Brien.

37 yea, 0 nay – motion passes

D. Pichardo-Diaz will send out an email with the nomination form and a call for a committee to evaluate the nominees.

- B. 2nd Vice President – no report

VI. Unfinished Business – none

VII. New Business

- A. Fellow Nomination – Shari Magnus (Attachment A)

If there are no other nominations, the Senate President will bring this nomination forward to a meeting with the President.

Motion that the Senate recommend that Shari Magnus be the Fellow of the College made by M. Griffith and 2nd by A. Rhodes.

37 yea and 0 nay – motion passes.

- B. Distinguished Service Award – there were no nominations for this award. K. Smith asked if anyone wanted to submit a nomination. There were no nominations.
- C. Academic Rank Recommendations (Attachment B) – Shout out to A. Rhodes' leadership and the committee for this effort. There were 56 applicants for academic rank this year and 37 of these recipients are part-time faculty. A. Rhodes encouraged senators to reach out to the part-timers to congratulate them.
 - i. S. Lynch applauded the committee for updating the academic rank process. She reminded all that Senate had discussed this process at length and whether or not it was meaningful. It is clear that academic rank is meaningful based on the response and we should keep this in mind going forward. In the past, Senate has recommended faculty for academic rank and they have been rejected. She asked that



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it be communicated to Senate if any of these recommendations are rejected by the Board. K. Smith clarified that faculty applications were being rejected by Human Resources before the list was given to Senate. S. Lynch was on a committee a few years ago in which Senate recommended faculty and some of the faculty were denied academic rank.

Motion that the following faculty be recommended for academic rank advancement made by A. Rhodes, 2nd by S. Lynch.

34 yea, 0 nay – motion passes

- D.** Outcomes: Small Programs Plan (Attachment C) – Three different options for small departments were presented. “Small department” is defined as having one or two full-time faculty members.
- i. Course Grouping: similar-type courses grouped together and then collectively discussed. By grouping the courses, faculty found that the same ideas surfaced. One close the loop form will be submitted for the grouping of courses.
 - ii. Divide and Rotate: courses are divided into groups and then rotated. This option can be challenging because courses are not reviewed annually.
 - iii. Dialog Pod: courses where dialogue is open to faculty outside the area. This option is currently being followed. For example, if Dance doesn’t have enough faculty, Dance can ask someone in another area for feedback.

S. Lynch thanked the Outcomes Committee for taking the time to contact faculty for ideas.

Motion to accept the recommendations from the Outcomes Committee for smaller programs with the additional recommendation that new courses or ones not previously taught should be added to the cycle as early as possible made by S. Lynch, 2nd by M. Bean

30 yea, 0 nay – motion passes.

VIII. Committee Reports (Attachment D)

- **Academic Rank** – new committee members – Lily Isaac, Ea Madrigal, Dave Belch
- **Curriculum** – March 17th is the deadline for corrections to an ADT Program. If you have submitted your class and it hasn’t made it to the agenda, it’s likely that other classes have been prioritized and required to go to the state. If submitting a course for distance education (DE) approval, April 1st is the submission deadline.
- **Guided Pathways** – written report
- **Instructional Technology Practices** – no report
- **Distance Education** – written report
- **Open Educational Resources:**
 - Committee met in February. The two webinars offered last week were well attended. Anyone who would like to attend part 2 of the webinar and has not registered, can still register. Each upcoming webinar is 1.5 hours.
 - The CARES-Act-funded OER Development Initiative team was busy working on the call for proposals. Faculty will be working on teams with fellow discipline experts.



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- **Staff Development/Flex**
 - Teresa Martinez is still inputting credit for flex day. Some full-time faculty discovered hours that were input in the temporary flex reporter may not have transferred to the permanent flex reporter. Please let Teresa Martinez know if this is the case.
 - The Professional Development calendar is up and running on the Rio Hondo website. Workshop offerings can be submitted via the website to be placed on the Professional Development calendar.
 - “Engaging Learners Through Zoom” workshop participants are discussing the idea of offering 20-30 min workshops, or “Happy Hacks”. The workshops would present one idea that could be implemented to improve engagement with students.
 - Looking at the evaluations from Flex Day, we may need to have a conversation about when we can return to campus to the extent that faculty want to return to campus.
- **Outcomes** – the goal for spring is that quality outcomes are accessible to the community. Next on the agenda is to look at ILOs. In looking at recent data, 14 out of the 17 ILOs have improved during COVID.
- **Institutional Effectiveness** – reconvened last week. Looking at the Vision and Values Statement and will share at the next Senate meeting.
- **Program Review** – program reviews went well. Will have a summary of recommendations at the next senate meeting.
- **Safety** – no report
- **Policy and Procedure Council** – looking at field trips and excursions AP and revising language to include Student Services.
- **Basic Skills** – no report
- **Bookstore** – Still concerns about how ZTC is showing up on “View Books” link. The bookstore manager has been contacted and is looking into the matter.
- **Enterprise Systems Advisory** – no report
- **Online Education Initiative** – no report
- **Student Equity** – email sent out today with an extensive update
- **Student Success and Support Program** – the committee is working on the Rio Hondo website to make it easier to navigate.
- **ASCCC OERI** – call for proposals for creating OER that will entail collaboration with folks outside your district. Letter of interest is due February 24th and S. Lynch will send an email to all faculty. Please remind your division.

IX. **Announcements – none**

X. **Adjournment 2:31pm**



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Attachment A: Fellow Nomination

Fellow Nomination: Shari Magnus

Shari Magnus joined RHC as a steno clerk in July 1973 and work continuously in the Office of Human Resources for 43 years until her retirement in 2016. Over her long career, Shari was responsible for thousands of faculty and classified hirings including 173 of our current full time faculty and kept meticulous records to ensure all employees were placed in the correct column and accurately implemented step increases. She worked with the constituency groups to develop policy and hiring procedures in an ever changing environment of state and federal regulations including AB1725 and Affirmative Action. Shari was a partner and resource for so many on campus and worked closely with the Academic Senate on hiring matters and equivalencies. Shari worked through six accreditation visits and annual audits ensuring compliance. Shari was the backbone of the HR office, building upon relationships and creating continuity. She was an avid supporter of the Foundation and attended sponsored events because she was a true believer in the college mission to educate students. She was passionate about helping students and staff alike and always with a smile. Shari was supportive and nurturing, providing assistance to students, faculty, staff and members of the public for over 40 years and touched the lives of many who have passed through the halls of Rio Hondo College.

Her job as HR Coordinator was not just a job, but her life's mission to serve. Shari lost her battle to pancreatic cancer in 2020. It would be fitting to recognize her work and effort by bestowing the Fellow of the College Award posthumously to honor and remember our colleague who made contributions and gave so much of herself for the betterment of the institution.



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Attachment B: 2020-2021 Academic Rank Recommendations

2020-2021 Academic Rank Recommendations

Based on the criteria set forth in Board Policy 4245, The Academic Rank Committee recommends the following faculty members for their respective academic rank.

For the rank of Assistant Professor

Alison Holmes, Art-Arts and Cultural Programs

George Wheeler, Music-Arts and Cultural Programs

Harvey Baldovino, Macroeconomics-Behavioral and Social Sciences

Ariane Dalla Dea, Anthropology-Behavioral and Social Sciences

Elwing Gonzalez, History-Behavioral and Social Sciences

Catherine Leach, Sociology-Behavioral and Social Sciences

Shanthi Tharuvai, Early Childhood Development-Behavioral and Social Sciences

Anthony de Lorenzo, Hospitality Management-Career and Technical Education

Heather Arazi, Sign Language-Communications and Languages

Margarita Flores, Spanish-Communications and Languages

Fatima Garcia-Rios, Spanish-Communications and Languages

Katherine Klager, Speech-Communications and Languages

Jacqueline Lind, Reading-Communications and Languages

Kristin Schaffner, English-Communications and Languages

Maria Medina, Nursing-Health Science and Nursing

Yana Bernatavichute, Biology-Mathematics, Sciences, and Engineering

Michael Giblin, Chemistry-Mathematics, Sciences, and Engineering

Harmonee (Hyun Hee) Kim, Biology-Mathematics, Sciences, and Engineering

For the rank of Associate Professor

Kevin Barman, Drug Studies-Behavioral and Social Sciences

Cristina Cota, Drug Studies-Behavioral and Social Sciences

Ea Madrigal, History-Behavioral and Social Sciences

Tim Shaw, Political Science-Behavioral and Social Sciences

Janice Willis, Psychology-Behavioral and Social Sciences

Kimberly Mosley, Electrical/OSHA-Career and Technical Education

Farrah Nakatani, Architecture & Civil Engineering-Career and Technical Education

Lawrence Seymour, CIT-Career and Technical Education

Dana Arazi, Sign Language-Communications and Languages

Gloria Keawe, English-Communications and Languages

Levon Parseghian, English-Communications and Languages

Angela Sadler Williamson, Speech-Communications and Languages



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Attachment B: 2020-2021 Academic Rank Recommendations (cont.)

Angela Cheung, Nursing-Health Science and Nursing
Razvan Stoian, Nursing-Health Science and Nursing
Lisa Jay, Kinesiology-Kinesiology, Dance, and Athletics

For the rank of *Professor*

Anneliese Euler, Theatre-Arts and Cultural Programs
Ybonne Torres, Political Science-Behavioral and Social Sciences
Eric Bladh, Business Law-Business
Jeannie Liu, Accounting-Business
Martha Arrona, Spanish-Communications and Languages
Wendy Carrera, Mass Communications/Journalism-Communications and Languages
Alonso Garcia, English-Communications and Languages
Katrina Jalloh, English-Communications and Languages
Wendy Lai, Speech-Communications and Languages
Sandra Lew, Spanish-Communications and Languages
Moises Mata, ENLA-Communications and Languages
Barbara Salazar, English-Communications and Languages
Mary Kay Woudenberg, Speech-Communications and Languages
Gregory Sebourn, Civil Engineering-Career and Technical Education
Carl Walls, Architecture-Career and Technical Education
Teddi Esko, Kinesiology-Health Science and Nursing
Lydia Okelberry Gonzalez, Mathematics-Mathematics, Sciences, and Engineering



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Attachment C: Close the Loop Recommendations for Small or One Person Departments

Close-the-Loop Recommendations for Small or One Person Departments

These close-the-loop options were established by the Outcomes Committee to establish and communicate a protocol for small or one person departments with one or fewer full-time faculty members to dialogue about course outcomes assessment, to record the dialogue, and to create an action plan as part of the annual closing-the-loop process.

These options are to serve small or one person departments for all close-the-loop processes. The recommendation is to include two to three faculty members or staff members in the dialogue process. For additional support, the dean and/or Outcomes representatives can serve as part of the dialogue team.

Option 1: Course Groupings

Similar type courses are grouped together and collectively discussed at one dialogue session. This holistic approach works well for areas with many courses but few sections and for areas whose courses are offered once a year or every other year.

After the group dialogue, a CTL document capturing each course's needs would be created. This document would then be individually saved and appropriately titled (see below) for each course. Each CTL form would then be uploaded individually into Taskstream into the appropriate Program Plan.

Title: Course Prefix and Number, "CTL", Semester, and Year.
Title example: ART 101 CTL Fall 2021

Example: In the Dance Program, courses could be grouped together in terms of Performance, Technique, and Theory. The similarities in these courses would allow for the collective needs (resource requests, curriculum adjustments, equity considerations) to be analyzed and addressed together.

Option 2: Divide and Rotate

Divide the total amount of courses into three groups. Dialog and complete close-the-loop forms for a third of them each year. The cycle would repeat once during the six-year program review cycle so that all courses are reviewed twice within six years.

Example: A program divides its fifteen courses into three groups (e.g. Group A, Group B, Group C) of five courses each.

1. Year one: Group A
2. Year Two: Group B
3. Year Three: Group C



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4. Year one: Group A
5. Year Two: Group B
6. Year Three: Group C

Option 3: Dialog Pod

Faculty who are the only ones teaching in their area, may include faculty outside of their area for all close-the-loop processes. This may include faculty within their division, outside their division, Committee Representatives, and your dean.

Example: A faculty member teaching Subject X, may decide to include in their close-the-loop dialogue group a faculty member teaching Subject Y within their division, a faculty member teaching Subject Z outside of their division, and an Outcomes Committee member. These four close-the-loop participants would provide multiple perspectives including from the course, area, and college level.



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Attachment D: Committee Updates

Guided Pathways Update

**Senate
2/16/21**

Pillar 1 – Clarify the Path

- Improved homepage navigation and landing pages
 - “Explore Careers” on Career Coach linked to Rio Hondo Programs
 - Updated Program maps to include program revisions

Pillar 2 – Enter the Path

- “Apply Now” on RHC homepage updated to lead to a revamped “Get Started” webpage
- Financial Aid webpages have been updated to allow easier navigation for students

Pillar 3 – Stay on Path

- Success Coaches are in place for 9 of the 11 Student Success Teams and as part of the onboarding focused on shadowing coaches in Student Success and Dream Center and training.
- Student Success Team efforts began the last week in January and include:
 - Retention Outreach for students that did not persist from Fall 2020 to Spring 2021
 - Persistence Outreach – students with 45+ units who have not yet completed transfer level English and/or math
 - Completion Outreach – students that have 45+ units who have completed English and math
- Discussions have begun regarding Academic Faculty joining Success Team in Fall 2021

Pillar 4 – Ensure Learning

- Improved Outcomes webpages and Closing the Loop process
- Ongoing professional development for faculty and staff
- Faculty referrals for Student Success Teams
 - Students who are not logging into Canvas
 - Students not engaging in class



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Attachment D: Committee Updates (cont.)

Distance Ed Update

Upcoming DE Training

Are your remote or online courses meeting federal and state requirements?

Find out March 5th from 12:30-1:45 p.m.!

Open to all part-time and full-time faculty

Join Distance Education Coordinator, Jill Pfeiffer, for a presentation that will discuss state and federal guidelines for regular and effective contact in WEB online courses as well as LEC remote courses as we prepare for next year's visit from the ACCJC accreditation team. We will go over forms that must be submitted prior to teaching a WEB course and how to build a course that meets regular and effective contact standards. Don't be caught unprepared!

[Join session by clicking this link!](#)

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