Members present: Frank Accardo, Dana Arazi, Robin Babou, Kevin Barman, Robert Bethel, Tammy Camacho, Angela Cheung, Fran Cummings, William Currington, Marie Eckstrom, Rebecca Green, 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, Carley Mitchell, Gerson Montiel, 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, Diana Valladares, Irma Valdivia; Members absent: Michelle Bean, Melissa Chandra, Margaret Griffith, Aimee Mindes, Juana Mora; Ad-hoc members present: Elizabeth Ramirez; Guests: Wendy Carrera, Alyson Cartagena, Melba Castro, Caroline Durdella, Melanie Fierro, Lydia Okelberry-Gonzalez, Lawrence Seymour, Colin Young

I. Call to Order – 1:01pm

II. Approval of Minutes: March 2, 2021 – approved

III. Public Comment – none

IV. President’s Report
   A. Officer Elections – Congratulations to next year’s officers!
      i. President – Dorali Pichardo-Diaz
      ii. 1st Vice President – Rebecca Green
      iii. 2nd Vice President – Angelica Martinez
      iv. Secretary – Diana Valladares
      v. Parliamentarian – Dana Arazi
      vi. ASCCC – Sheila Lynch

      Kevin will stay on Senate Exec as Past President and Rudy Rios will continue on as RHCFA President.

   B. President/Superintendent Contract - Thank you to the Academic Senators Sheila Lynch, Dorali Pichardo-Diaz, Angela Rhodes and Diana Valladares who attended the Board of Trustees Meeting and spoke in support of extending the President/Superintendent Contract until June 2022. The Board approved the contract for the Superintendent/President for that time period.

   C. Accreditation Update – The accreditation visit is scheduled for the week of March 14th, 2022. In preparation for the accreditation team visit we will need to ensure that all staff are aware of all campus policies, as anyone from the accreditation committee can stop someone and ask questions. R. Bethel asked if things have significantly changed since the last accreditation visit six years ago. C. Durdella indicated that she is unsure since she wasn’t at Rio for the last accreditation visit. She can reach out to the liaison to ask about the visit protocols. Our liaison will serve on the peer review team, as well as quality control for the peer review team.
D. COVID Taskforce Update – The taskforce met with a COVID safety consultant at the last meeting. The consultant will train a core team of nine people to be able to walk into any room and evaluate the space for safety. The team will identify six different campus spaces such labs, student union, classrooms, offices, etc. The consultant group will walk the core team through how to keep each of these environments safe during a pandemic. This core group will be able to apply these safety measures to other spaces across campus. Currently, R. Rios is the main faculty member on the core group. The group will begin this process next month and work through summer and fall. There will be one more faculty member added to this team.

E. Fall 2021 – although many schools have declared that they will be online, Rio Hondo yet to make that determination. We are unsure when the decision to remain online will be made, but the hope is that this decision can be made before students begin to register for Fall 2021 courses. K. Smith and R. Rios asked that students are made aware that if a class is listed as being in person, that there be a note on the class schedule stating that the class could be changed to remote, if needed. Faculty leaders are advocating to ensure that safety measures are in place and that there be faculty purview in making the decisions regarding which classes should be taught in person.

i. S. Smith asked if the department of athletics has been discussed in any of the return to campus conversations. Mt. SAC, Cerritos, Fullerton and Cypress have all announced that athletics will return in the fall and if we do not make that decision, we will likely lose students to other schools. With the absence of an Athletic Director, these discussions are not moving along as needed to get athletics back and running.

ii. D. Arazi asked if we could recommend that curriculum extend the emergency DE on file through Summer 2021.

Motion to continue the emergency DE form through the summer and potentially through Fall, if we do remain online in Fall 2021. It is also recommended that the curriculum committee vote on this extension by D. Arazi, 2nd by S. Tomory.

33 yea, 0 nay – motion passes

iii. S. Lynch circled back to the return to campus discussion and shared that many courses in Arts are hands-on and are in spaces that do not allow for social distancing. Not all faculty who teach those courses want to teach those classes in person – we need to make sure that these decisions are not solely in the hands of administrators. She asked that we speak to faculty about these classes before these decisions are made.

iv. K. O’Brien requested that we honor the decision by faculty regarding their beliefs of the safest way to proceed. She has met with students who have shared their feedback where they signed up for synchronous instruction courses and there was one only class offered synchronously. Students selected these synchronous classes because they wanted the synchronous instruction and this was not what occurred. We need to keep to the spirit of what we are advertising on the course schedule. S. Lynch mentioned that course expectations letters were used in the past and if we could implement this, students would know what to expect.

v. I. Valdivia asked if all courses were going to be required to be synchronous. R. Rios indicated that it will be the instructor’s choice. M. Eckstrom shared the current push is to have remote courses be synchronous. The faculty negotiations team’s position
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has been that the decision is the purview of the individual faculty member. A course expectation letter which defines how the instructor intends to deliver the course may be helpful in discussions with the negotiation team. D. Pichardo-Diaz shared that it is important that we communicate to students so that they can plan if they will be required to be synchronous, or not. We need to do anything possible to make expectations clear for students.

vi. R. Bethel shared that the message is mixed, as he was given the impression that if a class was offered remotely, that it had to be provided synchronously. R. Rios shared that these decisions need to be made by the instructors, as some instructors have made sure their classes are able to be taught remotely. R. Bethel suggested that RHCFA, AS and VPAA have one consistent message. The suggestion is to not let this message be filtered through the deans to ensure consistency.

vii. S. Lynch shared that there was a push by the deans to offer classes synchronously. She also stated that the message to students must be clear by the time students are able to register for classes.

F. Fall 2021 – K. Smith shared that ASRHC and Shaina have been discussing a drive-thru graduation, which can be condensed to a smaller window rather than 2 days.

V. Vice Presidents’ Reports
A. 1st Vice President – bill that will be monitored closely is AB928. This bill sets a target date for the UCs and CSUs to consolidate two general education pathways into one pathway and will meet requirements for both UCs and CSUs.
B. 2nd Vice President – no report

VI. Unfinished Business – none

VII. New Business
A. Remote Education/Services

What have we learned from the pandemic and what needs to continue post-pandemic? Students can benefit if they have the option of synchronous instruction and services.

Motion: The Academic Senate recommends that the college allow for continuation of “remote synchronous” instruction and services provided by all faculty as a method of Distance Education to serve our students. Furthermore, the Senate asks the Distance Education Committee to develop recommendations/guidelines for these classes and recommends that the Senate President work with administration to actualize these recommendations made by A. Rhodes, 2nd by D. Arazi

Discussion: R. Bethel asked if K. Smith is proposing a taskforce. K. Smith said that the purpose of this motion is to allow for the option of classes to continue online as needed. DE is in support of this motion. F. Cummings asked if there will be a separate DE approval for remote synchronous. Currently, once a course is DE approved it can be fully online or partially online. D. Arazi stated that under Title 5, remote synchronous is a valid method of offering distance education, it simply isn’t a method that we have used at Rio Hondo College. It would be approved via the same approval process as other DE courses. S. Lynch suggested that this is
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another way of teaching in a distance education manner and that this is a hybrid remote class. Also, it should be clarified in the motion how much of the time is met synchronously. K. O’Brien asked that in addition to developing guidelines and recommendations with administration, that we also work with ASRHC.

Motion to table made by S. Lynch, 2nd by G. Montiel until the end of the meeting.

27 yea, 1 nay – motion to table the motion passes

Motion: D. Arazi moves to un-table the “Remote Education” motion, 2nd by D. Pichardo-Diaz

22 yea, 0 nay – motion passes

Revised Motion: The Academic Senate recommends that post-pandemic, the college allow for “remote synchronous” instruction and services provided by faculty as a method of distance education to serve our students. Furthermore, the Senate asks the Distance Education Committee to develop recommendations/guidelines for these classes and recommends that the Senate President work with administration and ASRHC to actualize these recommendations made by A. Rhodes, 2nd by D. Arazi

25 yea, 0 nay - motion passes

B. Website Redesign Recommendations (Attachment A)

L. Okelberry-Gonzalez and M. Castro presented on a collaboration between Guided Pathways and SSSP. The teams have been working on redesigning the support programs landing page on the Rio Hondo College website. L. Okelberry-Gonzalez shared the current format of the online student resource page, which can be overwhelming for students. The recommended changes would include 5 columns and organize the links by type of service. Both the SSSP and Guided Pathways Website Redesign Subcommittee have been a part of this design process. L. Okelberry-Gonzalez shared a link to the document and asked Senators to let her know if they have additional comments, or suggested changes.

C. Program Review Areas: Textbook Cost and Culturally Responsive Pedagogy – as we move forward with program review, K. Smith suggested adding a section regarding textbooks costs. This may allow faculty to be more reflective of how much it costs to take a course. Additionally, the suggestion was made to add a section for culturally responsive pedagogy.

i. M. Eckstrom said that this could be embedded into the description of the program. It is a continuation of what we do and it does not have to be a separate section. Program Review Committee would not sanction this recommendation, as faculty have the academic freedom to select their course materials.

ii. S. Lynch is in favor of this approach. It is not simply OER, but more of what an instructor is doing to reduce the cost of texts and materials for a class. K. O’Brien suggested that this could actually be its own section on equity. S. Lynch agreed with K. O’Brien. Equity is advocated by all and we need to support our Vision Statement.

Motion that program review will include a section on equity to have program reviewers explore issues such as cost, culturally responsive pedagogy and equitable outcomes made by K. O’Brien, 2nd by S. Johnson

20 yea, 2 nay, 5 abstain - motion passes
VIII. Committee Reports (Attachment B)

- **OER** – the deadline for OER submissions was last night. A few courses with over 30 sections each semester and require expensive textbooks have submitted. The committee will begin the review process soon.

- **Outcomes**
  - ILOs: First time these have been reviewed. The committee will review the draft report created and later submit to Senate with recommendations.
  - CTLs: Deans are assisting with gathering any missing CTLs. Assuming a course was taught for both academic years, there should be two CTLs -- one for Fall 2020 (reviewing data from AY 2019-2020) and one for Fall 2019 (reviewing data from AY 2018-2019).
  - Program Review: Outcomes committee will be providing “feed forward” beginning this month to programs undergoing Program Review in Fall 2021.
  - FRC: More videos (such as “I can’t find myself”, “Active and Obsolete”, “major changes”, “minor changes”, etc.) have been added to the FRC to support faculty.
  - Outcomes statements: Faculty should continue to finalize their statements in preparation for public viewing.
  - Trying to move beyond “how do I log into Taskstream?” by offering trainings about quality, equity, and authentic assessment. Unfortunately, those workshops are poorly attended. Today’s offering is at 3:30pm by Dana and Heather Arazi: The Tao of SLOs: SLOs, Equity, & Accessibility. Registration: https://cccconfer.zoom.us/meeting/register/tJMldeqqjIrGdSkNC3pMBkQ8VXQj9gQd8F

- **ASCCC OERI** – large grant of up to $30,000 for a team. The team has a year to work on the proposal. Be on the lookout for this proposal announcement.

- **Guided Pathways** – attached

IX. Announcements: none

X. Adjournment: 2:29 pm

*Attachment A: Website Redesign Recommendations*
## Academic Senate 2020-21

### Rio Hondo College Support Programs

<table>
<thead>
<tr>
<th>Counseling</th>
<th>Empowerment and Scholars Programs</th>
<th>Support Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get help with educational planning, academic or personal challenges, transitioning to a university, and more.</td>
<td>Join a special program.</td>
<td>Participate in a needs-based support program to help you enter and succeed in college.</td>
</tr>
<tr>
<td>- Career &amp; Re-Entry Services</td>
<td>- DSIP (Disabled Students Program &amp; Services)</td>
<td>- CalWORKS (Parenting and/or Pregnant Students)</td>
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<tr>
<td>- Counseling Center</td>
<td>- Guardian Scholars (Foster Youth)</td>
<td>- CARE (Single Head of Household Students)</td>
</tr>
<tr>
<td>- Noncredit Counseling</td>
<td>- HOPE Scholars (Homeless &amp; Housing Insecure)</td>
<td>- EOP &amp; S (Low-Income Students)</td>
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<tr>
<td>- Student Success and Dream Center</td>
<td>- LEGACY (Latino Male Student Mentoring Program)</td>
<td>- TRIO PASS (1st Generation, Low-Income or Disabled Students)</td>
</tr>
<tr>
<td>- Student Success Teams</td>
<td>- Queer Initiative (LGBTQIA+)</td>
<td>- MESA I/ TRIO STEM (Math, Engineering, Science Achievement)</td>
</tr>
<tr>
<td>- Transfer Center</td>
<td>- RISE Scholars (Formerly Incarcerated)</td>
<td>- Undocumented Students</td>
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<td>- Student Life &amp; Leadership (Clubs &amp; Student Government)</td>
<td>- Veterans Service Center (Veterans and Children of Veterans)</td>
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<td>- Undocumented Scholars</td>
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<td>- Veterans Service Center (Veterans and Children of Veterans)</td>
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### Academic Programs
Join an academic program.

- Continuing Education
- Forensics Speech and Debate
- Honors Transfer Program
- MESA I TRIO STEM (Math, Engineering, Science Achievement)
- Pathway to Law
- Puente Project (description)
- Student Media & Publications
- Study Abroad
- Teacher Preparation Pipeline

### Tutoring & Academic Support
Get help with your classes, such as tutoring, writing assistance, online classes, or for a research project.

- Distance Learning
- Learning Assistance Center
- Library
- Math & Science Center
- Writers' Resource Center

### Student Resources & Basic Needs
Take advantage of the resources Rio Hondo College offers.

- Child Care
- Food Pantry (RioSource Room)
- Food Resources
- Health Services
- Housing Services
- Laptop and Calculator Loans
- Library Services
- Psychological Services
- RioSource for Social Services
- Student Printing Services
- Tech Support
- Transportation
- WEBS Hotspots

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**Attachment B: Committee Updates**
Initial Feedback from Student Success Team Student Outreach

Students:
• Have strong issues or feelings regarding remote learning and that it was not conducive to their academic journeys.
• Do not want to take math/English remotely and they prefer to wait for Rio Hondo to get back to on-campus instruction
• Are having trouble getting into their classes
  - They do not have priority registration (used it in the past and failed the class)
  - Stuck on the waitlist
  - Courses not offered during times they are available (mostly evening)
• Need help with change of major

General Themes:
• Most of the students are struggling with things like maintaining jobs and balancing school and home life
• Not sure how to complete petition to graduate
• Not sure what requirements they have left; feel lost
• Many are currently struggling with online learning
• Students who sent transcripts and/or AP scores would like to know if RHC received the documents - there is no way that they can verify this on their own
• Students mentioned that they appreciated the phone call because it reminded them to schedule an appointment with a counselor
• COVID-19 has impacted them personally and find it difficult to continue online learning
• They need extra resources (i.e. admissions help, financial aid help, etc.)

In general, students seem to really appreciate the contact. As each team continues to see what works and what doesn’t, along with the addition of the faculty lead, we will be able to provide even more wraparound services for our students and further provide a unique and specialized community for our students.