**Senate Executive Board Members**

President: Dr. Angela Medina Rhodes

1st Vice President: Kelly Lynch

2nd Vice President: Angelica Martinez

Secretary: Michael Koger

Parliamentarian: Steve Johnson

ASCCC Representative: Farrah Nakatani

Past-President: Dorali Pichardo Diaz

RHCFA President: Diana Valladares

**Discussion Expectations**

1. Be respectful
2. Step back or step up
3. Challenge the idea, not the person
4. Stay focused on the issue
5. Speak your discomfort or support
6. Acknowledge each other’s experiences
7. Commit to learning from each other

**10 + 1**

"Academic and professional matters" means the following policy development and implementation matters:

(1) curriculum, including establishing prerequisites and placing courses within disciplines;

(2) degree and certificate requirements;

(3) grading policies;

(4) educational program development;

(5) standards or policies regarding student preparation and success;

(6) district and college governance structures, as related to faculty roles;

(7) faculty roles and involvement in accreditation processes, including self-study and annual reports;

(8) policies for faculty professional development activities;

(9) processes for program review;

(10) processes for institutional planning and budget development; and

(11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate

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**Academic Senate Agenda**

October 18, 2022 1:00 p.m.

Location: https://zoom.us/j/94542479249?pwd=QmE3bExzRi9rTExDZ21MK1VQU1VJQT09

1. Call to Order
2. Approval of Minutes from October 4, 2022
3. Public Comment: Persons wishing to address the Academic Senate on any item on the agenda or comment on any other matter are allowed three minutes per topic. Pursuant to the Brown Act, the Academic Senate cannot discuss or take action on items not listed on the agenda. Matters brought before the Academic Senate that are not on the agenda may, at the Senate’s discretion, be referred to the Senate Executive Council or placed on the next agenda.
4. Guest Report
   1. None
5. President’s Report
   1. Discussion: President’s Office Reorganization
   2. Discussion: Winter Session Concerns and Answers (Appendix A)
6. Vice President’s Report
   1. 1st Vice President, Kelly Lynch
   2. 2nd Vice President, Angelica Martinez
7. Unfinished Business
   1. Discussion: Senate Spending Ideas
8. New Business
   1. None
9. Committee Reports
   1. Senate Committees
      1. Academic Rank, Frank Sotelo
      2. Curriculum, Elizabeth Ramirez
      3. Distance Education, Jill Pfeifer
      4. Guided Pathways, Lydia Gonzalez
      5. Instructional Technology (ITC), Dana Arazi
      6. Open Educational Resources (OER), Patricia Hughes
      7. Outcomes, Sean Hughes
      8. Staff Development/FLEX, Katie O’Brien
   2. Planning & Fiscal Council Committees
      1. Facilities, TBD
      2. Institutional Effectiveness (IEC), Julio Flores
      3. Planning and Procedural Council, Rudy Rios
      4. Program Review, Marie Eckstrom (Appendix B)
      5. Safety, Brian Brutlag (Appendix C)
   3. Additional Committees
      1. Enterprise Systems Advisory, Colin Young
      2. Foundational Skills & Instructional Support, Angela Rhodes
      3. Online Education Initiative (OEI), TBD
      4. ASCCC Open Educational Resources Initiative (ASCCC OERI), Sheila Lynch
      5. Student Equity, Juana Mora
      6. Student Success and Support Services Program (SSSP), Bill Curington
10. Announcements
11. Adjournment

**Rio Hondo College**

**Vision Statement**

Rio Hondo College aspires to be an evolving community-focused institution that embraces diversity, equity, and inclusion as a means to achieve personal, professional, and educational goals in a caring and rigorous environment.

(Board Approved 5/12/21)

**Mission Statement**

Río Hondo College is an educational and community partner committed to advancing social justice and equity as an anti-racist institution that collectively invests in all students’ academic and career pathways that lead to attainment of degree, certificate, transfer, and lifelong-learning goals.

(Board Approved 7/08/20)

**Appendix A**

Questions/Concerns Regarding Separation of Winter and Spring

1. How does this change benefit students and/or the college?

*Students:*

*· can register for up to 18 units in Spring and additional units in Winter without needing to request approval for an overload*

*· can complete a prerequisite in Winter for a course in Spring*

*· can use the winter term to repeat a course they failed in fall semester, especially if it is a pre-requisite for a spring course.*

*· will have a clearer understanding that they are registering for a Winter vs Spring course*

*· California residency for a term is one year and one day before the term starts. Having winter as a separate term allows a student to become a resident for spring if they don’t meet the January residency date. Meaning, by splitting winter term off from spring, if they don’t meet residency before winter term starts, but do before the start of spring, they will be considered residents in spring and pay resident tuition. Currently that is not allowable with the two merged.*

*Faculty:*

*· Part-time faculty can teach winter term courses (if available) separate from Spring Load. Part-time faculty can teach in Spring semester up to Rio’s allowed 60% (if available).*

2. Please provide the rationale for this change.

*When Banner was implemented we did not have a winter session, this was an option, but Rio Hondo did not use it. When the winter session was started, we made it part of the “spring” semester as a “quick fix.” In doing so, when scheduling in Banner, it combines both sessions as one, so building loads and assigning classes must be manually separated. This creates issues with collecting winter vs spring data (IRP) and with assigning loads for both full/part time faculty. Adding a fourth term makes record keeping more accurate and improves efficiency, and benefits students and faculty as described in #1.*

3. Does it make sense to move forward with this change immediately? Can this be implemented in the winter of 2024 vs. 2023?

*The term is already built this way, changing it at this stage would require delaying the winter/spring registration by several weeks to rebuild. This would have a huge impact on classified workload. Priority registration is October 31st.*

4. In the EOPS program, we've been finalizing spring/winter ed plans for students for weeks now and were working under the assumption that students could continue to count winter units toward a spring load. Changing that policy at this late date could make students ineligible for some programs even though they were following Counselor ed plans.

*It is unclear which programs the faculty are referring to that they would be ineligible for. If referencing financial aid, the current financial aid process will not change. Students can still take courses in the Winter Term that they would have taken in spring intersession for the ed plan.*

5. Do any potential benefits outweigh the repercussions this change may have on some of our most vulnerable students? In particular those students who need to maintain a minimum number of units for programs such as Financial Aid, Athletics, EOPS, DSPS, Go Rio and who for a variety of reasons (work demands, crafting a unit load that supports their success in challenging classes, family responsibilities) have found that being able to use a winter term class toward their spring unit load valuable and sometimes necessary option.

*The current financial aid process will continue. Thus, there will not be an impact to students. In terms of combining winter and spring to determine full-time eligibility as a course management strategy, each program has different requirements. For example, EOPS only needs nine units to be eligible. However, some students elect to take a 3-unit winter course and 9 units to ensure financial aid eligibility too. Athletes are required to be actively enrolled in 12 units during the season. So, there is no negative eligibility impact for students. Having a separate term actually helps students spread their courses if they have work and other demands.*

6. Is there a plan in place to protect students' status in programs where financial aid or eligibility for sports programs is at stake when we separate our winter semester from our spring semester? If so, what is the plan?

*The current financial aid process will continue. If barriers exist in the current process, we will need to identify and address those barriers.*

7. Will the units taken in winter still be "covered" under Rio Promise? (For example, students who are on the Rio Promise do not get their summer classes paid for). Will this be the same for Winter? If so, that's a huge negative impact because it did cover it before since it was part of "Spring term."

*Students participating in the Rio Promise program will still be covered.*

8. The way the calendar currently is "Winter session" ends Jan 26th and Spring starts Jan 30th. How would this help in posting grades? It's a 4day turnaround time.

*Grades will be entered on the same schedule as with winter as intersession. Also, grades will appear now on transcripts like they do in summer*

9. Will registration dates now be different for Winter and Spring? *No*

Will we be able to implement it in time? *Yes*

It is now the first week of October, and this is something we should already be advertising. Priority registration for Spring is October 31st. *Agreed. Everything is already set up this way.*

10. How will the separation affect part-time faculty? Will they be able to teach additional classes? Currently, if they teach a Winter class, their load is reduced in spring.

*Part-time faculty will be able to teach up to the allowable percentage in Spring term (generally 60% at Rio) when courses are available and can be offered to them. This is separate from Winter Term assignments so in fact they can teach additional classes.*

11. How will this affect EOPS/CARE? In the past, students have been able to take a class during the Winter session and a lighter course load in the spring. This practice allowed students to bank the Winter class so they can focus on more intense classes.

*We are pulling data to assess the impact to EOPS/CARE. Based on VPSS conversations with the responsible Dean, there should be minimal impact to EOPS/CARE students because the requirement is 9 units.*

12. Has A&R been involved with this change?

*Yes, they set up the term with the Banner consultants*

13. Application filing period for UC and CSU’s ends November 30th. If students and staff have not been informed of this change yet, the information that is uploaded to the student admission application will be incorrect and can be a denial for inputting the wrong term

*To address this concern, the college can inform institutional partners of the change to separate winter term. We are currently conducting transfer application labs. Students will be informed of the change and course grades will be on transcripts as winter term and help fulfill transfer requirements.*

14. Would there be an added application on CCC apply for winter session?

*There is one already created and we already have winter applications being processed. This is similar to what we have for summer.*

15. Curriculum committee has not been consulted about the addition of a new term. How would it impact Curriculum? For example: DE requests approved this fall 2022 term are effective the following term (so Instructional Operations has been inputting them to be effective spring 2023). Adding the new winter term would mean that the term immediately following fall 2022 would now be winter 2023, and effective terms haven't been coded appropriately if the winter term is separate).

*It would only affect curriculum if we wanted to enter winter first offering dates instead of the primary terms of fall or spring. Typically, colleges use primary terms to begin new or updated offerings.*

16. I'm also concerned with continuing students who already have a winter class on their ed plan per counselor recommendation in order to be considered full time for financial aid in spring and for students in other programs with minimum unit eligibility (Athletics...) who may be adversely impacted with a change at this late date...

*The financial aid process will not change. For athletics, student must be enrolled full time to participate during their sport season. Much like we do now, student athletes can take a course to help them become eligible by spring term if something happens at the end of fall requiring that winter class. We’ll continue to follow CCCAA guidelines for eligibility.*

Submitted by Dr. Miller and Dr. Dixon-Peters

**Appendix B**

Program Review Report

Program reviews have been submitted and were locked on Monday, October 17. The next step is compiling all the reviews for the peer review committee members to read.  This will be done before the peer review committee meetings, which will take place during finals week, December 5 through 8.   Many thanks to all those who worked on the reviews and to those to volunteered to serve on the peer review committees.

Submitted by Marie Eckstrom

**Appendix C**

Safety Committee Report

Rio Hondo is planning to participate in "The Great Shakeout" Earthquake drill on Thursday 10/20 at 10:20am.

Faculty and should shelter in place for 20 seconds then move to their proper evacuation areas based upon their building location.

Submitted by Brian Brutlag