

Dear Sandra,

On behalf of the entire Rio Hondo community, we are so glad that you will be joining us as a full time faculty member in 2021! This is your official invitation to our New Full-Time Faculty Success Seminar enshrined in the faculty contract and that is supported by your Dean, the Academic Senate, the Rio Hondo College Faculty Association, and the Board of Trustees.

Our intent with this seminar is to provide you with the following:

- the ability to become grounded in the culture and community of Rio Hondo via a 5 session cohort experience*
- an understanding of full time faculty expectations, obligations, and opportunities, including a review of salary, benefits and the tenure process.*
- an understanding of key processes and personnel relevant for faculty effectiveness*
- a familiarity with Rio Hondo student demographics, performance measures, support services, and key statewide initiatives such as Equity and Guided Pathways*
- an exploration of effective & equitable pedagogical practices to promote student engagement & success*

You will be compensated with a stipend based upon a 5% overload rate for completing program requirements. In addition to the meetings listed below, requirements may include some readings, attendance at an Academic Senate, Curriculum and/or Faculty Association meeting, a Peer Observation, and a brief written reflection. Student Services faculty will have the option of completing this program either on load or for the overload option being offered.

As your Deans have agreed to ensure that your schedule will enable you to participate in this program, please put the following dates for this hybrid program, including 3 on campus and 2 remote online sessions) in your calendar. (*On campus sessions will follow all Covid-19 protocol required by the CDC and Los Angeles County in place at the time.*)

Tuesday, August 17th - 9:00am-3:00pm – On Campus – Room TBA

Friday, September 3rd, – 10:00-1:30 -Remote Online

Friday, October 1st, - 10:00-2:00 – On Campus-Room TBA

Friday, November 5th – 10:00-1:30 – Remote Online

Friday, December 3rd – 11:30-3:30- On Campus – Room TBA (optional Happy Hour to follow)

A calendar invitation from Katie O'Brien will also be sent in the coming days to confirm your participation.

Welcome!

Katie O'Brien
Staff Development/FLEX Coordinator
EOPS Counselor/Professor

Rudy Rios
CIT Professor
President RHCFCA

Dr. Don Miller
Vice-President, Academic Affairs

New Faculty Success Seminar Peer Observation Template

The purpose is "... to spur personal self-reflection rather than peer evaluation. Participants focus...on what they've learned about their own teaching from the observation process and avoid direct commentary on their colleagues' performance. The goal is to encourage a respectful, safe, mutually-supportive experience for all involved. Participants are encouraged to approach the process in a spirit of appreciation – even celebration – of the work of their colleagues."

(Center for Teaching and Learning, Stonehill College)

For your classroom or Student Services observation, the following are suggestions to maximize the experience:

1. Once you are matched with a colleague and set up a time for the observation, discuss (in person, over the phone or electronically) what you both hope to gain from the experience

2. During the observation, make notes on what was most striking to you. Elements can include:

-Use of time and pacing

-Clarity of presentation (or Counseling Session)

-Level of student engagement

-Checking for understanding

-Strategies to elicit active participation

3. After the observation, consider reflecting on the following:

-What most impressed you about this observation?

-What did you learn from this observation?

-What could you use or adapt in your own work with students?

New Faculty Success Seminar

Rio Hondo College

Tuesday, August 17th 2021

Session 1 - Getting Started

9:00 - 3:00

I. Welcome and Introduction-9:00-10:15am

- A. Welcome from President Dreyfuss & V.P. of Academic Affairs, Dr. Don Miller
- B. Desired outcomes, experiences & initial introductions
- C. Expectations, contract and monthly time cards
- D. Use of Canvas
- E. Small group discussion: *What attracted you to your particular discipline?*
What was your path to full time position at RHC?

Break 10:15-10:30

II. Effective Lesson Planning with Prof. Kelly Lynch– 10:30-11:30

III. Virtual Tour of Campus & Covid-19 Protocols/Practices Q & A – 11:35-12:00

[Virtual Campus Tour](#)

Break 12:00-12:30

IV. Rio Hondo Students 12:30-1:00

- A. Demographics & Videos [Student Profile 1](#) [Student Profile 2](#)
- B. What Student's Wish Instructors Knew
 - ~Which of these comments represents something you were already aware of?
 - ~Which of these comments were most surprising?
 - ~What are the key ways our student population's demographics/experiences impact the classroom?

V. "Culturally Responsive Teaching and the Brain" with Dr. Juana Mora 1:00-1:30

VI. New Faculty from 2020-2021 share what they wished they knew their 1st semester" 1:30-2:00

Break 2:00-2:10 (2020-2021 Faculty may leave if desired at this point)

VII. Overview of salary, benefits, and working conditions 2:10-3:00

- A. Salary, medical, dental, vision, and life insurance
- B. Sick leave, personal days, jury duty, bereavement and flexible spending account
- C. Retirement, 403(b) and 457 accounts, lifetime medical benefits
- D. Solving the mystery of tenure
- E. Getting union help
- F. Academic rank
- G. New Faculty "Cheat Sheet"
- H. Other

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Session 2 – Moving Forward
September 3rd, 2021



10:00 – 1:30

- I. Check –In: **Share 1 highlight and/or 1 frustration from first 2 weeks of the semester**
- II. Review Peer Observation Process/Form & Stipend Cards
- III. Managing Enrollment
Poll - ***"It's an instructor's responsibility to drop a student who is not attending class."***
On a scale of 1-10, how much do you agree with this statement, 10 being total agreement, 1 being total disagreement. Decide on number & be prepared to discuss.
 - A. Dropping Students
 - Pros**
 - Prior to census – "required" if someone hasn't been attending
 - Prevents poor grades for students
 - Increases your success rates
 - Cons**
 - Decreases your retention rates
 - Can impact student eligibility for financial aid and Athletics that semester
 - Can give message to students not to take responsibility for this themselves.
 - B. Attendance Policies & Grading
 - C. The Challenge with Incompletes
 - E. Contesting Grades and Keeping Records

5-minute Break

- IV. The Counseling Experience
 - A. Individually: -2-minute quick list – Where can students get counseling at Rio?
-2nd 2-minute list – What do counselors do with students?
 - B. Dyads in Breakout rooms - 5 minutes to expand lists
 - C. Report out-
 1. Total # of counseling locations for each
 2. 1 "where" and 1 "what" from each pair until all collected
 3. Review RHC Counseling Summary Sheet
 - D. Find your Area Success Team
 - E. General Counseling, EOPS, CARE, CalWorks
 - F. Discussion: *How can classroom and student services faculty collaborate to promote student success?*

15-minute Break

IV. Unions & Governance (Local, State & National)

A. NEA, CTA, CCA, and RHCFA

B. Governance Structures

C. Academic Senate overview with Dorali Pichardo-Diaz, Academic Senate President

V. Understanding Flex

VII. “Brain Based/Culturally Responsive Teaching” Follow-up

Share an “Attention Getting Activity” tied to your content that you’ve used or want to try

A. Breakout Groups of 3-4 (take max 3 minutes each)

B. Large group discussion

VIII. Future Sessions & Q & A

A. October modality preference

B. General Questions

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Session 3 – October 1st, 2021

10:00 - 2:00

- I. Opening Check-In: IOU – *Share 1 thing that has been interesting and/or useful to you from our first two seminar sessions.*
- II. “What is your Why?” with Dr. Juana Mora (10:15-11:00)
Please view the following prior to our session [Watch "How Great Leaders Inspire Action"](#)

Break 11:00-11:10

- III. “The Purchased Paper” Case Study & Grading Policies (11:10-12:10)
 - A. List the characters in order from most to least responsible for the outcome.
 - B. Discussion
 - C. What's a grading policy/practice that you consider to be particularly effective?
 - D. What is a grading policy/practice that continues to be a challenge?

Break 12:10-12:30

- IV. Outcomes with Dr. Alyson Cartagena (12:30-1:00)
- V. Performance Data & Program Planning – Jim Sass and Sarah Cote, Institutional Research & Planning (1:00-1:45)
- VI. FLEX and General Q & A (1:45-2:00)

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Session 4 – November 5th

10:00 - 1:30

A. Opening Questions

~What were the biggest challenges you dealt with in your higher education experience?

~What supports were most effective in helping you deal with those challenges?

B. Student Support Services Presentations

~Financial Aid- Jasmine Zavala – *10:25-10:45*

~Disabled Students Program & Services - Connie Gutierrez, Director of DSPS- *10:45-11:05*

~Learning Assistance Center, Tyler Okamoto, Coordinator of LAC – *11:05-11:25*

Break – 5 minutes

C. Guided Pathways Presentation- Lydia Gonzalez, Guided Pathways Coordinator- *11:30-12:00*

Break – 20 minutes

D. Parker Palmer Excerpt from “The Courage to Teach” & Discussion - *12:20-12:45*

E. Curriculum Presentation- Elizabeth Ramirez, Curriculum Committee Chair, Articulation Officer - *12:45-1:15*

F. Q & A & Final Session Discussion