



Academic Senate 2017-18

Minutes

April 3, 2018

Location: Board Room

1:00 p.m.

Senators present: Frank Accardo, Lupe Alvarado, Robin Babou, Michelle Bean, Robert Bethel, Ada Brown, Brian Brutlag, Fran Cummings, Marie Eckstrom, Juan Fernandez, Raquel Flores-Olson, , Alonso Garcia, Karen Gottlieb, Yunior Hernandez, Jupei Hsiao, Jorge Huinquez, Steve Johnson, Katharine Lampert, Violeta Lewis, Sheila Lynch, Marina Markossian, Angelica Martinez, Greg Miller, Carley Mitchell, Gerson Montiel, , Katie O'Brien, Tyler Okamoto, Amelia Ortiz, Abbie Perry, Doralí Pichardo-Díaz, Michelle Pilati, Matthew Pitassi, Rudy Rios, Jose Rodriguez, Monica Serafin, Stephen Smith, Shelly Spencer, Viviana Villanueva, Adam Wetsman, Jon Whitford **Others present:** Elizabeth Ramirez, Sharon Bell, Kathleen Curlee, Sloniger Wells **Members Absent:** Michael Dighera, John Frala, Theresa Freije, George Kimber, Juana Mora, Richard Ramirez,

- I. **Call to Order at 1:02 p.m.**
- II. **Approval of Minutes:** March 20, 2018 approved
- III. **Public Comment** – *No Public Comment*
- IV. **Guest:** Dr. Shin Liu, **Taiwan Experience Education Program**
 - A. Shin was not in attendance, but M. Bean asked faculty to share this opportunity with students.
- V. **Guest:** Dr. Laura Ramirez, Vice President of Academic Affairs, **Educational Centers Report**
 - A. Task force met about 4 times and included Mike Munoz, Dana Arazi, Robert Bethel, Rebeca Green, Kevin Smith, Irene Truong, Jim Sass, Michelle Bean, Yolanda Emerson, and Vann Priest.
 - B. Wanted each center to be dedicated to a certain area, but when they looked at the data they saw that it was not what students want. Most students at the centers take similar courses to what students take on campus. Students want to take General Education at the educational centers. Although they are ok with entertaining the idea of a cohort, students are actually using that space to meet general education.
 - C. Linked center goals with institutional goals (See Addendum A), map of GE's – guided pathways, week-end offerings, intersession schedule, targeted media.
 - D. A senator expressed concern about resources being re-allocated from the main campus to the educational centers, Dr. Ramirez shared that that is not the intention.
 - E. Another senator asked if General education is the only thing being offered and asked if more non-credit would be offered.
 - F. It was suggested that the community be surveyed to see what they want, instead of students who are already attending. Another senator expressed concern about the course offerings at the educational centers not being consistent. It makes it difficult for students to arrange their schedule. Lastly, there was a concern about students being informed about the classes being offered offsite at the time they register. M. Bean



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shared that the new schedule has been updated to make that clear to students. Dr. Ramirez shared that If 86% of the class gets full on campus then the likelihood of it being filled off campus is higher.

VI. **Committee Reports**

Senate Committees:

- Academic Rank – BP and AP will be reviewed though PFC
- Curriculum – No Report
- Instructional Technology (ITC) – No Report
- Online Education (OEC) – Written report shared with group. (See Addendum B)
- Open Educational Resources (OER) – In the process of revising a document and will bring to senate to look at it again. Quality control required by legislation says that each campus shall ensure that materials comply with federal copyright act of 1976. Will come up with a proposal and bring to senate as well. Other quality control issues include having a certification offering similar to online teaching certification. There is a free course from Butte college. Lastly, there is a grant called the bonus funding proposal from AB 798. There is 50K for OER. Can't apply for it alone, must partner with a school who was a participant in the first round and have an OER coordinator otherwise you will not get it. A senator asked how many classes are ZTC, currently there are 17 showing up on the schedule. Will also make recommendation about how to implement this. There are also some classes that are Low Cost (about \$10) but will come up with this symbol soon.
- Staff Dev./Flex – Sent a summary about flex day before spring break. Feedback similar to other years, but new information is that faculty want at least one breakout to be of their choice. There maybe another chance of staff development grant.
 - Integrated professional development task force is still meeting
 - Staff Development will have 2 faculty workshops in the 2nd week of April and May on the topics people indicated interest in last year's Professional Development Needs survey. Workshops run from 1pm-2:15 and will be repeated and will be on cooperative learning and understanding and connecting to this generation of students.
 - Had 3rd faculty seminar on March 23rd, senate president was a guest presenter on Classroom Management and Check for Understanding techniques.
 - May 18th will have an event at El Tepeyac for new faculty welcome at 4:30pm.
- Outcomes – Trying to get everyone to log in to TaskStream, had 2 workshops on it. Please get data in. A senator asked if there is a training video? There is an information sheet and video that A. Wetsman will send out to everyone. Also, please keep in mind that TaskStream did not automatically roll over information from SLOlutions but if you would like to copy and paste, you can.

Planning & Fiscal Council Committees:

- Institutional Effectiveness (IEC) - No Report
- Program Review – At the retreat on Friday, program review identified areas of need 1. Looking at lab assistance across campus and disciplines. Need more tutoring and review needs of specific disciplines and across campus comprehensive tutoring program. 2. Increase psychological and



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social support for students. Hire another psychologist and social worker. 3. Increase class supplies

- Safety – Having information sessions in April, will have an all campus all staff information session. Will have faculty instructions on what to do during an active shooter situation. Creating a classroom active shooter drill sheet for every classroom. May involve moving desks around, playing a video etc. Going to be in conjunctions with Pico Rivera Sheriffs. Working on creating a laminate card to use. Time frame is 10:45am on May 3rd for about 20 to 30 minutes. There is a campus safety and sexual assault funding that was allocated. Another senator asked what is the status of the director of facilities, Brian said the duties are currently shared between George and Howard. Another senator asked if there is an update on the alarms because a long standing safety issue has been that they alarms can't be hear in the Art area so they don't know when drills happen.

Other Committees:

- Basic Skills- Taskforce has been visiting different success centers to get ideas and also going to a tutoring expo and conference. Looking for updates regarding AB 705.
- Bookstore – A senator asked why does the bookstore charge so much more than online? Its because the publisher gives that price. Reminder to all faculty and students that there is price match for books. She is willing to come and get suggestions from everyone.
- Enterprise Systems Advisory – no report
- Online Education Initiative (OEI) – no report
- Student Equity – no report
- Student Success and Support Program (SSSP) - No report

VII. **President's Report (see Addendum C)**

A. Roadrunner Connect Update – You will continue to get notifications when a success coach or counselor makes contact with a student, you may turn off your starfish notifications. Degree Planner Demo next meeting.

B. Guided Pathways Update – In future meetings will add GP as standing committee report. Trained division leads and counselors on the beginning process of the mapping. Division and counseling leads need to submit all mapped programs by May 18th (Major Only). Leads will train mapping coordinators and provide resources and templates for programs and degrees. Focus is on major course work. Milestone and GE discussion can begin. April 26th is IEPI training and there will be peer-to-peer reading to see each other's work plans for different schools. A senator asked what "majors" means, and it was clarified that it is just majors on campus.

1. Guided pathways Taskforce which will consist of Gerson Montiel aa-Chairs, Juana Mora as Co-Chair, Angelica Martinez, Stephen Smith, Abbie Perry, Michael Dighera, Monica Serafin, Lupe Alvarado, Sheila Lynch.

C. ASCCC Updates – Funding formula from CEO Board to present to chancellor Oakley and consultation group. Proposing a 2-year transition with equitable phasing over 7 years. Students will be invited to spring plenary. There are lots of ASCCC plenary papers, please attend meet-ups (see Addendum C) and express that you don't want a fully online college. Faculty hiring of 75% emphasis vs 50% emphasis. More will be clarified with May revise.



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- D. Faculty hiring and re-assigned time process- Document about minimum qualifications and hiring priorities indicates that at the core the academic senate should be in consultation. If locally we consult with our bargaining unit, it is senates purview to see if it is going to shift.
- E. Reassigned time – There are a lot of re-assigned time processes occurring. Several years ago it was negotiated and the group came up with a process and put it on a document that was to be housed on the HR website but it was lost. At the time it was recommended by faculty that it belong to the governance manual but this was not approved. Goal is to put it in the contract so that it is somewhere in writing. Currently, the VP's, President and one subject matter expert appointed by senate president. A senator asked if anything would be changed from the process, A. Wetsman shared its not to change the process, its to put it in writing.

VIII. Vice Presidents' Reports

- A. 1st Vice President – Absent, but M. Bean shared SB 1009 in support but not in support of AB 1935, AB2248 creating 30 units a year or more to be eligible, AB 1805 access to transfer level coursework, AB 1406 extending BA/BS program. (currently approx. 300 students in programs). AB 288 dual enrollment
 - 1. SB 1009 (Wilks): Provide **tutoring** for courses and classes in **all subject areas** that are either basic skills or degree applicable, irrespective of whether a student being tutored has been referred to tutoring by a faculty member; tutoring to be **eligible for state apportionment funding**.
 - 2. AB 1935 (Erwin): Provide supervised tutoring for degree-applicable and transfer-level courses and eligible for state apportionment funding. Leaves off Basic Skills courses.
 - 3. AB 2248 (McCarty): Starting 2019–20 academic year, defining “**full time**” for purposes of determining Cal Grant eligibility to mean **30 or more semester units** or the equivalent, in an academic year for new awards and all subsequent renewals of that eligibility; defining “**part time**” to mean **between 6 and below 30 semester units** or the equivalent.
 - 4. AB 1805 (Irwin): Requires a community college to **inform students of their rights to access transfer-level coursework and of the multiple measures placement policies** developed by the community college. The bill would require a community college to annually report to the Office of the Chancellor of the California Community Colleges the community college’s placement policies and placement results, and would require a community college **to publicly post its placement results**.
 - 5. SB 1406 (Hill): Extends dates for **BS/BA programs by 2 years**-- law requires a student participating in a baccalaureate degree pilot program to start his or her degree by the end of the 2022–23 academic year. (Study done by Legislative Analyst’s Office: <http://lao.ca.gov/Publications/Report/3722>)
 - 6. AB 288 (Holden): **Dual enrollment partnership with a high school district**, special part-time high school students can enroll in more units per term and colleges can claim apportionment even on courses offered at the high school that are closed to the public. Goal of seamless pathways to community college for CTE or transfer.
- B. 2nd Vice President – No Report

IX. Unfinished Business: None

X. New Business:

- A. AP 4240 Academic Renewal-
 - 1. Motion from Robert Bethel, Gerson Montiel 2nd the motion
 - 2. **Motion passes unanimously**
- B. AP 4100 Graduation Requirements for Degrees and Certificates



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1. Postponed until next meeting

XI. **Announcements**

A. **LA Times with picture of Rio Hondo College**

XII. **Adjournment at 2:16pm**

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY Any individual with a disability, who requires a reasonable accommodation to participate in a Rio Hondo College Academic Senate meeting, may request assistance by contacting the President's Office, 3600 Workman Mill Road, Whittier, California. This document is available in alternate format. Telephone (562) 908-3403; Fax (562) 908-3463; TDD (562) 908-3422.



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ADDENDUM A: Educational Centers Action Plan

Educational Centers – 2018-2023 Action Plan

<p><i>Institutional Goal(s):</i> 1. Rio Hondo College will provide excellent instruction in general education and major requirement courses leading to increased student degree completion and successful university transfer. 3. Rio Hondo College will provide effective instruction in basic skills leading to increased completion of Basic Skills sequences.</p> <p><i>Educational Centers Goal:</i> The Educational Centers will offer a variety of course offerings leading to general education requirements and career pathways.</p>			
Proposed Action Plan	Timeline	Responsible Area	Status
a) Map of G.E.s – Guided Pathways	a) 2018-2019	a) Academic Affairs/Student Services	a) In progress
b) Weekend offerings	b) 2019	b) Dean of Centers	b) Planning
c) Intersession Schedule	c) Spring 2019	c) Academic Affairs/Dean of Centers	c) Planning
d) Targeted media	d) Fall 2018	d) Marketing/Dean of Centers	d) In progress

Educational Centers – 2018-2023 Action Plan

<p><i>Institutional Goal(s):</i> 2. Rio Hondo College will provide instruction in career technical education, leading to certificates, degrees, and job placement/job enhancement.</p> <p><i>Educational Centers Goal:</i> The Educational Centers will meet the lifelong learning and vocational needs of the community.</p>			
Proposed Action Plan	Timeline	Responsible Area	Status
a) Community Services: Expand Computer Applications, ESL, and citizenship course offerings.	a) Fall 2018	a) Dean of Centers	a) In progress
b) Community Partnerships: Annual advisory meetings.	b) Spring 2018	b) Dean of Centers	b) In progress
c) Community Outreach: Identify demand/need for expanded program offerings.	c) Spring 2019	c) Dean of Centers	c) Planning



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Addendum A: Continued

Educational Centers – 2018-2023 Action Plan

Institutional Goal(s): 5. Rio Hondo College will promote a student-centered climate that contributes to increases in retention and persistence, and improves student success through collaboration that values diversity.			
Educational Centers Goal: The Educational Centers will promote a student-centered climate that contributes to increases in retention and persistence.			
Proposed Action Plan	Timeline	Responsible Area	Status
a) Professional development training: Starfish, customer services, active shooter drill	a) Ongoing	a) Academic Affairs/Student Services/	a) Planning
b) Support Services: tutoring	b) Ongoing	b) Academic Affairs	b) Planning
c) Counseling services	c) 2019-2020	c) Student Services	c) Planning

Educational Centers – 2018-2023 Action Plan

Institutional Goal(s): 11. Rio Hondo College will provide students and employees with an engaging and rewarding campus life.			
Educational Centers Goal: The Educational Centers will provide students with a warm and welcoming educational experience.			
Proposed Action Plan	Timeline	Responsible Area	Status
a) Arts/Cultural Events	a) 2019-2020	a) Dean of Centers	a) Planning
b) Vending services (coffee/café)	b) 2019-2020	b) Dean of Centers/Vending Services	b) Planning
c) A.S. Activities	c) Ongoing/exploring	c) ASRHC/Dean of Centers	c) Planning
d) Bookstore/Library	d) Ongoing	d) Academic Affairs	d) Planning



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Addendum A: Continued

Educational Centers – 2018-2023 Action Plan

<p><i>Institutional Goal(s):</i> 9. Rio Hondo College will meet the ever-changing technological needs required to support the educational process and to enhance student access and success. 10. Rio Hondo will design, modernize, and maintain a physical infrastructure, both on and off site, that meets the changing needs of students, staff, and the College’s instructional and student support programs while valuing and enhancing the aesthetic beauty of the college.</p>			
<p><i>Educational Centers Goal:</i> The Educational Centers will maintain the ever-changing technology needs in our state-of-the-art facility to support student learning and success.</p>			
Proposed Action Plan	Timeline	Responsible Area	Status
a) Improve technology (internet connectivity)	a) Ongoing	a) Information Technology	a) In progress
b) Storage/equipment	b) Fall 2019	b) Academic Affairs/Student Services/	b) planning
c) Remote access portal for faculty	c) Ongoing	c) Information Technology	c) planning



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Addendum B: OEC Report

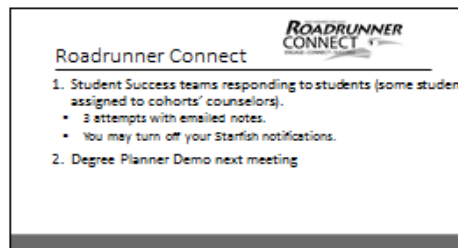
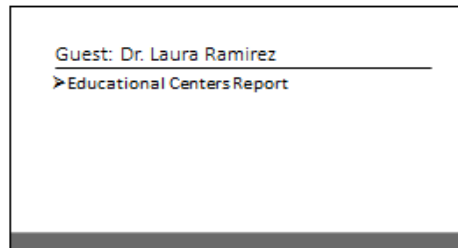
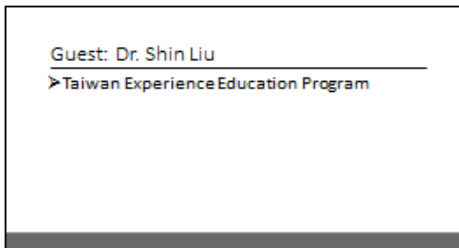
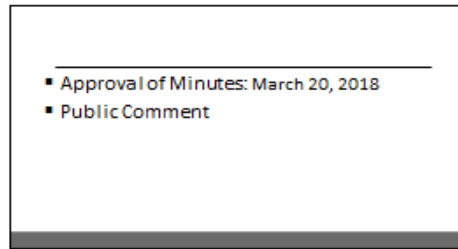
**Online Education
Senate and PFC report
March 2018
Submitted by Dr. Jodi Senk**

- The committee voted to utilize the unclaimed stipends from online certification to support four faculty registration fees to attend the Online Teaching Conference in Anaheim June 18-20.
- A newly implemented Newsletter, *e-ducation*, was created to provide information to faculty in areas of online tools and teaching.
- A Collaborative Inquiry activity was implemented during the meeting to get committee feedback on the needs for Online Education.
- Licenses for faculty access to Screencast-o-matic will be offered to online certified on a first-come, first serve basis.



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Addendum C:





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New Business

- AP 4240 Academic Renewal
- AP 4100 Graduation Requirements for Degrees

Announcements

Adjournment



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Minutes

February 19, 2019

Location: Board Room

1:00 p.m.

Members Present: Frank Accardo, Lupe Alvarado, Kevin Barman, Michelle Bean, Robert Bethel, Brian Brutlag, Angela Cheung, Fran Cummings, William Curington, Alexandre Dejean, Michael Dighera, Marie Eckstrom, Theresa Freije, , Yunior Hernandez, Jorge Huinquez, Erin Irwin, Steve Johnson, George Kimber, Katherine Lampert, Violeta Lewis, Jeannie Liu, Sheila Lynch, Marina Markossian, Angelica Martinez, Carley Mitchell, Gerson Montiel, Farrah Nakatani, Katie O'Brien, Tyler Okamoto, Jill Pfeiffer, Dorali Pichardo-Diaz, Matthew Pitassi, , Rudy Rios, Jose Rodriguez, Angela Rhodes, Matt Schleicher, Stephen Smith, Shelly Spencer, Irma Valdivia, Viviana Villanueva, George Wheeler, Adam Wetsman **Members Absent:** Robin Babou, Karen Gottlieb, Jupei Hsiao, Michael Koger, Juana Mora, Tracy Rickman, Monica Serafin , , **Ad hoc members present:** Michelle Pilati, Elizabeth Ramirez **GUESTS:** Jose Lara, Angela Sotelo, Kevin Smith, Ruthie Rentana, Alyson Cartagena.

- I. **Call to Order: 1:02 pm**
- II. **Approval of Minutes:** November 20, 2018 and February 5, 2019 with minor edits.
- III. **Public Comment – None**
- IV. **Guests:** Roadrunner Connect Presentation—Caroline Durdella and Sheila Xiao – Will be rescheduled for another meeting. Will be moving Program Review up on the agenda.
- V. **Guest:** Outcomes Presentation—Alyson Cartagena (See Addendum D)
 - 1) Takeaway #1: We are in the midst of another massification of education and guided pathways and outcomes/assessment is a response to that. Guided pathways is not a new conversation but a continuation of the outcomes conversation, must be a partnership. Recommendation meeting agendas for GP and outcomes committee should include each other.
 - 2) Takeaway #2: It's not something we do to students, its something we do with students. Alyson started integrating weekly outcome hacks that began Jan 29, 2019. It is also included in Canvas.
 - 3) Takeway #3: We have it in program learning outcomes, but we need to integrate it in program review so that it can be included in a cycle and link it to something.
 - 4) Takeaway #4: Making sure that our PLO's are in our catalog. There is a faculty resource center. In collaboration with Dr. Jodi Senk and Dean Grant Linsell, a development shell was created.



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- 5) Takeaway #5: Are these being checked and if so how? Want to make sure something is in place
- 6) Takeaway #6 Dialogue is a vital part of accreditation. Recommended that it be part of Flex day, program/area meetings, and additional outcomes retreats.
 - a. Dejean asked if we can find a way to do online modules so that part time faculty can also be involved? Alyson shared that it is a conversation that has started.
 - b. Currently there are weekly training sessions, departments like AJ are having a special session and Alyson will be attending the new faculty orientation.
- 7) Final Thoughts: Need someone from student services, GP and online ed.

VI. **Committee Reports**

Senate Committees:

- **Academic Rank** – There are 2-year terms and there are 5 committee members and everyone's term is up. Last time we used a sign-up sheet and used Beans appointment of diversification to choose who would be on the committee. One recommendation from Frala is to decide now because they hit the ground running and the primary work is done in Fall except AP's and BP's which are done in Spring. One charge should be that there be Bylaws. Bean shared that part of accreditation is that committees have bylaws available on the website. Commended Katie for doing a great job on hers. Recommended that Katie reach out to Alyson and Gerson as groups that have good bylaws set up to discuss charges and details, including elections, terms etc. Curriculum also has good bylaws to look at.
- **Curriculum** – Just did slight revisions for certificate of achievement that include title V changes, and also created a form for assigning courses to disciplines. Will be sending those out. This a great time to submit things to curriculum because spring is slower. Almost done clearing up the queue.
- **Guided Pathways Steering (GPS)** – Workgroups are under discussion, examples of courses that students can take with GE but nothing specific. Next meeting is this Friday. Kevin Smith's group is working on doing a tour with divisions to show the sample of the mapping process
- **Instructional Technology (ITC)** – No Report
- **Online Education (OEC)** – In the process of electing a new distance ed coordinator. There are 3 trained faculty to do course reviews.
- **Open Educational Resources (OER)** – Flex had a few breakouts that were very well attended. Sent information about a conference at the Hyatt, Beyond Textbook affordability, which discussed equity. Michelle Pilati was a speaker and attendees included Angela Rhodes and Young Lee. We are looking for ZTC equity champion. Minimum qualifications and list of duties include knowledge of this already. If you are interested, please contact Sheila Lynch. ASCCC OER Liaison is currently Sheila. Pilati shared that there is money to help colleges grow their online resources. Lynch would like a tripod of people that people can go to. Current OER chair has stepped down and we have a new OER chair, Young Lee. Textbook affordability is something that affects every single class. Bean acknowledged Lynch for championing OER and all of her hard work.



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- Staff Dev./Flex - Most sig- in sheets have been received so please check your flex reporter. Some things coming up include Feb 28th, Digital Learning Day, you can get up to 7 hours of flex. There will be a viewing room in LR 128, its helpful if you RSVP for snacks or you can do it online. Reflection and Renewal will be March 1st Beautiful Flaws and Embracing the side effects of Imperfection. Friday is the next meeting for Faculty First year. April 5th meeting is now Full. Also, April 5th is deadline for staff development grant. A 3-day project-based learning will take place the last week of May.
- Outcomes – no report

Planning & Fiscal Council Committees:

- Institutional Effectiveness (IEC) – no report
- Program Review – See below
- Safety – March 15th meeting, currently developing an agenda. If you want something addressed, please email Brian Brutlag.

Other Committees:

- Basic Skills- meeting was mostly about AB 705
- Bookstore – No report
- Enterprise Systems Advisory – No Report
- Online Education Initiative (OEI) - Need to get clarity about the exchange
- Student Equity – No report
- Student Success and Support Program (SSSP)- CSULA shard that there are about 3k students unfunded. It won't affect the number of transfers but will affect the number of first-time freshman. RHC will partner to reach out to those students so that they know there are other avenues to get to CSULA through a community college option. There are an additional 600 students without a CSU, so they should also be feeding into the CCC's. We are a local school so as long as the student meets what is outlined, this is a good pathway. There is impactation at the transfer level including over 20 majors that have additional criteria. Irma shared that ELAC is having community meetings to discuss this. Jose shared that the 2 largest feeders are ELAC and Pasadena and that is why they are having those public forums.

VII. **President's Report**

- A. Faculty Diversification Hiring Regional at Norco—February 28 Free event
- B. Smoke-Free Rio Campaign with ASRHC (Feb 22 meeting at LACOE) – Angela Rhodes will be a faculty champion. Eckstrom shared concern about where those students should go and asked if there should be a space for them. Any concerns can go to Rhodes.
- C. Academic Rank Committee—sign up
- D. CEO Selected for California Online Community College—click here for [biography](#)
- E. Division Senator Elections—complete by end of February and email Dorali Pichardo-Diaz
 1. Send election results to Michelle and Dorali
 2. Eckstrom asked if a newly elected member can run for executive board? Bean replied that there is no reference to that in the bylaws. Bean has a list of some duties and responsibilities of the executive board.
- F. Elections Timeline: Mike will be working on survey monkey link and will have more information to offer next time.
 1. Nominations: March 4 @ 12 noon —March 11 @ 12 noon (in person or email)
 2. Electronic Voting: March 11 at noon—March 19 at noon (check email for survey link)



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G. Hayward Award Congratulations to Lynette Nyaggah

VIII. Vice Presidents' Reports

- A. 1st Vice President – Legislative cycle is slowly starting. Nothing happens until May with Budget. It was mentioned that new CEO for the 115 college, she will be the highest paid CEO 385K. There is concern that this person has no community college experience. More information about funding formula will be in May. Lynch expressed concern about OEI, Adam said he is not too concerned at this point.
- B. 2nd Vice President – Check your email, today is Spirit Day as well as Club Rush. Some students are looking for club advisors.

IX. Unfinished Business: None

X. New Business

A. Equivalency Application Language

Background Info: The Equivalency Taskforce suggested the below updated language to add to faculty applications. At present, the online application for faculty positions is merely the label "Equivalency" with a field beneath it to type something. No explanation.

Executive Motion: To urge the Human Resources Office to update the faculty applications with the following language in the "Equivalency" section:

If you do not meet the minimum qualifications as stated in the job summary, and you believe you meet the criteria for equivalency, provide a rationale explaining how you meet this criterion. A group of subject-matter experts will evaluate your request.

- 1) Historically we have had pre-prepared ways to do equivalency and this language is equity minded and can diversify the applicant pool.
- 2) Eckstrom shared that this language can lead applicants down the wrong path to areas that don't have an equivalency.
- 3) Wetsman moved to postpone until the next senate meeting
 - a. 2nd by Shelly Spencer
 - b. Motion passes

B. Special Awards

1. Distinguished Faculty Selection Committee—sign up if you want to be on the committee to review. Applications were due on February 15th.
2. Fellow of the College Selection – There are 3 faculty profiles in the addendum. Renee did a call out to the whole campus. Senate will endorse 1, but that does not mean that the others can't be nominated on their own as well. Wetsman shared that two of the people are John Parra was President of Faculty association and Belen was Senate president, so he recommends these two as former faculty leaders.
 - a. Motion to Nominate Belen from Fran Cummings
 - b. 2nd by Irma Valdivia
 - c. Discussion: She had a strong presence on our campus and is a stand-up woman.
 - d. Motion Passes, 3 Abstentions (38, 0 No, 3 abstain)
3. Distinguished Service Selection
 - a. Motion to endorse Mary Venegas as Distinguished Service Award by Angela Rhodes, 2nd by Alex Dejean



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- b. Discussion: There is no information on the person and would like more information.
- c. Motion to Recommend Mary Venegas, 22 Affirmative, 19 Abstentions 19, 0 No votes. Motion passes

C. Program Review—Marie Eckstrom – (See Addendum D)

1. Scheduled to do 17, but facilities program reviews were delayed until next year
2. Instead of listing institutional recommendations, decided to take them out of individual program reviews and have just 1 long document. Every operation in this college is considered a program.

- 1. Campus environment, expanding the number of mail boxes and a privacy issue. Everyone can see outgoing mail, so it was suggested that there be a sealing machine.
- 2. Technology - Should utilize campus course shells, not all courses use canvas for grades
- 3. Staffing – International students’ program
- 4. Each division should have a dedicated full-time counselor
- 5. Research: Develop and implement a system.

3. To support courses with high rate of D, F, W grades

4. What happens when someone does a bad job with program review? Nothing.

5. Bean asked if we are being intentional about using diversity and equity as frameworks for the program review process? Durdella responded that part of going on the road show is to get advice on how to continually improve the process and integrate that into our activities moving forward.

Bethel asked if we know that everything is covered by program review? Marie believes everything is covered, in recent years. Lynch asked if Avance is covered and it is not, so it was recommended that it be added to the process. Lynch also asked how issues that are concern to the greater good but that do not fall under the purview of any program in particular are addressed through our planning (OER, to give just one example).

OER equity issue that is being addressed is WIFI hot spots because it is a big issue because students may have phones but they don’t have WIFI. This is part of eliminating barriers. The current report is closed because it discusses the program reviews that occurred in December 2018. Marie shared that one way to address is to add to the program review template equity can be something that is kept in mind.

XI. **Announcements: None**

XII. **Adjournment: 2:18pm**



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ADDENDUM A: Fellow of the College Nomination for Lyla Eddington

Justification for Nomination: We would like to nominate Dr. Lyla Eddington for the award; Fellow of Rio Hondo College. Dr. Eddington has devoted her career to student success, and in retirement has continued to use her knowledge and skill in support of furthering the success of programs to assist students to learn and succeed in careers. Dr. Eddington is responsible for Rio Hondo College receiving millions of dollars in grant funds. In addition to her formal work, Dr. Eddington has mentored many staff and faculty both at Rio Hondo and in the larger community.

Dr. Eddington was the Los Angeles/Orange County Regional Consortium Chair for approximately 20 years. In that capacity she provided excellent and consistent leadership. She has leveraged that leadership and respect into forming many collaborations which have brought significant grant funding to the college and region. Dr. Eddington has worked diligently to gain the respect of her colleagues over the last 2 decades by understanding the diverse needs of the region and always working to forge consensus.

Some of the major accomplishments Dr. Eddington has facilitated include the development of several college CTE programs during her tenure at Rio Hondo College. These programs include Advanced Transportation, Civil Engineering, Geographic Information Systems, 3-D Modeling, Health Coding, Fitness, Environmental Technology and Orthopedic Technician. All of these programs involved business and industry partnerships and were initially funded by state and federal grants. These programs have served hundreds of students and are still in place today. Dr. Eddington also played a key leadership position in the development and implementation of distance education at Rio Hondo College. Within a two year period from inception, there were over 90 courses offered through the Virtual College.

One of Dr. Eddington's greatest leadership strengths is the ability to work with others to develop a vision, identify the opportunities, and secure resources to meet the identified goals. She has demonstrated this through development of CTE programs as well the CCCAOE Leadership Institute. The CTE Programs identified previously were the outcome of ideas generated in advisory committees, faculty meetings, and other events. Dr. Eddington has been able to take these ideas, generate a clearly defined vision and bring it to fruition. Her work ethic and "can do" attitude has inspired those she works with to achieve the identified goals.

As the Dean of Health Sciences, Dr. Eddington first worked with establishing transfer model curriculum with the Associate Degree Nursing program. With the passage in 2010 of SB 1440, this region has witnessed faculty from both the community college and CSU system working together to ensure that students gain the knowledge and skills needed to prepare them for the workforce. Dr. Eddington has hosted numerous faculty working groups as part of the Tech Prep Articulation process. Under her leadership, Rio Hondo College had over one hundred articulation agreements with local high schools, ROPs, and Adult Schools. Additionally, programs in the Health Sciences, Technology, and Business areas all had established articulation agreements with the local Cal State University and University of California systems.

Dr. Eddington has not only provided the leadership for the Los Angeles region, but she also has experience as a faculty member, instructional dean, and vice president of CTE and Economic & Workforce Development. She has provided leadership for state-wide organizations in both the Nursing arena and CA Community College Association of Occupational Education (CCCAOE). Dr. Eddington continues to share a wealth of knowledge and experience to this region.



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Biography: Dr. Lyla Eddington received her diploma in Nursing from St. Luke's Hospital School of Nursing in Fargo, N. D. She is licensed as a Registered Nurse. She earned a BA in Psychology and MA in Education/School Administration from CSUF and her Ed.D. in Educational Leadership from Azusa Pacific. Dr. Eddington first came to Rio Hondo College as Chairperson of the Nursing and Respiratory Therapy programs in 1982.

Dr. Eddington has served Rio Hondo College in many leadership capacities advancing from Assistant Dean to Interim Dean, Dean and Interim Vice President. She retired from Rio Hondo College in 2006 as Dean of Vocational Education and Economic Development. In this last position she oversaw a number of key college programs including grant development, the Tech Prep Program, Title V, Small Business Development Center, and contract Education and Community Development.

From 1994 to 2013, Dr. Eddington was the Chair of the Los Angeles Orange County Regional Consortium. In this position she provided leadership for Career Technical Education and Economic Workforce Development for the 28 colleges in LA and Orange County. Responsibilities included serving as the communication link between CCCCO and colleges, communication among colleges in region, and staff development; also providing technical assistance for program approval for faculty and deans. In this position she earned the respect of the CTE Deans throughout the community as a leader, role model and mentor.

Dr. Eddington has served the College and community through involvement and leadership in many committees and organizations. At Rio Hondo College she has served on numerous committees including President of the Management Council, Faculty Senate, Planning and Fiscal Council, President's Cabinet, Program Review Committee and many others.

She has also been involved in statewide professional organizations, representing Rio Hondo College. Dr. Eddington has served in many positions in the California Association for Occupational Education including President and National Council for Occupational Education Liaison. She continues to be involved with the Associate Degree Nursing Director's Southern California Chapter. Dr. Eddington was on the original steering committee of the Association of Instructional Administrators, helping to establish the direction of that organization. She has ably served in numerous other organizations, special projects, and committees.

It would be no exaggeration to say that Dr. Eddington has brought millions of dollars in grant funding to Rio Hondo College. In addition to the Regional Consortium, she has taken the lead in numerous other local, state and federal grant projects. Some highlights include the Department of Defense and CA Community College Alternative Transportation Grant in which she served as Project Director, CA Community College Economic Development Industry Collaborative focusing on Geographic Information Systems (GIS) Project Director, Rio Hondo College Tech Prep Consortium Grant to implement Tech Prep Curriculum with local High Schools, ROP/Adult Schools, and many others. She has served as the project director for the SB70 Career Technical Education Pathways Program Grant and now coordinates a Regional Strong Workforce Career Pathway project.

In her community she has served as a Board Member for the Hacienda/La Puente Unified School District and is on the Board of Directors of Beverly Hospital.



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ADDENDUM B: Fellow of the College Nomination for John Parra

There is no better candidate for Fellow of the College than John Parra, whom excelled in service to others throughout his years at Rio Hondo College. During his time at Rio, John served as an EOPS counselor, Puente counselor, Transfer counselor, General Counselor and Adjunct Sociology Instructor. He was a leader on campus and served as president of the RHCFA. In addition, he served on academic senate, curriculum, and was an advisor for the pre-health club. John is loved and respected by his colleagues for his “students first” mentality, collegiality, strong work ethic, and willingness to advocate.

In addition, John was loved by students for his warmth, encouragement and positivity. He demonstrated excellence and dedication through the various techniques he used to make sure students had a complete understanding of the lessons he presented. John was equity minded and cared deeply for the well-being of students. He is articulate, informative and caring and easily kept the attention of his students whether he was teaching or counseling. Another key factor that makes John Parra merit recognition is that he was always willing to listen to other points of view while maintaining courtesy toward all. As faculty Association President, John spent countless hours advocating for all faculty in all disciplines. Finally, not only has John provided outstanding service to the college, but he has also served his country during the Vietnam war.

John has served the Rio Hondo campus through the following roles:

- AGS Advisor
- Pre-Health Advisor
- Articulation Officer
- RHCFA President 2000-2002
- Transfer Center Coordinator
- Academic Senator
- Curriculum Committee Member
- Accreditation Committee Member
- Puente Counselor
- EOPS Counselor
- Conducted Staff Development Workshops



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ADDENDUM C: Fellow of the College Nomination for Belen Torres-Gil

Belen was instrumental in developing Online student support services at Rio Hondo College. She wrote a grant that enabled the college to provide video advising to students at Cal High. This was the beginning of Online Counseling. She was consistently a pioneer and a representative for this particular service to students. She presented at numerous conferences throughout the state, when Rio Hondo was the college that others were looking to for advice on developing Online Counseling. Some locations that come to mind are Squaw Creek, Ontario, Manhattan Beach, Anaheim. Currently she assists in the Online Education Initiative, a statewide office that is refining an Online Counseling model that will serve California Community Colleges.

Belen is to be commended for her great contributions to this district. Her fiery spirit and keen insight enabled her to stand up for what she believed in, always with student interest and equity in mind. She helped the campus develop what we now know as the Center for Career and Re-Entry Services. Initially, we housed our Career and Transfer Center in one small area of the Administration building. When we obtained the Student Services building, The Career Center moved, but continued sharing space. A few years ago The Career Center finally had it's own home on the third floor of the Student Services building. It is through her hard work, persistence and dedication that this very important function now has the space, staff and resources to best serve our campus.

Belen was deeply committed to enhancing student success via the promotion of professional development and service to the broader campus community.

Instead of trying to secure funding to support her own individual growth, she applied for and was awarded multiple staff development grants that sought to elevate the capacity of all her counseling colleagues. In particular, she secured funding and arranged all organizational logistics to facilitate MBTI and Strong Interest Inventory Certification opportunities for all college counselors to ensure that this critical component of career exploration was available campus wide.

Belen also served in nearly every imaginable capacity in the Academic Senate Executive committee, including two years as Senate President. In this role, she served on campus committees too numerous to fully name, but that included impactful stints on the Planning Fiscal Council and at least one Presidential Hiring committee. At every juncture, Belen was a sharp, two-pronged advocate. Firstly she championed the essential role student services needed to play to maximize student and the college's success. Secondly, she continually called on us all to recognize and be responsive to our Rio Hondo student population. As a Latina and first generation college student herself, she was adamant about the need to keep the unique needs and gifts of our students at the heart of every decision.

Belen also helped to have Rio Hondo represented by her involvement in the Latina Leadership Network (LLN). This statewide organization of women in the California Community Colleges came together to help promote education, mentorship, historical context, as well as to provide scholarships to students. Belen was active in assisting to organize for the annual conference and was a key player in keeping the Rio Hondo College chapter alive. Many times it was Belen who provided the space, the agenda and the email to make sure this group felt support and could continue. Belén was interested in having us work together and to continue representing Rio Hondo in the best possible way.



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The impetus behind Belen's impressive record of leadership at Rio Hondo College has always been direct service to the College's students. When Belen saw the need for students to develop college skills, she designed and taught Counseling 151, ensuring that the course would meet a major CSU General Education graduation requirement. When Belen acknowledged how important it was for students to be prepared for the workforce, Belen decided to serve as a coordinator for the Career Center, which eventually became the Center for Career and Reentry Services. When Belen learned that the number of adult re-entry students was increasing each year at the College, she became a strong advocate for changing the College's culture to better address adult re-entry issues. When Belen was approached at various times to advise student clubs, she agreed to serve as an advisor to Alpha Gamma Sigma, Mariachi, MEChA, and Tri Omega.

One example that epitomizes Belen's leadership can be drawn from her service as the co-chair of the Accreditation Response Team for the Standard IV subcommittee. This subcommittee was charged with addressing WASC-issued recommendations with respect to two distinct Standard IV Governance issues. As her fellow Standard IV subcommittee co-chair, I remember Belen adeptly using her interpersonal skills in galvanizing other committee members to locate requisite evidence. I witnessed Belen rely on her long-standing relationships with campus leaders from her previous experience as two-time RHC Academic Senate President to persuade others to support the necessary changes to governance processes. Belen's well-placed humor, grace under pressure, and competence contributed to the success of our subcommittee and of our accreditation response team.

Belen enjoyed a distinguished career at Rio Hondo College not because of all her achievements – though they are numerous. Belen's record is unparalleled because of the breadth and depth of her mentoring activities, which facilitated the professional growth of so many professionals who still serve at Rio Hondo College. Belen has created an impressive legacy when one considers that she has mentored many counselors who are either tenured, or on their way to earning tenure. Besides counselors, Belen has mentored countless faculty, classified staff, administrators, and students during her time at the College. It is impossible to count how many students have been better prepared to contribute in the workforce or how many of her mentees have become more accomplished professionals because of Belen's tireless efforts.



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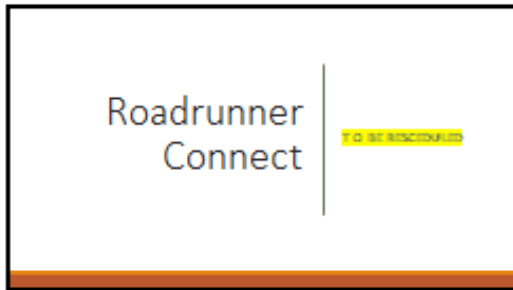
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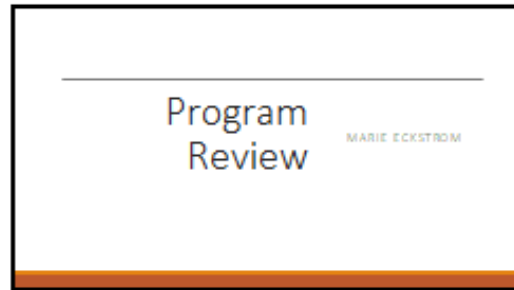
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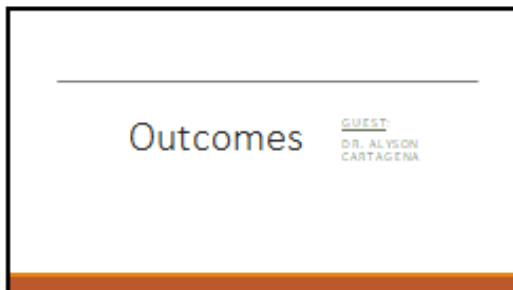
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6



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#1 TAKE AWAY

- 'Massification of Education' after WWII
 - We are in the midst of another 'massification of education' and Guided Pathways and Outcomes/Assessment is a response to that.
 - Guided pathways (GP) is not a new conversation, but a continuation of the outcomes conversation.
 - It must be a partnership of the two.

7

#1 TAKE AWAY RECOMMENDATION

- Recommendation/Action Item: Meeting agendas for GP and Outcomes committees meetings should include each other. By doing so we are demonstrating to ACCJC in our meeting minutes that our process are linked and that there is substantial dialogue on campus.
- Recommendation/Action Item: Ensure Outcomes is always on the agenda for FLEX day and that ample 'dialogue' is available for faculty. (The importance of dialogue will be addressed later in this summary.)

8

#2 TAKE AWAY

- 'Assessment isn't something we do to our students, but with our students.'
 - There are many approaches to assessment and shouldn't be limited to a question on a final exam.

9

#2 TAKE AWAY RECOMMENDATION

- Recommendation/Action Items: Encourage faculty to try other assessment processes like reflective papers, student peer evaluation, Pre-Post tests (mentioned a lot throughout this conference as well as HICB)
- Recommendation/Action Items: Add Weekly 'Outcome Hacks' (This was begun Jan. 29, 2019 and sent to all Rio faculty as well as deans. It will continue through Spring.)
- Recommendation/Action Items: Included in Canvas FRC (Monday release date.)

10

#3 TAKE AWAY

- Where do our students demonstrate the learning indicated in PLO's?
 - This is a great question for which Rio Hondo does not yet have the answer.

11

#3 TAKE AWAY RECOMMENDATION

- Recommendation/Action Item: Bring this question to the Outcomes Committee and GP committee.

12

#4 TAKE AWAY

- Standard IC2 requires that our PLO's are in the catalog (which we are already doing)
 - To fully demonstrate to ACCJC our Outcomes work shouldn't we look at ways to go above and beyond?

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#4 TAKE AWAY RECOMMENDATION

Recommendation/Action Item: Include PLO's in resources for faculty via Canvas

- In collaboration with Dr. Jodi Senk (Online Education Coordinator) and Grant Linzell, a developmental shell within Canvas has been created for faculty.
 - I have designed six cases of information for faculty that can be a living document for all faculty and include the PLO's necessary.
 - Multiple videos have been created for use of TrainStream.

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#5 TAKE AWAY

- Standard II A 3C2 mandates that our Course-level outcomes are in the COR and the syllabus. (Both of these requirements we are currently fulfilling.)
 - To fully demonstrate to ACCJC our Outcomes work we should have a process in place to check syllabi for outcomes inclusion.

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#5 TAKE AWAY RECOMMENDATION

Recommendation/Action Item: Work in partnership with Dr. Ramirez to ensure our deans are routinely and systematically checking syllabi. Dr. Ramirez agreed that this process needs to be clarified.

Recommendation/Action Item: Create a Canvas shell that has all the necessary Outcomes related expectations and requirements for deans/managers.

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#6 TAKE AWAY

- The idea of 'dialogue' as a vital part of accreditation was discussed at every SLO Symposium panel session, break-out session, and the key note address.

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#6 TAKE AWAY RECOMMENDATION

Recommendation/Action Item: Open dialogue sessions should always be a part of every:

- FLEX day
- Program/area meetings
- Additional Outcomes retreats

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LAST THOUGHTS

SLO Symposium Benefits

- Attendees:
 - Alvaon Cartazena
 - Sarah Coe (IRP and TaskStream expert)
- Recommendation to include others:
 - Students Services area
 - GP
 - Online Ed

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 **QUESTIONS**

**RECOMMENDATIONS?
FEEDBACK?**

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Committee Reports

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President's Report  ACADEMIC SENATE
— CALIFORNIA COMMUNITY COLLEGES

- "An Equitable Hiring Approach to Increasing Student Success" Regional Meeting: Thursday, Feb. 28 at Norco College—FREE!
- Congratulations, Lynette Nyaggah—Hayward Award
- Smoke Free Campus: Meeting Friday, February 22 @ 9am-3pm LACOE Office in Downey
- CEO Selected for California Online Community College—see agenda for bio on Heather Hiles

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President's Report (cont'd)

- Academic Rank Committee—5 members for 2-year term (see sign up sheet)
- Division Senator Elections—complete by end of February; email Picardo-Diaz and Bean
- Elections Timeline
 - Nominations: March 4—March 11 (in person or email)
 - Electronic Voting: March 11 at noon—March 19 at noon (check email for survey link)

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1st VP Report

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2nd VP Report

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New Business

Equivalency Application Language:
 Background Info: The Equivalency Taskforce suggested the below updated language to 2018/19 faculty applications. At present, the online application for faculty positions is merely the label "Equivalency" with a field beneath it to type something. No explanation.
 Executive Motion: To urge the Human Resources Office to update the faculty applications with the following language in the "Equivalency" section:
If you do not meet the minimum qualifications as stated in the job summary and believe you meet the criteria for equivalency, provide a rationale explaining how you meet the criteria. A group of subject matter experts will evaluate your request.

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Special Awards

Distinguished Faculty—Selection Committee Needed (see sign up sheet)

- Use form on Senate website
- Due February 15 to 1st VP

Fellow of the College Selection (see addendums)

- One page justification AND one page biography

Distinguished Service (any nominees?)

- One page justification AND one page biography

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Announcements

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Adjournment

Praxis of solidarity:
 When we fight, we win!
 The work is everybody's responsibility.
 —Dr. Melinda Abdullah

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Minutes

February 18, 2020

Location: Board Room

1:00 PM

Members present: Frank Accardo, Lupe Alvarado, Kevin Barman, Tammy Camacho, Angela Cheung, William Currington, Michael Dighera, Marie Eckstrom, Yunion Hernandez, Jupei Hsiao, Shirley Isaac, Steve Johnson, George Kimber, Andrea Kirton, Michael Koger, Katharine Lampert, Jeannie Liu, Sheila Lynch, Marina Markossian, Angelica Martinez, Juana Mora, Carley Mitchell, Farrah Nakatani, Katie O'Brien, Tyler Okamoto, Doralí Pichardo-Díaz, Matthew Pitassi, Matt Schleicher, Kevin Smith, Stephan Smith, Shelly Spencer, JoAnn Springer, Razvan Stoian, Diana Valladares, Adam Wetsman; **Members absent:** Robin Babou, Michelle Bean, Robert Bethel, Fran Cummings, Todd Lim, Gerson Montiel, Farrah Nakatani, Angela Rhodes, Tracy Rickman, Rudy Rios, Irma Valdivia; **Ad hoc members present:** Dana Arazi, Elizabeth Ramirez; **Guests:** Alex Dejean

- I. **Call to Order – 1:03pm**
- II. **Approval of Minutes:** February 4, 2020 – approved with no revisions.
- III. **Public Comment – none**
- IV. **Presentation:** Joe Louis Hernandez and Margarita Angon, **Rise Scholars**
 - A. **Rise Scholars** serves students that have been incarcerated, or family members of those who have been incarcerated. The program strives to empower students that have been incarcerated or impacted by the criminal justice system. In California, out of every ten people that have been released from jail, six of them will return to jail within the first three years and the majority of them return within the first year. The Rise Scholars program currently serves approximately 76 students and the team consists of a Student Equity Grant Manager, Program Manager, Student Services Assistant, Student Success Coach, Orientation Guide and three adjunct counselors. Some services provided are:
 - 1:1 Student Support
 - Book and meal vouchers
 - Transition into Project Rebound
 - Access to student equity books
 - Laptop loan program
 - Calculator loan program
 - Transportation and parking passes
 - Study lounge and computer lab
 - Expungement clinics
 - B. Eligibility Requirements: have been formerly incarcerated at some point, which includes any touchpoint within the criminal justice system such as juvenile hall, arrested in a holding cell for a few days or students who have significant others who have been in the criminal justice system. Both full and part-time students can be part of the program, as well. Full-time requirement is waived for Rise Scholars who need a Go Rio bus pass.
 - C. Key to the program is having a mentor in the Program Manager who has been incarcerated and has had similar experiences. Unlearning what they have learned in jail



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and on the streets is something the program can help students with by providing 1:1 time and teaching students coping mechanisms.

- D. Campus tours at 4-year universities are specifically tailored to Rise Scholars because they visit with similar programs at the transfer institutions. It is important for students to know that they have support statewide.
- E. Email any questions to risescholars@riohondo.edu

V. Presentation: Herlim Li, FACCC Representative for Southern California Area

- A. Prop 13 is on the March 3rd ballot and is different than the 1978 Prop 13. The 1978 Prop 13 will be on the November ballot to make it a split roll. The passing of this ballot would give 2 billion dollars to community colleges to revamp aging campuses. The proposition would also support K-12 schools, while schools in lowest income districts would get the most monies per the funding formula. FACCC is supporting Prop 13 and hopes that the faculty will support the Proposition, as well.
- B. FACCC is looking to become more engaged with the Southern California region. Regional meetups with local legislators are being planned. Also, in discussion is an effort to organize a student/faculty activism training at East Los Angeles College. Information will be passed along to Adam Wetsman who can share with those interested in participating.

VI. Committee Reports

Senate

- Academic Rank – no report
- Curriculum – April 20th is the last day to submit any changes for the catalog.
- Guided Pathways Steering (GPS) – written report (Addendum A).
- Instructional Technology (ITC) – voting on name change today. Workshop on how not to get hacked on April 2nd from 1-2pm in the boardroom.
- Distance Education (DE)
 - Committee working on a new “Regular and Effective Contact Guidelines”. The form will be available fall 2020.
 - Online teaching conference is June 17-19 and will be held at the Pasadena Convention Center. If you are interested in attending, please contact Jill Pfeiffer.
 - Rio has 50 site licenses remaining for Camtasia and Snagit Software. Contact Distance Education support to request a license.
- Open Educational Resources (OER) – the committee has a new chair, Delmis Alvarado. She will contact K. Smith to ask for committee representation, as committee membership is on the low end.
- Staff Development/Flex – most events coming up are in Minutes from the last meeting. Be on the lookout for emails to register for the events.
- Outcomes – A. Cartagena attended the SLO Symposium and has good news – we are on the right track. Thankful to Senate for approving cycles and processes, which linked our outcomes to curriculum and program reviews. She is working on a guide that will include research from the symposium. The guide will include ideas about creating, the quality and integrating outcomes. The keynote speaker of the symposium discussed taking learning to the students as opposed to the student going to the professor. Looking at ways to apply this



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approach to outcomes on campus. Program level outcomes need to be linked to the institutional level outcomes.

Planning and Fiscal Council

- Institutional Effectiveness (IEC) – on Friday, February 27th, Dr. Durdella is going to begin the process of reviewing the mission, vision and values with different constituency groups across campus. The meeting will be the first convening with more to follow.
- Program Review – finished 17 program reviews this year. The final executive summaries will be sent to the programs this week. Institutional recommendations are not included in the individual program executive summaries. Instead, there will be a separate document with the long list of institutional recommendations. Also, not included in the executive program review summary are editorial suggestions. A side letter with suggestions will be sent to the programs.
- Safety – written report (Addendum B).
 - A senator shared a concern about the lack of emergency preparedness information - specifically, active shooter on campus and earthquake preparedness plans. K. Smith shared that there has been discussion of having an active shooter simulation on campus. He will request an update from the Director of Facilities.
 - A. Wetsman shared that there are new phones in the classroom and that numbers are being painted on rooftops. This seems to be a major area of emphasis for our new President.
 - The water tower is Rio Hondo College's responsibility and this topic was raised. Currently, the district and the water company disagree as to who should be responsible for the tower because the tower solely supplies the college and not the community. K. Smith will bring an update to Senate on the matter.
 - A concern was raised about the uneven concrete at the foot of the stairs coming up from Lot F. A senator sprained her ankle on the stairs when she tripped on the uneven pavement.
- Policy and Procedure Council (PPC)
 - Currently reviewing college procedures. Anything that is relevant will be moved into existing board policies and administrative procedures.
 - There are multiple versions of the Hiring AP in circulation. The committee will meet on Thursday to discuss.

Other

- Basic Skills – the committee is becoming a basic skills/AB 705 committee.
- Bookstore/Copy Room – S. Lynch shared that when you click on “View Book” on the schedule, there isn't much consistency on what you can see. M. Ekstrom will ask new bookstore manager to come speak at Senate.
- Enterprise Systems Advisory – no report.
- Online Education Initiative (OEI) – no report.
- Student Equity – Dr. Melina Abdullah, one of the original founders of the Los Angeles chapter of Black Lives Matter, will be in the Wray Theatre tonight from 7:30-8:30 PM. Rio Teaching for Learning Institute (RTLTI) is starting its second recruitment. The priority for



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- recruitment process occurs in the following order: new faculty, adjunct faculty and if there are enough spaces, full-time faculty.
- Student Success and Support Program (SSSP) – meet on March 6, 2020.
 - ASCCC Open Educational Resources Initiative (OERI) – there are two rounds of grants. The round of grants from last year to curate OER is in motion. The current round of grants being funded were due in December and announcements of awards will be made soon. If you have any interest in working with OER, please look out for emails.

VII. President's Report

- A. Hayward Award** -Tracy Rickman won the Hayward award.
- B. Guided Pathways**
 - i. Guided Pathways Steering Committee has asked that Area of Interest (AOI) remain as approved until at least the end of the 2020-2021 academic year.
 - ii. There are some disciplines that can be in two AOI's, such as Dance, which is housed in KDA, but will be in Arts for Guided Pathways. For data analysis purposes and Student Success Team cohorting, the disciplines must be in one AOI, but for marketing student facing projects, the disciplines will be in both AOI's.
- C. Hiring Practices** – HR sent an email informing all staff of implicit bias training. HR Director will consult with faculty leadership about how to institutionalize implicit bias training. If you are currently on a hiring committee, you will not have to complete the recently introduced implicit bias training.
- D. Graduation Date** – the district will not unilaterally make a graduation date change. There will be a vote on Thursday at the RHCFA meeting on Thursday, February 20th regarding whether the ceremony will take place on Thursday or Friday. After the vote, the union will write a memo supporting the vote outcome. The location of the ceremony is in discussions, as well.
- E. Senator Elections Timeline**
 - i. K. Smith reminded senators to run elections for new senators by the end of the month. If you did not get an email asking you to run an election, then you do not have to run an election.
 - ii. S. Lynch shared the election timeline:
 1. Tuesday, February 25th - election timeline distributed.
 2. Tuesday March 3rd – nominations open. Nominations will take place at Senate and may also be submitted by email following instructions that will be sent to all Senators the day before nominations open.
 3. Monday, March 9th at noon – nominations close.
 4. Tuesday, March 10th – voting opens.
 5. Monday, March 16th at noon – voting closes.
 6. Tuesday, March 17th – results announced at Senate.



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VIII. Vice Presidents' Reports

- A. 1st Vice President – A reminder to please submit nominations for Distinguished Faculty Award. There are currently two nominations. If you would like to serve on the committee, please let D. Pichardo-Diaz know by Friday, February 21.
- B. 2nd Vice President – Major Declaration Day is Tuesday, March 3rd. ASRHC will help at the event.

IX. Unfinished Business - none

X. New Business

A. Fellow of the College: Nomination for Lynette Nyaggah (Addendum C)

Executive Motion: The Academic Senate nominates Lynette Nyaggah for the Fellow of the College.

- i. Motion passes unanimously

B. Distinguished Service Award: Nomination for Madeline Shapiro (Addendum D)

Executive Motion: The Academic Senate nominates Madeline Shapiro for the Distinguished Service Award.

- i. Motion passes unanimously

C. ITC Name Change (Addendum E)

Background: The Instructional Technology Committee has been moving toward providing technology guidance to faculty on campus and is looking to become more of a guiding committee that will teach smart technology practices. The name change would be "Instructional Technology Practices" and will bring recommendations to Academic Senate for various trainings, including being more secure on campus and at home when using technology.

Motion: To change the name from Instructional Technology Committee to Instructional Technology Practices.

Discussion: A senator asked about why this committee was originally formed and if this changes the focus. D. Arazi shared that the committee was originally formed to recommend technology in the classroom, but it has been determined that those decisions are made by other departments. Instead of trying to steer the cart, the committee will focus on looking at capabilities with what we have.

- i. **Motion by A. Wetsman to approve, 2nd by J. Springer**
- ii. **Motion passes unanimously**

XI. Announcements

- A. Transfer Fair on Tuesday, February 25th. Please wear your alma mater gear.

XII. Adjournment – 1:59pm



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Addendum A: Guided Pathways Update

Guided Pathways Update

Website Workgroup met 3 times over winter break. To check out the work Manuel and Albert have done so far, please refer to <http://pathways.riohondo.edu/>, accessible on a secure connection on campus. This is just a shell; most content still needs to be added.

- Marketing is working on:
 - Updated color scheme
 - Short videos of students and faculty for various parts of the website (tutoring testimonials, “why you need to see a counselor” video disclaimer above sample ed plan) I will follow up with marketing to get this ball rolling.
 - Pictures of Rio Hondo students for each AOI (I can help with this!)
- At FLEX day, main AOIs came up with:
 - a short description
 - a list of characteristics for the word cloud (adjectives or nouns that describe characteristics or interests)
 - a list of careers to highlight in the AOI webpage
- Above the highlighted careers for each AOI, can will add a link to the free statewide Career Coach for further exploration.
<https://ccc.emsicc.com/?radius=®ion=California>
- The program maps (Sample Ed Plans) will be finalized by the counselor team by Flex Day but will be vetted by discipline faculty in February before being added to the website.
- The College will build capacity for updating the LMI data, curriculum data and ed plan data on an ongoing basis. We need a plan for this ASAP.

Data and Infrastructure Workgroup, with members including the IRP and IT Directors along with faculty and classified staff from different constituency groups had its initial meeting on Friday, January 31st. The workgroup will look at our current software and review options for new software to create a student dashboard. The goal is that our dashboard will have the ability to cohort students by various indicators which will be determined by this workgroup (milestones, unit completion, online students, new students, etc.).

The group discussed current capabilities with Starfish and whether or not we will continue to use Starfish and Degree Works. GP Coordinators will be meeting with IRP and IT to review the current dashboard that Sheila Xiao is working on for Counseling to see if we can build on that for AOI Cohorts. It was recommended that phase one implementation for the fall would be to cohort students into AOI and reach out to students that are close to completion.

Student Success Team Workgroup has developed a working draft of what our Student Success Teams can look like. The draft Student Success Team for each AOI includes at least one of each of the following: discipline faculty, counselor, dean, data coach, financial aid expert and student services assistant and/or success coach. The draft is in its initial stages and will be refined in the coming weeks. Additionally, the workgroup discussed rolling out a Phase One for Fall 2020.



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Addendum B: Safety Committee Report

Safety Committee Written Report: by Brian Brutlag (Co-Chair)

Meeting Date: 1/17/20

I: Facilities Update:

A: Construction:

Facilities managers are working on improving safe paths of travel in and around construction areas and the Child Development Center (CDC) This is especially important given the beginning of construction on Rio Plaza which will affect the main entry way into campus

B: Repairs

Facilities are currently in the midst of cleaning up a water leak in the Transfer Center. They have yet to find the source of the leak, but they are in the process of cleaning up the water damage.

C. Safety Improvements

1. Hiring of a company *Montgomery Door* to estimate the cost of changing all our doors to single action locking doors from the inside.
2. Campus wide painting with building numbering to be spotted from the air and color schemes for Divisions

II. Security Assessment

A. Outside Consultants:

American Security Life assessment was considered to be largely anecdotal and some on the committee believed a more data driven in depth analysis needs to be performed.

B. It was suggested that *Keenan* an outside agency has an “IMReady” Plan that we could model for our revision of our Emergency Response Plan and an Updated Injury Illness Prevention Plan IIPP. The Goal is to have a final product by Summer

1. As a part of this *Keenan* will provide “free” AED, CPR and First Aid training to all faculty and staff

III. Safety and Security Concerns

A. Specific Concerns Issues and Fixes

1. Facilities are in the process of improving various paths of travel around campus to maximize efficiency and safety for pedestrians and vehicles. This includes new signage, a restriping on curbs and in parking lots, and speed bumps
2. Facilities will improve communication with the larger campus community through e-mail blasts
3. There is an issue of elevator access for students with disabilities especially during construction of the L building
4. Facilities are developing AED location maps



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5. The staircase to lot F is not ADA compliant and will have to be replaced. In the interim textured paint will be used to decrease slippage

B. Other Concerns

1. There needs to be a notification timeline for incidents on campus. The campus needs to be informed in a timely manner and given specific context as to what is happening so they can determine the threat level and whether or not to come to campus.
2. The Water tower is only kept at 1/3 capacity to minimize the likelihood of it breaking down. According to the City of Whitter, because the water tower ONLY services OUR students that it is our financial responsibility to fix it (at a cost of 3.7 million). We need to find a political solution to this problem.

C. Health Services and Workman's Compensation(WC)

1. For all of the safety concerns and issues there has only been 7 WC claims in the last year.

III. Miscellaneous:

- The Committee agreed to the next meeting date and time **April 3rd, 2020 at 10am.** This is in keeping with the desire for the committee to meet quarterly.



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Addendum C: Fellow of the College: Nomination for Lynette Nyaggah

I would like to nominate Lynette Nyaggah for the Fellow of the College.

Lynette has served Rio Hondo College, our local community, and our state for over thirty years. Throughout her career, she has shown a commitment to helping our students learn, to statewide leadership, and to social justice.

As an ESL instructor, Lynette has focused on innovative teaching methods and practices which have helped thousands of students. She has shown that making connections with students is important in fostering an environment that leads to student success. She was instrumental in bringing students to statewide CCA conferences as part of a student to community college faculty pipeline. She also worked with our EOPS/CARE office to ensure that families in these programs have Christmas gifts during the holidays. Finally, she was our ESL club advisor and our Chinese Club advisor where she hosted international potlucks and educated the college community about different languages and cultures.

Also, on campus, she has been a strong leader. She was Membership Chair and Secretary of RHCFA, and she was Negotiations Chair as well. She was a member of a joint Faculty Association-Senate taskforce that developed and implemented the peer review process.

At the state level, Lynette has been a fierce advocate for policies that will support our neediest students without making unreasonable demands on faculty. Throughout her tenure as CCA President, Vice President and Board member, over the course of 25 years, she has advocated for students and faculty to the Board of Governors, Consultation Council, and the legislatures. She also initiated and implemented the California Leadership Academy which educates faculty about issues within the community college system critical to student success and open access. Furthermore, Lynette created a social justice conference entitled "The Force Awakens," which addresses unconscious bias, racism, and privilege.

Lynette is viewed as a leader on our campus, even though her role was reduced locally for a larger statewide role recently. Faculty know that asking Lynette for guidance will lead to level-headed but straight forward advice. She is extremely rational yet passionate in her advocacy and leadership. For all of the reasons highlighted and others that are intangible, Lynette Nyaggah deserves to be the Fellow of the College.



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Addendum D: Distinguished Service Award: Nomination for Madeline Shapiro

I would like to nominate Madeline Shapiro for the Distinguished Service Award.

Madeline Shapiro served on the Board of Trustees for Rio Hondo College for nine years and has been a resident of the Rio Hondo Community College area almost all of her life, residing in Pico Rivera and Whittier. She attended local public schools and Rio Hondo before furthering her education and earning a Degree in Business Administration from California State University at Long Beach. After becoming a mother, she started as a parent volunteer and became an instructional aide and CSEA member before earning a teaching credential from California State University at Fullerton. Madeline worked in the East Whittier City School District for over 30 years where she was actively involved as a teacher-leader well beyond the classroom. She served as the Board president for three terms during her nine years. Besides being an alumna of Rio Hondo Community College, she is the mother of a former Rio Hondo student. At the present time, Madeline is the Vice President of the Board of the Whittier Regional Symphony, a substitute teacher on a part-time basis, and a volunteer at a local elementary school working as a tutor with the students that tend to fall between the cracks.



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Addendum E: ITC Name Change

COUNCIL/COMMITTEE Request Form



<p>Directions: Name Change:</p> <p>From: Instructional Technology Committee</p> <p>To: INSTRUCTIONAL TECHNOLOGY PRACTICES (ITP) (COMMITTEE OF ACADEMIC SENATE)</p>						
<p>Person Submitting Request Dana Arazi Rudy Rios</p>					<p>Date 10/18/2019</p>	
<p>Name of Council/Committee Instructional Technology Practices</p>						
<p>Action Requested:</p>		<input type="checkbox"/>	<input type="checkbox"/> Add	<input type="checkbox"/>	<input type="checkbox"/> Delete	<input checked="" type="checkbox"/> XX Change*
<p>Change of Council or Committees: Instructional Technology Practices is charged with providing guidance, documentation, assistance, effective practices, and recommendations for secure use of technology on campus. The focus will be on the use of technologies by faculty and related policies, including cybersecurity. The ITP will make recommendations to the Academic Senate for resources and training for Rio Hondo College employees.</p>						
<p>Proposed Meeting Schedule: Up to twice per month minimum during the Fall and Spring Semesters on a first and third Tuesday at 2:30 p.m.</p>						
<p>Committee Composition: Director of Information technologies (1) Administrators (1) Faculty Representatives (4 - including chair) Classified representative (1) Student (1)</p>						
<p>Would other councils or committees be impacted by the formation, change, or rejection of this council or committee? If yes, what would be the impact? <u>NO</u></p>						
<p>Additional Information: ITP (formerly ITC) has been modified to assist faculty in the use and implementation of technology available to them in the classroom, on campus, and access to those services. The committee will seek to attain a minimal standard of "good enough" practices campus wide, with the higher goal of all faculty and staff using effective practices when interacting with technology.</p>						



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Minutes

March 3, 2020

Location: Board Room

1:00 PM

Members present: Frank Accardo, Lupe Alvarado, Robin Babou, Kevin Barman, Tammy Camacho, Angela Cheung, Fran Cummings, William Currington, Michael Dighera, Marie Eckstrom, Yunior Hernandez, Jupei Hsiao, Jorge Huinquez, Shirley Isaac, Steve Johnson, Andrea Kirton, Michael Koger, Katharine Lampert, Todd Lim, Jeannie Liu, Sheila Lynch, Marina Markossian, Angelica Martinez, Juana Mora, Farrah Nakatani, Katie O'Brien, Tyler Okamoto, Doralí Pichardo-Díaz, Angela Rhodes, Rudy Rios, Kevin Smith, Stephan Smith, JoAnn Springer, Razvan Stoian, Irma Valdivia, Adam Wetsman; **Members absent:** Michelle Bean, Robert Bethel, George Kimber, Carley Mitchell, Gerson Montiel, Matthew Pitassi, Tracy Rickman, Matt Schleicher, Shelly Spencer, Diana Valladares; **Ad hoc members present:** Elizabeth Ramirez; **Guests:** Abbie Perry, Caroline Durdella

I. Call to Order – 1:05pm

II. Approval of Minutes: February 18, 2020 – approved with minor corrections.

III. Public Comment – none

IV. Guests: IEC Co-chairs, Dr. Caroline Durdella and Abbie Perry - **Draft of Planning Calendar**

- A. Draft Timeline for Full-Time Faculty Hiring was developed by IRP and presented to IEC in response to a request submitted by the Interim VP of Finance. Timeline presented by Caroline Durdella accommodates a faculty prioritization process that would take place in the fall so that the entire hiring process for a full-time faculty member can take place in the spring for a fall start date. Compliance with Faculty Obligation Number (FON) is measured in September, so a faculty member has to be on payroll in September in order to count towards the compliance. A compressed timeline for the planning including program, unit and area plans was presented (**Addendum A**).
- B. If timeline is adopted, there will be a prioritized list in the fall. The January Governor's Budget will determine how many new faculty positions will go forward; by May we'll have a definitive schedule based on the Governor's May Revise. Concern was raised by a senator regarding the program planning occurring at the beginning of the semester and how it can be very cumbersome for faculty. Additionally, hiring all faculty in the spring can be a burden on Human Resources as well as faculty because in some instances, some divisions have multiple positions open at the same time.
- C. J. Mora, a member of IEC, shared that all the concerns in moving the timeline have been discussed at length. Adjustments need to be made to be more effective. The changes are being considered and reviewed carefully by all IEC representatives. Dr. Durdella encouraged feedback before April.



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V. President's Report

- A. Major Declaration Day – is going on in the lower quad and going great. Thanks to everyone for supporting the event.
- B. Graduation Petition Push – March 16-20. Counselors will have a computer lab set up in SS305 to help students petition all week. Booths will be set up to help direct students to the various labs on campus. Please sign up to volunteer at one of the booths for flex credit.
- C. Hiring Update
 - i. Human Resources, along with the EEO group, created a hiring process document. PPC had members of the EEO group, along with the HR Director attend the last meeting. PPC will develop general template language for the various phases of hiring (i.e. recruitment, paper screening, etc.), which will be distributed to the three different constituency groups - administration, staff, and faculty. The hiring process document will come back to Senate and subsequently go through the governance process. The first PPC meeting to begin this process will be tomorrow.
 - ii. J. Mora shared that the hiring process created by the EEO Committee included the combined hiring policies into one document addressing the three constituency groups.

VI. Vice Presidents' Reports

- A. 1st Vice President
 - i. Five candidates were nominated for distinguished faculty and are currently being reviewed.
 - ii. Voting Poll in AJ Building for those registered to vote in LA County.
- B. 2nd Vice President – no report

VII. Unfinished Business - none

VIII. New Business

A. Senate Officer Nominations

- i. President – Nomination for Kevin Smith
- ii. 1st Vice President – Nomination for Dorali Pichardo-Diaz
- iii. 2nd Vice President – Nomination for Jorge Huinquez
- iv. Secretary – Nomination for Angelica Martinez
- v. Parliamentarian – Nomination for Sheila Lynch; nomination not accepted.
- vi. ASCCC Representative – Nomination for Adam Wetsman

B. Academic Rank Recommendations (Addendum B) - Academic Rank Committee has been reviewing applications. One minor change to the addendum: Diana Valladares should be listed under Associate Professor.

- i. Motion to approve academic rank application with a minor revision by A. Wetsman, 2nd by R. Rios
- ii. **Motion passes unanimously.**



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- C. Supplemental Questions** - Human Resources proposed removing supplemental questions from the application, or making changes to supplemental questions in order to make them supplemental to the application. Human Resources believes that the resume and cover letters do not get weighted in the application review process because most faculty will go directly to the supplemental questions. The issue was brought forth to Senate Exec and an agreement was made to seek input from faculty to revise and keep the supplementals. After this agreement, Human Resources proceeded with selecting the supplemental questions without faculty input.
- i. Administration asked K. Smith to develop guidelines for supplemental questions and make a recommendation. K. Smith would like to establish a committee that will review the current supplementals, make recommendations and possibly draft some sample questions.
 - ii. There is a lot of inconsistency across campus regarding supplemental questions. Administration was told that deans write supplemental questions, however, this is not the case in all divisions.
 - iii. Discussion ensued regarding whether to allow for the committee to examine the issue closely, or to put forth a motion.
 - iv. **Motion:** All faculty positions must have supplemental questions approved by discipline faculty before they are flown by S. Lynch, 2nd by A. Wetsman
Discussion: Should this be the purview of the subcommittee to review the supplemental questions? A Senator shared a concern that in the meantime, positions are open while we have unsatisfactory hiring practices in place. Current practices have been changed without faculty input. There is an urgency because barriers are being created with some supplemental questions that are not applicable to specific positions.
1 oppose, 0 abstention, motion passes

IX. Committee Reports

Senate

- Academic Rank – no report
- Curriculum – no report
- Guided Pathways Steering (GPS) – no report
- Instructional Technology (ITC) – no report
- Distance Education (DE) – no report
- Open Educational Resources - no report
- Staff Development/Flex – no report
- Outcomes – no report

Planning and Fiscal Council

- Institutional Effectiveness (IEC) – no report
- Program Review – M. Eckstrom distributed Program Review Institutional Recommendations (**Addendum C**). IRP and Program Review groups want to work closely with data coaching and analysis of data and would need to be integrated to program planning and program orientations. Advocating for a separate centralized professional



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development office. Strongly advocating that all full-time and part-time faculty integrate Canvas into all of their courses so that students can see their grades at any given time.

- Safety – no report
- Policy and Procedure Council (PPC) – no report

Other

- Basic Skills – no report.
- Bookstore/Copy Room – no report.
- Enterprise Systems Advisory – no report.
- Online Education Initiative (OEI) – no report.
- Student Equity – no report.
- Student Success and Support Program (SSSP) – no report.
- ASCCC Open Educational Resources Initiative (OERI) – no report

X. Announcements - none

XI. Adjournment – 2:18pm



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Addendum A: Timeline - Full-Time Faculty Hiring

**RIO HONDO COLLEGE
2020-2021 TIMELINE – FULL-TIME FACULTY HIRING
FOR NEEDS BEGINNING Fall 2021**

DATE	ACTIVITY	RESPONSIBLE PARTY
August 14, 2020 – August 28, 2020	Virtual review of criteria to be used to prioritize needs due 8/29/20	VPAA
September 1, 2020	Memo sent to deans soliciting needs and outlining criteria.	VPAA
August 14, 2020 – September 18, 2020 (5 weeks)	Program Plans due, submitted and locked via TaskStream	Program Managers
September 19, 2020 – October 5, 2020 (2 weeks)	Unit Plans with Resources Ranked due, submitted and locked via TaskStream	Unit Managers
October 6, 2020 – October 19, 2020 (2 weeks)	Area Plans due, submitted, and locked via TaskStream	Area Managers
October 26, 2020	Final Academic Affairs Area Rankings Due	VPAA and Instructional Deans
October 30, 2020	Packets Distributed to Committee Members	Office of Academic Affairs
November 6, 2020	Meeting to review requests and create final position rankings	Office of Academic Affairs
November 10, 2020	PFC & AS Receive recommendation	VPAA
November 11, 2020	Recommendation to President	PFC Co-Chairs
November, 2020	Board agenda item; Prepared by the Office of Human Resources for the December 2020 BOT Meeting.	VPAA
November 12, 2020	Divisions begin to solicit faculty members for potential hiring committees, based on draft BOT agenda item.	Academic Senate

* Requests for certificated staff must be included in the Fall 2020 program review and/or program plan, which must be submitted and locked in TaskStream no later than September 18, 2020.

2020 Committee Members:

Presented to IEC 2-25-2020



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Addendum B: Academic Rank Recommendations

Academic Rank Recommendations

Based on the criteria set forth in Board Policy 4245, The Academic Rank Committee recommends the following faculty members

For the rank of Assistant Professor

Celestine Smith Candida

Erin Irwin

Julio Rene Flores

Jose Alfonso Lara

Russell Muir

Claudia Ramirez

Elizabeth Ramirez

Maria Romero-Morales

~~Mutsuno Ryan~~

Stephen Smith

Erin Miyo Stevens-Gandara

~~Christian Vaca~~

Diana Valladares

Viviana Villanueva

Christine Waugh

For the rank of Associate Professor

Jose Arroyo

~~Dr. Amtul Mujeeb Chaundry~~

~~Alexander Gardos~~

Sean M. Hughes

Irene Truong

For the rank of Professor

Kenneth Anderson

Scott Dixon

Karen D. Gottlieb

~~Ruzanna Karmiryan~~

David Lindy

Juana Mora

Irma Valdivia

Respectfully submitted,

Angela Rhodes, Ed.D.

Professor of English

Academic Rank Committee, Chair



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Addendum C: Program Review Institutional Recommendations



INSTITUTIONAL RESEARCH AND PLANNING

2020-2021 PROGRAM REVIEW

INSTITUTIONAL RECOMMENDATIONS

Increasing Student Learning, Achievement, and Completion

Classroom Best Practices

All faculty should move toward using course shells within the College Learning Management System (LMS) so that students are able to monitor their performance in each of their classes. At a minimum, for each class in which they are enrolled, students should know their course standing throughout the term, and have access to their grades.

Instructional Outcomes

The Outcomes Committee needs to establish and communicate to all instructional programs the deadline for submitting the Course Outcomes Timeline. Timelines need to be submitted as part of the Annual Program Plan and need to be on file in Task Stream.

The Outcomes Committee needs to establish and communicate a protocol or recommendation for small or one person departments to dialogue about course outcomes assessment and record the dialogue and action plan as part of closing the loop.

The Outcomes Committee should take the lead in developing examples that demonstrate appropriate use of outcomes data and actionable instructional strategies that can be used to improve student outcomes or to provide a rationale for why an improvement plan is not necessary. The Committee should also take the lead in developing examples of Closing the Loop documents that provide evidence of engagement with learning outcomes and improving student learning.

The Outcomes Committee should also review the Closing the Loop document and make revisions so that programs can report on whether the actions they took to improve student performance resulted in increased mastery of student learning outcomes in subsequent assessment cycles.



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Non-instructional Outcomes

The Outcomes Committee needs to communicate a timeline for all non-instructional programs to complete developing their outcomes, assessing them, and reporting on them.

The Outcomes Committee needs to set a deadline to submit outcomes assessment timelines for non-instructional programs.

The Outcomes Committee should develop guidelines for developing non-instructional program outcomes that focus these outcomes on the population that is served by the program rather than program or institutional operations.

Distance Education

The College should create a mandatory orientation for online courses that clearly and specifically communicates the expectations and challenges associated with taking online courses.

The College should explore student success by modality and develop strategies to improve success rates where differences are observed.

Academic Support Programs

The College needs a plan to transition student academic support programs such as Gateway Tutoring, Summer Bridge, and Supplemental Instruction so that student support in these areas remain organized and coordinated.

The College should explore non-credit academic support courses for critical gateway courses.

Educational Centers

The College needs to ensure that the Educational Centers have comparable auxiliary support to the main campus; e.g. access to financial aid, library services, Admissions & Records, Veterans, etc.

The College needs to establish a firm identity for the Educational Centers and actively market the courses and offerings.

Guided Pathways/Student Success Teams

The Guided Pathways Steering Committee should ascertain the feasibility of scaling up existing, successful programs, such as MESA and others, to support more students across the campus.

The Guided Pathways Steering Committee should ascertain the feasibility of scaling up course coordination for critical courses. Course coordination includes such practices as



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adopting a common schedule of weekly instructional topics, common textbooks, and other instructional materials (such as lab manuals and exercises, types of homework exercises, etc.).

The Guided Pathways Steering Committee should ascertain the feasibility of establishing and maintaining a model of embedded counselors, preferably not funded by categorical funding, for each division.

Equity

The Program Review and the Institutional Effectiveness Committees should consult with the Equity Committee to improve Program Review and Planning processes to ensure that equity-based priorities are reflected in individual program plans and reviews.

Professional Development/Learning

There is a need for a comprehensive, campus-wide professional development plan, with a higher degree of coordination and an optimization of funds among the various initiatives that have PD as part of their charge. Professional development needs to address classroom instructional strategies as well as equity-minded practices.

The College should institutionalize pedagogical institutes for first-year faculty.

The College should pursue relationships with high school partners and explore intersegmental activities designed to improve knowledge across the segments of preparation for college level work and what it takes to be successful at the college level.

Data Coaching and Data Analysis

The Program Review and Institutional Effectiveness Committees should work with Staff Development and the Equity Committee to ensure that programs make better use of data in program reviews and program plans.

Data coaching and data analysis training should be activities that occur throughout the year and a plan should be developed to train faculty and others to serve in these roles in order to expand the pool of trained data coaches.

Physical Environment

It is recommended that the Director of Facilities develop a plan to address indoor and outdoor facilities issues that impact student learning at both the main campus and educational centers. The Director of Facilities needs to communicate this plan to the entire campus. Funds should be allocated to improve the appearance of the physical and learning environment.



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Hiring Practices

Faculty should be involved and have a voice in Classified hiring if it is directly related to student success and instruction in the classroom.

The Executive Director of Human Resources should work to establish a policy and/or procedure for Classified hiring.

Technology

The College needs to update its Technology Plan and make it publicly available. The Technology Plan should include standards for classroom instructional technology, faculty and staff office computers, and the replacement cycle of technology for classrooms, labs, and staff offices. The plan should also address campus-wide infrastructure in the areas of automation and integration of systems, training and end-user support, timelines for going paperless for various processes, and the development of business analytic capacity to realize gains for students in achievement and completion.

Enrollment Management

Enrollment and efficiency targets for programs, disciplines, and centers should be implemented so that programs, disciplines, and the centers have realistic expectations for growth and resources, such as hiring additional faculty to support enrollment growth. This is likely the purview of the Vice President of Academic Affairs and/or the Enrollment Management Work Group.

The Enrollment Management Work Group, in consultation with Marketing and Communications, should develop a marketing and recruitment campaign to increase enrollment in all programs where the College determines strategic growth is desirable.

The Enrollment Management Work Group, in consultation with the office of Outreach and Educational Partnerships should develop a plan for increasing dual enrollment particularly in areas identified as strategic growth opportunities for the College.

Scheduling of special programs, such as Honors, should be reviewed to ensure that they are offered in a manner that optimizes access for students.

Health and Safety

The College needs a campus wide emergency and security plan that addresses issues on the main campus and the educational centers. Such a plan should include improving the emergency awareness through ongoing training of faculty, staff, and students as well as



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creating a directory of qualified faculty and staff who possess up-to-date certifications for emergencies such as First Aid, CPR, defibrillation administration, etc.

Safety and security matters need to be communicated to the entire College community. Timely warnings of events on and nearby the campus, particularly those deemed to be a serious and continuing threat to the safety and security of students and employees, need to be communicated within the applicable laws and guidelines for campus safety and security.

The College should ensure that all health and safety regulations are followed, especially in the science and technology labs.

Human Resources

The Executive Director of Human Resources should establish a systematic process for the review of job descriptions for all employees.

The Vice President of Academic Affairs should establish a systematic process to review re-assigned time across the campus.



Academic Senate 2019-20

Minutes

May 5, 2020

Location: Zoom

1:00 PM

Members present: Frank Accardo, Lupe Alvarado, Kevin Barman, Tammy Camacho, Fran Cummings, William Currington, Alexandre Dejean, Marie Ekstrom, Yunior Hernandez, Jorge Huinquez, Shirley Isaac, Steve Johnson, Andrea Kirton, Michael Koger, Katharine Lampert, Todd Lim, Jeannie Liu, Sheila Lynch, Marina Markossian, Angelica Martinez, Gerson Montiel, Juana Mora, Farrah Nakatani, Katie O'Brien, Tyler Okamoto, Dorali Pichardo-Diaz, Matt Pitassi, Angela Rhodes, Rudy Rios, Matt Schleicher, Kevin Smith, Stephen Smith, Shelly Spencer, JoAnn Springer, Razvan Stoian, Irma Valdivia, Diana Valladares, Adam Wetsman; **Members absent:** Robin Babou, Michelle Bean, Robert Bethel, Angela Cheung Jupei Hsiao, George Kimber, Carley Mitchell; **Ad hoc members present:** Dana Arazi, Elizabeth Ramirez; **Guests:** Jose Lara, Alyson Cartagena, Caroline Durdella, Tracy Rickman

I. Call to Order – 1:02pm

II. Approval of Minutes: April 21, 2020 approved.

III. Public Comment – none

IV. President's Report

- A. **Distinguished Faculty Award** - The Distinguished faculty for 2020 was awarded to Tracy Rickman. Tracy shared a few words thanking the faculty for the honor.
- B. **Summer Courses** – The class times for all summer courses published on the class schedule cannot be updated due to the various factors: pending directive from the Chancellor's Office, constraints with Banner and confirmation whether a course will be synchronous. As a result, students are not able to register for courses with more than a 10-minute overlap, despite the possibility that classes may be asynchronous. Currently, if two courses overlap by 10 minutes or less, students can petition with A&R to register for both courses. Under these current circumstances, K. Smith recommended to all instructional faculty to communicate known summer course expectations to their students. A senator asked if the college would be notifying students that faculty may be contacting them to provide them with these summer course expectations. Since Administration has not formally provided faculty with these directives, K. Smith will communicate this message to administration and to faculty.
 - i. A senator shared that under normal circumstances when students register for an online class, the instructor provides them with a course expectation letter. However, with so many teachers converting to an online format for the first time, there may be instructors who have not prepared these letters. As a result, students may not be aware of what the course expectations will be and whether the course will be synchronous. The senator further shared that the messaging on the Distance Education (DE) website includes tutorials and benefits of taking online classes, including the opportunity to exercise greater flexibility with their schedules when taking courses offered synchronously. However, this message



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is conflicting when the classes are listed on the schedule with a specific time, yet do not require students to meet at those times. Senate expressed the need for instructors to share with their students any asynchronous alternatives should a class be scheduled to be synchronous. Administration stated on canvas shells that all classes will be online. However, K. Smith added that this communication has not been clear to students.

- ii. Room assignments for online classes, which were originally scheduled to be in-person, is also causing confusion for students. A suggestion was made to supplement a room assignment on the schedule with “remote learning”, as a way of clarifying this confusion. A&R is looking into this suggestion.
 - iii. There is a message on the main Rio Hondo College webpage stating that “All Classes will be Online” for the summer semester.
- C. **Fall Semester** – Administration is waiting for guidance from the state regarding the format for the fall semester, including guidance from the Governor, Department of Public Health and the Chancellor’s Office. As a Senate body, we need to plan for discussions regarding policies for the fall semester. This discussion may begin at the last Senate meeting, or over the summer. Please let K. Smith let know if there are any concerns regarding meeting over the summer. A senator asked why we are waiting to make this decision, while other districts have already communicated their intent to go online. It was communicated by our Administration that they prefer not to announce that a decision to go online in the fall semester was made and then later have to change that communication.
- D. **Budget Taskforce** - Subgroup of PFC will make decisions regarding possible budget cuts - RHCFA President, Senate President, CSEA President, VP Student Services, VP Academic Affairs, VP Finance and Business, ASRHC Student Body President. The subgroup met twice and has come up with guiding principles, which includes protecting jobs and following state mandates. Meeting again tomorrow. Ideas from this group will go to PFC. Will also have campus forums to gather input.
- E. **Educational Master Plan** - Pages 48-54 of the Plan make recommendations regarding possible new programs for the campus. Some recommended programs are Health Information Technology, Computer Science Infrastructure Security, Occupational Therapy Assistant Program and Physical Therapist Assistant. Included in the Plan are specific recommendations for both Academic Affairs and Student Services. Send feedback to Caroline Durdella and Abbie Perry. Caroline Durdella requested that all feedback be focused on content please.

V. Vice Presidents’ Reports

- A. 1st Vice President – no report
- B. 2nd Vice President – no report

VI. Unfinished Business - none

VII. New Business

A. Excused Withdrawals

Background: Group which included Senate President, Financial Aid Director, Director of Admissions and Records, Academic Dean, Counseling Dean, Articulation Officer, Transfer Center Counselor/Coordinator, and Counseling Faculty met to discuss grading policies



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for the summer term. The recommendation proposed by the group for the summer semester mirrors what has been established for students for the spring semester. It was discussed how summer is different than spring because students will now begin the summer semester remotely and not be switched to an online format mid-semester. However, students had already enrolled in summer semester when this crisis began. An example was given of a possible situation of two brothers taking a class in the same timeframe and they may need the same device to attend courses. As on-ground students, the ability to take courses at the same time would be possible, but maybe not in a remote environment. Additionally, EW's do not come with a refund, so there is a request allow for these refunds in case the district can find this option to be financially feasible. The deadline proposed would be one week after final grades are in for the end of summer as opposed to the end of each summer term. Keeping one deadline would be clearer for students.

Motion: For the Summer 2020 term, the Academic Senate recommends that all withdrawals be converted to "Excused Withdrawals". We recommend that, when financially feasible for the district, students will receive an "Excused Withdrawal" with a refund. Furthermore, the deadline for an EW with a refund be August 21, 2020 made by D. Pichardo-Diaz, 2nd by J.Springer

Discussion:

- i. Wetsman asked about an "F" grade – does this mean the student can convert this grade to an "EW"? For the spring term, an "F" grade automatically converts to an "EW" and it is not clear on the proposed motion.
- ii. K. Obrien shared that she fully supports the motion, but asked if we have received word from the Chancellor's Office that this policy can be extended into the summer. K. Smith clarified that summer is a local decision, so we are okay.
- iii. Extensive discussion ensued regarding why this motion is being proposed for the summer when all students should be aware that all classes will be online and they should be able to decide whether or not they can take a class. A senator shared that students may be new to the campus and may not be familiar with the online course format. Also, particular courses are more challenging in an online format than others that students transition to from the spring semester. It was pointed out that students registered in the class without knowing that the classes would be in a remote format and these students are facing special circumstances in addition to COVID-19.
- i. M. Pitassi stated that it is important to acknowledge that we all care about our students. He further shared that 95% of his students are doing well in class. There could be an unintended consequence that if we offer an EW option for the summer semester, there may be students that are less likely to continue in the course.

25 yea, 11 nay – motions passes

B. P/NP

Executive Motion: For Summer 2020, the limitation of allowing one P/NP course per semester will be suspended.

Background: In a normal semester, there is a limit to how many courses a student can take as P/NP. CSU's and the majority of the UC's have indicated that this policy would be acceptable in terms of accepting P/NP coursework.



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Discussion: No Discussion

34 yea, 1 nay, motions passes

Motion: For Summer 2020, the deadline for P/NP be August 21, 2020
by J.Springer, 2nd by D. Pichardo-Diaz

Discussion: No discussion.

35 yea, 1 nay, motion passes

C. Academic Rank – AP/BP 4245(Addendum A)

AP 4245 - The Academic Rank Committee has concerns with the language of some AP's and BP's and the ranking process as it applies to adjunct faculty. The current process forwards names to Human Resources to be verified. The change would have the Academic Rank Committee completing the verification process and then submitting the verified candidates to Senate for approval. A senator shared that if candidates come from another school, they inform Human Resources of the status held at their other school. In the past, 30 people were forwarded by the Academic Rank Committee, and approximately 20 people were not verified. Many of these candidates were adjunct and members of the Academic Rank Committee were not made aware that the candidates were not approved. This is why it is so important that the Academic Rank Committee verify the candidates.

Motion that the Academic Senate approve the changes to AP 4245 by A. Rhodes,
2nd by S. Lynch.

35 yea, 0 nay, motion passes

BP 4245 – We currently base everything on a full-time load. In order to qualify for Assistant Professor, the part-time faculty member would have to work three years at the equivalent of what a full-time faculty works. At 100% load per semester, three years and two semesters per year, that is 600% load. We currently have adjuncts that have taught one class per semester for the last ten years and still do not qualify for Assistant Professor because they are getting 20% load per semester, or year. The thought is that the scale for adjuncts should be adjusted so that a year for an adjunct constitutes 120% load, instead of the 200% load from which a full-time faculty member is calculated.

- i. The BP revisions also include the Student Services and Library faculty, as the language only included teaching faculty.
- ii. Timeline to achieve Associate and Professor ranks was increased for adjuncts.
- iii. If an adjunct faculty were to attain Assistant, or Associate Professor, and then be hired full-time, the rank can be retained. However, this would not apply to Professor. In order to receive this ranking, the faculty member would have to meet the indicated professor requirements to keep their professor ranking as a full-time faculty member.

Motion that the Academic Senate approve the changes to BP 4245 by A.
Rhodes, 2nd by J. Springer.

30 yea, 0 nay, motion passes



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D. Resolution Guidance for Summer 2020 Remote Instruction (Addendum B)

Resolution is comparable to what was passed for spring semester, but does not include policy changes.

Motion to accept the Guidance for Summer 2020 Remote Instruction Resolution made by A. Rhodes, 2nd by D. Pichardo-Diaz

30 yea, 0 nay, motion passes

E. Outcomes Recommendations

- i. Outcomes rubric (**Addendum C**) – rubric created in response to an institutional-level recommendation from Program Review, which suggests that outcomes need quality control. It will be used as a resource to help faculty who are crafting outcomes for the first time, or will be revising their courses.
- ii. Outcomes Feedback Work Group – will review outcomes using the Outcomes Rubric and will consist of the Outcomes Coordinator, Division Outcomes Representative, Dean of IRP and Dean of the originating course. A. Cartagena stated that this summer could require a one-time meeting to be able to provide feedback to faculty who are revising their courses for next academic year. In the future, the outcomes review would occur within the academic calendar year. Feedback given to the faculty is not evaluative and is private. A senator asked if members of the Learning Outcomes Committee Members will be asked to read and evaluate all SLOs for every course that comes through curriculum. A. Cartagena replied that Committee members would only review courses in their respective areas.
- iii. Flex suggestion – The Outcomes Committee would like to request that Senate consider replacing the two breakouts that are usually scheduled on Flex Day with outcomes work time. The Flex Committee has not yet had time to discuss this request. K. Smith's is asking for an official recommendation from the Flex Committee. A. Cartagena shared that this work is critical to getting accredited. The recommendation from the committee is to use the time on Flex Day to discuss course-level outcomes and closing the loop. Close the loop forms have not been submitted and were due in October. Faculty needs the time to be able to complete this work and there is time on Flex Day. A senator expressed concern that taking the time on Flex Day to discuss outcomes will take time away from discussions regarding key topics, such as online learning and equity. It was further suggested that the outcomes discussion can occur after division meetings during the academic year. A. Cartagena communicated that the dialogue touching on equity and learning are the same thing as discussing outcomes. These conversations are not occurring, and the assessment reports are not being completed.
 1. K. O'Brien shared that administration has recommended that classified staff be integrated to Flex Day offerings. Spring Flex Day may be the more appropriate time, but she will bring the recommendation to the flex committee.
 2. A. Cartagena asked all to think about possible solutions if Flex Day is not an option.



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F. Planning Calendar (Addendum D and Addendum E)

Major differences are in the timelines – program plans and reviews, unit plans and area plans will be accelerated. Another major change is that faculty staffing committees will be meeting in November, instead of March. Most of the other timelines are the same. Institutional Planning Retreat normally happens in April, but will not be relevant because faculty may have been hired by this point. There is concern that the hiring turnaround could take up to 18 months. Please send any comments to K. Smith

VIII. Committee Reports – (Addendum F)

Senate

- Academic Rank
- Curriculum
- Guided Pathways Steering (GPS)
- Instructional Technology (ITC)
- Distance Education (DE)
- Open Educational Resources
- Staff Development/Flex
- Outcomes

Planning and Fiscal Council

- Institutional Effectiveness (IEC)
- Program Review
- Safety
- Policy and Procedure Council (PPC)

Other

- Basic Skills
- Bookstore/Copy Room
- Enterprise Systems Advisory
- Online Education Initiative (OEI)
- Student Equity
- Student Success and Support Program (SSSP)
- ASCCC Open Educational Resources Initiative (OERI)

IX. Announcements - none

X. Adjournment – 2:33pm



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Addendum A – Drafts of AP/BP 4245:

RIO HONDO COMMUNITY COLLEGE DISTRICT

Administrative Procedure

academic rank procedure
4245

AP No.

Board Reviewed: 5/9/18

Page 1 of 1

- I. **The Academic Rank Committee shall consist of five members nominated for two-year terms by the Academic Senate President.** The Academic Rank Committee shall select a chair annually.
- II. Applications for advancement in academic rank, along with all pertinent supporting data, shall be sent to the Academic Rank Committee by November 15 of the academic year faculty members wish to be considered for advancement. ~~The Academic Rank Committee shall forward the applications to Human Resources for verification that applicants have met the minimum requirements and are qualified for the academic rank for which they applied.~~ The Academic Rank Committee will submit the verified degrees, units, and employment history to the President of the Academic Senate to be put on the Academic Senate agenda for a vote.
- III. A simple majority vote is required for approval of academic rank for faculty applying for advancement.
- IV. With the affirmation vote and signatures of the President of the Academic Senate and Chairperson of the Academic Rank Committee, the applications will be sent to the Superintendent/President. With the consent of the Superintendent/ President, the applications will be submitted to the Board of Trustees for its consideration and action. Any applicants who have objections concerning the consideration of an application, can ask the President of the Senate to be put on the agenda for the next regular scheduled meeting to present their cases. The merit of the cases shall be decided by a simple majority vote of the Senators present at the regularly scheduled meeting.
- V. Reference/Source
Academic Senate



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Addendum A – Drafts of AP/BP 4245 cont’:

RIO HONDO COMMUNITY COLLEGE DISTRICT

Board Policy ACADEMIC RANK POLICY BP No. 4245

Board Adopted: 7/1/65; Rev. 4/24/74; 3/5/75; 12/7/77; 1/10/79; 10/12/88; 6/8/11; 06/13/18

I. Criteria Governing Academic Rank

- a. The recommendation of the faculty member for Academic Rank should be based upon comprehensive study of the individual's achievements during the years preceding the recommendation. ~~Academic rank applications are submitted by the faculty members after they have met the minimum requirements of each step. Academic rank shall not determine column or step advancement for employee remuneration.~~ [moved below for clarity]
 - b. ~~Academic rank applications are submitted by the faculty members after they have met the minimum requirements of each step. Academic rank shall not determine column or step advancement for employee remuneration.~~
 - c. ~~Human Resources shall provide all supporting documentation and their recommendation to the Academic Rank Committee upon request of a faculty member.~~
 - ~~d.~~ To be eligible for academic rank, a faculty member must be a member of the Rio Hondo College staff and submit an application form.
 - e. ~~All Faculty members including those whose function is to work in an educational capacity outside of the conventional classroom are eligible for Academic Rank. shall be granted academic rank in the area of their professional service.~~ Such members include, but shall not be limited to counselors, librarians, coaches, school nurses, and members of student health services.
 - ~~f.~~ The Academic Rank Committee shall consist of five members nominated for two-year terms by the Academic Senate President and confirmed by a majority vote of the Senate at a regularly scheduled meeting. (moved to AP)
- ### IV-II. Significant Prominence (reordered)

- a. Evidence of “significant prominence” in a field, major contributions to society, or rank at another college, may substitute as criteria for consideration and appointment to academic rank.
- b. The following criteria shall be used for significant prominence
 - i. Professional Achievement
 1. Academic and scholarly contributions to the faculty member's profession and field
 2. Creation, exhibition, performance, or publication in the arts or literature
 3. Presentations before meetings of scholarly and professional societies
 4. Receipt of fellowships or other subsidies for pursuit of research or study in the faculty member's field
 5. Participation in the activities of scholarly or professional societies beyond mere membership
 - ii. Contributions to the College



Academic Senate 2019-20

Addendum A – Drafts of AP/BP 4245 cont’:

1. Participation in professional activities, including active membership in professional societies and attendance at scholarly meetings
2. Contributing to academic governance such as membership participation in the activities of department, school and system committees, and service in administrative capacities above and beyond contractual and paid services
3. Producing and directing events in the performing arts and/or coaching or covering athletic events for the college
4. Engaging in community service and activity which may draw favorable attention to the faculty member and to the college
5. Delivering speeches, conducting colloquia, or otherwise conveying information about the faculty member's profession and field to community groups
6. Chairing or directing committee work related to the CTE area not required in contract duties

III. Teaching Experience

- a. Upon approval of the Academic Rank Committee, two years of full-time credentialed teaching other than college level shall be the equivalent of one year of full-time college teaching with fractions of more than half to be considered as one year.
- ~~b. All terms of teaching (including summer and intersession) will be counted for part-time faculty for the purposes of establishing rank.~~ [moved to Section IV.]
- eb. For full-time faculty, no more than one year of service will be counted for each academic year for the purposes of establishing rank (e.g., a faculty member teaching 150% 100% load and 50% overload over two successive academic years will receive credit for two years of service at Rio Hondo College, not three years). For part-time faculty, no more than 120% load will be counted for each academic year for the purposes of establishing rank.

IV. Additional Criteria Governing Part-Time Academic Rank

- a. All terms of teaching (including summer and intersession) will be counted for part-time faculty for the purposes of establishing academic rank.
- ~~b. Significant Prominence will be applicable to part-time faculty regardless of the rank they apply for.~~
- c. The rank of ASSISTANT PROFESSOR and ASSOCIATE PROFESSOR shall be retained if a part-time faculty member is hired into a full-time tenure track position at Rio Hondo College.
- d. One year of full-time teaching credit for an adjunct faculty member shall consist of 120% load. In addition to earning 120% load in one academic year, it may be attained by adding load from previous semesters. However, the maximum credit an adjunct faculty member can earn in one year is 120%. If a part-time faculty member earns less than 120% load in an academic year, the load they earn will be carried over. If a part-time faculty member earns more than 120% in an academic year, the overage will not carry over to the next year.

¶ V. Minimum Criteria for Academic Rank for Full-Time Faculty

- a. The title of faculty members shall be INSTRUCTOR, unless their preparation and previous experience entitle them to higher rank under this policy and Administrative Procedure 4245.



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Addendum A – Drafts of AP/BP 4245 cont':

- b. The requirement for the rank of ASSISTANT PROFESSOR shall be the equivalent of at least three years of full-time teaching **and/or student services** at Rio Hondo College and one of the following:
 - i. An earned Master's or Doctorate degree
 - ii. An earned Bachelor's degree and a Community College Instructor credential in a vocational area in lieu of a Master's Degree.
 - iii. Significant prominence in the field of expertise as determined by each division.
 - iv. Two years non-academic work experience as determined by each division.
- c. The requirements for rank of ASSOCIATE PROFESSOR shall be the equivalent of at least five years of full-time college teaching **and/or student services**, including the equivalent of three years at Rio Hondo College, and one of the following:
 - i. Earned Doctorate degree
 - ii. Forty post-baccalaureate upper division or higher numbered semester units including an earned Master's Degree. All units will be accepted except lower division and continuing education units, unless the candidate had received prior approval from the Units Evaluation Committee, as per Section 3.3.7.4 of the Rio Hondo College Faculty Collective Bargaining Agreement.
 - iii. An earned Bachelor's Degree and a Community College Instructor Credential in a vocational area in lieu of a Master's Degree, plus ten post-baccalaureate upper division or higher numbered semester units. All units will be accepted except lower division and continuing education units, unless the candidate had received prior approval from the Units Evaluation Committee, as per Section 3.3.7.4 of the Rio Hondo College Faculty Association Collective Bargaining Agreement.
 - iv. Significant prominence in the field of expertise as determined by each division.
 - v. Three years non-academic work experience as determined by each division.
- d. The requirements for the rank of PROFESSOR shall be the equivalent of at least ten years of full-time college teaching **and/or student services**, including the equivalent of seven years at Rio Hondo College and one of the following:
 - i. An earned Doctorate degree
 - ii. Fifty post-baccalaureate upper division or higher numbered semester units including an earned Master's degree. All units will be accepted except lower division and continuing education units, unless the candidate had received prior approval from the Units Evaluation Committee, as per Section 3.3.7.4 of the Rio Hondo College Faculty Collective Association Collective Bargaining Agreement.
 - iii. earned Bachelor's Degree and a Community College Instructor Credential in a vocational area in lieu of a Master's Degree, plus twenty post-baccalaureate upper division or higher numbered semester units.
 - iv. Significant prominence in the field of expertise as determined by each division.
 - v. Five years non-academic work experience as determined by each division.

VI. Minimum Criteria for Part-time Academic Rank

- a. The title of faculty members shall be INSTRUCTOR, unless their preparation and previous experience entitle them to higher rank under this policy and Administrative Procedure 4245.
- b. The requirement for the rank of ASSISTANT PROFESSOR shall be the



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Addendum A – Drafts of AP/BP 4245 cont’:

equivalent of at least three years of full-time college-level teaching **and/or student services** ~~(60% of part-time teaching load is equivalent to one year of full-time college teaching for purposes of academic rank)~~ AND one of the following:

- i. An earned Master’s or Doctorate degree
- ii. An earned Bachelor’s degree and a Community College Instructor credential in a vocational area in lieu of a Master’s Degree.
- iii. Significant prominence in the field of expertise as determined by each division.
- iv. Two years non-academic work experience as determined by each division.

c. The requirements for rank of ASSOCIATE PROFESSOR shall be the equivalent of at least seven years of full-time college teaching **and/or student services** ~~(60% of part-time teaching load is equivalent to one year of full-time college teaching for purposes of academic rank)~~ AND including the equivalent of four years at Rio Hondo College, and one of the following:

- i. Earned Doctorate degree
- ii. Forty post-baccalaureate upper division or higher numbered semester units including an earned Master's Degree. All units will be accepted except lower division and continuing education units, unless the candidate had received prior approval from the Units Evaluation Committee, as per Section 3.3.7.4 of the Rio Hondo College Faculty Collective Bargaining Agreement.
- iii. An earned Bachelor's Degree and a Community College Instructor Credential in a vocational area in lieu of a Master's Degree, plus ten post-baccalaureate upper division or higher numbered semester units. All units will be accepted except lower division and continuing education units, unless the candidate had received prior approval from the Units Evaluation Committee, as per Section 3.3.7.4 of the Rio Hondo College Faculty Association Collective Bargaining Agreement.
- iv. Significant prominence in the field of expertise as determined by each division.
- v. Three years non-academic work experience as determined by each division.

d. The requirements for the rank of PROFESSOR shall be the equivalent of at least twelve years of full-time college teaching **and/or student services** ~~(60% of part-time teaching load is equivalent to one year of full-time college teaching for purposes of academic rank)~~ including the equivalent of eight years at Rio Hondo College and one of the following:

- i. An earned Doctorate degree
- ii. Fifty post-baccalaureate upper division or higher numbered semester units including an earned Master's degree. All units will be accepted except lower division and continuing education units, unless the candidate had received prior approval from the Units Evaluation Committee, as



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Addendum A – Drafts of AP/BP 4245 cont’:

per Section 3.3.7.4 of the Rio Hondo College Faculty Collective Association Collective Bargaining Agreement.

iii. earned Bachelor's Degree and a Community College Instructor Credential in a vocational area in lieu of a Master's Degree, plus twenty post-baccalaureate upper division or higher numbered semester units.

iv. Significant prominence in the field of expertise as determined by each division.

v. Five years non-academic work experience as determined by each division.



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Addendum B – Summer 2020 Remote Instruction Resolution:

Resolution: Guidance for Summer 2020 Remote Instruction

Whereas, Students may have signed up for a class in face-to-face modality, only to have that class converted to an online environment;

Whereas, Students may be receiving the message that the class time in the schedule of classes does not matter now that we are moving to remote instruction; and

Whereas, In an online environment, issues such as the number of Internet-connected devices in the household, a reliable Internet source with sufficient bandwidth become magnified;

Resolved, The Academic Senate implores faculty to engage in equity-minded practices that take into account the varying circumstances students are experiencing during the transition to remote instruction; and

Resolved, The Academic Senate expects faculty to adjust their attendance policies so as to allow students who cannot attend a class synchronously during this time to attend asynchronously.



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Addendum C – Course-Level Outcomes Rubric:

Course-Level Outcomes (CLOs) Rubric

Outcomes statements must be measurable and specific. They are learning-centered rather than teaching-centered and are expressed in active verbs such as those found in Bloom’s Taxonomy. There is at least one outcome per unit of instruction, but generally no more than 3-5 outcomes for 3-unit courses is required. *Examples provided on the following page.*

	DOES NOT MEET STANDARDS OF PRACTICE	MEETS STANDARDS OF PRACTICE	COMMENTS
Purpose	Some or all outcomes and objectives are identical. Some or all outcomes demonstrate a lack of logical progression and relationship between content/activities, objectives, and outcomes.	All outcomes and objectives are distinct from one another. All outcomes demonstrate logical progression and relationship between content/activities, objectives, and outcomes.	
Measurement	Some or all outcomes are not written as measurable, specific and student-centered statements nor do they utilize Bloom’s Taxonomy.	All outcomes are written as measurable, specific, and student-centered statements and utilize Bloom’s Taxonomy.	
Alignment to Program-Level Outcomes	Some or all course-level outcomes are not aligned with program-level outcomes.	All course-level outcomes are aligned with program-level outcomes.	
Conventions	Some or all outcomes contain errors in writing, grammar, spelling, and punctuation. Some or all outcomes are not written clearly, and details are missing.	All outcomes are free from errors in writing, grammar, spelling, and punctuation. All outcomes are written clearly and with detail to ensure understanding.	

Additional feedback:



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Addendum C – Course-Level Outcomes Rubric cont’:

Poor: Too general and hard to measure.	Better: Too general and difficult to measure.	Best: Specific and Measurable.
Students will appreciate dance.	Students will appreciate dance in a live or recorded concert.	Given a live or recorded dance concert, students will successfully analyze the salient components of the work including the categories of body, effort, space, and shape.
Students will understand the use of correct grammar and literary devices.	Students will demonstrate the use of correct grammar and various literary devices.	Given research topics, students will demonstrate the use of correct grammar and various literary devices in creating a research paper.
Students will list the benefits of exercise science.	Students will explain the purpose of exercise as a stress reduction tool.	Given the health history of a fictitious person, students will devise a personalized exercise plan focused on the reduction of stress.
Students will understand the scientific method.	Students will apply the scientific method in problem solving.	Presented a real-life problem, students will design a grounded research study using the scientific method.
Student will understand various essay types.	Student will write in various essay styles, such as descriptive and persuasive.	Given one topic, students will demonstrate their ability to distinguish between and compose three different style essays: Descriptive, process, and persuasive.
ADD MORE FROM THE COMMITTEE		

How Are Outcomes Different From Objectives?

Outcomes are typically broader and may be themed clusters of course objectives identified in the course outline of record (COR). Some practitioners believe outcomes are more student-centered than objectives, whereas objectives are more teacher-centered.

Objectives: A course objective describes what a faculty member will cover in a course. Objectives are generally less broad than goals, and broader than student learning outcomes. Analogy: Objectives are like the *ingredients* and the *recipe*; outcomes are the final product—the *cake*.



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Addendum C – Course-Level Outcomes Rubric cont’:

Examples of objectives:

- Students will gain an understanding of the origins of art history.
- Students will read and analyze seminal works in twentieth-century American literature.
- Students will study the major regulatory agencies.

Outcomes: An outcome is a detailed description of what students must be able to do at the conclusion of a course. The best outcomes will include a description of the conditions (i.e., when given x, the student will be able to y), and the acceptable performance level.

Examples of outcomes:

- When given a major decision by a governmental leader, students will be able to identify the major factors that the leader had to consider and discuss why the action was taken and what apparent trade-offs were made. (Government)
- Demonstrate graphically and explain how a change in expectation will affect the loanable funds market. (Economics)
- On hearing musical selections, students will be able to identify those that are examples of chamber music and be able to identify form, texture, and makeup of the ensemble. (Music)
- When shown a print, students will be able to identify whether it is a woodcut, an etching, or a lithograph, and list the characteristics on which this identification is based. (Art)
- When given a case study, students will be able to identify whether it describes a case of schizophrenia, and if it does, which of the following schizophrenic reactions are involved: hebephrenic, catatonic, or paranoid. (Psychology)
- Based on reading, case studies, or personal experience, identify those activities that are most likely to distinguish effective, well-managed technology development programs from ineffective programs. (Management)
- When given two events, students will be able to determine whether they are independent or whether there is a relationship between them. On the basis of this determination, students will be able to select and use the appropriate rules of conditional probability to determine the probability that a certain event will occur. (Statistics)

Words Open to Many Interpretations	Words Open to Fewer Interpretations
<i>To know</i> <i>To understand</i> <i>To really understand</i> <i>To appreciate</i> <i>To full appreciate</i> <i>To grasp the significance of</i> <i>To enjoy</i> <i>To believe</i>	<i>To write</i> <i>To recite</i> <i>To identify</i> <i>To sort</i> <i>To solve</i> <i>To construct</i> <i>To compare</i> <i>To contrast</i>



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Addendum D – 2020-2021/2021-2022 Planning Calendar:

**RIO HONDO COLLEGE
2020-2021/2021-2022
INTEGRATED PLANNING, PROGRAM REVIEW,
OUTCOMES ASSESSMENT AND RESOURCE ALLOCATION CALENDAR**

Scenario A DATE	ACTIVITY	Scenario B DATE
July/August 2020	State budget changes incorporated into proposed budget assumptions for 20-21; 20-21 resource allocation decisions finalized	July/August 2020
August 14, 2020	Fall Flex Outcomes Dialogue Morning Session	August 14, 2020
August 2020	Virtual review of criteria to be used for 21-22 to prioritize all staffing needs due 8/29/20	August 2020
August – September 2020	Program Plans/Reviews due, submitted and locked via TaskStream; Outcomes dialogue submitted via TaskStream	August – October 2020
September 2020	Final Budget 20-21 presented to Board of Trustees; Presentation to PFC and campus-wide budget forums to include results of final allocations for 20-21	September 2020
September 2020	Memo sent to Unit Managers outlining criteria for staffing prioritization (21-22)	September 2020
September – October 2020	Unit Plans with all resource needs ranked within Unit due, submitted and locked via TaskStream (21-22)	October – November 2020
October 2020	Area Plans with all resource needs ranked within Area due, submitted, and locked via TaskStream (21-22)	November 2020
November 2020	Final Area Rankings due (21-22)	December 2020
November 2020	Staffing packets distributed to Staffing Committee Members (21-22)	
November 2020	Staffing committees meet to review requests and create final position rankings (21-22)	
November 2020	PFC receives recommendation from Staffing Committees (21-22)	
November 2020	PFC makes recommendation to President (21-22)	
December 2020	Board agenda item; Prepared by the Office of Human Resources for the	

Presented to Outcomes Committee April 21, 2020
Revised post Outcomes Committee April 24, 2020
Revised post leadership call April 24, 2020



Academic Senate 2019-20

Addendum D – 2020-2021/2021-2022 Planning Calendar cont

DATE	ACTIVITY	DATE
	December '20/January '21 BOT Meeting. (21-22)	
November/December 2020	Divisions begin to solicit faculty members for potential hiring committees, based on draft BOT agenda item. (21-22)	
January 2021	Governor's January Budget released and reviewed by Finance and Business; F & B develops recommendation for PFC regarding tentative budget priorities and available funds for Strategic Plan activities for the coming year (21-22)	January 2021
January 2021	Facility, technology, equipment, and budget augmentation resource requests pulled from TaskStream. (Staffing Committee process for Scenario B begins here). (21-22)	January 2021
January 2021	Facility, technology, equipment, and budget augmentation resource requests are sent to committee chairs. Staffing requests (Scenario B) sent to committee chairs. (21-22)	January 2021
January 2021	Spring Flex Outcomes Dialogue Morning Session	January 2021
February 2021	Facility, technology, equipment and budget augmentation committees complete their rankings and submit to IRP. (21-22)	February 2021
March 2021	PFC meets and considers recommendation from facility, technology, equipment and budget augmentation committees. Scenario B staffing sent to IRP. (21-22)	March 2021
March 2021	PFC makes a recommendation to the President on facility, technology, equipment and budget augmentation requests. Staffing recommendation Scenario B recommended to President. (21-22)	March 2021
March 29 – April 2, 2021	Spring Break	March 29 – April 2, 2021
April 23, 2021	All resource requests presented at Institutional Planning Retreat: REPLACED WITH SEPTEMBER BUDGET FORUMS	April 23, 2021
	Board agenda item; Prepared by the Office of Human Resources for the May '21 BOT Meeting. (21-22)	April/May 2021
	Divisions begin to solicit faculty members for potential hiring committees, based on draft BOT agenda item. (21-22)	April/May 2021

Presented to Outcomes Committee April 21, 2020
 Revised post Outcomes Committee April 24, 2020
 Revised post leadership call April 24, 2020



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Addendum D – 2020-2021/2021-2022 Planning Calendar:

DATE	ACTIVITY	DATE
May 2021	Tentative budget 21-22 presented during Board Study Session	May 2021
June 2021	Tentative 21-22 budget presented to the Board for approval; Final FON calculation	June 2021
July/August	State budget changes incorporated into proposed budget assumptions for 21-22; 21-22 resource allocation decisions finalized	July/August

* Under Scenario A requests for staff must be included in the Fall 2020 program review and/or program plan, which must be submitted and locked in TaskStream no later than September 25, 2020. Scenario B requires that requests for staff be included in the Fall 2020 program review/plan and submitted and locked in TaskStream no later than October 9, 2020

Academic Affairs	
Finance and Business	
Human Resources	
Institutional Research and Planning	
Planning and Fiscal Council	
Programs, Units, Areas	

Presented to Outcomes Committee April 21, 2020
 Revised post Outcomes Committee April 24, 2020
 Revised post leadership call April 24, 2020



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Addendum E – Staffing Calendar Changes:

Changes from the previous year:

Program Plans due in 6 weeks instead of 8 weeks
Unit plans due in 3 weeks instead of 4 weeks
Area plans due in 2 weeks instead of 3 weeks

Staffing committee meets in November instead of March- still will have two meetings, though PFC reviews recommendations in November instead of March/April

Faculty staffing recommendations will not go to the Planning Retreat

Justification for changes:

Plans take a year currently and aren't implemented for another 2-3 semesters. For example, a plan written in Fall 19 semester may not result in a new hire starting until Spring 21 or Fall 21

Admin believes that Plans should occur for a year, and the next year they should be implemented, which means that the staffing should be in place to see how the goals of that hire can be achieved



Academic Senate 2019-20

Addendum F – Committee Reports:

The Academic Rank Committee has been working diligently to create an inclusive pathway for part-time faculty to earn academic rank due the discovery of non-attainment of rank for part-time faculty members after multiple years of teaching at RHC. Changes to AP4245 and BP4245 are recommended.

Curriculum: no report

Guided Pathways:

Guided Pathways Steering Committee
Report to PFC and Senate 4/26/2020

- Student Success Data Dashboard, automated from Banner data, being developed by Sheila Xiao and Ed Wu will generate lists of students filterable by Area of Interest, number of units completed/in progress, math and/or English completion.
- Pathways website still under development. <http://pathways.riohondo.edu>
 - 4 classified staff helping with data entry for the sample educational plans.
 - Guided Pathways chairs, Angelica Martinez and Viviana Villanueva, and Articulation Officer, Elizabeth Ramirez, vetting all educational plans as they go up on the site.
 - Education Area of Interest workgroup developing teaching pathways information for website.
- Student Services Software Group
 - Researching Career Coach integration into our website for career exploration, jobs data and onboarding for Areas of Interest.
 - Researching CRM Advise as potential replacement for Starfish.
- Guided Pathways tri-chairs working with Alice Mecom to build upon the ABC Virtual Support (Academics, Basic Needs, Community) outreach and calling. How can we best support our students remotely, especially this summer when so few counselors are available? A special workgroup met Friday, 4/24, to discuss. Recommendations forthcoming.

Instructional Technology - no report

Distance Education:

- A. \$300 stipends available to get certified to teach online or to renew certification for those who certified in 2015.
- B. All courses now have a Canvas shells assigned to them for summer and fall. All summer courses will be online.
- C. Labster application and the Wellness Central mental health apps can now be added to the course menus through Canvas Navigation. Labster is useful for science labs but is not available for phones or tablets and does have some accessibility concerns. Wellness Central is a great resource for our students



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- having anxiety or other mental health concerns. Please activate the app on your course shells.
- D. We are looking for Point of Contact faculty in each division to help other faculty who need help working with Canvas and to act as online teaching mentors. Admin has determined that we can offer stipends of up to \$500 for hours to work as a division mentor. Please contact Jill Pfeiffer if you are interested. POCR Certification is required jpfeiffer@riohondo.edu
 - E. Seasoned veteran online instructors are encouraged to go through the POCR training (Peer Online Course Review) to help review courses aligning to the OEI Rubric for the CTE Grant. There are limited stipends to train \$500 and to review courses. Level 1 earns \$400 and Level 2 \$200. Contact Jodi Senk for more information. jsenk@riohondo.edu
 - F. The Online Teaching conference to be held in Pasadena, June 17-19, 2020 has cancelled and is offering refunds on the registration and the cost of the hotel if booked at the Hyatt or Sheraton. The conference will be held online.

Open Educational Resources: no report

Staff Development/Flex:

- FLEX Deadline has been extended to May 15th
- The office continues to update a “one stop” location to view on and off campus professional learning opportunities via the online Staff Development calendar.
- Coordinating with Distance Education to enable faculty to earn \$300.00 stipends for completion of Online Teaching Certification or “re-certification” if completed prior to 2015. Over 150 faculty have so far applied and over 50 have completed certification as of 5/1. Opportunities should continue to be funded through summer.
- Weekly “Reflection Forum: Voices from the Deep River” with 80 participants from across the campus has launched and is in its 4th week.
- In conjunction with Student Equity, offered “Equitable Grading Policies during a Pandemic: A Collegial Conversation” webinar on May 1st.
- Discussions on focus of fall FLEX Day continue. The working theme is “Staying on the Path in a Crisis: Supporting Students, Supporting Each Other.” It is being recommended that plans be made for online delivery.

Challenges:

It is unclear what the status of the Staff Development/FLEX office will be in terms of Coordination after the spring 2020 semester.

Outcomes:

Training sessions for navigating Taskstream are going well and we have made great progress in completing close-the-loop assessment reports as well as course-level outcomes timelines. We will have the final inventory by the end of the month.



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The Outcomes Committee is sending forward to Senate several recommendations to address gaps identified by IRP. Having prioritized areas of improvement in preparation for the upcoming accreditation visit, some of these recommendations will be adopted in the spring and summer and others will be implemented beginning fall 2020.

Institutional Effectiveness:

1) IEC made an additional revision to the Mission Statement Draft B after considering feedback from a few faculty senators, ASHRC, and another faculty member. IEC sent the revised version to PFC 4/28/20 for consideration.

2) IEC members received the Educational Master Plan Draft today. IEC members will forward the draft to their constituents and should bring back any feedback to IRP Dean Caroline Durella, Sarah Cote, or Abbie Perry within a week. One of the more substantial changes to the plan is the new Integrated Planning Model. * The EMP should be finalized by the end of term and implemented in the fall.

3) IEC also reviewed and discussed the Resource Allocation Rankings for 2020- 21. The recommendation was sent to PFC 4/28/2020.

4) The IEC's next meeting (2nd Tuesday of May) is our last meeting of the academic year.

Program Review: On hiatus until Fall

Safety: No report

Policy and Procedure Council: No report

Basic Skills: No report

Bookstore/Copy Room: No report

Enterprise Systems Advisory: No report

Online Education Initiative: No report

Student Equity:

At the April 22, 2020 Student Equity Committee meeting, the following items were reviewed and discussed:

- **Equity Principles:** The SE Committee is presently undertaking the task of finalizing a set of Equity Principles and Guided Questions that can be used by all constituency groups as they assess and/or develop policies and



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practices. Once the Equity Principles are in their final draft form, they will be introduced to Academic Senate and PFC for review, feedback, and adoption.

- Dr. Frank Harris III is scheduled to lead a webinar this Friday, April 24th from 11:30-1:00P. It is titled An Introduction to Equity, Equity-Mindedness, and Institutional Responsibility for Student Success. The invitation was extended to all members of RHC.

Student Success and Support Program (SSSP): No report

ASCCC Open Educational Resources Initiative - No report



Academic Senate 2020-21

Minutes

March 16, 2021

Location: Zoom

1:00 PM

Members present: Frank Accardo, Dana Arazi, Robin Babou, Kevin Barman, Robert Bethel, Tammy Camacho, Angela Cheung, Fran Cummings, William Currington, Marie Eckstrom, Rebecca Green, Yunion 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.



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- 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 as 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



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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/tJMldeqqjlrGdSkNC3pMBkQ8VXXQj9gQd8F>
- **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



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Rio Hondo College Support Programs

<p>Counseling Get help with educational planning, academic or personal challenges, transferring to a university, and more.</p> <ul style="list-style-type: none"> • Career & Re-Entry Services • Counseling Center • Noncredit Counseling • Student Success and Dream Center • Student Success Teams • Transfer Center 	<p>Empowerment and Scholars Programs Join a special program.</p> <ul style="list-style-type: none"> • DSPS (Disabled Students Programs & Services) • Guardian Scholars (Foster Youth) • HOPE Scholars (Homeless & Housing Insecure) • LEGACIE (Latino Male Student Mentoring Program) • Queer Initiative (LGBTQIA+) • RISE Scholars (Formerly Incarcerated) • Student Life & Leadership (Clubs & Student Government) • <u>UndocuScholars</u> (Undocumented Students) • Veterans Service Center (Veterans and Children of Veterans) 	<p>Support Programs Participate in a needs-based support program to help you enter and succeed in college.</p> <ul style="list-style-type: none"> • <u>CalWORKS</u> (Parenting and/or Pregnant Students) • CARE (Single Head of Household Students) • EOP&S (Low-Income Students) • TRIO PASS (1st Generation, Low-Income or Disabled Students) • MESA I TRIO STEM (Math, Engineering, Science Achievement)
<p>Academic Programs Join an academic program.</p> <ul style="list-style-type: none"> • 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 	<p>Tutoring & Academic Support Get help with your classes, such as tutoring, writing assistance, online classes, or for a research project.</p> <ul style="list-style-type: none"> • Distance Learning • Learning Assistance Center • Library • Math & Science Center • Writers' Resource Center 	<p>Student Resources & Basic Needs Take advantage of the resources Rio Hondo College offers.</p> <ul style="list-style-type: none"> • Child Care • Food Pantry (<u>RioSource</u> Room) • Food Resources • Health Services • Housing Services • Laptop and Calculator Loans • Library Services • Psychological Services • <u>RioSource</u> for Social Services • Student Printing Services • Tech Support • Transportation • <u>WiFi</u> Hotspots

 [Rio Homepage Tabs REORGANIZED.xlsx](#)



Academic Senate 2020-21

Guided Pathways Update 3/12/21

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.



Academic Senate 2020-21

Minutes

April 6, 2021

Location: Zoom

1:00 PM

Members present: Frank Accardo, Dana Arazi, Robin Babou, Kevin Barman, Robert Bethel, Tammy Camacho, Angela Cheung, Fran Cummings, Marie Eckstrom, Rebecca Green, Margaret Griffith, Yunion Hernandez, Jupei Hsiao, Jorge Huinquez, Erin Irwin, Shirley Isaac, Steve Johnson, Michael Koger, Jeannie Liu, Sheila Lynch, Marina Markossian, Angelica Martinez, Juana Mora, Farrah Nakatani, Katie O'Brien, Tyler Okamoto, Dorali Pichardo-Diaz, 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, William Currington, George Kimber, Andrea Kirton Aimee Mindes, Carley Mitchell, Gerson Montiel, Matt Pitassi; **Ad-hoc members present:** Elizabeth Ramirez; **Guests:** Lucha Arevalo, Alyson Cartagena, Melanie Fierro, Alice Mecom, Lydia Okelberry-Gonzalez, Kevin Patrick, Blanca Urquidi

I. Call to Order – 1:00pm

II. Approval of Minutes: March 16, 2021

III. Public Comment – none

IV. President's Report

A. Fall Semester

- i. Class Prioritization Discussion – email sent to faculty regarding course prioritization:
 - Tier 1 – Need to be in person, isn't working well online
 - Tier 2 – Works better in person
 - Tier 3 – Doing pretty good online

These are course-level rankings, not section-level rankings. The recommendations will go to a COVID Taskforce sub-group for review. The goal is to decide which classes will be offered in person or online before Fall 2021 registration begins.

- ii. Fall schedule is now online. A note was added to the schedule indicating that classes may be online, as they are all currently showing as in-person. Local community colleges are communicating that they will be in person; RHC has not made a decision. Discussion ensued regarding the three class prioritization options and that there is not a hybrid choice -- in this case, "Other" can be utilized.
 1. R. Bethel shared that in the lab sciences, the discussion is "how" they will return. Once the classes are identified, the COVID CORE team will identify how the classes will return.
 2. S. Lynch stated that the Arts department felt blindsided by the schedule being published before the prioritizations were decided. Other senators also expressed concern.
 3. K. O'Brien urged that we take down the inaccurately published schedule, as students are building their own schedules around these inaccuracies.



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4. Acting VPAA, A. Mecom was invited to the meeting to hear faculty concerns regarding the schedule being published before being finalized with faculty. Some of the concerns expressed: an incorrect preliminary draft schedule was published and viewable by students; fall schedule was a rollover from last fall and in most areas, the faculty has not reviewed the schedule; a faculty member shared receiving questions from students regarding the incorrect schedule. VPAA A., Mecom will ask Office of Instruction for the status of the D3 schedule from the ten different areas and will update K. Smith.
 - B. Report from ASCCC Representative, Sheila Lynch – Area C Update – presented resolutions that will be voted on at the April plenary. (*Attachment A*)
 - C. Program Review Recommendations – Institutional level recommendations will be presented at the Institutional Planning Retreat at the end of the month. (*Attachment B*)
- V. **Vice Presidents’ Reports**
- A. 1st Vice President
 - i. The distinguished faculty will be announced at the first senate meeting in May.
 - ii. AB 111 requests that all California Community Colleges adopt the CID number so that there could be common course numbering.
 - B. 2nd Vice President – email sent by Shaina – graduation will be held on Friday, May 28th. It will be drive-thru event.
- VI. **Unfinished Business** – none
- VII. **New Business**
- A. Resolution in Support of Asian American and Pacific Islander Communities (*Attachment C*)
Executive Motion: To Support the Resolution in Support of Asian American and Pacific Islander Communities
30 yea, 0 nay, 1 abstain - motion passes
 - B. Fine-Free Library
Executive Motion: The Academic Senate supports the recommendation from the Library division to become a fine-free library.
28 yea, 0 nay, 3 abstain - motion passes
 - C. Outcomes
 - i. Closing the Loop – A. Cartagena presented the Closing the Loop online form. Will be easier to use and track. Still requires that the form be uploaded to Taskstream.
Motion to accept the recommendation made by the Outcomes Committee to use the online submission form for “Closing the Loop” made by S. Johnson and 2nd by M. Griffith
Discussion: M. Koger asked if this form is live or still in development? A. Cartagena said that the form is just in the testing phase right now, but will be available in the Faculty Resource Center, posted in Taskstream within the program reviews and on the general college website.
26 yea, 0 nay, 1 abstain – motion passes



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- ii. ILO Report – A. Cartagena presented four Institutional Level Outcomes recommendations. (*Attachment D*)

Motion to approve the Institutional Level Outcomes recommendations made by the Outcomes Committee made by S. Johnson, 2nd by D. Arazi

25 yea, 0 nay, 2 abstain – motion passes

- D. 4-Week Online Courses: Creation of a Taskforce

Background: recommendation was made by Distance Education Committee to offer 4-week online classes. Some of the concerns shared are with Title 5 and meeting class hour requirements. This is a very substantive conversation and the proposal is to create a taskforce to look at this from all angles.

Motion to create a taskforce to examine the 4-week Distance Education classes course option, including pros and cons, and to return to senate with how to proceed made by S. Lynch, 2nd by D. Arazi

25 yea, 0 nay, 2 abstain – motion passes

- E. Guided Pathways: Mapping the Quantitative Reasoning Requirement - L. Okelberry-Gonzalez presented GPSC recommendation to map specific Mathematical Concepts and Quantitative Reasoning courses on the program maps.

Motion: In order to align quantitative reasoning courses to students' Areas of Interest to Clarify the Path per the Guided Pathways Scale of Adoption essential practices (Pillar 1), the math department proposes working with Area of Interest faculty to finalize a list of prioritized quantitative reasoning courses for each Area. A preferred course to optimize degree options within each Area would appear first with an alternate course or courses with descriptions listed below in our sample ed plans in our Pathways website made by E. Irwin and 2nd by D. Arazi

Discussion: S. Lynch asked if it is clear that this is a recommendation and not a requirement. L. Okelberry-Gonzalez explained that students will see the recommendations mapped, along with a note stating that they have other options to fulfill this requirement. D. Pichardo-Diaz asked if it would only be the math department faculty working with the Area of Interest Faculty, or would it also include other Quantitative Reasoning faculty. L. Okelberry-Gonzalez said that they would all be included, including counselors.

Motion to amend the motion: In order to align quantitative reasoning courses to students' Areas of Interest to Clarify the Path per the Guided Pathways Scale of Adoption essential practices (Pillar 1), faculty who teach quantitative reasoning courses will work with Area of Interest faculty to finalize a list of prioritized quantitative reasoning courses for each Area. A preferred course to optimize degree options within each Area would appear first with an alternate course or courses with descriptions listed below in our sample ed plans in our Pathways website made by A. Martinez and 2nd by J. Liu.

27 yea, 0 nay – motion to amend the motion passes

Motion to further amend the motion: In order to align quantitative reasoning courses to students' Areas of Interest to Clarify the Path per the Guided Pathways Scale of Adoption essential practices (Pillar 1), faculty who teach quantitative reasoning courses will work with Area of Interest faculty and counselors to finalize a list of prioritized quantitative reasoning courses for each Area. A preferred course to optimize degree options within each Area



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would appear first with an alternate course or courses with descriptions listed below in our sample ed plans in our Pathways website made by D.Pichardo-Diaz and 2nd by A. Martinez.
27 yea, 0 nay – motion to further amend the motion passes

25 yea, 0 nay – motion passes

- VIII. Committee Reports - none**
- IX. Announcements - none**
- X. Adjournment – 2:30pm**



Academic Senate 2020-21

Attachment A: ASCCC Spring Plenary Resolutions

<p style="text-align: center;">Academic Senate for California Community Colleges</p> <p style="text-align: center;">Spring Plenary Meeting – April 15-17</p> <p>Resolutions Consent Calendar</p> <p>https://asccc.org/sites/default/files/Resolutions%20Spring%202021%20Plenary%20FINAL%20Draft.pdf</p> <p style="text-align: right;">AY 2021</p>	<p>13.0 GENERAL CONCERNS 17</p> <p style="padding-left: 20px;">+13.01 S21 Institutionalizing Open Educational Resources 17</p> <p>18.0 MATRICULATION 18</p> <p style="padding-left: 20px;">*18.01 S21 Ensuring Transparency and Input in Improvements to CCC Apply..... 18</p> <p>20.0 STUDENTS 18</p> <p style="padding-left: 20px;">20.01 S21 Enabling Preferred Name and Pronoun across Campus and all Digital Environment..... 18</p> <p style="padding-left: 20px;">+20.01.01 S21 Amend Resolution 20.01 19</p> <p style="padding-left: 20px;">+20.02 S21 Student Participation in Hiring Processes..... 19</p> <p style="padding-left: 20px;">+*20.03 S21 Support for Students Affected by the Military Coup in Myanmar..... 20</p>
<p>3.0 DIVERSITY AND EQUITY 1</p> <p style="padding-left: 20px;">3.01 S21 Include Cultural Competence in Faculty Evaluations 1</p> <p style="padding-left: 20px;">3.02 S21 Establishing Local Inclusion, Diversity, Equity, and Anti-racism (IDEA) Liaison 2</p> <p style="padding-left: 20px;">+*3.03 S21 Denounce Anti-Asian American Pacific Islander (AAPI) Racism..... 2</p>	<p>ASCCC OERI Resolutions</p> <p>9.05 Developing an Anti-Racism, Diversity, Equity, and Inclusion Curriculum Audit Process for the Open Educational Resources Initiative</p> <p>11.02 Advocate for Development of a ZTC Data Element</p>
<p>9.0 CURRICULUM 9</p> <p style="padding-left: 20px;">9.01 S21 Develop a Set of Resources to Assist in Establishing Ethnic Studies Programs in Alignment with California State University Requirements 9</p> <p style="padding-left: 20px;">+*9.01.01 S21 Amend Resolution 9.01 10</p> <p style="padding-left: 20px;">9.02 S21 Develop a Rubric for Ethnic Studies Courses and Ethnic Studies or Cultural Awareness Competencies 10</p> <p style="padding-left: 20px;">+9.02.01 S21 Amend Resolution 9.02 11</p> <p style="padding-left: 20px;">+*9.03 S21 Asserting Faculty Primacy in Teaching Modality 11</p> <p style="padding-left: 20px;">+*9.04 S21 Update Title 5 Language for Section 55070 Credit Certificates 12</p> <p style="padding-left: 20px;">+9.05 S21 Developing an Anti-Racism, Diversity, Equity, and Inclusion Curriculum Audit Process for the Open Educational Resources Initiative..... 12</p>	<p style="text-align: center;">PROPOSED CHANGES to DISCIPLINES LIST</p> <p>*10.01 S21 Disciplines List—Film and Media Studies</p> <p>*10.02 S21 Disciplines List—Digital Fabrication Technology</p>



Academic Senate 2020-21

Attachment B: Draft Fall 2020 Program Review Institutional Recommendations



INSTITUTIONAL RESEARCH AND PLANNING

FALL 2020 PROGRAM REVIEW INSTITUTIONAL RECOMMENDATIONS

Increasing Student Learning, Achievement, and Completion

Completion

Admissions and Records should work to develop and implement an online graduation petition that streamlines and facilitates student graduation petitions.

The College should explore the advantages of offering both local degrees and ADTs. In some disciplines it is more advantageous for transfer to complete the local degree versus the ADT.

Academic Pathway Programs

The College needs to determine the appropriate place for the Pathway to Law program. Should it be housed in Academic Affairs or Student Services?

Instructional Outcomes

The Outcomes Committee should work with the Curriculum Committee to fully integrate course and program outcomes with the curriculum process and class schedule and catalog production to ensure the work is consistent, completed, mapped, aligned, and written to acceptable academic standards. Full integration with Curriculum and publication of outcomes are required by ACCJC accreditation standards.

The Outcomes Coordinator should work with College leadership to find ways to support faculty and facilitate robust and meaningful outcomes dialogue as part of the Closing the Loop (CTL) assessment reporting.

The Guided Pathways Steering Committee should work toward establishing full-time, embedded counselors in each division.

Institutional Effectiveness

Program Improvement

The Institutional Effectiveness Committee should develop and make a recommendation regarding conditions under which programs should strive for improvement and/or maintain performance.

PRELIMINARY DRAFT March 9, 2021



Academic Senate 2020-21

Attachment B: Draft Fall 2020 Program Review Institutional Recommendations (cont.)

Non-Instructional Outcomes

The College needs to develop and implement a robust non-instructional outcomes program. Such a program includes working with non-instructional staff to understand, develop, implement and maintain outcomes and assess them on a regular basis. Their needs are different than instructional programs. This needs to be addressed as it is an accreditation standard.

Professional Development

Understanding of data with respect to institutional performance on ACCJC standards and other performance measures should be widespread across the institution. The Institutional Effectiveness Committee in collaboration with the Office of Institutional Research and Planning should develop and implement a professional development program that supports understanding of data and institutional effectiveness measures.

Enrollment Management

The Enrollment Management Plan should address cancellation of classes and make recommendations, based on data, regarding appropriate time frames and situations when classes should be cancelled for low enrollment.

The Enrollment Management Plan should address conditions related to program growth and stability. Which programs should grow and under what conditions?

The Enrollment Management Plan should address the feasibility of Contract Education to generate funding streams and goodwill in the community.

Instructional Operations should work with the appropriate academic and student services offices to develop a master schedule for Degrees and Certificates. This schedule should map all courses associated with all degrees and certificates, and indicate when each course will be offered so that students can develop a timeline to completion.

Instructional Operations should create a master schedule of late-start and 8-week courses so that students and counselors can plan multiple courses without overlap.

The College should consider creating individual budgets for highly successful, premiere programs, such as Speech and Debate and Dance, among others, that increase College visibility, improve the image of the College in the community, and attract more students.

Technology

The Director of Technology should evaluate data storage needs of the College and develop a recommendation regarding electronic storage of data.

PRELIMINARY DRAFT March 9, 2021



Academic Senate 2020-21

Attachment B: Draft Fall 2020 Program Review Institutional Recommendations (cont.)

Human Resources

The Executive Director of Human Resources should establish a systematic process for the review of job descriptions for all employees.

College Operations

There is a need for the College to develop and systematically update, non-academic, operational handbooks describing the operations and tasks of each program. The goal is to support continuity of College operations in the event of change in personnel.

The Director of Facilities should evaluate the storage needs of the College and develop a recommendation regarding storage requirements and safety.

The College needs to develop a plan to facilitate ADA compliance.

The College needs to create a plan to fairly distribute (possibly as class sets on carts to academic divisions) the Chromebooks lent to students during the pandemic.

Health and Safety

The College should develop safety standards throughout the campus and conduct an annual campus-wide inventory of safety hazards. These hazards should be attended to by the appropriate unit manager.

PRELIMINARY DRAFT March 9, 2021



Academic Senate 2020-21

Attachment C: Resolution in Support of Asian American and Pacific Islander Communities

Whereas, the Rio Hondo College Academic Senate condemns the incidences of racial violence against Asians and Asian Americans including the violent murder of eight people in Georgia, six of whom were women of Asian descent, targeted at their workplace, and the nearly 4,000 cases of racist acts which perpetuate white supremacy against Asian and Asian American individuals in California and across the nation;

Whereas, in light of these hate crimes, members of the Rio Hondo College community are experiencing outrage, anxiety, and concern for their physical safety and well-being, all of which may negatively impact us including our students' achievement of their educational goals;

Whereas, racially discriminatory language in describing the COVID-19 pandemic has affected Asian Americans and Pacific Islanders and has contributed to increased rates of violence, bullying, harassment, and hate crimes against AAPI persons;

Whereas, "Stop AAPI Hate", a national coalition aimed at addressing anti-Asian discrimination amid the pandemic and founded by the Asian Pacific Policy and Planning Council, Chinese for Affirmative Action, and San Francisco State University's Asian American Studies Department, documented over ~~2,800~~ 3,795 hate incidents targeting AAPIs in the United States in 2020 since March 2020;

Whereas, Rio Hondo College faculty condemns historically pervasive racism, xenophobia, and intolerance against Asian Americans and Pacific Islanders;

Whereas, RHC faculty have a responsibility to understand, and intentionally work to challenge, our classroom cultures, relationships with our students, and each other; and,

Resolved, that the Academic Senate condemns racism in all forms and implores faculty to denounce hate and violence against AAPI communities; and

Resolved, that Rio Hondo College faculty assert that all members of AAPI communities — no matter their background, the language they speak, or their religious beliefs — be treated with dignity, equity, and respect.



Academic Senate 2020-21

Attachment D: Institutional Level Outcomes



INSTITUTIONAL LEVEL OUTCOMES

Institutional level outcomes (ILOs) are evaluated at the midpoint in the Rio Hondo College Strategic Plan's six-year cycle. Based on these evaluations, the Outcomes Committee makes recommendations that are then forwarded to Academic Senate as well as the Institutional Effectiveness Committee (IEC). This evaluation is ACCJC-required, but it is also an opportunity to make suggestions for College-wide changes to teaching to improve student learning. In addition to general recommendations for all courses, recommendations may be specific to a division, discipline, or program to which the ILOs are mapped.

ILO Six-Year Cycle

Institutional Learning Outcome	AY 1 2018–19*	AY 2 2019–20	AY 3 2020–21	AY 4 2021–22	AY 5 2022–23	AY 6 2023–24
Think Critically	Collect	Collect	Assess	Implement and Collect	Collect	Assess
Communicate	Collect	Collect	Assess	Implement and Collect	Collect	Assess
Demonstrate Global Awareness & Ethical Behavior	Collect	Collect	Assess	Implement and Collect	Collect	Assess
Demonstrate Information Literacy	Collect	Collect	Assess	Implement and Collect	Collect	Assess
Develop Personal and Career Goals	Collect	Collect	Assess	Implement and Collect	Collect	Assess

* Taskstream introduced in Fall 2018, and courses mapped to ILOs during AY 2018-19, to collect qualitative and quantitative data (Measures and Findings).

The ILO report and recommendations are presented to Senate and IEC and then forwarded to Planning and Fiscal Committee (PFC). From PFC, recommendations are then submitted to the



Academic Senate 2020-21

Attachment D: Institutional Level Outcomes (cont.)

Vice President of Academic Affairs. The VPAA, as the Area Manager for the instructional areas, is responsible for developing strategies with stakeholders to address the recommendations and is supported by various initiatives such as Guided Pathways and committees such as Professional Development, Equity, and Distance Education.

Analysis: Fall 2017 through Fall 2020

Proficiency rates by academic year increased within this three-year period for ILO Area I ("Think Critically"). Currently (i.e., Summer and Fall 2020), ILO I.E. ("Problem-Solving Approaches") has the highest overall proficiency rate (88.6%) within this area; on the other hand, ILO I.D. ("Ability to Use Mathematics") has the lowest overall proficiency rate (82.5%).

Overall (all years) proficiency rates have increased in ILO Area I ("Think Critically").

I. Think Critically	2017–2018	Summer and Fall 2020	Change
ILO I.A.	80.9%	86.7%	+5.8
ILO I.B.	81.5%	84.5%	+2.9
ILO I.C.	85.0%	85.2%	+0.2
ILO I.D.	71.6%	82.5%	+10.9
ILO I.E.	80.6	88.6	+8.0

Overall (all years) proficiency rates have increased in ILO Area II ("Communicate").

II. Communicate	2017–2018	Summer and Fall 2020	Change
ILO II.A.	81.7%	83.1%	+1.4
ILO II.B.	81.8%	90.8%	+9.0
ILO II.C.	85.5%	94.5%	+9.0
ILO II.D.	85.7%	85.7%	0

Overall (all years), proficiency rates have increased in ILO Area III ("Demonstrate Global Awareness and Ethical Behavior").

III. Demonstrate Global Awareness & Ethical Behavior	2017–2018	Summer and Fall 2020	Change
ILO II.A.	83.0%	83.4%	+0.4
ILO II.B.	87.8%	88.3%	+0.5

Overall (all years), proficiency rates have increased in ILO Area IV ("Demonstrate Information Literacy").

IV. Demonstrate Information Literacy	2017-2018	Summer and Fall 2020	Change
ILO IV.A.	82.4%	85.8%	+3.4



Academic Senate 2020-21

Attachment D: Institutional Level Outcomes (cont.)

ILO IV.B.	85.8%	93.6%	+7.8
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Overall (all years) proficiency rates have increased in ILO area V. ("Develop Personal and Career Goals").

V. Develop Personal & Career Goals	2017-2018	Summer and Fall 2020	Change
ILO IV.A.	85.7%	93.0%	+7.3
ILO IV.B.	90.1%	94.2%	+4.1
ILO IV.C.	88.5%	99.4%	+10.9
ILO IV.D.	88.8%	95.1%	+6.3

Overall Proficiency Rates

ILO Area I	The overall (all years) proficiency rate for this area is 81.1%.
ILO Area II	The overall (all years) proficiency rate for this area is 85.28%.
ILO Area III	The overall (all years) proficiency rate for this area is 86.35%.
ILO Area IV	The overall (all years) proficiency rate for this area is 85.7%.
ILO Area V	The overall (all years) proficiency rate for this area is 89.6%.

Highest and Lowest Overall Proficiency Rates

Highest (All Years) Proficiency Rate: ILO Area V ("Develop Personal and Career Goals") has the highest proficiency rates (89.6%) across the ILO assessment. Within Area V, ILO V.D. ("Maintain and Improve Their Personal Health, Wellness, and Performance") and ILO V.B. ("Utilize College Resources to Support Their Educational Goals") have the highest overall rates at 90.2% and 90.1%, respectively.

Lowest (All Years) Proficiency Rate: ILO Area I ("Think Critically") has the lowest proficiency rates (81.1%) across the ILO assessment. Within Area I, ILO I.D. ("Demonstrate the Ability to Use Mathematics") has the lowest overall rate, at 73.9%.

It should be noted that although this is the lowest proficiency rate within the area and across the ILOs, the proficiency rates have made continuous gains during the assessment cycle. Compared to academic year 2017–2018, the Summer and Fall 2020 rates improved from 76.8% to 82.5%. This marks a +5.7 gain in ILO I.D. ("Demonstrate the Ability to Use Mathematics").

Analysis: 2018–2019 and Summer–Fall 2020

To examine the affect the pandemic had on ILO rates, comparisons were made assessing outcomes data from academic year 2018–2019 as well as outcomes data from the Summer and Fall 2020 terms. The 2018–2019 AY data was the most recent academic year not influenced by the COVID-19 pandemic. It also was the first full academic year in which course-level outcomes (CLOs, also known as student learning outcomes, or SLOs) were mapped to the ILOs. The Summer and Fall 2020 data reflect fully remote instruction during the pandemic.



Academic Senate 2020-21

Attachment D: Institutional Level Outcomes (cont.)

Gains: Significant

Of the 17 ILOs, 13 ILOs improved. The greatest increase was the outcome "Feel a Sense of Connection to the College"; there was a + 10.1 gain here, with growth demonstrated by an increase from 89.3% to 99.4%.

Losses: Minor

Of the 17 ILOs, four ILOs decreased. The greatest decrease was the outcome "Demonstrate an Understanding of Diversity in Culture, Ethnicity, Religion, Sexuality, Political Background, and Other Areas." There was a -0.7 loss here, with growth demonstrated by a decrease from 84.1% to 83.4%.

ILO Gains and Losses

In comparing 2018–2019 with Summer–Fall 2020, 13 of the 17 ILOs increased in the proficiency rate, and four ILOs decreased in the proficiency rate.

- I. Think Critically
 - a. Apply theory to data. (82.5, 86.7) +4.2
 - b. Demonstrate an understanding of course material. (85.0, 84.5) -0.5
 - c. Demonstrate the ability to employ the scientific process. (82.3, 85.2) +2.9
 - d. Demonstrate the ability to use mathematics. (72.7, 82.5) +9.8
 - e. Apply various problem-solving approaches. (82.3, 88.6) +6.3
- II. Communicate
 - a. Communicate effectively in written or spoken forms. (83.4, 83.1) -0.3
 - b. Comprehend and interpret various types of written information. (84.7, 90.8) +6.1
 - c. Utilize various media formats. (85.7, 94.5) +8.8
 - d. Recognize, interpret, and actualize creative expression. (86.1, 85.7) -0.4
- III. Demonstrate Global Awareness and Ethical Behavior
 - a. Demonstrate an understanding of diversity in culture, ethnicity, religion, sexuality, political background, and other areas. (84.1, 83.4) -0.7
 - b. Evaluate civic, social, and environmental policies. (84.9, 88.3) +3.4
- IV. Demonstrate Information Literacy
 - a. Research, analyze, evaluate, and utilize relevant information. (84.2, 85.8) +1.6
 - b. Effectively use appropriate research or technology tools or sources. (85.5, 93.6) +8.1
- V. Develop Personal and Career Goals.
 - a. Identify the steps necessary to accomplish their educational goals. (87.7, 93.0) +5.3
 - b. Utilize College resources to support their educational goals. (90.0, 94.2) +4.2
 - c. Feel a sense of connection to the College. (89.3, 99.4) +10.1
 - d. Maintain and improve their personal health, wellness, & performance. (91.5, 95.1) +3.6



Academic Senate 2020-21

Attachment D: Institutional Level Outcomes (cont.)

Recommendations for ILO Improvement

Four recommendations are being presented for consideration. These include specific ILO areas and outcomes. Also included are general recommendations regarding ILO practices.

Recommendation: Establish aspirational proficiency standards for each of the five ILO areas. Current rate averages range from 81.1% (Area I) to 89.6% (Area V).

Recommendation: Investigate through the summary of findings and interviews what activities can be implemented and resources needed to continue to make gains in the area of I.D. ("Demonstrate the Ability to Use Mathematics"). To be considered are the kinds of instructional styles, methods, and/or activities that are working for faculty making gains. Although continuous gains have been made during this assessment cycle, I.D. remains the lowest proficiency rate for the College, and efforts should be made to continue to focus on this area.

Recommendation: Continue to invest in programs and resources that have influenced the high proficiency rates (89.6%) in ILO Area V. ("Develop Personal and Career Goals"). The obstacles students continue to face at the College that affect their success should also be taken into consideration. Support in this area would continue the success in areas utilizing College resources to support educational goals (ILO V.B.), which is directly linked to Guided Pathways efforts as well as maintaining and improving personal health, wellness, and performance (ILO V.D.). It should be noted that this recommendation links both the instructional and non-instructional experiences to improve student learning.

Recommendation: During Spring 2021, division deans in collaboration with faculty should facilitate mapping all courses that are not mapped; as well as ensure that all new courses be mapped to the ILOs.