



**FACULTY SENATE  
MEETING MINUTES  
January 22, 2021**

**Location:** Via Zoom  
**Time:** 10:00 AM-12:00PM  
**Chairs:** Tracy Redd (SR) and Shaylee Graham (JR)  
**Attendance:** Amy Lukens, Andrew Childress, Curt Erikson, Daniel Elash, Debora Coen, Deb Murphy, Donna Mae Fiore, Felishia Jenkins, Glen Moulton, Jennifer Richards, Jerry Snodgrass, Jim Shaw, Karl Brake, Kathy Foster, Kristi Kowalski, Ky Travis, Marina Whitchurch, Mary Ann Blinkhorn, Mary Middleton, Robert Felthousen, Terrie Sandlin, Tiffany Clarkin, Tina Weyland, Tom Pike, Vanessa Newman  
**Guest:** Amy Peterson, Chelsea Daugherty, Patrick Jackson, Courtney Rasmussen  
**Recorder:** Amy Durst

Agenda Item	Discussion
<b>Introductions and Welcome: Co-Chairs and Members</b>	<p>Shaylee Graham opened the meeting by asking all attendees to introduce themselves and discuss their holiday break.</p> <p>Amy Durst recapped the Faculty Stress Management Series Offerings:</p> <ul style="list-style-type: none"> <li>• Jan 22 @ 2pm: Progressive Muscle Relaxation Technique with Vanessa Newman</li> <li>• Jan 26 @ 2pm: The COVID Vaccine and You with Corrie Alexander</li> <li>• Feb 1 and March 1 @ 8am: Guided Meditation Series with Jerry Snodgrass</li> <li>• Feb 1 and March 1 @ 4pm: Rock Painting with Marina Whitchurch</li> </ul> <p>More sessions to come. Please contact Amy if you are interested in holding a session!</p>
<b>Approval of Meeting Minutes</b>	November 2020 meeting minutes were approved.
<b>Short Topics</b>	<p>1) <b>Cultural Competency</b> – Amy Peterson, <i>Equity, Diversity, and Inclusion Coordinator/ Lead Title IX Coordinator</i></p> <p>Amy was invited to discuss the ongoing changes occurring at the federal level that impact community colleges. These changes tie into our cultural competency requirements.</p> <p style="padding-left: 20px;">i) During the Trump administration there was an executive order that went out regarding diversity trainings and what could or could not be included in certain trainings for those who receive money from the federal government. At that time, RCC decided not to change any of our actions – we planned to continue doing what were already were. This decision was made in consultation with OCCA and other community colleges in Oregon. So none of the community colleges in Oregon really changed their tactics or their trainings as a result of that executive order because we did not believe that any of our trainings were the kinds of concerns that were being addressed in the concerns. For example, we were not relying on gender stereotypes or stereotypes in general, when we were giving diversity trainings. That being said, more discussions occurred in December, where a judge actually blocked the implementation of that executive order. And then just two days ago, with the change of the Biden administration, that executive order has officially been revoked, so that is not an active executive order anymore. And</p>

**Short Topics  
(cont.)**

in fact, the Biden administration has released a new executive order. Here is the link to the executive order where the Biden administration is saying they actually want to advance racial equity work, and to continue to have those conversations on that topic, and they are in support of it. In Section 10 you can read that they actually revoked the previous executive order from the Trump administration.

<https://www.whitehouse.gov/briefing-room/presidential-actions/2021/01/20/executive-order-advancing-racial-equity-and-support-for-underserved-communities-through-the-federal-government/>

- ii) On the state level, there is another Oregon House Bill 2864 to be aware of: <https://olis.leg.state.or.us/liz/2017R1/Downloads/MeasureDocument/HB2864/Enrolled>  
RCC as an institution had already been working towards meeting the goals that were outlined in that HB2864. Last month at the board meeting Amy presented a report to the board of education, about some of the information that this house bill wants us to talk about and wants us to implement. There were several questions over the past few years when this house bill first came out relating to the requirements for faculty, staff and management employees. Each classification was asked to include professional development goals and activities, about cultural competency in their reviews, in part that came from this house bill.
- iii) The Harassment and Discrimination Response Team, formerly known as the Title IX Team, was expanded to ensure we are responding to all forms of harassment and discrimination. Here is a link to the new webpage: <https://web.roguecc.edu/harassment-discrimination-and-title-ix>
- iv) EDI Task Force – Right now the task force is working towards the creation of a climate survey, or experiences survey, for both employees and students. The content itself is going to ask a series of questions about harassment and discrimination experiences that our community might have had, including sexual harassment. The last climate survey RCC has was in 2016 and only 33% of employees actually participated. We will use that data to expand the EDI task force, then develop priorities for the institution.
  - Donna Mae Fiore added there was a sub-committee on doing research on culturally responsive teaching. Contact Kiersta Fricke-Gostnell if you are interested in joining that group.
  - Marina Whitchurch discussed an issue that had occurred in her class with a transgender student and the use of proper pronouns. A small discussion ensued. Amy Peterson reiterated she can be contacted at any time to help with situations that arise. EDI reading group is discussing trans student support in the classroom next week. All are welcome to attend! Contact Tina Weyland or Erika Giesen for more information.

**2) Committee Reports and Follow-Up Topics –**

- i) Panopto Trainings, Shaylee Graham – Josh Ogle is planning more trainings soon. Dorothy Swain has an easy “how to” guide for Panopto trainings. Amy Durst will send out to the group.
- ii) Simple Syllabus, Vanessa Newman – Simple Syllabus gave a presentation of their software on January 7. They have been in business since 2017 and can be described as software that provides a centralized template-driven platform that enables instructors to quickly personalize and publish interactive class syllabi. It is customizable, compatible on all devices and have a 98% satisfaction rate.  
If you would like more information on the comparison for Simple Syllabus and the other company we are exploring, Concourse Syllabi, please contact Amy Durst.
- iii) Department Chair/Coordinator (DC/CO) working group, Robert Felthousen – The DC/CO group and Faculty Senate will be dedicating time in each respective meeting to address

<b>Short Topics (cont.)</b>	<p>cross collaboration of current topics being discussed as well as gaining feedback. This will ensure work is not duplicated, but in tandem and all voices represented. Tracy reminded the Senate members to get on their department meeting agendas and discuss information disseminated in Faculty Senate as well as bringing ideas/discussion topics back to the Senate from departments.</p> <p>iv) Student Resources Listing, Tina Weyland – Tina asked the group if sending out an email at the beginning of the term connecting faculty to student resources would be helpful. Currently, the information is sent out, but in various different places.</p>
<b>Teaching and Learning</b>	<p>1) <b>Teaching and Learning: Student Huddle</b>, presentation and discussion with Chelsea Daugherty, ASGRCC Advisory, and Patrick Jackson, Vice President of ASGRCC</p> <p>Patrick and Chelsea were asked to attend and give a background of the Student Huddle and points of discussion occurring within the huddle to brainstorm with the Senate to help solve.</p> <p>i) Student huddle is a safe space for students to feel hurt, give feedback, gain support from their peers and from staff who were present, figure out the best ways to maybe solve their problems. Students can have their voice heard for bigger issues that might need more considering down the road. It is not always negative; they are a lot of various thanks and shout outs to different people as well in those meetings.</p> <p>ii) One of the biggest things discussed in the huddle is that basic things such as emails are not answered by instructors in a timely fashion. Some students will reach out to their instructor and they may not get an email back for a week. By that time, their question is obsolete, because maybe it was on that that week's homework and now it's past that due date. Other things that I that have kind of come up in discussions are things such as there is no real contact between instructors and students.</p> <p>A simple suggestion that came out of the student huddle: if there was a then what about maybe an open lecture or a lecture-type class where students can come in, get the lecture and ask their questions.</p> <p>iii) The other thing is that with Blackboard, a lot of what is done is automated. Your tests are graded on it automatically for the most part. The assignments are up there. And in some cases content or the syllabus hasn't been updated for like two or three years. So the question becomes, are the students getting their bang for their buck in this, even in this new environment, tuitions are still going up. And that becomes another contention. And the, the thing that we have heard over and over is a lot of times the students don't feel they're getting the value for their money. (Patrick acknowledged the syllabus software will fix inconsistencies in the syllabus)</p> <p>iv) Questions/Comments:</p> <ul style="list-style-type: none"> <li>• Do students like or dislike distance learning/online classes? It is mixed some students thrive; some students need the in-person instruction. Some students have reported they enjoy the flexibility of online classes, especially when content is presented both written and auditory.</li> <li>• Chelsea discussed a student issue where the instructor's syllabus stated they would not consider financial aid issues a proper reason to not have their books at the beginning of the course. The student dropped the course because they didn't feel they were confident enough to succeed with an instructor who lacked giving grace.</li> <li>• Questions that come in from students on Saturday night for assignments due on Sunday may not be answered as students should understand instructors do not work 24/7. Patrick clarified that most complaints from students about emails are ones that were not answered within a week or week and a half. How can we get this issue</li> </ul>

<p><b>Teaching and Learning (cont.)</b></p>	<p>fixed? Robert will bring this communication issue up in the DC/CO group as well as send it to faculty immediately as an issue that has come up.</p> <ul style="list-style-type: none"> <li>• Is quantitative information being kept on the huddle meetings so we can “vet” the information and differentiate between an isolated issue between a student/instructor or a consistent issue that is occurring widespread? The group does not record or actively seek student or faculty names to preserve anonymity. Students are referred to counseling and counselors follow up with those situations.</li> </ul>
<p><b>Shared Governance:</b></p>	<p>1) <b>Strategic Planning Focus Groups – Courtney Rasmussen</b></p> <ul style="list-style-type: none"> <li>i) RCC is in the midst of our Year One Strategic Plan Review, and as a part of that we are doing the environmental scan reviews. Conversations with people inside and outside of the college are occurring to gain perspective of what direction RCC should take in creating the new strategic plan. Part of those conversations are faculty focus groups. Focus Groups will be held February 19 and March 19, tentatively at 10am, and will last approximately 45 minutes. Everyone should have an outlook calendar invite for those days. Management will not be present at those focus groups.</li> <li>ii) Internal and external scans are now available to everyone on the RCC website – strategic plan development page. <a href="https://web.roguecc.edu/strategic-planning/strategic-plan-development">https://web.roguecc.edu/strategic-planning/strategic-plan-development</a></li> <li>iii) IREP Data Now! Sharepoint page has RCC data and reports useful for faculty and staff as well as the recordings of the Data Summits: <a href="https://staffroguecc.sharepoint.com/sites/IREPDN/SitePages/Home.aspx">https://staffroguecc.sharepoint.com/sites/IREPDN/SitePages/Home.aspx</a></li> <li>iv) Cathy Kemper-Pelle has asked Tracy and Shaylee for Faculty Senate representatives to serve on the Strategic Planning Committee. This committee will have an important task of distilling the information from the multiple focus groups into a cohesive strategic plan draft for college consideration. It is important that all faculty (full-time, adjunct, and professional) are well represented. Please contact Tracy or Shaylee if you are interested in serving.</li> </ul> <p>2) <b>Class Size Maximum numbers – How is this for Winter term?</b></p> <ul style="list-style-type: none"> <li>i) Science has classes up to 72 students this term. They would like to have smaller classes but may not be feasible in this current budget crunch.</li> <li>ii) The Math department has a limit of no more than 30 per class which has made a difference.</li> </ul> <p>3) <b>Basic Zoom guidelines in Student Code of Conduct</b></p> <p>Shaylee gave the background of how a statement of Zoom use be reflected in the Student Code of Conduct. The Student Code of Conduct falls under April Hamlin, Interim Director of Advising, Compliance, &amp; Deputy Title IX Coordinator. April thinks that the Code of Conduct is fine how it stands and outlines and encompasses Zoom in it. But, if faculty are really serious about wanting to make a change, or see a gap in our Student Code of Conduct, she needs faculty to form a committee and come up with the language. Faculty are the experts in the classroom and we are the ones seeing what's going on, therefore April is going to rely on us heavily to make that change and take the lead.</p> <ul style="list-style-type: none"> <li>i) DRAFT (to include on syllabus): <b>“Zoom is an RCC technology and your use of it is governed by the Student Code of Conduct and the Acceptable Use Policy. Violations</b></li> </ul>

	<p><b>of the Student Code of Conduct in Zoom will be treated as though they have occurred on campus.”</b></p> <p>AP 5500 Standards of Student Conduct   Rogue Community College (rogucecc.edu) Information Technology - Acceptable Use (AP-037)   Rogue Community College (rogucecc.edu)</p> <p>ii) If you have input on the draft language above, please let Shaylee or Tracy know. Work to include the verbiage will move forward.</p>
<b>Next Meeting:</b>	<p><b>Next meeting:</b> <b>Friday, February 26</b> <b>10 a.m. - 12 p.m.</b> <b>Via Zoom</b> <a href="https://rogucecc.zoom.us/j/95759993083">https://rogucecc.zoom.us/j/95759993083</a></p>