Welcome back to the spring semester. The year 2015 will in many ways be remembered as a turning point in our history. It will be a year of active preparation for the centennial celebration of the college marking a century of excellence and pride.

After two years of intensive analysis of our performance with respect to student success and student equity, we have come up with a student success pathways model to tackle this persistent and pervasive problem. This year, 2015, will see the launch of the student success pathways, which will necessitate changes in the ways we provide integrated and comprehensive academic and student success support services.

Additionally, 2015 will be the year when the 2015-2020 College Strategic Plan will be refreshed. The vibrancy and dynamism of the college community—as evidenced by the active participation that is being shown in the numerous workshops and retreats that are being conducted—will no doubt lead to the development of a strategic plan that is grounded in the shared mission, vision, and values of the college. It is our expectation that the completed strategic plan will serve as a clear road map for our activities and priorities and will drive the allocation of resources. Lastly, the strategic plan will serve as a powerful tool for the delegation of responsibility and will, thereby, facilitate accountability and transparency.

Let us, therefore, welcome and celebrate 2015 with enthusiasm and renewed energy.

The Accrediting Commission of Community and Junior Colleges (ACCJC) visited RCC during the week of March 3-6, 2014. All College constituencies’ preparation for and participation in the visit were excellent. In June, 2014, the Commission reaffirmed RCC’s accreditation. As a result of the visit, RCC received the following commendations:

1. Preparation of faculty for distance education course instruction is noteworthy;
2. Student Services personnel innovate and were early adopters of practices now in the State’s Student Success Initiative;
3. Facilities and grounds reflect pride of college
4. Noteworthy instructional programs in Career Technical Education College and District Culture
5. College and District Culture

In addition, the Commission requires that RCC submit a Follow-

(Continued on page 6)
MISSION
Based on a learner-centered philosophy, the College fosters critical thinking, develops information and communication skills, expands the breadth and application of knowledge, and promotes community and global awareness.

Professional Development by Estrella Romero
Faculty Development Coordinator

My name is Estrella (Star) Romero, and I am so happy to serve you as your new Faculty Development Coordinator for the Riverside Campus.

We are committed to provide you continual support for your professional growth to improve your well-being and instruction.

I would like to extend an invitation to participate in any and all professional growth opportunities on campus. These may include but are not limited to: “Flex” Events, guest lectures, committee meetings, Community of Scholars, campus services tours just to name a few.

Professional Growth activities for Faculty

Aside from these opportunities to build relationships with colleagues, we have several resources on campus to help you with your instruction. The Glenn Hunt Center for Teaching Excellence is the largest faculty resource facility on campus which houses computers/printers, workspace, literature on teaching, scantron machines, and even a space to relax while enjoying coffee/tea.

You can access the website by visiting the Faculty Page of the RCC website.

There are also workrooms throughout the campus including in the Quad (117) MTSC, and Tech A that have been set aside for faculty use.

If you have any questions or ideas on how to improve professional growth for our Associate Faculty, please don’t hesitate to contact me at estrella.romero@rcc.edu or (951) 222-8288.

We welcome any and all feedback on how to better serve you. Thank you for your service to our institution and students!

Approaching Students with Disabilities

by Greg Ferrer, Director, Disability Resource Center

RCC offers a multitude of services to our students. One service is the provision of disability-related academic accommodations. These services are offered through the Disability Resource Center (Admin 121).

However, approaching students with information about disability services can feel tricky sometimes. Do I ask them about their disability? Will they be angered if I suggest they have a disability? How do I appropriately refer students to these services?

It is important for professors to make sure they include a syllabi statement about DRC services. This statement can be a simple invitation to contact DRC or the instructor if they will need accommodations. When speaking with students, you can use a simple invitation such as: "I see you’ve been struggling with ...

... Are you aware of college resources to assist with this?" You can use this opportunity to mention things such as tutoring, office hours and the DRC.

Many DRC students also received services in high school. Another suggestion would be to ask: "Have you ever received services in high school? If so, similar services would be available here through the DRC."

Please refrain from asking the student directly if they have a disability, requesting a diagnosis, and asking for medical documentation. These are areas that are covered when the student registers for services with the DRC.

As always, please do not hesitate to contact the DRC or me personally for any assistance. We are committed to serving as a resource for our faculty. Thank you for your continued support of all our students and I hope you have a great semester!”

Associate Faculty are welcome to contact me with any questions or concerns they have.

Based on a learner-centered philosophy, the College fosters critical thinking, develops information and communication skills, expands the breadth and application of knowledge, and promotes community and global awareness.

October 2014 Headcount Snap Shot

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<tr>
<th>Category</th>
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<td>FT Faculty</td>
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<td>Students: RCCD</td>
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Disabled Student Services is now the
DISABILITY RESOURCE CENTER
Located in Administration 121
Call 222-8060
Mental Health  
by Deborah Croan,  
Director, Health Services

The emotional well-being of students is critical to their academic performance, graduation rates, and overall health and safety. Counseling from a mental health professional is also available at Student Health and Psychological Services (SHPS). Services are provided at no cost to current RCC students.

With help from the multidisciplinary team of Family Therapists, Doctors, Nurses, Practitioners and Licensed Nurses, students are helped to overcome challenges and reach their potential, both academically and personally.

Our services reflect an understanding and respect for diversity, and we are here to support student’s emotional health. Mental health services are provided by appointment, but crisis patients can be evaluated on a drop in basis during office hours.

SHPS are located in the Bradshaw Building under the book-store. Our hours are Monday to Thursday 8-4:30, Friday 8-12. Some evening hours are available. Student Support groups for anxiety, depression and relationships are being formed.

To help students achieve their goals, the College offers comprehensive learning and student support services, student activities, and community programs. RCC empowers and supports students as they work toward individual achievement, intellectual curiosity, and life-long learning.

PD: Developing Ourselves  
by John Sullivan,  
Associate Faculty

Professional development (PD) opportunities are more than just a grading workshop here or a book discussion there. As teachers, we should feasibly be in a constant state of developing ourselves, but truthfully, how often do we actual engage in meaningful development?

About ten years ago, I began noticing a separation between what I was asking my students to do and my own experiences. As a composition teacher, I was losing track of what it meant to actually write. My last formal writing had been in graduate school, and I sensed an uncomfortable distance from real writing. So, I set the goal to actually produce something that could be published.

I began with professional conferences that I had been attending or knew about in the broader field of teaching. It was a bit scary and daunting because while I could stand in front of students unfazed, these were colleagues, people who knew what I was going to be talking about. I felt like I was about to relive some of my graduate school experiences.

The truth is conference presentations typically aren’t like that. They are much more like the essay workshops we ask students to do, but more like what I think we actually wish could happen in our classrooms. Presenters have done their research, and the audience pays attention, asks probing questions, and offers helpful ideas and suggestions with the goal of taking what was presented and developing it into a longer, publishable paper for a professional journal.

Now, having both presented on a variety of topics and been professionally published, I can look back and see exactly what I am asking my students to do, and with a much more tangible target in mind. My writing—and the struggles that come with it for ideas, articulation, and time—parallel what my students have to do in my classes. This in turn shapes not just what I teach students but also what I ask them to do and how I ask them to do it.

None of our fields are “easy” for those just entering them. To students, we provide daunting tasks, but refreshing our own professional engagement by doing what we ask students to do on a regular basis re-establishes connections between our teaching and our pedagogy, which are not always the same.

Real professional development does not start until we are able to engage in such activities that reacquaint us with that which we ask our students to do.

The new Student Services/Administration building has begun in the now former Lot B. Envisioned as a one-stop-shop for students, the building will bring together services currently housed in a hodgepodge across campus.

The plan intentionally chose the front of campus so students would have easy access. In preparation, the tennis courts were moved to the Lovekin area, and the top of the parking structure was changed to parking to replace Lot B.

Once the building is complete, Lot B will return for staff parking along Ramona, and the current Administration building will be torn down and replaced with parking.

The intent is for the building to be up and running for RCC’s centennial celebration.

You can check out updates and pictures of the work by clicking here.

A year to go, and then we will have to see what happens to the vacated buildings in the middle of campus (where the original Poly High used to stand).

Stay tuned for more!
---Upcoming---

**Flex/Professional Development Events**

**Blackboard Webinar: Assignment Tool**  
February 27, 2015  
For more information contact:  
Vincent.alonzo@rcc.edu

**CalSTRS Appointment**  
March 10, 2015  
11:30-12:30 p.m.  
For appointments contact:  
Froke.blessum@rcc.edu

**Blackboard Webinar: Respondus**  
March 20, 2015  
For more information contact:  
Vincent.alonzo@rcc.edu

**Discovery Lecture Series: Art as Animation**  
March 24, 2015  
Presented by Will Kim  
For more information contact:  
Estrella.romero@rcc.edu

**Blackboard Webinar: Discussion Boards**  
March 27, 2015  
For more information contact:  
Vincent.alonzo@rcc.edu

**Blackboard Webinar: Gradebook**  
April 17, 2015  
For more information contact:  
Vincent.alonzo@rcc.edu

**Blackboard Webinar: BYO: Questions**  
April 24, 2015  
For more information contact:  
Vincent.alonzo@rcc.edu

**CalSTRS Appointment**  
April 18, 2015  
11:30-12:30 p.m.  
For appointments contact:  
Froke.blessum@rcc.edu

Times not listed will be announced.

To advertise information for a professional development event, please email estrella.romero@rcc.edu

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**Introducing “Flex Fridays!”**

We are pleased to provide opportunities for professional growth with our NEW “Flex Fridays.” These will take place on the fourth Friday of every month and will focus on the following categories below. Workshops will be held from 9:00 a.m.—2:00 p.m. Please look for more information to come. If you are interested in presenting a workshop geared toward one of the categories, please email estrella.romero@rcc.edu.

**March 27th**

**All About You (the faculty):** What's Your Conflict Style? Conflict Resolution & Empathy  
Presented by Star Romero

**All about Our Students:** Meet your ASRCC/Student Panel & Discussion  
Presented by Deborah Hall and the Associated Students of RCC

**All About Equity:** Understanding the Latino/a Culture of RCC Students  
Presented by Vidal Vargas and Puente Students

**All About Our College:** Understanding the Behavioral Intervention Response Team (BIRT) Process  
Presented by Deborah Croan
HONORS PROGRAM:
This is open to all eligible students and has smaller class sizes and transfer benefits. Students can learn more by contacting (951) 222-8571.

ENROLLMENT:
Please refer students to the Cesar Chavez Building for Admissions & Records, Academic Counseling, and Financial Aid (adjacent to the Cesar Chavez Building).

CENTER FOR INTERNATIONAL STUDENTS & PROGRAMS:
Located in Technology B/Room 203. To learn more, students can contact (951) 222-8160.

TRANSFER CENTER:
To obtain additional help with transfer, students can contact (951) 222-8446.

STUDENT SUPPORT SERVICES (TRIO):
Students can benefit from several programs within SSS including book loan programs, college tours, mentoring, workshops, summer enrichment programs and cultural activities. Contact (951) 222-8312.

ASRCC (Student Government):
Students can learn about the various leadership opportunities and clubs by contacting Dr. Deborah Hall at (951) 222-4043.

STUDY ABROAD:
Students can take advantage of the intercultural learning opportunities across countries by contacting Dr. Jan Schall located at Quad 100, (951) 222-8340.

HEALTH SERVICES:
Located in the Bradshaw Building, students can access free health services (paid for by student fees) including mental health/psychological counseling by calling (951) 222-8607.

MLK STUDENT SUCCESS CENTER:
Located in the Martin Luther King Jr. Building, this center is home to several individual services including the office of Supplemental Instruction, Math Learning Center, Computer/Information Systems Lab, Center for Communication Excellence, STEM Center, Tutorial Services and the Writing/Reading Center.

VETERAN AFFAIRS:
Located in AD 124, veterans can receive additional support and help by contacting (951) 222-8607.

WORKFORCE PREP:
This service includes a range of programs including CalWORKS and Gateway to College. They also have several career opportunities for students seeking employment.

“Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher.”

Parker J. Palmer, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*

RCCDFA
CCA/CTA/NEA

Selected by the faculty, the Faculty Association represents faculty on the matters of salaries, working conditions, fringe benefits, and voices professional concerns in the legislature, courts and at the Board of Trustees. To learn more about this organization, contact one of your RCC Executive Board members:

President: Dariush Haghighat
Secretary: Shari Yates
Treasurer: Leo Truttmanm
RCC Vice President: Mark Sellick
RCC Full-time Faculty Rep: Rhonda Taube
RCC Part-time Faculty Rep: John Sullivan
up Report by October 15, 2015, demonstrating resolution of College and District recommendations.

The College recommendations are:

1. **Evaluate processes including evaluation processes regularly** – In order to meet the standards, the College should systematically assess and use assessment results for improvement in the following areas:
   A. Assess its evaluation mechanisms
   B. All resource areas including human, physical, technology, and financial
   C. Role delineation, decision-making structures and resources

2. **Evaluate all SLOs in a timely manner** – In order to meet the standard, the College should evaluate all courses and programs in a manner that ensures a comprehensive and timely assessment of course and program SLOs is completed in all disciplines, so that the assessment of all SLOs can be included in curriculum review for maintaining relevant, current, and responsive courses and programs, especially those that experience rapid changes in workforce competencies.

3. **Total cost of ownership** – In order to meet standards, the College should develop and implement a total cost of ownership methodology that can be included in long-range capital plans.

The participation of Associate Faculty in outcomes assessment is critical in resolving these recommendations. To facilitate the participation of Associate Faculty in the assessment process, the College offers assessment workshops. All Associate Faculty who are instructors of record may attend a workshop on a one-time basis and are paid $50 for participation. Each Associate Faculty member is paid $50 for each different course level assessment report submitted within one year of attendance at the workshop. A total of two reports from two different courses may be submitted for payment for a maximum compensation for $100.

Assessment workshops can be scheduled on an as needed basis. Please contact the Office of Academic Affairs if you are interested in an assessment workshop and please work with your Department/Discipline on your assessment projects/reports.

### meet your administrators >>>

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<thead>
<tr>
<th>Dr. Michael Burke</th>
<th>Dr. Susan Mills</th>
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<tr>
<td>RCCD Chancellor</td>
<td>Interim Vice President, Academic Affairs</td>
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<tr>
<th>Dr. Wolde-Ab Isaac</th>
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<td>Interim RCC President</td>
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<th>Dr. Mazie Brewington</th>
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<td>Vice President, Business Services</td>
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Alternate formats of the *Faculty Flier* are available to individuals requiring disability accommodation. Please contact the Office of the Vice President, Academic Affairs, at (951) 222–8053, or the Office of Diversity, Equity and Compliance at (951) 222-8039.