



Side Letter

This SIDE LETTER is entered into by and between the Mt. San Antonio Community College District (District) and the Faculty Association. This SIDE LETTER shall not be deemed precedent setting and shall not be construed as an admission of any wrong-doing or liability by either party to this SIDE LETTER.

The District and the Faculty Association agree to the following, for the 2024-2025 academic year:

Intent: To implement the Academic Senate Taskforce Accreditation and RSI Report Recommendations approved by Academic Senate on April 11, 2024, inclusive of a process that has both immediate and ongoing plans to ensure that college distance learning courses meet the federal standard for Regular and Substantive Interaction (RSI).

Article 13 shall be closed with the signing of this Side Letter and the MOU for Article 13, until the successor agreement is negotiated in 2025-26, unless there are changes to State or Federal guidelines relevant to Article 13 that require amending with an MOU. This will allow the RSI process to run its course before we modify this article again. This side letter supersedes Article 10.A.6 and shall conclude on the last day of Spring 2025.

The District and the Faculty Association agree to the following, for the Summer 2024, Fall 2024, Winter 2025, and Spring 2025:

1) RSI Faculty Peer Mentor Reviewers: Up to Ten (10) RSI Mentors shall be appointed by the Academic Senate as per (10.N.1.) and be provided with up to 45 total LHE for Fall 2024, Winter 2025, and Spring 2025 in support of the Academic Senate Taskforce Accreditation and RSI Report approved by Academic Senate on April 11, 2024. For Summer 2024 and Fall 2024, all course reviews will take place on a voluntary basis, with a professor guiding the RSI Peer Mentor Reviewer through their course shells as is consistent with the processes in the contract. All professors who have not yet successfully completed an RSI review and are assigned an asynchronous distance learning course in Winter 2025 or Spring 2025 shall have one asynchronous distance learning course reviewed by an RSI Faculty Peer Mentor.

The following duties are required as part of the course review:

a) Review professor's course shell and provide detailed feedback on the RSI rubric.

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- b) Meet with the professor to discuss the review and make recommendations.
 - c) Revisit the professor's course to ensure appropriate updates have been made and hold additional conversations with the professor as necessary.
 - d) Complete a mandatory norms professional development training session in Distance Learning best practices and ACCJC's appreciative inquiry approach prior to serving as an RSI Mentor by the first two weeks of the fall semester or winter term.
 - e) Participate in monthly check-in meetings, tracking course reviews, professional development, and progress reports with RSI Coordinators.
- 2) RSI Coordinators: Two RSI Coordinators to be appointed by the Academic Senate as per 10.N.1. Each RSI Coordinator shall receive two (2) LHE for Summer 2024, seven and a half (7.5) LHE for Fall 2024, four (4) LHE for Winter 2025, and three and a half (3.5) LHE for Spring 2025 to complete duties and professional development for Summer 2024 through Spring 2025 in support of the Academic Senate Taskforce Accreditation and RSI Report approved by Academic Senate on April 11, 2024.
- a) Summer 2024
 - i) Develop the list of professors to be assigned to RSI Professor Peer Mentor Reviewers for Fall 2024.
 - ii) Recruit RSI Professor Peer Mentor Reviewers and have them appointed by Academic Senate for Fall 2024.
 - iii) Create a tracking mechanism with RSI Mentor Reviewers assignments (Smartsheet, shared Excel sheet, Canvas shell, etc.).
 - iv) Communicate and coordinate regularly with administration on progress.
 - v) Develop the norms training for all RSI Mentor Reviewers.
 - vi) Recruit a small number of volunteers (up to ten) for pilot program to take place in summer, with results communicated to administration.
 - vii) Prepare and implement department chair RSI training (regular chair training that occurs a week prior to Fall).
 - viii) Begin the mandatory norms training based on availability of the

RSI Mentor Reviewers such as Fall FLEX.

b) Fall 2024

- i) Facilitate early semester campus outreach such as town hall or forum in coordination with DLC, Senate, and the Accreditation Core Team.
- ii) Track and affirm RSI Mentor Reviewers for Fall 2024.
- iii) Confidentially store final rubrics as evidence.
- iv) Organize and hold monthly check-in meetings for all RSI Mentor Reviewers for ongoing norming alignment and communication.
- v) Develop the list of professors to be assigned to an RSI Professor Peer Mentor Reviewer for Winter 2025.
- vi) Continue to monitor other college plans for implementing RSI rubrics, etc.
- vii) Communicate and coordinate regularly with administration.
- viii) Report out progress to constituency groups (Accreditation Core Team, Academic Senate, DLC, PAC, etc.).
- ix) Work with RSI Peer Mentor-Reviewers to identify best practices to showcase and facilitate a late-semester Summit to celebrate and share best practices.

c) Winter 2025

- i) Track and affirm RSI Professor Peer Mentor Reviewers for Winter 2025.
- ii) Monitor professors scheduled to teach online courses in Spring 2025, identify those who have not completed an RSI review with a mentor, and assign them to an RSI Professor Peer Mentor Reviewer.
- iii) Continue to monitor other college plans for implementing RSI rubrics etc.
- iv) Communicate and coordinate regularly with administration.
- v) Prepare a FLEX Day update or training.
- vi) Provide to the Office of Instruction:
 - On January 31, a list of professors that have registered for RSI review in the 2024-2025 academic year.
 - On or by February 13, a list of professors that have completed the RSI

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review in the 2024-2025 academic year. This list shall include:

- professors that successfully completed RSI review; AND
- professors that are continuing the RSI review process.

(See side letter section 5 for potential changes to these professors' assignments.)

d) Spring 2025

- i) Conduct anonymous surveys of results and anonymously track data in collaboration with the Office of Research and Institutional Effectiveness.
 - ii) Write reports in collaboration with Accreditation Core Team.
 - iii) Continue to monitor other college plans for implementing RSI rubrics, etc.
 - iv) Communicate and coordinate with administration through regular scheduled meetings.
 - v) Confidentially review 100 randomly selected courses in Spring 2025 to evaluate the success of the process proposed by the RSI task force. The participating instructors and courses shall remain anonymous in all reports and to all persons outside of the evaluators. This review is for the purpose of general feedback to improve the RSI review process.
- 3) Support and mentor new online spot-certified faculty who did not complete the RSI review process in the fall or winter terms.
- RSI Review Stipend: Three (3) hours of compensation at the non-instructional rate for professors who complete the RSI Review process beginning Fall 2024 through week 8 of Spring 2025 in support of the Academic Senate Taskforce Accreditation and RSI Report approved by Academic Senate on April 11, 2024. Incentive stipend for submitting their course shell for RSI review shall be for the following:
- a) 1 hour for a self-assessment of their course using the RSI rubric
 - b) 2 hours for the meeting with their RSI Professor Peer Mentor
- 4) If RSI is not evident during the observation by a peer mentor, the professor may request a second review by another peer mentor. If the course review does not find adequate RSI, a professor may be required to repeat SPOT certification, SPOT recertification, or its equivalent in order to maintain eligibility for teaching distance learning courses. This

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process must include RSI. Professors who refuse to comply with the recommendations of the peer mentor after the second review may have their online asynchronous assignments removed by the District.

5) Division Dean(s) may, but are not required to, reassign a professor from an asynchronous course assigned in Spring 2025 if:

- a) The originally assigned professor has not completed an RSI review during Fall 2024 or Winter 2025; OR
- b) The originally assigned professor has not signed up for an RSI review prior to January 31, 2025 for a 2025 RSI review, and has not completed at least one RSI review by February 13, 2025; OR
- c) Have not successfully completed an RSI review prior to February 13, 2025.

If an asynchronous online course is vacated by a Division Dean utilizing this process, the reassignment of that CRN shall be assigned based on seniority and expertise, as per Article 10. The professor being assigned to teach the vacated asynchronous online course in Spring 2025 must agree and accept the assignment, and have already successfully completed RSI course review.

The professor originally assigned to the vacated asynchronous online course shall be offered:

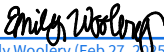
- an in-person or synchronous online class in alignment with the professor's submitted schedule of availability for Spring 2025; OR
- an equivalent LHE of assignment to ensure they remain whole for the Spring 2025 semester.

In no case(s) shall a professor who has been removed from their asynchronous online course(s) be compensated for less than they would have expected, should they have remained as instructor on the originally scheduled course. In no case(s) shall a professor who has been removed from their asynchronous online course(s) be expected to work more hours than they would have, should they have remained as instructor on the originally scheduled course.


6) Once an online asynchronous class, reassigned using this process, has begun, none of the textbooks or other purchased materials will be changed from those originally designated.

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ACCEPTED AND AGREED TO:


Emily Woolery (Feb 27, 2025 18:16 PST)

Emily Woolery
Faculty Association President


Martha Garcia (Mar 7, 2025 12:51 PST)

Dr. Martha Garcia
College President/CEO, Mt. San Antonio College

02/27/2025

Date

03/07/2025

Date

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