Minutes
October 1, 2019
Location: Board Room
1:00 PM

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

I. Call to Order

II. Approval of Minutes: September 17, 2019 – approved with a minor revision.

III. Public Comment – none

IV. President’s Report
   A. Kudos to Jose Lara and the Transfer Center for another successful Transfer Day - thank you to faculty for supporting the event.
   B. Reyes’ Reception Update – Rio Hondo College, along with many dignitaries, extended a warm welcome to Dr. Reyes and his family.
   C. Guided Pathways: 10/24 Guided Pathways Student Success Teams Summit with Melinda Karp – 66 faculty are attending. Please let your dean know if you are attending, but are scheduled to teach and will require a substitute.
   D. Copy Room Update
      i. The agenda item of adding three new copy machines across multiple divisions was removed from the agenda in favor of improving the service provided by copy room staff. Upper management will develop service guidelines, which will specify how the Contract Management Office will aid faculty during non-staffed hours.
      ii. Faculty suggested staggering support hours to ensure coverage is provided during peak times, such as early morning hours.
   E. Goals Discussion – Senate Executive Committee would like senator feedback in setting Senate goals for the year. Please fill out Senate Goals Activity (Addendum A) and return to next Senate meeting on 10/15/19.
   F. Committee Chairs: How can Academic Senate support you? – K. Smith will be contacting committee chairs to find out how Senate can support committee work.
   G. Funding Formula Taskforce: Final Recommendations – The Funding Formula Taskforce met with the staff and Director from Admissions and Records in the spring semester to
discuss ways to help increase program completion. The following recommendations were implemented: registration was moved to an earlier date, evaluators were provided with working printers, and new staff was hired to ensure evaluators have more time to evaluate petitions. The Funding Formula Taskforce will reconvene in two weeks to discuss multiple major mapping.

H. Area C Meeting will be hosted by Rio Hondo College on October 12, 2019. The meeting will be held in the boardroom. Area C Representative, Michelle Bean, will be facilitating the meeting. K. Smith encouraged faculty to attend.

I. Budget Update – Local community colleges, along with Rio Hondo College set aside money for a Worker’s Comp Fund. Many of the other similar-size schools designate between $750k - $1.2 million in this fund, whereas Rio Hondo College has $5 million in this fund. Dr. Reyes re-allocated some of this money into the college reserve fund, which will increase our reserve from 7% to about 10%.

J. HR Update – During the most recent interviews for a Chemistry Instructor, Human Resources added a new question on diversity to be rated by the committee. This new question was added and presented to the committee without any advanced notice and on the day of the interviews. Additionally, the interview question format was revised to rate every individual question, regardless of importance or weighting. This new format was significantly different from the existing format that required only a single rating for the overall interview.

i. The Director of Human Resources made it clear to K. Smith that his intention is not to circumvent Senate, or faculty and he is willing to work with faculty. They both agreed that changes are being made to both long-term hiring practices and current hiring in process.

1. Long-term changes - HR Director to meet with AP Hiring Taskforce to discuss the changes that HR is suggesting, so that there is mutual agreement per Title 5.

2. Current hiring in process – extra interview question will be sent to the current hiring committee chair so that the individual committee members can reach consensus on the newly-added question on diversity. Regarding the scoring changes, HR will meet with each committee to discuss the possibility of adding weighting. HR is open to engaging with faculty to reach mutual agreement.

ii. Faculty are concerned of these mid-stream changes in the hiring currently in process. Senators asked if there is rationale in adding the diversity question since it is on the supplemental portion of the application. It was indicated by a senator that the HR director shared in a recent hiring committee that the added diversity question would allow for a “raw” response from the candidate.

iii. Discussion ensued regarding the English faculty hiring committee which was directed to “pause” during 2nd level interviews. President Reyes felt that the manner of the scoring was not uniform. The English hiring committee will be meeting with Dr. Reyes to listen to his concerns.

iv. J. Mora shared that the implicit bias training should not be a TEDTalk and she would like this concern to be conveyed to the Human Resources Director.
Academic Senate 2019-20

v. Concerns were shared that committees are scheduled to conduct interviews in a few days, and they have not been contacted regarding the added diversity question.

vi. **Motion:** To direct Senate President to relay to Human Resources Director to keep the hiring processes as they stand for all committees that have already started orientation and to only introduce hiring processes after they have been vetted through the proper channels. Made by Sheila Lynch, 2nd by Robert Bethel.

**Discussion:** S. Spencer shared concerns regarding the lack of faculty inclusion in the hiring process. Also concerned with the lack of shared governance. S. Lynch welcomed clarification of what “vetted through the proper channels” means.

**Motion Amendment:** To change motion language from “…the proper channels” to “consultation with Academic Senate”. Made by Robert Bethel, 2nd by G. Montiel.

**Discussion:** J. Mora shared a question to help guide the discussion of the amendment, “What hiring processes, policies, and practices serve the best interest of our students?” Point of order by A. Wetsman that the only item being discussed should be whether to insert “the Academic Senate” instead of “proper channels”.

**Motion to insert the revised language passes unanimously**

**Discussion:** Concerns were shared by faculty regarding committees that are interviewing in the next few weeks. It should be implicit in the amendment that hiring practices that happen after orientation should be discussed with the standing committees immediately.

**Motion with the revised language:**
To direct Senate President to relay to Human Resources Director to keep the hiring processes as they stand for all committees that have already started orientation and to only introduce hiring processes after they have been vetted through the Academic Senate.

0 oppose, 1 abstention, motion passes

V. Vice Presidents’ Reports
   A. 1st Vice President
      i. Nine bills are currently on Governor Newsom’s desk and will be reviewed by October 13th – will have an update by the next Senate meeting.

   B. 2nd Vice President
      i. Selena Appreciation Night - Nov 14th
      ii. Coming Out Event- November 10th
      iii. Show your Roadrunner Pride on Wednesdays

VI. Unfinished Business
   A. AP 4235: Credit by Exam
      i. In consultation with our CTE Counselor and our Articulation Officer, changes have been made to AP 4235 (Addendum B). There is one set of requirements
Academic Senate 2019-20

for the bachelor’s degree student and another set of requirements for the associate’s degree student which does more closely match the motion that was presented in the spring. Once a student has completed an upper division course, they will be eligible for the extra four units of credit by exam.

Motion: To accept the new AP as corrected by R. Bethel, 2nd by G. Montiel.
Discussion: L. Unger asked whether there is a difference in AP and CLEP versus credit by exam in terms of total amount a student can have. E. Ramirez stated that this may need to be revisited so that it is clearer in the catalog. L. Unger stated it is not clear whether students can have AP and CLEP and have credit by exam as well.

Motion passes unanimously

VII. New Business
A. Academic Dishonesty Policy

1. Background: Letter from Fall 2014 from former Dean of Student Affairs (Addendum C) stating grades are supposed to be evaluative and not punishment. The college catalog was changed to reflect this policy; however, our faculty handbook was not changed. This practice is now back in the college catalog.

Executive Motion: The Academic Senate recommends the removal of the option for assigning an “F” in the course in instances of Academic Dishonesty from the catalog and the Faculty Handbook, to be in compliance with established case law.

Discussion: S. Spencer expressed that she does not want this removed. If a student gets caught cheating, the student has earned an “F” in the class if she feels the student deserves it. She would like to have it as an option to give the student the “F”. Feels having it on her syllabus can be a deterrent. K. Smith has suggested to have Dean of Student Affairs come to Senate to discuss. M. Pitassi feels it is important to allow the instructor to have this freedom.

Motion to Postpone by S. Lynch and 2nd by K. O’Brien.

Discussion: D. Arazi shared that in the past a case was brought forth and it was found that it is not legally allowed to give an “F” to the student for academic dishonesty which makes it case law. The ASCCC challenged this on multiple occasions and lost the challenge on every occasion. According to ASCCC, the laws says a student cannot be failed for the entire course for one incident of academic dishonesty no matter how egregious.

a) Motion to postpone – 15 oppose, 0 abstain, motion fails

b) Motion to pass executive motion on Academic Dishonesty – 0 oppose, 5 abstain, motion passes.

VIII. Adjournment – 2:10pm
Motion by S. Spencer to adjourn meeting due to lack of quorum, 2nd by D. Arazi
Addendum A: Senate Goals Activity

Senate Goals Activity

*Your Executive Committee wants your input/feedback! We would like this input from you on October 15.*

1. **What do you think should be a goal for Senate for this year?**

2. **If you have been on Senate previously, what are some things that we have done well as a body?**

3. **If you have been on Senate previously, what are some things that we could improve upon as a body?**
Addendum B: Credit by Exam

I. The Board of Trustees of Rio Hondo College authorizes the college to grant appropriate semester unit credit to any student who is currently enrolled and successfully passes certain authorized examination(s).

II. Individual departments and/or specialty areas may elect to grant course credit to enable students who can demonstrate proficiency in bodies of subject matter, to plan a relevant educational program that will exclude courses in which essential levels of mastery of subject matter material have been previously attained.

III. To challenge a course and receive Credit by Examination a student must be registered in the college and be in good standing. Course(s) must be listed in the college catalog. Students may be exempt from this if they are requesting to challenge and receive credit by examination for a high school / Regional Occupational Program Career and Technical Education (CTE) articulated pathway (Title 5 Section 55052).

IV. Students may not be enrolled in the course for which they may want to challenge and receive Credit by Examination; students may receive credit by completing courses in high school Regional Occupation Programs (ROP), Career Technical Education (CTE), and articulated programs.

V. Students shall be given course credit to a limit of twelve (12) Rio Hondo College units upon the successful completion of examinations (s), which may be applied to an Associate degree. Once the student has completed an upper division course, the student is eligible for an additional four (4) units of course credit. These courses should not count as 42 units in residence.

VI. Upon completion of six (6) upper division units, students shall be given course credit to a limit of twelve (12) upper division Rio Hondo College units upon the successful completion of examinations (s), which may be applied to a Bachelor’s degree. These courses shall not count as units in residence.

VII. Credits acquired by examination are not applicable to meeting of such unit load requirements as Selective Service deferment, Veteran’s or Social Security benefits.

VIII. Credit by External Examination: After completing 12 units in residence, a student will be awarded credit by external examination with passing scores from the College Level Examination Program (CLEP) and Advanced Placement (AP) examination. Specific course credit and/or general education credit will be granted toward the Associate degree and/or transfer. Details on scores and how credit is applied can be found in the Rio Hondo College catalog.

IX. The student's academic record must clearly indicate that the credit(s) have been earned by examination.

X. Reference: Title 5 Section 55050, Title 5 Section 55052
DATE: Fall 2014
TO: All Faculty
FROM: Dyrell Foster, Ed.D.
Dean, Student Affairs

RE: ACADEMIC HONESTY

As you know, academic integrity is a fundamental value of teaching, learning and scholarship. While integrity involves all members of the academic community, as a faculty member, you are uniquely positioned to teach, model, and assure integrity in students’ academic assignments.

The Rio Hondo College Student Standards of Conduct Policy requires that students maintain high standards of conduct while demonstrating responsibility and respect for others. The College’s statement on Academic Integrity expects students to make choices that reflect honesty and responsible behavior.

The following guidelines are simply suggestions for how you can enhance the culture of integrity in your classrooms in a proactive and positive way.

Suggestions for faculty:

- Be very specific about the behavior you find acceptable and most importantly your definition of cheating and plagiarism (please refer to the college’s statement on Academic Integrity and the RHC Library’s Guide to Avoid Plagiarism).

- Feel free to include a statement such as:
  “Students who violate the college’s standards of conduct policy, including academic integrity are subject to disciplinary actions, which may include receiving a “0” on an assignment and/or being referred to the Dean, Student Affairs. I expect that you will familiarize yourself with the college’s standards of conduct policy and expectations regarding academic integrity which are available on the college website (http://www.riohondo.edu/student-affairs/academic-integrity).”

- Explain to students what constitutes plagiarism. Provide examples of citations you expect in written assignments and the importance of appropriately referencing their work. Tell students about software that
detects plagiarism. Students are often tempted to misuse electronic sources (e.g. academic papers are readily available on the Web for acquisition). Remind students of their obligation to do their own work, and of the ease with which electronic sources can be located if students’ work is called into question.

- Remind students of the standards for your examination (materials allowed/disallowed, prohibition of communicating with other students, etc.) during the class period prior to the exam. Also explaining the strategies used to safeguard the exam (different versions, photocopying before returning, etc.) can help students avoid dishonest behavior.

- When homework or projects are to be completed outside of class, standards for completing the assignments should be stated at the outset. Whether students are allowed to work together or share information, and, if so, to what degree, should be made explicit. Providing clear examples of collaborative learning vs. cheating would be helpful.

**Reporting a violation**

When addressing plagiarism or cheating with reasonable evidence, the faculty member should meet with the student to discuss the concern. All pertinent information such as exams, plagiarized sources, and/or other possible evidence should be retained by the instructor. The student shall have the opportunity to share his/her side of the story and explain his/her behavior. Faculty members may consult with their Division Dean or Dean of Student Affairs when determining whether academic dishonesty has occurred. In situations where cheating or plagiarism has occurred, the faculty member is to determine the academic consequence in compliance with Ed Code, and Board policy and procedures, which prohibit dropping a student from a course or assigning an “F” in the course. Faculty members shall inform students of the grade penalty that will be assessed. The consequences may include:

1. Receive a “0” on that assignment

2. Be referred to the Dean of Student Affairs for further disciplinary action

In situations where academic dishonesty has occurred, the faculty should notify their Division Dean. If the student is referred to the Dean of Student Affairs, the Dean will address the behavior reasonably through the procedures outlined in the College’s Student Conduct Procedures. The Student Affairs Office will maintain records related to violations of academic dishonesty and other violations of the college Standards of Conduct policy.

If you have any questions or concerns, please don’t hesitate to contact me at ext. 3573 or email at dfoster@riohondo.edu.