

# ACADEMIC SENATE ATTENDANCE

## **Adjunct (1 Year)**

- Josh Casper
- Karl Striepe

## **Behavioral & Social Sciences**

- Stacey Allen
- Kristie Daniel-DiGregorio
- Renee Galbavy
- Christina Gold
- Michael Wynne

## **Business**

- Kurt Hull
- Phillip Lau
- Josh Troesh

## **Counseling**

- Seranda Bray
- Anna Brochet
- Rocio Diaz

## **Fine Arts**

- Ali Ahmadpour
- Daniel Berney
- Diana Crossman
- Russell McMillin
- Chris Wells

## **Health Sciences & Athletics**

- Andrew Alvillar
- Traci Granger
- Yuko Kawasaki
- Colleen McFaul
- Russell Serr

## **Humanities**

- Rose Ann Cerofeci
- Sean Donnell
- Pete Marcoux
- Kate McLaughlin
- Christina Nagao

## **Industry & Technology**

- Bob Diaz
- Dylan Meek
- Renee Newell
- Jack Selph
- Charlene Brewer-Smith

**Excused:** Y. Kawasaki, K. McLaughlin,  
M. Mata

## **Library Learning Resources**

- Analu Josephides
- Mary McMillan
- Claudia Striepe
- Gary Medina

## **Mathematical Sciences**

- Dominic Fanelli
- Lars Kjeseth
- Matthew Mata
- Catherine Schult-Roman
- Oscar Villareal

## **Natural Sciences**

- Sara Di Fiori
- Troy Moore
- Shanna Potter
- Ryan Turner
- Ann Valle

## **President/Superintendent**

- Dena Maloney

## **Academic Affairs & SCA**

- Linda Clowers
- Ross Miyashiro
- Jean Shankweiler

## **Assoc. Students Org.**

- Bryant Odega

## **Compton College**

- Paul Flor
- Chris Halligan

## **ECC Federation**

- Carolee Vakil-Jessop

## **Curriculum Chair**

- Janet Young

## **Dean's Reps.; Guests/Other Officers:**

- Cesar Jimenez
- Carolyn Pineda
- Greg Toya

## ACADEMIC SENATE MINUTES

October 17, 2017

Unless noted otherwise, all page numbers refer to the packet used during the meeting, not the current packet you are reading now.

### A. CALL TO ORDER

Senate President Kristie Daniel-DiGregorio called the fourth Academic Senate meeting of the fall 2017 semester to order on October 17, 2017 at 12:30 p.m.

KDD: Thank you to Elise Geraghty, she is the division personnel for today's meeting. E. Geraghty: I am the Associate Dean of Humanities. This is interesting; I started as a full-time English faculty member. Then I was invited to be Interim Associate Dean in 2011. I served that role for many years. When Tom Lew retired, I decided I wanted to move back to the classroom. I missed that part of my career. We didn't find a replacement, so I served as Interim Dean for a semester. Now we have Debra Breckheimer as our Interim Dean, so I have reverted back to Associate Dean so I can help her out a little bit getting used to the enormous task and responsibilities of running the Humanities division. I am again Associate Dean and transitioning back to the classroom this fall. As least that's the plan.

### B. APPROVAL OF MINUTES

See pgs. 6-13 of the packet for minutes from the October 3, 2017 meeting. P. Marcoux moved, C. Wells seconded, and there was unanimous approval of minutes.

### C. OFFICER REPORTS

#### a. President – Kristie Daniel-DiGregorio (pg. 14)

Move on to page 14 in the packet and here are the minutes from College Council. Thank you to Margaret Miranda for serving on the Registrar's search committee. We have lots of folks serving this semester, we appreciate their time. Last night at the BOT meeting, Robin Dreizler was approved as dean of Enrollment Services. Congratulations and a shout-out to Robin. Congratulations to El Camino, that's a great move for us. Also Maria Lopez Smith, who has been a strong collaborator with Ed Policies, she has provided great input. Also some retirements, congratulations and sadness, Cindy Constantino (40 years), Ann Garten (10 years). Ann finishes up next week just after the launch of the new El Camino website. Our new website goes live this Thursday. At our next meeting we'll have somebody come in from Public Relations and Marketing to walk us through that. We saw a preview at the BOT meeting last night. It looks nice and clean, very nice photos. We'll see how it functions. There was a really good suggestion to have someone come in and talk us through how we might need to adjust and revise the information we give to our students and how we use the website as a result of the changes.

The Faculty Position Identification Committee is underway. Proposal presentations are today at 2:00. The Academic Senate President co-chairs that with the Vice President of Academic Affairs. Each division has 2 reps; the dean plus one. The ballots are due on the 20<sup>th</sup>. It is open balloting, so we will be able to see how people rank the proposals. We have 46 proposals for new positions. We will hear about possible growth and replacements on campus. Then we have the meeting where the ballots are tallied on November 2<sup>nd</sup>. That is when you should get some information about how the positions were ranked. Then that recommendation goes to our Superintendent/President, Dr. Maloney. Based on our FON (faculty obligation number), based on our funding, and retirements, that determines where in that ranking we draw the line and which positions will be approved for advertising next year. Then given the fact that the college is in its 2<sup>nd</sup> year of stabilization, we are probably going to be conservative in how many positions are approved for next year. We don't know a number yet and are waiting for some information from Human Resources.

Our enrollment management efforts continue. One of the things that has come up in the Council of Deans, and we discussed it here in the senate is the fact that students are able to register simultaneously for two sections of the same course. Or simultaneously for two classes in a sequence for prerequisites. Jean has been working on creating a report to identify who those students are. The dean and the instructors, before the start of the semester, will intervene with those students to get them to drop the duplicate course. This will provide a more accurate measure of your enrollment.

Obviously, we have students double-dipping. We are hoping to get a more true measure of what our enrollment is, and to prevent this from happening. We can only get paid for one course. It is not to our advantage for students to be double-enrolled. C. Wells: Do we know how many students are doing this? E. Geraghty: There are about 70 in Humanities and 70 in Math. Some of them turned out to be enrolled in the 2<sup>nd</sup> eight-week course in addition to the original. We think that was their insurance plan. If I'm not doing well in the fall semester, I'll jump into that class. We were able to contact some of those. They had some questions. When they drop one class will they get a "W"? Will we backdate it so they don't get a notation on their record? Humanities at Compton had several also. KDD: Datatel doesn't have a fix on this, we spoke to Art about it. C. Wells: Are there students doing this enrolled in multiple colleges? KDD: I don't know if we have done that level of analysis.

We are recruiting for accreditation co-chairs so please watch your email and consider serving. An invitation to submit a letter of interest is coming out very soon. Accreditation is fundamental to our college and this is a very important activity. This is a great chance to find out what is happening on campus that you may not know about. You can collaborate and get to know colleagues across campus. You can also hone your leadership skills. Keep an open mind, we are looking for folks who will help us move through, and we want to get started early.

Encourage your undocumented and DACA students to attend an event coming up a week from today. "Daring to Dream"; the philosophy behind this event is to let our students know that not only are we supporting them here at El Camino, but they can be assured that when they transfer there are "Dream Centers" and professionals who will help them navigate some of the changes that are underway. We want to be sure our students are looking down the road with encouragement and optimism. This is an anxiety-provoking time for these students. We will be in the East dining room having representatives from the UC's, Cal States and private universities including LMU. This information will come through an email.

#### **b. VP – Compton Education Center – Paul Flor**

Unable to attend

#### **c. Chair – Curriculum – Janet Young**

A short report. We reviewed and approved 15 proposals (35 scheduled for the next meeting). Lori Suekawa (Articulation Officer) held a wonderful training for us. We revised the CCC Website, to make it more user friendly for everyone [www.elcamino.edu](http://www.elcamino.edu). Kristie said I could show you how easy it is, so we are going to see if she can follow these directions. To reach the website, you need to go to either Curriculum or CurricUNET; all you have to remember is the letter "C". Go up to the ECC website and click on "C", and then scroll to the bottom where you see Curriculum. Click there and that takes you to our website. We took a lot out, but we are putting things back little by little in a way that makes sense to us. The directory is there, meeting dates, minutes, our handbook, our review timeline, and user guides. If you want to go to CurricUNET, go to the top and it will take you right there. If you need a resource or handout, and you wonder how to get back there, you just click on user guides, and it will bring you back to our website. You can get in through our website, or through CurricUNET, and with one click you should be able to move back and forth to hopefully get what you need. To get to the user guides, you don't need a login or password. E. Geraghty: Without a password, you won't be able to see historical or pending course records, but you will be able to see all the active ones. You can see almost everything without a password on CurricUNET. Anyone from anywhere can go in and look at our course outlines of record.

KDD: At the Board of Trustees meeting last night, I shared that Janet Young and her curriculum committee had recently moved 393 approved courses across the finish line for curriculum. They were thanked for their hard work. J. Young: We did an audit for our certificates and degrees, we had 85, 40 of which were stuck. In the next couple of days, we'll get those moved over.

#### **d. VP – Educational Policies –Chris Gold (pgs. 15-22)**

My report is our information item that is coming up later on student discipline.

#### **e. VP – Faculty Development – Stacey Allen (pgs. 23-25)**

Again a reminder that tomorrow is Wellness Wednesday, Walk and Roll Wednesday. We have two events tomorrow, one at noon and another at 2:30. We have our second installment for our Informed & Inspired series; “What ESL Students Wish Their Instructors Understood”. We have our ESL student panel this Thursday and we hope that you join us. We all have something to learn from these students. I mentioned this at the last meeting, we have a Supporting Dreamers workshop coming up. It is led by English Professor and Immigration Lawyer, Jeff Jung. That will take place on October 31<sup>st</sup> from 1-2:30. As Kristie said, this is a time of anxiety for our DACA students. This is a great way for us to get involved and get some information so we can help address some of that anxiety. KDD: This event is a direct response from some of the comments and questions from the Informed & Inspired event on DACA students. Thanks to Jeff for stepping up to provide the workshop.

#### **f. VP – Finance – Josh Troesh (pgs. 26-27)**

One of the most important things that came out of the last meeting is that Compton has put together a very impressive schedule for taking on their own registration and onboarding students to the process. The aggressiveness of the time-table suggests that we as a college should be there to provide a safety net just in case technology might not happen to work when they plug it in. The college is going to be looking at what we need to do to prepare the safety net so that we’re not impacted with our ability to enroll students.

#### **g. VP – Academic Technology – Pete Marcoux**

We do have something in new business I will talk about later. We have a College Technology Meeting later today after this one, and we are going to talk about HR software, and get rid of iGreentree. Wooo-Hooo!! We will also be talking about annual goals.

#### **h. VP – Instructional Effectiveness/ALC/SLO’s Update – R. Serr**

Just a reminder, if anyone is doing Program Review next year, 2018, there is an orientation meeting on November 14<sup>th</sup>. Our SLO and PLO assessment numbers are almost at 100%. They have been flooding in at the last minute. Good job to all the faculty. We are going to try to emphasize getting our assessments in earlier.

### **D. SPECIAL COMMITTEE REPORTS**

#### **Dr. Jean Shankweiler - VP of Academic Affairs (pgs. 28-29)**

KDD: Jean is out of town this week. There is information about Guided Pathways in your packets, in particular the self-assessment tool. I am going to send you an electric copy of this tool, it’s about 30 pages long. We didn’t want to include it in the packet. This gives you an overview of what the expectations are. The senate needs to indicate that there have been a broad base of constituents who have been contributing to this process. If you look at the composition of the Guided Pathways Committee, you’ll see that faculty, staff, and managers are well represented on that very large committee. Hard copies of the self-assessment tool are available in Jean’s office. KDD: Feedback can go to Cesar Jimenez, Chris Wells, Jean Shankweiler or Cynthia Mosqueda. Is there anything anyone wants to add about the self-assessment tool? C. Wells: We are making good progress on evaluating it. Each item also has a justification and questions to answer about it. That is where we need some help, with those specific things. If there is an area that applies to you, look at the whole thing and pick out the parts that apply to you and focus on those parts. R. Miyashiro: We worked on this in a large group and our goal was to be honest with ourselves. We were trying to assess where we are in the institution. In some areas we were far along and in other areas we were just emerging. C. Jimenez: I would like to add that this is one of the requirements in order for us to apply to the state of CA to receive GP funding. R. Miyashiro: This does have a deadline when it needs to be submitted to the Chancellors Office. KDD: One of the things we are doing is committing to adopt the Guided Pathways framework. When Ross, Jean, and I talked about this it was clear we already have a number of initiatives that are underway that fit into that framework. Whether it is our multiple measures

efforts or our acceleration efforts in Math and English, we aren't necessarily reinventing, we are repackaging things that we are doing. Does that sound fair? C. Wells: Yes, and we are having a summit on January 18<sup>th</sup> to inform people, so put that on your calendar. Another thing kind of related to this is, if you have been following the news; AB705 was signed by the Governor. This will have a huge impact on it as well. We will need to have a discussion about the implications in the near future. KDD: Scott and Lars and I spoke about this before the meeting and are planning to bring this to the senate. Cesar made a great presentation at the BOT meeting last night on Guided Pathways. I have invited him to come to one of our future senate meetings.

### **Ross Miyashiro – VP of Student Services**

We have things coming up on the agenda today, I will leave those for the agenda. The division has been doing work with Guided Pathways in collaboration with all the other parts of the college. We have some functions coming up; we are planning a day for universities to come meet with our DACA students, to let them know that once they transfer, they will have support from the institution they transfer to. It is not like they are one and done here. I think it is important to keep the stress levels down for those students. They seem to be under attack nationally. In CA, we are here to represent all of our students. We also have a lot of good initiatives coming up. With Robin Dreizler coming on board, we are going to make some changes to the whole division of Student Services. We will be asking for help from the Academic Senate because we always want a partner to make sure faculty are there to help. In January, there will be a flood of new initiatives. We will need people to serve on work groups.

### **E. UNFINISHED BUSINESS**

#### **SSSP/SE/BSI Integrated Timeline: 2<sup>nd</sup> Reading – C. Jimenez & S. Kushigemachi (pg. 30)**

KDD: Before we talk about this, since we are going to have a vote, I need a motion to approve our integrated plan. L. Kjeseth motioned, Bray seconded. In the note from our last meeting, you received a link to the full report. We had an overview at our last meeting thanks to Scott and Cesar. We want to thank you both for being here today. Does anyone have any questions or concerns? Are there any changes or updates or has any progress been made since our last senate meeting? Cesar: We shared the overview with ASO. We are also presenting to College Council, and PBC. KDD: Any other questions or comments about the plan? The philosophy seems like a good one, trying to streamline and coordinate so we can develop some efficiencies. The integrated plan is well written and clear, easy to find the different initiatives so you can see what we are building on from previous initiatives and new initiatives that are coming into play. It is user friendly. Lars, you were on the committee that worked on this during the summer, correct? Is there anyone else from the senate who worked on this? L. Kjeseth: Last time we were here, people asked questions about if there are things they wish were in the plan but aren't. This is a two-year plan. The Chancellors Office recognizes there is a little planning fatigue with all these things out there. Not only is this about integrating, it's also about having a slightly longer point of view in our planning. After this two-year plan, please correct me if I'm wrong, we have to do a second two-year plan. If there are things you think should be in this plan, it may not be in this integrated plan we are turning in in December. But you should definitely let people know, and as we implement this plan, it might become more clear where those ideas need to go so that we can get them in the next two-year plan, where appropriate. KDD: Thank you, that is helpful. I think the advice last time was to approach the appropriate area, whether it is SSSP, Student Equity or BSI. I would assume if I didn't know who to talk to, I could start with Scott or Cesar, and they could point me in the right direction. Thanks Lars. Are we ready for a vote? S. Donnelly is replacing Daniel Berney as our 1 abstainer. Thank you, Sean!

#### **Online Education Initiative Course Exchange Pilot: 2<sup>nd</sup> Reading – Chris Gold (pgs. 31-38)**

KDD: I need a motion to endorse the recommendation from the Distance Education Advisory Committee (DEAC) to apply to join the Online Education Initiative (OEI). C. Wells motioned, S. Donnell seconded. C. Gold: Last time I gave a short presentation about what it meant to be in the OEI Consortium. We would be offering courses on a course exchange, and our students would be able to also take courses through this course exchange. We would be receiving quite a bit of support for the Chancellor's Office in terms of resources like free programs. We would be getting faculty development support to make our courses OEI approved. The minutes for DEAC, which is now a sub-committee of the senate, those minutes follow the statement in the packet. Those are on page 32-38, and they are long. We had an

extensive discussion about it, about the terms of being in the OEI, and you can read through it. Are there questions or concerns? I want to address one concern. Ross Miyashiro had mentioned, in another venue, some concerns about financial aid and the OEI consortium. R. Miyashiro: I think the agreements are done. I think the financial aid directors eventually worked out an agreement. C. Gold: Yes, we would also be signing a financial aid consortium agreement.

R. Miyashiro: I am on the FLOW state-wide committee that will be writing the proposals to the governor and the chancellor for the 115<sup>th</sup> college. One of the opportunities if ECC is in the OEI that would put the college in a better position to participate as one of the regional leaders in the proposal I'm writing. It would significantly change our online standing.

KDD: Would this dilute the face-to-face demand on campus? Are there any safeguards in place? CG: There are concerns about if the students would take everything on the exchange. There are rules about that. They have to be enrolled in at least one class through our campus to be able to get into the exchange. Once they are in the exchange, they can only take two classes while they are in there. A student has to try to enroll in a course on our campus, if they can't get it here, then they can get into the exchange and take it that way. The language isn't clear. I think it is when there is any class available in a particular course. If they are trying to take History 101, and there is a face-to-face opening, they need to take that one before they can push into the exchange. As we talked about this before, it is still in a pilot phase. They are still working out a lot of these issues. One of the advantages of being in the consortium is that we can influence those sorts of decisions. Right now, local colleges have quite a bit of input and influence on how courses are being offered.

A. Ahmadpour: Right now, who is supervising the Distance Ed Office? Is it supervised by a dean? C. Gold: I am currently serving as the Interim Distance Education Coordinator. The oversight for distance education is Library Learning Resources. Not very many colleges have a specific dean for distance education. Ross, does Coastline have a dean of distance education? R. Miyashiro: They have a dean of innovation, which is over the Associate Dean of Distance Ed. You have to remember that 52% of Coastline classes are online. Coastline has the most sections on the OEI. They only have four, it's not like it's a lot of classes. You have to meet the teaching requirement to be eligible for that, and you have to meet the Canvas requirements. I'm writing my doctoral dissertation on OEI, so I'm familiar with the structure. C. Gold: There are only six colleges that are active right now. R. Miyashiro: There are supposed to be eight, but I think you are right. Fresno and Coastline are both offering four sections.

C. Gold: As I understand, there are things still being decided. Enrollment caps are being decided by the schools. We would determine what we want to offer in the consortium. There are still open questions; if we have a prerequisite, how would that work its way into the consortium? C. Brewer-Smith: So if we join the consortium, does that make seven schools in the consortium? C. Gold: There are actually 24 colleges in the consortium, but they weren't all ready to offer classes in the course exchange. There are only six colleges that had courses ready, their financial aid ready, and their admissions & records all ready. They will be adding more in the spring out of those original 24, and then adding more next fall. They are adding more colleges to those 24. P. Marcoux: There are 111 colleges that have adopted Canvas. C. Gold: There is a lot of enthusiasm for the initiatives. I sit on the steering committee, which is now the advisory committee, and everyone wants a piece of what's being shaped. KDD: So we'll be able to hear more as things evolve.

P. Lau: What is the downside of this? Will it affect our FTES? C. Gold: I'm a proponent or a cheerleader, so it's hard for me to answer this. P. Marcoux: If it's an open market, where a student can take as many courses as they want, or if we only offer a face-to-face class, and it's also available in the exchange, it could hurt enrollment. C. Gold: If we're not willing to put a lot of courses in the exchange, it can hurt enrollment. We really need to get our courses in the exchange. We need enthusiastic instructors, and we need to offer good courses. P. Marcoux: "Rate my Professor" and those kinds of things are really going to come into play.

C. Gold: One of the things we looked at last time, was the considerations on who to select, one of them is geographic diversity. There are already quite a few colleges from Southern California. S. Allen: Is there a limit in the number of courses that a college can offer? C. Gold: Not that I saw on the current consortium agreement. Students need to take at least one course at a community college somewhere to be able to take a class on the exchange.

L. Kjeseth: I was thinking about this from a curriculum point of view. One of the things we face, is when people want to make a change to courses, one of the things that sometimes prevents us from doing that is we don't want to put things like the course's standing for general education in jeopardy. Anytime you make a change, then it has to go to the UC's, and CSU's, to see if they are approved. My misgiving about this is, is this adding another layer where we might say, oh we

really want to make these changes, but we can't risk losing our ability to offer this course on the exchange. Are we giving up local control because of outside forces, is this a race towards mediocrity? That is my misgiving. C. Gold: I am not a curriculum expert by any means. But we are already part of the CID process, so our courses are CID identified. We are forced to do that. That is what the consortium is using, the CID descriptors. We don't know if that will make it worse than it already is.

There was a comment about students having the option of an easy "A" in an online course instead of a face-to-face, rigorous STEM course which ECC is known for. Will these students filter away from our programs and are we going to lose local control? C. Gold: I don't think there will be many "Easy A" courses on the exchange. I don't know how we will be able to micro-manage these courses. P. Marcoux: In order to get into the exchange, its peer review. You have to pass a panel of peers to make sure that class is worthy to be offered. I think that is a good safeguard. C. Gold: I have been on the advisory committee since the second year it was created, I have pushed for local control the whole way. I have pushed very hard for that. We need to be evaluating our online courses more accurately. My sense is that it will be local, faculty evaluations. KDD: We'll bring this back next time. C. Gold: Please email me your questions, so I have a firm answer.

## **F. NEW BUSINESS**

### **Recommendation to Enroll in Goggle for Education: 1<sup>st</sup> Reading – Pete Marcoux (pgs. 39-40)**

This is a first reading for a recommendation the Academic Technology Committee passed last meeting. Basically, it is asking ITS and the District to enroll in Google for Education. For those of you who aren't using Google products, you won't notice any difference. For those of you who are, you will have access to more Google tools. There are a few of us on campus who have been purchasing classroom sets of Chromebooks. It will make that much easier to deploy. There is a lot of Special Resource Center-type programs that will be made available. ITS is on board, it took me a long time to open them up to be willing to deal with this. We are still going to be a Microsoft campus. Our email will be migrating to Office 365 in the near future. This won't have a big impact, unless you are using Google. If you have any suggestions or recommendations or additions, email and we can discuss it at the next meeting.

## **G. INFORMATION ITEMS –DISCUSSION**

### **Associated Students Organization – Bryant Odega, VP for Academic Affairs**

We had an event on campus yesterday, we had our ribbon cutting for the Warrior Pantry. Thanks to Bryant Odega for coming to give us a quick update. Bryant Odega: Good afternoon everyone. Yesterday we had our ribbon cutting ceremony. This is historical because ECC opened its first Warrior Pantry. I will like to thank all of Academic Senate for the support and donations. For your information, we will be open every Thursday from 9 am until 12 noon. Students will be able to access the pantry. All they need is to show their student ID, that is the basic requirement as of right now. When they enter the pantry, they will receive "8 points" to select their food. Each food category is on a point system. We also have toiletries. We have bags to carry their food items. In regard to staffing, it will be staffing by student volunteers. The location will be room 116 in the physics building. We are still accepting food and monetary donations. Drop-off points are in the library, Student Development, BSS, and other locations (big blue bins with the Warrior Pantry Logo). J. Young: Are you anticipating opening in the evenings? Bryant Odega: Eventually. C. Brewer-Smith: What is the limit on food? Bryant: A can of beans is 1 point. Noodles and pasta is 1 point. Students can select food items that total 8 points in value. R Miyashiro: You can donate quarterly through payroll deductions in the Foundation office. You can donate \$20 every 3 months that would greatly help. KDD: Sign up once, it is super easy. Bryant: I just came back from a CCCSAA conference, where students from all over the state come together to exchange ideas. One of the ideas is the food pantry. They also had ideas for the DACA solution and Dreamer Students. Right now we are working on our own resolutions. We want to thank the senate and the college for their resolutions in support of students. KDD: We have had really strong student leadership this year. There has been an infusion of student energy on the Dreamers Task Force and it has made a huge difference. We appreciate that, thanks Bryant!!

### **Student Discipline Procedures: Report from Ed Policies Committee – Chris Gold (pgs. 15-22)**

KDD: This brings us to our second information item for discussion. Questions and concerns about student discipline have been bubbling up in a variety of area on campus. These issues are central to our mission; they have to do with academic integrity, environments that are conducive to working and learning, and emotional and psychological safety. We want to thank the collaborators, the Student Development Office, AIMS team, and our Vice Presidents. I appreciate Jean's strong advocacy for these concerns from faculty, and Ross' immediate understanding of what the issues are and his expertise in this area. I will turn this over to Chris.

C. Gold: This issue was brought to the Educational Policies Committee through an academic dishonesty concern that was expressed in the spring. We were directed to look at our student discipline policy in regards to academic dishonesty. Once we started to do that, it was clear that faculty wanted to talk about other things as well, and how we are managing discipline problems. Troy is going to talk about this and the issues that he had in the spring.

Troy Moore: As I am over in Natural Sciences and Chemistry, I've been teaching the first semester of Organic Chemistry for the last 2 years; every section offered in fall and spring. Three semesters ago, I had a student turn in his very first assignment and it was completely plagiarized. Even the punctuation was the same. I checked around, that student had cheated before, it hadn't been reported, so I got the honor of reporting it first. I filled out I think, the 40<sup>th</sup> incident report. Two weeks later, after a conversation with him about reporting it and getting a "0" on that assignment, another one came in that was plagiarized. Then there was another. So there were three that happened in eight weeks. After the 2<sup>nd</sup> one, he talked to the dean and the Student Development Office was made aware of this. After the 3<sup>rd</sup> one, he was convinced to "drop" the class with a "W" (he got out before week 12). The next semester, he was back again, and again on the first assignment it was plagiarized the same way. It all happened again, I filled out an incident report because it isn't fair to the other students in the class. He was strategically cheating his way through the class. The 2<sup>nd</sup> time he did it that semester, it was his 5<sup>th</sup> infraction. He gave a unique and creative excuse as to why he was cheating. So he was able to get a "W" again. He retook the course in the summer, when I don't teach it, and passed the class. The upshot is that he has 2 W's and an "A", or a "B" in Organic Chemistry and has cheated 5 times. This is interesting; he was bright, and he probably would have been fine and not turned in the plagiarized assignments and gotten "0's". But it creates a quandary. I have never had that sort of situation before where there was no intention of the cheating stopping. Here is a quick addendum; you are allowed to suspend students for two days following the incident of cheating, which I did. I had to deal with him and it took a lot of class time. Some sort of streamlining would be helpful in this situation.

C. Gold: Issue #1, this is where it started. So the Ed Policies Committee then, with the intention of solely dealing with this issue, we started out by looking at, "What are we allowed to do when a student cheats?" We can't fail them in the whole course if they cheat on one assignment. We were investigating on other things we might do. We looked at other colleges that are more prescriptive with what happens. On the first incident, "x" happens, the second incident, "y" happens, on the 3<sup>rd</sup>, they go to the Student Development Office, something else happens. Very quickly, the conversation turned into much larger issues revolving around discipline. Issues of misbehavior, threatening, yelling, classroom misbehavior, problems in the library. Conversations began popping up in other meetings. We thought we would look into this issue in a larger sense. In our 2<sup>nd</sup> meeting we heard from our Student Development Officer and our AIMS officer and their teams so we could share what we had heard. We heard all about what they are doing, which is a lot. There is a lot going on behind the scenes that faculty aren't aware of. But one concern is that faculty aren't hearing back on the status of reports they have submitted. Finally Ed Policies met a 3<sup>rd</sup> time, and by this point the issues were becoming larger and beyond the Ed Policies Committee.

A task force is being formed to deal with the issues and to talk about this in a broader sense. The senate will be sending representatives to the task force as well as AIMS, and the Student Discipline Office. Since Ed Policies had done so much work on this already, we thought it might be helpful if we listed all the issues we had identified and ideas or suggestions to consider in how to deal with those issues. That is what you see on pages 20-22. I will hit upon some highlights that we heard from faculty. The first area of concern is that the disciplinary actions are perceived as not severe enough. There may be cases where faculty members have been threatened and the student appears back in their class. We heard some concerns about personal safety, and people are harassed by students and threatened by students. And they worry when they are on campus, are they going to run into them in the parking lot? Are they going to cross paths? So we heard about that type of anxiety, and it is reasonable. So you can see we have several suggestions to highlight a few of those. Maybe we could enlist the help of Institutional Research and have them look through reports. What kinds of reports are being filed? What kinds of disciplines are occurring with what kinds of actions, what are the repeated behaviors out there, where are these incidents occurring, are there hot-spots? Is the library a hot-spot?

Other things we thought about are more preventative behaviors. Talking to students about what behaviors are expected from them. Letting students know what happens when they misbehave. Some colleges print an honesty pledge that students sign before they take a test. Etudes has a pledge for honesty where you click a box before you take a test to help prevent cheating. Those little things that seem benign to us actually do prevent some cheating.

S. Di Fiori: For the past few semesters, there have been adjuncts who have reported that they have put a box in the front of the classroom before a test for all students to put their cell phones in. Some students refused and left the classroom very upset. I've had many students tell me that is how students cheat. I don't know if we should be collecting their cell phones, it makes me nervous. R. Miyashiro: You cannot keep their cell phone. I had a student complain about collecting cell phones, so I would recommend to tag their phones. At Coastline, if you took a test in the testing center, you had to put your phone in a cellphone locker. Then we had high definition cameras that caught people still sneaking the 2<sup>nd</sup> cell phone in and cheated. P. Marcoux: You have to watch the watches too. R. Miyashiro: If the cellphone is far enough away, they Bluetooth won't work. The watch isn't as valuable as the phone for storing information. Put it on the syllabus, that I collect all phones before testing so the students know that you take them. (That way it is protected if it ever goes to court). Troy has them turn their phones over and off. That way you don't have to collect them and if they don't touch them, all is OK.

C. Gold: One page 21, one of the biggest concerns is that faculty don't hear back from the report (IRF). We were talking as the group about how to close the loop. If people file a report, they should hear back. Obviously, there are restrictions to that. There is FERPA, privacy restrictions, ADA provides some restrictions as well. We do want faculty to hear back as much as they can.

Number three, we shouldn't be thinking only about the student who commits the misbehavior, because there is a lot of conversation about wanting to get them back on track and learning. We also need to think to think about the impact of that behavior on the rest of the classroom and on the faculty as well. How much time is spent in the classroom dealing with this? How much did students talk to the instructor about this? Are there students who will drop the class because they are afraid of going back? Will they be scared about going to the library, if it happened in there? KDD: Faculty can get traumatized from these events, especially if it's a personal attack. Once you have been traumatized, how can you go back into that classroom? Does it affect your work if you are always looking over your shoulder? C. Gold: Typically, the verbal assaults are very personal. Classified staff are also subject to incidents.

Number four, AP 5520 Deals with student discipline and it was developed before we were using the online reporting system. We need to revise the policy to incorporate AIMS. There are concerns about the role that deans and associated deans should play in the process as well. That's not spelled out in the process. Some of it is handled locally, some goes to the student discipline office. KDD: How do we diffuse our effectiveness when we decentralize? C. Gold: We want to make sure there are consistencies. We want students to be flagged and tagged. If they do the same things in Math and then go over to Behavioral Sciences, we want to know about it. Consistency is what we want.

Number six, many of us don't deal with these kinds of behaviors very often. We may not be familiar with these terms and procedures. Maybe explain to faculty how to fill out the forms and what things mean.

Some of the timeframes are very long for making decisions about discipline, some need to be shortened. You don't want students wandering around campus for a month and a half when they have been violent or harassed someone. We have heard from many faculty and administrators that they don't feel equipped to deal with extreme behaviors. Training might be an issue, but it isn't a panacea for all problems. If we do training on a flex day, it's reaching full-time faculty, but we are the minority on campus. The majority of the faculty are adjuncts and they don't have to attend mandatory training. To reach adjunct faculty, we maybe need a laminated card in the classroom so there is instruction on what to do. When do you call the police? What is the line? It should not depend on your tolerance for a particular behavior. We should call when X, Y, Z happens. What do you do in the moment if a student cheats? We want to be consistent.

S Bray: I have dealt with this from a counselor's perspective, and I have dealt with students who were accused of cheating, but didn't cheat. Now they are in another class and they are tagged because there is a suspicion that they cheated. C. Gold: That is a good point, because the reports don't have an outcome. That is what we want, we want to see the outcome. If the student was cleared, they shouldn't be flagged as a repeat offender.

R Galbavy: I wanted to make a note, at our last AIMS meeting, something came up. This is a bigger conversation. We have some Health Center people on the committee, and they were talking that not only do you have deans and faculty who are not equipped to deal with extreme behavior but what about people who are mentally ill who just shouldn't be back in the classroom? There is no clear policy about that. What do the Health Center people do when they realize this person shouldn't be in the classroom? There isn't a standard protocol and that was another concern that was brought up.

P. Marcoux: Troy mentioned he suspended the student for two classes, does that count towards the absence limit? There was discussion at this point that it should be included on the syllabus. E. Geraghty noted that a consideration with mentally ill students is, are they benefitting from a college education? That is an issue that also needs to be addressed.

KDD: We want to make sure there are dean's reps and library reps on the committee. This is a campus-wide committee, not Ed Policies. This is college taskforce. C. Gold: One of the recommendations is that the deans' council be thoroughly consulted.

C. Brewer-Smith: We talk about student-to-student bullying, but what about students who bully teachers? That is becoming a big issue. They cuss us out to our face and use the F bomb? There is no respect. R. Miyashiro: I want to comment that all of these issues need to be filed through MAXIENT. That is the only way we can solve the student conduct issue. We will be willing, through Student Services, to train any group of faculty how to file, work with ITS, to make sure it is pushed out to every computer on campus, so we can respond quicker. We can't respond quickly if the issue is sent through email. MAXIENT pops up and keeps popping up to remind someone to address it. That way, we can make it more efficient to handle the myriad of student conduct issues. Students who don't respect faculty members in the classroom, we want to hear that. I guarantee you, we will bring them through student conduct and if they can't handle being in a college-level class, then we'll tell them that this isn't the college for them.

M. McMillan: Whoever is on that task-force, please have them include conversations of non-student behavioral issues. That is one of our biggest issues in the library, the non-students. We have no way of identifying who the student is, so we don't know if they are students or not. We can't just put in a report that it is a tall guy with a nice build who may or may not be a student. We get a lot of behavioral problems from transients and community members who are wandering through the library.

D. Breckheimer: The task force needs to deal with the MAXIENT form. I know that I have dealt with a huge situation where I am trying to de-escalate a situation with a student on the spot. Most instructors don't want to hand the suspension to the student, they want me to do it because it is my responsibility. We need something printed, so that I can literally hand that to the student. Then we don't have to wait for Greg dealing with the possibility of getting something to the person in writing. R. Miyashiro: If this is on-the-spot, we need to get the chief involved. Student conduct isn't meant as a thing to walk down the angry student then and there. They are already angry. All our Campus Police Officers are trained to deescalate situations. Our police officers are better at deescalating than we'll ever be. If a student yells at you, call campus police. After campus police escorts the student out of the classroom, after class is over, I would fill out the IRF (online) report. Then the chief can handle the situation. You have a right to control your classroom, you dictate the behavior of your class. It should all be laid out in your syllabus so there are no surprises for the students. Not everybody manages their class the same. Let me give you examples. When I taught, I didn't care if you ran out to the restroom, I said you don't ask permission, just go. I don't care if you show up for class. If you miss a test, it's on you. Other faculty, if you are a minute late, I lock the door. If you miss one class, you get an "F". Faculty have a right to put on their syllabus whatever they want. Title 5 is very vague, it tries not to infringe on classroom rights.

C. Wells: This discussion started with an example where the instructor was only able to fail a student on the assignment they cheat on. Is there any discussion about revisiting that? C. Gold: I know the statewide senate revisits that every now and then, but I don't know the action right now. I would like to see this. I know in the 4-year schools they can just fail you. C. Wells: It is important to take to the statewide. It is the time to revisit it. KDD: We are running out of time in our meeting.

A. Ahmadpour: I would like to share my perception. The generation that we are teaching right now is the most respectful and peaceful. I don't see the need for harsh discipline. We need to be careful to not create a humiliating environment. C. Gold: I sympathize with you, because I don't see it in my classroom. But in just the last couple of weeks that I have been addressing this with Ed Policies, there have been two incidents where people have been personally attacked for their gender or gender identity. KDD: We forward the list of issues identified by the Ed Policies Committee to the campus-wide task force looking at student discipline procedures. We will keep you apprised of the ongoing discussions.

**Survey of Entering Student Engagement (SENSE) Presentation – Marci Myers (Institutional Research)**

This topic was tabled until the next senate meeting.

**H. FUTURE AGENDA ITEMS**

Ed Policies: AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies; AP 7160 Professional Development; AP 5500 Standards of Student Conduct

Center for Urban Education Institute: Strategies for Equity-Minded Hiring Practices

ECC Webpage Redesign

**I. PUBLIC COMMENT**

**J. ADJOURN**

The meeting adjourned at 2:00 pm  
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