

ACADEMIC SENATE EDUCATIONAL POLICIES COMMITTEE MINUTES

Tuesday October 10, 2017 – 1:00-2:00 Library 202
CCCConfer call in 1-913-312-3202, participant code 120057

Fall Meetings on 2nd and 4th Tuesdays from 1-1:50 pm

Sept. 12 – Library Room 202

~~Sept. 26 – Library Room 154~~

Oct. 4 – Teaching and Learning Center, West Library Basement

Oct. 10 – Library Room 202

Oct. 24 – Library Room 202

Nov. 14 – DE Room / Library 166

Nov. 28 – DE Room / Library 166

Dec. 12 (tentative) – Library Room 202

Members:

Darcie Descalzo (NS); Kristie Daniel-DiGregorio (BSS – absent) Christina Gold (Chair, BSS); Vanessa Hayes (CEC – attended CCCConfer); Chris Jeffries (ECCFT); Gary Medina (LLR); Karl Striepe (BSS); Lori Suekawa (CSS); Linda Ternes (Assoc. Dean -Math)

Materials

1. Student Discipline Concerns and Possible Actions (draft)

MINUTES

- During our Oct. 4 meeting, we hosted guests from AIMS and the Student Development Office. After that meeting, Chris Gold consulted with the VP of Academic Affairs, and it was decided that this is a big topic, beyond the scope of the EPC and that a task force should be created to deal with the issues. The Senate will make appointments to the task force and we will try to include a librarian since the problems in the library seem unique and frequent.
- Given that we have done some investigating and some problem-solving already, we decided that EPC would bring forward a list of issues and possible actions to the task force. That list will be brought to the Senate as an information item.
- The committee discussed the list and the resulting edits are incorporated into the version below.
- AIMS should be publicized more. For instance, at the New Teachers Learning Academy the process is not covered in detail.
- Discipline issues are covered in the introductory meeting for new adjuncts but the meeting is not required. Most adjuncts won't be reached by training efforts.
- The EPC likes the idea of having a laminated sheet in each classroom that provides information about disciplinary protocols. Faculty members don't always remember off the top of their head what to do in specific situations, and they may not have been told. It would be helpful to have specific guidance in the moment so they would have a clearer sense of when to call the police, when to file an IRF (and how to file it), when to talk to their Dean, etc. The sheet could include question like: "What to do if a student threatens you" "What to do if your student is yelling and using obscene language." "What do if a student is cheating." This may also create more consistency in faculty responses to certain kinds of behaviors.
- The perception is that disciplinary actions are not strong enough, but we don't actually know if this is true. We could ask Institutional Research to write a report on the kinds of disciplinary actions that are being reported and what the outcomes are. If students are not named, this would not violate FERPA.

- To close the loop, perhaps there could be an area in Maxient where a case could be closed. I case wouldn't be complete until the reporter was notified.
- We could have mandatory training or online training in how to handle misbehavior. A course shell could be used to help advise faculty on how to proceed and file an IRF. Compton has online training in which you receive a certificate.
- We should also let students know in the student orientation what behavior is expected of them. There could be more education of students about expected behaviors and consequences for misbehavior. We also should provide more detail on the "Student Code of Conduct and Academic Honesty" website, which contains very little information and no direct link to the student code of conduct.
- We need to give clearer messages to faculty about what to do in the event of particular behaviors.

Ideas for the Student Discipline Task Force
Educational Policies Committee – Oct. 10, 2017

ADA – Americans with Disabilities Act

AIMS – Assessment, Intervention, and Management of Safety

AP5520 – ECC Administrative Procedure 5520 Student Discipline Procedures

FERPA – Family Educational Rights and Privacy Act

IRF – Student Incident and Referral Form

Maxient – The software used to file IRFs and track student behavior.

“Reporter” – The person filing an IRF

Areas of Concern	Possible Actions
<p>1. Student disciplinary actions are perceived as not severe enough in cases of cheating, verbal outbursts, harassment, and threats.</p>	<p>1. Provide venues for faculty to speak with AIMS team members, campus police, and the Student Discipline Officer about their incidents and how they impact the faculty, students and learning environments.</p> <p>2. Find out if a problem exists and, if so, in what areas. Ask Institutional Research to write a report on IRFs. How many are filed? Where are the misbehaviors occurring (classrooms, library, online)? What kinds of misbehaviors are occurring? What are the typical disciplines for specific misbehaviors? What happens with repeat offenders?</p> <p>3. Be more proscriptive about what specific actions must be taken when specific kinds of incidents occur. For instance, a verbal warning by Dean on the first cheating incident; a written warning on the second; and a more severe consequence by the Student Development Officer on the third. Or, specify that harassing, threatening, or violent behavior automatically will lead to withdrawal from a class.</p> <p>4. Provide more preventative measures to discourage misbehavior. Include a larger component in the student orientation about what behaviors are expected of students and what the consequences for misbehavior are. The student discipline/academic dishonesty webpage is very brief and could be more informative. There is a link to Board Policies in general, but not to AP 5220 specifically. Also, provide information about sexual and gender based misconduct here.</p> <p>5. For further preventative measures, have an academic honesty statement with a line for a student signature printed on the front of ECC blue books. Explore whether an academic honesty statement can be a pop-up before tests and assignments in Canvas (like it was</p>

	in Etudes).
2. Faculty/staff who file IRFs don't always hear back about progress on their reports. This creates anxiety for faculty and staff who have been the targets of verbal abuse, threats, harassment, or violence.	<ol style="list-style-type: none"> 1. AP 5520 Student Discipline Procedures could require that reporters always receive an update on progress on their IRFs and notification when it has been resolved (and the outcome if FERPA and ADA allow). 2. Research FERPA and ADA to determine the kinds of information reporters can be told about the progress on and outcome of their report. 3. FERPA allows for disclosure and redisclosure in incidents involving an act of violence and non-forcible sex offenses. For all acts of violence and non-forcible sex offenses, require that faculty be fully informed of the progress on their report and the outcome. For all other incidents, inform faculty to the fullest extent permitted by FERPA and ADA. 4. Give reporters the opportunity to provide clarification on their cases as they pass through the discipline process. In the procedure, provide more times when the reporter is consulted or contacted by the point person on the case.
3. The well-being of faculty and students and the impact of an incident on the classroom learning environment should play a larger role in decision-making about student discipline.	<ol style="list-style-type: none"> 1. Specifically ask for information on the form about the impact of the incident on other students and their learning. How many students were present during the incident? Did the students approach the Instructor to talk about it? Did the Instructor talk with students during or after class? What did they talk about? How does the instructor think the incident impacted students and student learning? How much class time did it take up? 2. Before reintegrating a student back into a class, follow up with the reporter and find out about the classroom reaction.
4. We were not yet using Maxient when AP 5520 was last revised. Also, AIMS and its processes are not explained in AP 5520 and many people are confused about what it does and how it works.	<ol style="list-style-type: none"> 1. The processes used in Maxient should be outlined in AP5520 (but perhaps Maxient should not be named in case we switch software). 2. The organization of AIMS and its processes should be explained in AP 5520. 3. In AP 5520, specifically describe the decision-making process for who will be "in charge" of a case. 4. Publicize AIMS more and clarify exactly what it does and how it relates to the Student Development Office/r in working on IRFs. A flow chart or diagram may help with the explanation.
5. Lack of clarity and consistency across divisions in the role	<ol style="list-style-type: none"> 1. The Dean/Assoc Dean role should be clarified in AP 5520 and in the Maxient process. 2. Consult with Deans Council to find out how Deans across the

Deans/Assoc Deans should play in the disciplinary process.	divisions are handling student discipline and IRFs. Develop a consistent expectation.
6. It is hard for faculty to determine how to categorize an incident when filing an IRF. Faculty may not know what Title IX, Title V, and AIMS are.	<ol style="list-style-type: none"> 1. On the form, provide an explanation for terms that faculty may not understand. 2. Create an instruction sheet that provides guidance for how to fill out the form. The instructions could include links to relevant policies and procedures.
7. The time frames for dealing with an incident may be too long. A lot can happen while waiting to undergo the process.	<ol style="list-style-type: none"> 1. Consider shortening the time frames in AP5520, especially in cases dealing with disruptive behavior, harassment, and threatening/violent behavior.
8. Some faculty and Dean/Assoc Deans feel unequipped to deal with the extreme behaviors and mental illnesses of some students.	<ol style="list-style-type: none"> 1. Provide training. 2. For the majority of our instructors, who are adjuncts and likely won't receive training, provide specific written guidelines about how to deal with different kinds of student misbehavior and when to call campus police. Consider having a laminated sheet in each classroom that explains disciplinary protocols. Give specific guidance for how to react to certain kinds of behavior. For instance, it could explain when to call the police, file an IRF, and/or talk to the Dean. It could include the answers to questions like "What do I do if a student threatens me?" "What do I do if a student is yelling and using obscene language?" "What do I do if a student is cheating?" This may create more consistency in faculty responses to student behaviors. And, having written guidelines to show a student may give an Instructor clout when handling the situation. 3. Provide specific guidelines for when campus police should be called and clarify that FERPA restrictions do not apply to the campus police.