

**Ohlone College Faculty Senate Minutes**  
**May 2<sup>nd</sup>, 2018**  
**3:30-5:00 p.m.**  
**Rm. 7101**

Present at meeting: Peggy Kauffman, Rose-Margaret Itua, Heather McCarty, Jennifer Harper, Larry Heslin, Walter Carlson, Maggie McKenzie, Sobia Saleem, Brenda Anhtholz, Jim, McManus, Sheryl Einfalt, Barbara Tull, Miguel Fuentes, Raj Misra, Peter \_\_\_\_\_, Janel Thompson, Elias Barbosa, Nan Zhou, Jesse MacEwan,

1. Introductions
  - a. What are you doing to do this summer?
2. Faculty Senate Update
  - a. Faculty Senate Meeting Dates and times for 2018-2019
    - i. Already online
  - b. Updates on Senate Seats
    - i. Sheryl is done with her term
    - ii. Raj and Mark will be sharing next year
      1. Raj will do the Fall
      2. Mark will do the Spring
    - iii. Elias will return in the Spring after taking a break in the Fall
  - c. Faculty Senate Elections
    - i. Jesse MacEwan nominated and elected as Faculty Senate President for the next two years
      1. Barbara is the first
      2. ? is the second
      3. All approved
    - ii. Sobia Saleem is nominated as Vice President, and she is the President Elect
      1. Rose-Margaret is the first
      2. Larry is the second
      3. All approved
  - d. By-Laws Revisions for Succession Planning
    - i. Succession planning already in the by-laws
      1. President Elect, President, and Past President
        - a. Wording is already approved
  - e. Technical Site Visit with ASCCC planned for Fall 2018
    - i. A CEO chosen by the President will be coming for a site visit to clarify roles and agreed upon and primarily rely upon
  - f. ACCJC Training for Accreditation on May 8<sup>th</sup>
    - i. Brenda and Jesse invited
    - ii. Brenda: It might be a good idea to see who own accreditation on different campuses... at our campus, it's College Council
  - g. Graduation and Alumni Speaker
    - i. Dr. Allyson Tintiangco-Cubales
      1. Ethnic studies alumna of Ohlone College

- 2. Professor of Asian-American Studies and Ethnic Studies
  - ii. Graduation is still in the gym in the sweltering heat
    - 1. They are making plans to move it outside, but it couldn't happen in one year
  - iii. Discussion of moving faculty to the bleachers
  - iv. Maggie: At some colleges, faculty only go to graduation once every three years
  - v. Drew: Faculty should get water walking in
  - vi. Consensus: it's too hot in there
- 3. Academic Dishonesty Policy – H. McCarty
  - a. The Academic Dishonesty Policy is pretty much complete
  - b. It's a clear process that involves the deans
  - c. Students have a voice in this process
  - d. Students will be able to learn from this experience
  - e. There's been some compromises made in the academic and administrative sides
  - f. Heather: I'm a little bit concerned because there's an administrator who would like to change the word "will" to "can" with regards to applying academic sanctions, so it becomes optional rather than required. There is a request from an administrator to change it to "can," so they can have more discretion in terms of the application of certain sanctions.
    - i. Last Fall, a faculty member learned that a student had a third offense on a paper. The student physically blocked a faculty member from leaving the room and physically pushed the faculty member back. The faculty member followed the procedures, but the VPSS's office simply told the student to write an apology letter.
    - ii. This is what discretionary powers look like... and can allow for inappropriate responses to academic dishonesty. This can, in fact, even put faculty safety at risk.
    - iii. Brenda: Faculty members should get reports on academic dishonesty. These numbers are disaggregated by race but not by repeat offenses.
    - iv. Heather: Going forward, Faculty Senate should ask for those numbers and ask for them to be disaggregated by the number of offense.
    - v. Peggy: Earlier, there is no definition about "egregious" offense.
    - vi. Heather: "Egregious" offenses are now qualified.
  - g. Brenda: The Academic Dishonesty Handbook defines what an act of academic dishonesty is, what "egregious" is, etc.
    - i. It's a great idea to include this in your syllabus.
    - ii. "Egregious" as outright stealing from the internet or using electronic devices to cheat.
    - iii. We invited the VPSS to attend informational sessions on what academic dishonesty are; it is not appropriate for someone who repeatedly reject invitations to these working sessions to make last minute revision suggestions—this is not "mutually agree"
    - iv. A third revision doesn't make sense because we did not "mutually agree" upon it if the VPSS did not attend the meetings in which we

learned information about Academic Dishonesty and worked towards our college's Academic Dishonesty Policy

- h. Janel: It's unclear in Heather's example if the student know that they had a student academic appeals process.
    - i. Heather: It went to Minh-Hoa, and she met with someone about it. The plagiarism was agreed upon (by M.H.). The student knew about the appeals process—the student appealed it to M.H. She decided that an apology was what the student needed to do. The police and HR (Shairon) was not conducted. When the case was brought to Gari, she made sure the situation was essentially taken care of.
  - i. Brenda: We did a lot of things with students in mind for learning. This is a mutually agreed item, and administrators do not have the right at the 11<sup>th</sup> hour to make a last minute change. This kind of behavior disappointed Brenda.
    - i. Barbara: Faculty need to make certain that they make sure students understand what plagiarism is. This seems like a loophole. How can faculty make certain that students know what plagiarism?
    - ii. Brenda: Students cannot claim ignorance as an excuse to plagiarize.
    - iii. Janel: Our SLO's have to be on the syllabus; perhaps plagiarism information should also be required to be on the syllabus?
    - iv. Larry: Is this something that can be done in the orientation?
    - v. Jesse: We should make it clear what we *want* students to do—not what we *don't* want them to do. We've talked about what we need to include during student orientation. It would be helpful to get some of you to join that committee in which we talk about these things?
    - vi. Brenda: Brenda and Barbara are willing to participate in a taskforce I which they promote academic integrity. We have to promote integrity.
    - vii. Barbara: LS101 has an entire week devoted to defining plagiarism... and students *still* plagiarize.
  - j. Approval
    - i. Barbara is the first
    - ii. Rose-Margaret is the second
  - k. Walter Carlson: Shouldn't faculty know when or how many times a student plagiarizes?
    - i. Heather: VPAA is hearing all the stuff... student services houses it. FERPA prohibits too much sharing of students grades from class to class, which is why faculty aren't allowed to know how many times a student may have plagiarized.
4. Minutes Approval
- a. Sheryl is the first
  - b. Larry is the second
  - c. All approved
5. SSSP Update – Jennifer Harper
- a. Student Success and Support Programs
  - b. Core Services
    - i. Orientation
    - ii. Assessment

- iii. Counseling
- iv. Student Education Planning
- v. Follow-Up for At-Risk Students
  - 1. Basic Skills
  - 2. Probation
  - 3. Undeclared
- c. 2017 SU/FA Data
  - i. Spring 2018 cSEP Completion = 72%
  - ii. Who's not using our counseling services and who doesn't have SEPs and why? Is it a barrier? Is it something that we need to change?
  - iii. Jessie: Undeclared and undecided students won't have SEP plans, but should that number even be higher
    - 1. Not every students walks in with an exact plan, and we may need to maintain that space
    - 2. Progress probation – students who completed 70% of their requirements might not be captured in counseling, but they may still be struggling... how do we expand our search to capture them?
    - 3. How can counseling and instructional faculty collaborate to make students aware of counselors as individuals?
    - 4. Guided Pathways is making the course of action a little murky
- d. Follow-Up Work
  - i. Basic Skills
    - 1. Pilot Starfish Progress Surveys
    - 2. Class Presentations
  - ii. Probation
    - 1. 1500 students on probation at any time at Ohlone who have too many W's or fall under a certain GPA
  - iii. Undeclared
    - 1. Major website re-design
    - 2. "How Do I Choose a Major" workshops
    - 3. Career Counseling assessments and protocols
    - 4. Questions added to Student Profile
    - 5. Career/Major Day?
      - a. Feedback from students: they love hearing about our pathway, our major, and how we go to where we are
- e. Coming Soon
  - i. Starfish Roll Out
    - 1. Early Alert vs. Student Success Tool
  - ii. Assessment Changes
  - iii. Freshman Day, May 11<sup>th</sup>/12<sup>th</sup>, 2018
  - iv. Electronic Education Planning Tool
- f. Jim: Is there a lot of overlap between SSSP and Guided Pathways?
  - i. Jennifer: There is a lot of overlaps... they may be able to do some advisories and maybe combine these two groups.

- ii. Brenda: Dr. Browning's concerned that Equity, SSSP, and Basic Skills monies may be merged, which will make things a little bit harder. Guided Pathway's \$700,000 will not be enough—we're going to need at least three times as much money.
  - iii. Jesse: We're trying to avoid the overlap (Janel: the redundancies) between the work we do. How do we make this easy to navigate for the students?
- 6. UMOJA Update – Maggie McKenzie
  - a. Umoja Advisory—Tier B—Committee
  - b. Umoja isn't not an acronym for anything
    - i. It's a Kiswahili word that means "unity."
    - ii. It's open to everyone and all students
    - iii. It's a statewide organization that started in 2006
    - iv. We are one of over 50 colleges in California with Umoja programs
    - v. Over 4,000 students participate I Umoja each year
    - vi. Every college can make Umoja work for the population of students at their college
  - c. 18 practices of Umoja are critical is your campus is going to have Umoja
  - d. Ohlone's Umoja program officially started in Fall 2016
    - i. Based on the older Nishati program Ohlone used to have
    - ii. Brenda: Umoja advisory committee is the biggest committee on campus
  - e. Maggie: Advisory committee is open to anyone and everyone on campus.
  - f. Our program includes the following:
    - i. Coursework
    - ii. Counseling
    - iii. Mentoring
    - iv. Tutoring
    - v. The Umoja Village
    - vi. Village Meetings
    - vii. Leadership Opportunities
    - viii. Events:
      - 1. Fall and Spring Orientations
      - 2. Statewide Umoja Conference
      - 3. Regional Symposium at UCD
      - 4. Umoja Day at CSUEB
      - 5. Black College Expo
      - 6. BHM Proclamation
      - 7. Museum of the African Diaspora Field Trip
  - g. The role of the Umoja advisory group
    - i. Brainstorming to help crate our Umoja program
    - ii. Trouble-shooting to help overcome program challenges
    - iii. Offering suggestions and support to help enhance the program
      - 1. Tutoring, mentoring, teaching, chaperoning students, supplying laptops, and more
    - iv. Umoja Foundation Account for fundraising

- h. Brenda: Is there a possibility of using a space—like Hyman Hall—to have rooms around a central open space for students to hangout in. Each of the rooms can belong to students' groups, and the central open space can be for all students to share and mingle.
  - i. Nan: There's a speaker who talks about the differences of Black ASL and mainstream ASL.
7. Faculty Professional Development Update – Brenda
- a. Faculty Professional Development and Faculty Senate President should chair the new faculty orientation
  - b. We're hiring five new faculty, and they liked the new faculty orientation, and they want to talk more about the tenure review process
  - c. The question is this: Do we throw new faculty onto committees, or should we allow them to have time for new faculty orientation?
    - i. Consensus: That first year faculty are overwhelmed, and faculty should have the time to orient themselves.
  - d. Brenda: We comprised between one year off and throwing them in the deep end by having them have a semester off by having orientations and giving them time to explore and visit different committees.
  - e. Jesse: Faculty should some time off... even years.
  - f. Rob: We need to allow faculty time to form cohorts and relationships with each other. We need to give them time to explore committees.
  - g. Sobia: They need a hear to explore committees, so they can feel like they make meaningful contributions when they finally join a committee they're passionate about.
  - h. Elias: Committee visits are a little rushed—maybe we can follow-up to make sure that they visit various committees.
  - i. Barbara: Why don't we consider the orientation their committee for the first year?
  - j. Brenda: Can we move forward with one year?
  - k. Maggie: It's really important for the mentor and the faculty member to have similar disciplines?
  - l. Sobia: Mentors should share some kind of interest with the new-hire... like a similar committee interest or the same discipline?
8. Master Syllabus Task Force Proposal – Jim McManus & Brenda Anhtholz
- a. Brenda: The new Faculty Handbook syllabus recommendations have been updated—we don't know by whom—but it's missing some of Jim's updates
    - i. Mental health and stress is not on there
    - ii. Benefits of an Ohlone College degree and certificate is not on there because Narinder and Jim phrased it differently
    - iii. Starfish additions
  - b. Nan: There should be a separate section for DSPS and Deaf Information
    - i. Many Deaf students don't go to DSPS... they go straight to Building 6
    - ii. Only the name has been changed for Deaf students...
    - iii. They've now been changed to SAS: Student Accessibility Services
    - iv. Tutoring for Deaf students not only for English and Math, but for general courses as well

- c. Brenda: Can we approve this as a recommendation that we can send to the VPAA's office, who, apparently, was charge of updating it anyways?
  - d. Jesse: Tijan wanted to make some language changes as well.
  - e. Brenda: We'll whet it out, and send it out.
  - f. Rob: Shocking that it was changed. It should have made all the rounds, but it didn't.
  - g. Brenda: This is being rolled it to the Fall.
  - h. Heather: We need to roll it to the Fall figuring out who made the changes to the document.
  - i. Janel: Should it be printed?
  - j. Rob: It's not printed, so we can make changes as necessary.
9. Jim McManus: We loved the shared, your energy, and your enthusiasm, Brenda! You're the best! =) Rose-Margaret: You did so much, and you're so strong! =)