

# College Council Meeting Minutes

Date: 11.20.20 | Begin: 12:00 p.m. End: 2:00 p.m. | Location: Zoom Video Conference

## Attendees

Cynthia Risan – Committee Chair; Tami Harper – Recorder; 70+ Participants – employees and students

| Topic/Item                                      | Presenter                | Meeting Minutes   |
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| <b>Meeting Minutes and Supporting Materials</b> |                          | Meeting minutes contain a summary of what was presented, group Q&A, and any commitments made at the meeting. The agenda packet contains supporting material presented.  |
| <b>College Council Recorder</b>                 | Cynthia Risan            | Want to take a moment to acknowledge Laura and Tami. Karen Ash moved on from the college as the Financial Aid Director. Terrie Sanne stepped up as interim Financial Aid Director. We needed someone to fill Terri’s position. Laura has had experience with financial aid and will be helping out during this time. We all know how important it is to have financial aid up and going. Laura will no longer be sending out the College Council messages. Thank you, Laura! Tami has agreed to help out and will now be sending out the messages for College Council. Thank you, Tami. It’s really important to keep College Council going during this time.   |
| <b>Wacheno Welcome Center</b>                   | Tim Cook and Tara Sprehe | <p>History of Naming Process: Construction of the Student Services Building began in March 2020. Emerging from the process of a campaign to name the building was a request to name the building in honor and recognition of the Clackamas Tribe. In August of 2020, Clackamas Community College representatives met with the Confederated Tribes of Grand Ronde Tribal Council to propose and discuss our recommendation. The Council enthusiastically supported naming the building: Wacheno Welcome Center.</p> <p>The Confederated Tribes Cultural Affairs Office will provide a biography of the Wacheno name.</p> <p>We received a letter of endorsement and support from the Cultural Resources Department of the Confederated Tribes of the Grand Ronde Community of Oregon. Tim read the letter. This is a continuation of past partnerships between the college and the Tribe but now this is really an opportunity to move that forward. The Tribe has been involved with Clackamas Community College by funding improvements at the Environmental Learning Center, working with students on art projects, attending conferences hosted at our campus and have had tribal members attend Clackamas Community College. Both the Clackamas</p> |

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|  |   | <p>Community College Board of Education and Clackamas Community College Foundation Board are supportive. The Diversity, Equity and Inclusion Committee felt that this wasn't just a name but something that we could have a much deeper history and understanding of. Concerns were raised about the treaty itself.</p> <p>Q: This helps us to recognize where we are and also where we came from. Can we celebrate this? Maybe yearly? An honoring event? What our relationship is with the land and the people? How do we celebrate this? An annual celebration? A: Tribe would love to be much more involved in what we are doing.</p> <p>Suggestion: Bring back the idea of brown bag lunches. Great opportunity to bring education back to our community.</p> <p>Q: Will there be a plaque or monument at the entrance of the Wacheno Welcome Center? A: Yes, we always have a dedication plaque. We could have another plaque that states what does Wacheno mean and why did we pick this name.</p> <p>This is exciting! Great work. Tara would like to extend a thanks to the College community while we worked through this. We wanted to ensure we did it right and we did. Thank you.</p> <p>C: John Ginsburg, as a member of the Diversity, Equity and Inclusion Committee, stated that the committee was waiting for the endorsement letter to come. There is one more meeting on December 4 and possibly they can take it up at that time. Tara will get the letter to the Committee.</p> |
| <p><b>Reporting COVID-19 Cases</b></p> | <p>Tim Cook, Tom Sonoff and David Plotkin</p> | <p>Tim: Communication to the college has 4 confirmed cases. Even if the student is an online student – if say they are COVID positive – it needs to be reported. Concerns about us violating FERPA or HIPPA. When we are made aware of a case, we need to check to see if they have had any contact on campus. Also helps with contact tracing. Cases have gone up dramatically. This is not an effort to disclose anything about a student or staff but we don't want to put anyone in danger.</p> <p>Tom: Bad news yesterday as Oregon set a record again for infections and death. Just got off the phone with Clackamas County Public Health. It's really important to contact Tom if you find out a student tested positive. Tom needs the following information: name, when they tested positive, and last time on campus. That information can help decide if the college community is up for exposure. Public health is very overwhelmed right now. Can't keep up with contact tracing. Asking Tom to help with that piece. Things are changing – changing all the time.</p> <p>The information regarding a student only goes to Tom and to Public Health. It does not go anywhere else on campus. Keep identity in check. You can email Tom directly. If it has been more than 48-72 hours since</p>  |

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|  |  | <p>they have been on our campus, no further action needed. If they have been on campus during that window of time, Tom may ask for more info and contact the student directly.</p> <p>Q: At what point do we find out where they live so we aren't over-reporting for our location? A: That falls on Clackamas county. They check records.</p> <p>Q: Are the Classified employees working on campus asked if they have had contact with those who have tested positive? A: Yes, if there is a positive test on campus, we ask infected individual if they have had any close contact with anyone on campus. Within 6 feet for 10 minutes or more.</p> <p>Q: At what point do we find out if they are currently in Clackamas County, in Oregon, or even in the U.S.? A: All Tom needs to know is date tested positive and last time on campus.</p> <p>Q: Still unclear why a completely online student would need to be reported? A: To see if they have been on campus. They could have picked up a Chromebook or a book from the Bookstore. We want to err on the side of safety.</p> <p>Q: If an employee learns that a student tested positive but does not have further information, is it expected that that employee does the extra legwork to determine tested date and history of being on campus? Can College Safety do that? A: Faculty already has relationship with student - instead of Tom contacting the student out of the blue. Student would probably feel more comfortable with their instructor.</p> <p>Q: Can we get what you just said in text please so that Jenn and I can send this cleared/changed needs out to our association? A: Yes. Tom will send to Leslie.</p> <p>Q: Understand the contact tracing piece which we can gather by asking a student if they have been on campus. If the student says yes, then share with Tom. If the student says no, then why do we need the info? Hasn't it already been reported through health provider/county? What is the intent of gathering this data? A: Goes back to contact tracing if they have been on campus.</p> <p>Q: Why would we want to know students who have not been on campus? A: Tom needs to know if a student tests positive and the last time they were on our campus so he can decide if it qualifies as an exposure to the college community. If it's longer than the range of time given above, then nothing else happens. Q: Do we call the county and give them those names? A: No. If student lives in the county, the county will get notified. Tom needs to make the determination.</p> <p>Q: Could you walk us through that procedure when a student makes a comment in a remote class setting? What would that look like? I keep hearing faculty but classified staff also work with students. Could you</p> |
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|  | <p>walk us through that procedure? A: Any employee that finds out a student has a positive test, needs to pass that information on to Tom. Information needed is student name, when tested positive, and last time on campus. Tom will determine if we are at an exposure. It also plays into what we do with our buildings. We may need to shut them down to do forensic level cleaning.</p> <p>C: Tom will be sending info to everyone. A detailed list of instructions and ask Lori to help get it out.</p> <p>Q: If a student says they had COVID, how long ago does it have to be before we don't have to report it? A: Tom will check with public health on how far back they want him to go.</p> <p>Q: A procedural question: What if we've reached out to a student but haven't heard back? A: All we can do is our best to get the information. If a student isn't responding, send an email to Tom and let him know they are not responding.</p> <p>Q: The Return to Campus Plan indicates that we contact our supervisor or College Safety. That is not what we are now hearing. The Plan also seemed to imply that it was only for employees who were working with students that we knew were on campus, such as faculty and staff on campus. Now we are hearing that this was supposed to be happening all along. Does Administration view that as a violation of the policy? The understanding of return to campus plan originally – we weren't supposed to be reporting our students only those instructors or staff working with those students on campus? A: The intent all along was for everyone to be reporting students. They had a responsibility from this plan. The plan said tell your supervisor or College Safety.</p> <p>Q: If faculty/staff didn't report in the past, are they in violation of the policy? Do we need to go back and reach out to those students? What if we don't remember what student said they were positive? What do you expect us to do? A: The Return to Campus Plan is always evolving – it's not a static document. The pandemic is changing daily. No, don't have to go back and ask students. Can understand why it sounds like just for people on campus but also just says students and we need to report. County is asking us for this information. No one going back to find cases. This may all change tomorrow.</p> <p>Q: If people who did not understand the need to report on student's in the past, will they get a pass on repercussions? A: Yes.</p> <p>C: This is a very stressful time. Tom and Bob are doing a great job communicating with us. Thank you.</p> <p>Q: I'm curious how this applies to student workers, like student tutors. If they are working with a student and learn that a student has tested positive, do they need to report that (and to campus safety directly, or to their supervisor)? I'm not comfortable asking students to follow up with other students for additional</p> |
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|                         |                                      | <p>information that may be sensitive, so I'm trying to understand the process there. A: In that case tell the student tutor to report to their supervisor, who would do the follow-up.</p> <p>Q: Is there any way to automate the communication process? Like send out a link to submit information by students and staff with a form to fill out? Just thinking if we had a lot of cases this could get to be a big task. A: It's a possibility but Tom is just trying to handle it as they come in. If it gets worse, might just have to shut it all down. Safety is important.</p> <p>Q: Do you expect us to communicate to students that we are reporting this information? A: Not trying to keep secrets. Can give them Tom's information to contact him directly. Want to keep everything out in the open and clear.</p>  |
| <p><b>ISP Reads</b></p> | <p>Sue Goff &amp; Tory Blackwell</p> | <p><u>ISP 492 –Multiple Degrees/Certificates of Completion</u>: Sue Goff - Second read.</p> <p>Added the clarifying piece that students can not earn degrees or certificates with the same title with the exceptions of Employment Skills Training Certificate and the Occupational Skills Training Certificate. Any feedback, please send to Sue or anyone on ISP committee.</p> <p><u>ISP 650 and ISP650P– Educational Research Involving Human Subjects</u>: Tory Blackwell – First read.</p> <p>Policy: Outside groups contact people who want to use our students as some part of an educational research project or faculty working on grant. Wanted to put something together that assisted the faculty of what the process would look like. Tory reviewed the summary.</p> <p>If faculty are working alongside of another institution, before you agree to being involved, you know that research has been approved as following ethical guidelines. Faculty contacting Institutional Research – gives faculty the first step.</p> <p>Q: If faculty are going to conduct human subjects research, should they complete the Human Subjects Research certification through a program, such as Collaborative Institutional Training Initiative (CITI) program, to ensure that confidentiality, informed consent, etc. are being followed? A: College doesn't currently pay for that program and licensing. Definitely something to consider.</p> <p>C: If we are doing something at that level, should we be developing an ad hoc committee? In the procedure piece. If you partner with a group you may have to do CITI.</p> <p>Jason would like to think about Institutional Research's role in this. Want to spend some time unpacking what that work will look like.</p> |

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|   |                                | <p>Tory reviewed the procedure document – ISP650P.</p> <p>Q: For steps 1 &amp; 2, should the Dean be involved? A: They should notify the Dean so they are aware of what’s happening.</p> <p>Q: Number 3 – what will the process look like to develop an adhoc committee? Faculty member with expertise? Two faculty members – one with expertise and one with fresh eyes?</p> <p>C: Worried about the faculty member piece – may not have another faculty member who is an expert in that field. Don’t want to put us in a box where we don’t have a matching person to do it. Maybe someone who recently did CITI training? Or an expert with the proposed type of research methodology?</p> <p>Q: Would it be helpful to state that program assessment does not generally require Institutional Review Board approval, to avoid potential confusion? A: Yes, will put in.</p> <p>Tori will meet with Lisa Ahn Nguyen after Thanksgiving to talk through.</p> <p>Will come back in January for second read.</p> |
| <b>Academic Calendar</b>                                  | David Plotkin                  | <p>This is the second read to College Council regarding the proposed 2020-2021 through 2023-2024 Academic Calendar.</p> <p>A question was raised at the last College Council meeting about the third year of the calendar. Went back and reviewed. The version being shared with College Council today is the final version. David will now take to Presidents Council. Any concerns/questions, please let David know.</p>   |
| <b>Survey Schedule</b>                                    | Lisa Ahn Nguyen                | <p>Documentation of what they know is taking place in 2020-2021. If you are interested in administering a student survey, please reach out to Lisa or you can put in a ticket. Lisa can work with you on the timing of the survey and the survey document. We don’t want to overwhelm students.</p>  |
| <b>Title III Grant Update</b>                             | Kelly Love & Jennifer Anderson | <p>Move to another meeting.</p>  |
| <b>Academic Program Reduction and Elimination Process</b> | David Plotkin                  | <p>Development of rubrics is taking place within a rubric group. Group met some last year – put on pause over the summer and now have restarted that workgroup. Looking at rubrics to see how they apply criteria and verify data they are basing decisions. Hopeful that will happen before next College Council.</p> <p>Questions with answers and suggestions from last College Council were put in the shared folder on the F:drive.</p>   |

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|  |  | <p>Q: Are these accurate costs for faculty? Does this support work outside of teaching? A: Accurate costs for the purposes of this initial analysis. Speaks more to the individual interests of a faculty member rather than to the viability of a program or subject area.</p> <p>Q: When will the updated document on financial analysis be released? A: Next Wednesday.</p> <p>Q: Is this a complete financial analysis? A: These costs were planned to be included but with all other data referring to the individual courses, it is very difficult to get comparative data because of the unique aspects of programs and subject areas.</p> <p>Q: How soon will we see a draft of the rubrics? A: A draft was shared last spring in College Council. The latest version is in the shared folder on the F: drive.</p> <p>Q: What are the qualitative aspects that have been referred to? A: Qualitative aspects are often unique to each program. Some contribute significantly to the cultural life of our service district. Some programs are necessary to help solve problems facing our society or world.</p> <p>Q: Wondering about bringing DEI principles and equity tool to this. How we are bringing equity? A: There are currently questions in the criteria that are directed toward DEI issues. Equity framework is being developed by the DEI committee.</p> <p>Q: Thinking about the equity pieces. How much should this stuff cost? Do we have any measurement to compare it to? Frame to think of – per student cost in K-12 – what if we looked at per student cost per program? Give us interesting information – looking at anything around that? Costs are outlandish? How are students served by that? Any thought about that? A: First phases are comparative snapshots so we can get to a place where we can dig deeper.</p> <p>Q: Are costs supporting equity efforts or not? A: Would have to be a HECC question. Wouldn't want to go outside of Oregon for that information. Have not heard of a state tool that shows cost of educating. David will take to HECC.</p> <p>C: Hard time understanding the coordination and choices that we made to not look at all programs together - academic and non-academic. That's going on at other community colleges. Why did we choose to go on a different path while other community colleges are looking at everything? We are saying it's a lot but other schools are looking at that criteria in a similar fashion. How are we coordinating academic and non-academic?</p> <p>David's sense of the capacity of this institution was such as to make this process as doable as possible. That was really the reason he presented the multi-phase process. In terms of all of our employees, we are</p> |
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|  |  | <p>leaner than other community colleges in the state. David made this decision based on how much people are stretched thin right now.</p> <p>Q: Are we planning on continuing with something that looks like this next year? A: Hesitant to say oh yes, we will do next year. Trying to get us through this year. If doing something like this again, it will be different. Budget reduction process every year would be damaging.</p> <p>C: The questions are appreciated. David and team are working on getting answers. David wants to ensure that the process has integrity and everyone understands it.</p>   |
| <p><b>Association Reports</b></p> <ol style="list-style-type: none"> <li>1. <b>Associated Student Government (ASG)</b></li> <li>2. <b>Classified</b></li> <li>3. <b>Part-time Faculty</b></li> <li>4. <b>Full-time Faculty</b></li> <li>5. <b>Administrative &amp; Confidential</b></li> </ol> |  | <p><u>John Ginsburg – Associated Student Government update:</u></p> <ul style="list-style-type: none"> <li>• Multicultural Center is hosting a program on decolonization.</li> <li>• ASG office moving to Roger Rook starting next month.</li> <li>• Chromebooks – winter application now online. Pick up will be in Roger Rook.</li> <li>• Giving Tree – open through next week. Contact ASG to donate to the giving tree or visit <a href="http://give.clackamas.edu/givingtree">give.clackamas.edu/givingtree</a></li> <li>• Food pantry is operating on Wednesdays through December 16, 2020.</li> </ul> <p><u>Matt – Classified update:</u></p> <ul style="list-style-type: none"> <li>• Big thank you to Bob, Kelly and the janitorial and campus services crew! Happy Thanksgiving.</li> </ul> <p><u>Jen/Leslie – Part Time Faculty update:</u></p> <ul style="list-style-type: none"> <li>• Bylaws have been completed and they are continuing to work on engagement of the part time faculty in the association so we can better represent for the college. Discuss and ratify is next step with the bylaws</li> </ul> <p><u>Jay - Full Time Faculty:</u></p> <ul style="list-style-type: none"> <li>• Jay read his report that he shared with the board.</li> <li>• Automotive Services Technology program received a sizable result from the World of Speed Museum closing. Received vehicles, laptops, and equipment for a total of \$105,550. Just finished moving all that equipment to the college. Staff at the World of Speed Museum were very proud of all the hard work. Felt that their greatest accomplishment was working with CCC and the area high schools.</li> </ul> |



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|                              |  | <p><u>Amy - Administrative/Confidential update:</u></p> <ul style="list-style-type: none"> <li>• Having a question and answer on everything you always wanted to ask on 12/11/20. Please submit questions via the form she sent.</li> </ul>   |
| <b>General Announcements</b> |  | <ul style="list-style-type: none"> <li>• Lisa: FYI.... If you happened to miss the STEM talks, they will be added to STEM center webpage. Scroll down to the video section to view.</li> <li>• Leslie: Can we please have a bio break at half way during a two hour meeting?</li> </ul> |

| <b>Upcoming Meeting Dates</b> | <b>Time</b>            | <b>Location</b>       |
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| December 4, 2020              | 12:00 p.m. – 2:00 p.m. | Zoom video conference |

| <b>Meeting Minutes &amp; Documents</b>   |
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| <p>College Council minutes and supporting documents can be found at<br/> <a href="http://webappsrv.clackamas.edu/committees/collegecouncil/index.aspx?content=meetings#body">http://webappsrv.clackamas.edu/committees/collegecouncil/index.aspx?content=meetings#body</a></p> |