

**FULLERTON COLLEGE FACULTY SENATE**  
**approved minutes**  
**18 April 2013**

**present, according to sign-in sheet**

At-Large	Dale Craig, Liz Kiszely
Business/CIS	Marcus Wilson, Nancy Woolridge
Counseling	Laura Almodóvar-Solé, Bryan Ouchi
Fine Arts	Carl Stanaway
Humanities	Joe Carrithers, Jeanne Costello, Angela Henderson, Kim Orlijan
Library	Jane Ishibashi
Math/Comp. Sci.	Linda Shideler, Cheryl Duhme
Natural Sci.	Liliana Barabas, Jan Chadwick
Part-time	Josh Troesh
Physical Ed.	Pam Lewin
Social Sciences	Gigi Blanche, Robert Byde, Julie Felender
Student Services	vacant
Tech./Engineering	Peg Donahoe
Associated Students	Daniel Moldovan
Senate President	Rolando Sanabria
President-Elect	Sam Foster—not present
Curriculum Council	Jennifer Combs
Treasurer	Mary Nolan-Riegle—not present
Secretary	Brandon Floerke

**Guests**

President, Rajen Vurdien  
VP Instruction, Terry Giugni  
Superintendent of Schools at Fullerton Joint Union High School District, George J. Giokaris  
Assistant Superintendent Educational and Assessment Services at Fullerton Joint Union High School District, Sylvia Kaufman  
Campus Marketing & Outreach Assistant, Stephanie Reyna  
Adaptive Services Center, Lynette Pratt  
Natural Sciences, Ben Crowell  
Math, Carolyn Facer

I CALL TO ORDER

The meeting was called to order at 3:00P by Sanabria.

II APPROVAL OF THE MINUTES OF PREVIOUS MEETING

M/S/U (Wilson/Combs) to approve minutes with clarifications.

III APPROVAL OF THE AGENDA

M/S/U (Combs/Orlijan) to approve the agenda for this meeting.

IV PUBLIC COMMENTS

Brandon Floerke announced the upcoming workshop “Engagement and Retention of Hispanic Generation 1.5 Students” presented by Dr. Jacqueline Peña. All Faculty, Staff, Students, and Community Members are invited to attend.

Wednesday, May 1 @ 3pm – 5pm

FC College Center, Room 224/226/228

Refreshments will be provided.

Stephanie Reyna announced the opening of the Fullerton College Centennial Exhibition at the Fullerton Museum Center on Saturday April 27 @6-9pm. This is the first major event of the centennial celebration.

Ben Crowell distributed data about the unlikelihood of an “active shooter” situation on campus, and he encouraged people to not participate in the upcoming active shooter drill.

Carolyn Facer made a public comment during which she asked several questions related to offering Fullerton College classes at Buena Park High School. Those questions were addressed to varying degrees later in the agenda.

Rolando Sanabria announced the “Family and High School Senior Night” on Thursday, May 2, 2013 @ 6:30-8:00pm.

Josh Troesh announced that May 9 the Business department is bringing an FBI agent on campus to discuss forensic accounting.

V EXECUTIVE COMMITTEE REPORTS

**President’s report**

We have not received a written response from the BoT regarding the statement that Sanabria read at the BoT meeting last month.

## **Treasurer's Report**

In Nolan-Riegle's absence, Brandon Floerke thanked those who brought snacks.

### VIII CURRICULUM COMMITTEE REPORT

Curriculum is back on track for 2014. Combs urged faculty to stay on top of their curriculum as it makes its way through the procedures.

### VI ELECTIONS

Alan McAllister was elected to serve on the hiring committee for the Director of Health Services.

### VII OLD BUSINESS

#### A. Fullerton College courses at Buena Park High School

Superintendent of Schools at FJUHS, George J. Giokaris, and Assistant Superintendent, Sylvia Kaufman joined President Vurdien and VPI Giugni to discuss offering Fullerton College courses at Buena Park High School.

In anticipation of the meeting, Giugni prepared a document that addressed some of the major questions that had been brought up by faculty previously. That document is included as Appendix A to these minutes. The discussion was lengthy, so any topics that are directly covered in Appendix A will not be included in the minutes here.

What if a student drops a course or is dropped from a course? They will be taken out of the classroom and placed in a different high school class. What if a student fails a course and wants to retake the course? If the student is unlikely to be successful in the college course, the high school would direct the student to other options to meet their high school requirements. Will instructors have access to the same kinds of equipment and technology as they would have at Fullerton College? Yes, the faculty could make a list of required equipment. Why not offer AP courses instead? AP is not an authentic college experience. Would these students have access to the same support services that Fullerton College students have, such as the library, counselors, Skills Center, Math Lab, etc.? FJUHS is willing to provide students transportation to the college to get these resources when appropriate. They will also have three days a week when they could be offered support services at the high school to help them succeed.

Senator Hyde asked about the timeline and expressed concern that we would implement a program only to have it fail. Giokaris said that he wanted to work on a timetable that Fullerton College faculty members are comfortable with. He

emphasized that he wanted to program to be successful. Resolving faculty concerns should drive the timeline.

M/S/U (Wilson/Combs) After the taskforce (working with the help from interested faculty and a counselor) has addressed faculty concerns and designed a program, the Senate will support a limited pilot program where the faculty in departments may choose to offer courses. Faculty will decide the classes to offer, the textbooks/syllabus, and faculty hiring/qualifications; furthermore these classes should not be offered as part of a full time faculty load unless requested by the instructor teaching the course.

#### B. Student Equity Committee Recommendations

The Faculty Senate does not specifically support the recommendation of the Student Equity Committee. However, the recommendation has a lot of valuable information that we want to be included in the campus dialogue about creating a safe environment.

M/S/U (Wilson/Felender) The Fullerton College faculty support working toward a campus environment that is safe and tolerant for all students, including LGBT, veterans, and AB540 students. The Senate directs faculty leaders to forward the specific recommendations made by SEC to the appropriate bodies as a reference.

The exact recommendation of the SEC has been attached as Appendix B.

### VIII NEW BUSINESS

#### A. Allocations of Sabbaticals—Tabled

#### B. Bond Measure 2014

The faculty Senate has been asked to take a formal position about pushing for a bond measure in 2014 to fund building projects. A decision will be made at the next Senate meeting.

M/S/Tabled (Byde /Kiszely) Whereas the Fullerton College Faculty Senate passed a resolution on February 21, 2013 stating that, "Representatives of the Faculty Senate on district and campus committees will not support new expenditures until UF has settled COLA with the district," and whereas of this date the UF has not settled COLA with the district, the Senate resolves that consistent with this resolution, Senate members on the district and campus committees are directed to report that regretfully they are unable to support and endorse the district's proposed construction bond measure at this time.

Other concerns with a bond measure were discussed, such as investing in the human infrastructure of the colleges.

C. Student Success Committee—Tabled

D. Technology Committee—Tabled

E. New Accreditation Question

An issue came up during accreditation regarding how we will make our SLOA results public. Currently we were asked to publicize program level SLO's. However, in future years we are likely to have answer questions about other SLO standards, such as course level SLO's. Faculty Senate has concerns related to bother workload and protecting SLOA data.

The Faculty Senate directed the SLOA committee to look into various options including software packages. Then the SLOA committee should bring a formal recommendation to the Senate.

F. Practices Supporting Student Success—Tabled

IX LIAISON REPORTS  
**Associated Students**  
No report

**United Faculty**  
No report

**Adjunct faculty**  
No report

The meeting adjourned at 5:00 pm.

Respectfully submitted,  
Brandon Floerke  
Secretary

## Appendix A

### Concerns that have been raised in regard to embedding Fullerton College classes into the schedule at Buena Park High School

1. Why do Fullerton College (FC) and Fullerton Joint Union High School District (FJUHSD) want to pursue this endeavor?

There is already in place a widely accepted procedure for high school students preparing for college. Students in many high schools can currently take AP and be cleared for college freshman composition or even given credit for it once they take the AP test at the end—so why the redundancy of college courses?

The target audience for these courses is students that would traditionally not consider college as an option after high school. The thought is that allowing them the opportunity to take college classes while enrolled in high school will help them to realize that college is obtainable and continuation after graduation from high school should be considered as a real possibility.

Students completing the embedded FC courses will earn college credit. This will have benefits for students including a better position in the registration queue, the possibility of accelerating the completion of their educational goal, and a better understanding of the difference in expectations in college as compared to high school classes. Possible benefits to FC include the possibility of increasing completion rates, and helping to better serve under-represented students.

2. Will the fact that a class is made up of high school students impact the contents of the course?

If a course is embedded in the high school day what will be the expectation in regard to material or topics that might be deemed by some to be of a controversial nature?

The courses offered in the high school will be FC courses that are taught according to the COR. Students (and their parents) will understand going into these courses that the courses will be run and taught as a college course. They will agree upon entire that this might mean controversial topics or material. If a student or parent is uncomfortable with the material they have the option not to participate. FJUHSD understands this and will support the College in offering classes that do not compromise the level of instruction.

3. Will the structure of the course, the curriculum, and control be impacted by embedding FC courses in the high school day?

The FC courses offered at Buena Park High School will be FC classes. This means the curriculum will follow the COR, the class size will be governed by the size indicated in the curriculum, instructors will be hired by FC utilizing the standard hiring practices, and student behavior issues will be dealt with according to college procedures. Students (and their

parents) will understand this going in and the FJUHSD has already indicated that they will support the college in caring out courses in this indicated fashion.

4. How will courses be structured to fit the high school scheduling pattern and what impact will this have on the instructor of record, etc.?

The determination of exactly how classes will be scheduled has not been finalized so I will use one of the suggestions to illustrate how this might look. If we are scheduling a 3 unit lecture course that meets 54 hours per semester the students would have a 1.5 hour block in their schedule Monday through Friday. For the FC course they would meet on Monday and Wednesday during this block of time. During this three hour time period each week they would receive instruction from their FC professor who is the instructor of record for this three unit course. On Tuesday, Thursday, or Friday the student is on high school time and what happens during this time is the concern of the high school and the student, not the college. It has been suggested that during this time the student might be involved in supplemental instruction, or tutoring. Activities that a student that takes classes on the FC campus could receive through services provided by ASC and other support services. Although what a student is doing during the time they are not in the FC class is the concern of FJUHSD and not FC, the College should encourage that activities that occur during this time should support student success in the same way that we encourage students on campus to utilize the various programs that exist to support student success (e.g., SI, use of ASC, etc.).

5. Courses embedded in the high school day taught at the high school does not allow a student to experience a typical college experience.

This comment has been made throughout the current conversation about offering FC courses at Buena Park High School. I ask the reader to describe a typical college experience. That experience will be different depending if one goes away to a four-year institution far away from home or drives to a four-year or two-year institution that is close to home. Does the student live at home or on their own? Is the student married or single, have kids, and work. Is the student coming to college right out of high school or returning after many years of absence from the educational environment. I could go on with the different variable that impact what is a "typical" college experience. My point is that it is different for most of us. The idea that is being proposed in regard to embedding FC courses into the high school schedule at Buena Park High School will be different but it will be a different college experience.

## Appendix B

### Fullerton College Faculty Senate Student Equity Committee 2012 Recommendation #6

**Safe Campus Environment for All with a special focus on the following student populations:**

- Supporting GLBT Students
- Supporting Student Veterans
- Supporting AB540 Students

**Rationale:** Over the past year, the Student Equity Committee has heard many concerns from many areas on campus specifically related to a safe campus environment. The concerns for providing a safe campus environment is a universal concern that needs to be addressed for all students. However, in exploring the issues there were several student populations on campus that have specific issues that also need to be addressed.

**Background:**

The basis for our recommendation comes from an invitation to each of the above focus groups to have them share their stories at our Student Equity Committee meeting. They took place during the 2012 Spring and Fall Semesters. Committee members also attended the student forums and received the reports from the Lesbian, Gay, Bisexual, Transgender Students Forum (Fall 2011 & Fall 2012) and the Latino Student Forum (Fall 2012).

We began to explore what we mean by a “safe environment”. This discussion led to an even more comprehensive view on the issue, such as looking at the issues of bike safety and safe prayer areas for students. Our initial and still main concern is to focus on the “affective domain” with a special emphasis on addressing the special needs of the Lesbian, Gay, Bisexual, Transgender students, the student veterans and the AB540 students.

The Student Equity Committee explored college and district policies and guidelines that helped provide a framework for the Committee’s recommendations.

**Standards of Student Conduct and Discipline Policy**

**#6:** Causing, attempting to cause, or threatening to cause physical injury, or physical or verbal abuse or any threat of force or violence to the person, property, or family of any member of the college community, whether on or off District property as defined above.

**#20:** Engaging in physical or verbal intimidation or harassment of such severity or pervasiveness as to have the purpose or effect of unreasonably interfering with a student’s academic performance, or District employee’s work performance, or of creating an intimidating, hostile or offensive educational or work environment.

**Statement of Ethics**

As representatives of Fullerton College, we all share the responsibility to conduct ourselves with integrity, and to act in a fair, consistent, and equitable manner. We recognize the need for openness and reliability in what we say and do. We are committed to addressing issues in a forthright and professional manner, and to engaging people without prejudice. As members of an educational community, we are committed to excellence in all that we do, and to adhering to the principles of ethical behavior established in this statement.

The conduct of each member of Fullerton College is expected to be consistent with and to comply with the principles contained in this statement. All members of the campus community are expected to engage in the following:

- Trustworthy conduct – including dependability, loyalty, and honesty in communications and actions.



- Respectful behavior – treating everyone with civility, courtesy, tolerance, and acceptance, and recognizing the worth, dignity, and unique characteristics of each individual.
- Accountability – taking personal responsibility for one’s own action and decisions.
- Fair and just actions – utilizing equitable processes in decision making.
- Compassion – caring for others, both within and apart from the campus community, and providing services to others in a manner that reflects our commitment to them and to their well-being. [Taken from: 2012-2013 Fullerton College Catalogue, p. 9]

In the spirit of the Fullerton College Statement of Ethics, the Student Equity Committee would like the Faculty Senate and the College Administration to implement the following recommendations:

**Recommendations:**

**All Students:**

- Create a “sense of community” on campus for all (especially for the smaller community groups as well, such as LGBT community, AB540 community, Veterans community). Feeling a sense of community means to feel included, supported, visible, safe and welcomed. This is critical for students to be successful learners.
- Provide designated “safe zones” in every building for students. There could be more than one “safe zone” per building. Specific faculty offices could be identified, division offices, program offices with possibly a specific person identified or all staff trained.
- Provide a training and resources for staff in the designated “safe zones”.
- Create a campus wide policy on bullying.
  - Bullying is an issue of power and control. It also is a “shield”: if I bully, no one will bully me or I’m never going to let it happen to me again so I’m on the offensive. A different experience from bullying is: “I don’t exist!” “I am visible.” Neither should be tolerated at Fullerton College. Not
- Create a more seamless support for all students. Design a plan that is universally implemented to support students.
- Create signage that helps students navigate the campus easily and safely.
  
- Provide safe places for prayer (i.e. Muslim students). Club advisors can work with administration to identify places each semester.
- Continue to provide bike safety precautions and areas working closely with campus safety.

**Veterans:**

- Provide a dedicated Full-time Veterans Counselor in the Veterans Center.
 

[When the current Counseling positions (2) were being prepared to be “flown” and when they went through the Faculty Allocation process, one of the positions was for a dedicated Veterans Counselor. The Veterans Counselor position was changed to a Generalist Counselor].
- Continue campus-wide Veterans sensitivity and awareness training for faculty & staff
  - Disseminate a manual for faculty and staff. [Paul McKinley is working on this].
  - Provide staff with the article: Ten Things You Should Know About Today’s Student Veterans as part of the awareness training. Included along with several links and resources.
  - Provide online staff development by Veterans Resource Center.
 

The online training program is available to all faculty and staff.

[Paul McKinley sent the Deans information to forwarded this training information to their faculty each semester in his semester update].
  - Have a sign-off for faculty and staff that they have read and understand the guidelines to implement.
- Work with the Director of the Veterans Center on a campus policy for Veterans who get called into service during the semester.

[An unofficial process is in place and has been used each semester. Faculty have contacted Paul McKinley when a Vet has told them that they have to report. The VRC verifies the orders and the vet works with the faculty members on making up the missed work or a MW (Military Withdrawal) is given].

- Identify a point person with each of the Divisions to have resources and support for colleagues and student veterans.

**AB540 Students:**

- Provide awareness and education training for all staff and faculty
  - Provide a resource handbook that is disseminated to all staff [this is in process].
- The “safe zones” on campus are essential to support AB540 students.

**LGBT Students:**

- Provide awareness and education training for all staff and faculty and specifically campus safety officers.
  - Be sure faculty and staff are not perpetuating the stereotypes and justifying them in classrooms or in offices.
  - Provide resources to staff regarding LGBT bullying, the law regarding LGBT discrimination issues, resources for inclusion in the curriculum, etc. [California Educator, March 2011 addresses the issue: Is your school a GLBT safe zone?]
  - Ensure that campus staff enforce policies that protect against sexual orientation discrimination.
  - Work in conjunction with the FC policy on bullying.  
[Bullying is also an outgrowth of the bigger issue of homophobia on campus, which unfortunately is alive and well on campus].
- Provide gender-neutral restrooms on campus. This is a Big issue for our students and it centers around safety.

Attachment: Men’s Locker Room pictures from Spring 2012.

**Committee Members:**

Chris Lamm, Faculty Senate Student Equity Committee Chair; Faculty/Social Science Division: Child Development & Educational Studies Dept.  
Adela López, Faculty/Social Science Division: Ethnic Studies Department  
Carolyn Facer, Faculty/Mathematics & Computer Sciences Division: Math Dept.  
Jose Miranda, Faculty/Technology & Engineering Division: Automotive Dept.  
Annie Liu, Asian/Pacific Islander Faculty/Staff Association (Humanities Division)  
NahrinHinaro, Counseling  
Pilar Ellis, Manager of the International Student Center  
Mark Greenhalgh, Dean of Mathematics & Computer Science Division  
Chuck Helms, Classified Representative/Skills Center  
Ricardo Muniz, Student Representative from ICC  
Edward Cheon, A.S. Representative