



**CENTRAL OREGON**  
community college

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**College Affairs Committee**

Friday, November 8, 2024

10:00 – 11:30 a.m.

**Virtual Zoom Meeting**

Click the following link to attend via Zoom:

<https://cocc.zoom.us/j/96383214641>

Dial up: 253-215-8782 | Meeting ID: 963 8321 4641

**1. Old Business**

- a. Review Minutes from October 18, 2024 Meeting – Tim Peterson
- b. Inclusive Access Course Fees for Winter 2025 Term, 2<sup>nd</sup> Reading – Frank Payne

**2. New Business**

- a. Proposed Change to the College Affairs Committee Policy: G-6-2, 1<sup>st</sup> Reading – Tim Peterson

Next Meeting: Friday, December 13, 2024, 10:00 – 11:30 a.m. via Zoom



Date: October 18, 2024  
Time: 10:00 – 11:30 a.m.  
Location: Zoom meeting

Attending	Absent	Guests
Allison Dickerson	Tracy Crockett	Frank Payne
Krissa Harris	Laurie Chesley, COCC President	Rachel Knox
Tim Peterson		
Breana Sylwester		
Marilyn Waller-Niewold		
Thomas Wrisley		
Sara Henson		
Christina Grijalva		
Alicia Moore, Acting President		
Kyle Matthews, Recorder		

Meeting called to order at 10:03 a.m.

1. New Business

a. Committee Member Introductions

- All members of the College Affairs Committee (CAC) introduced themselves.

b. Committee Chair Election – Kyle Matthews

- Nick Recktenwald was elected as the new committee chair for the 2024-25 academic year during the June 7, 2024 meeting. During the summer break, he accepted another position and resigned from COCC. The CAC needed to elect a new chair.
- Tim Peterson volunteered to serve as chair. There were no objections.

c. Inclusive Access Course Fees for Winter 2025 Term, 1<sup>st</sup> Reading – Frank Payne

- Payne explained that inclusive access refers to digital courseware and materials delivered through Canvas, paid for by course fees, allowing for students to have their course materials on the first day of class. It usually costs 30-50% less than the physical version of course materials, as well at 10-30% cheaper than digital options. This guarantees the lowest price available is offered to students, including purchasing directly from publishers. The bookstore is charged at the net price and marks up prices by 10-12% to cover the store’s fees. Students do not need to have bookstore credit. As long as they can afford to take the course, their instructor will deliver the course materials to them on the first day of class through Canvas.
- Moore asked if this was an outcome of a taskforce that was co-chaired by Payne and Jessica Giglio.
  - Payne confirmed this, noting the first course they tried this procedure with was HA111. He added that the largest portion of courses in this proposal was from the Mathematics department, who wanted to switch to using Cengage Unlimited for most of their courses. This would make things more consistent for their students as they progress through their math courses and would save them about \$65.00 for their textbook.



- Henson asked if students could opt out of inclusive access fees and use digital resources through the library instead.
  - Payne confirmed this, explaining that students have until the second Friday of each term to opt out of inclusive access fees.
- Peterson asked Payne to update the proposal after this first reading to highlight course fee reductions and the option for students to opt out.
  - Payne confirmed he would update the proposal accordingly for its second reading.
- Motion to approve the first reading of the proposed inclusive access fees for the 2025 Winter term.

Motion made by Tim Peterson.

Motion approved by all voting members present.

d. Proposed Update to G-32-19.1: Retired Employee Card, 1<sup>st</sup> and 2<sup>nd</sup> Reading – Rachel Knox

- Knox explained that this proposal was not for a significant change to the policy, but an update to the policy's language to match the procedure that had been enacted at COCC. The Admissions and Records department (A&R) does not provide retired employee cards; HR does that.
- Moore asked whether this needed to go through the CAC as it would not be a substantive change to the policy.
  - Peterson explained that it would need to go through the CAC because it was a proposal to update the General Policy Manual.
- Knox noted that, if the CAC would prefer, they could approve this proposal for a first reading and ask her to examine the matter further before bringing it back to a future meeting for a second reading.
- Henson noted the use of language for a retiree and their spouse in this policy. She asked Knox before this meeting if "spouse" was a commonly used term in COCC's human resources department, which Knox confirmed. Henson then asked if the language could be changed to refer to a retiree and a guest, and let a retiree choose who their guest would be, in order to make the policy more inclusive. Henson acknowledged that this could be a larger issue as it could impact the college's budget.
  - Knox said that this is a negotiated benefit for active employees. Expanding a benefit beyond the scope of active employees to someone who has retired would need to be well vetted. An active employee's spouse or dependent partner is a verified relationship. She was unsure how human resources would be able to do the same vetting for retired employees' partners, adding that HR would not ask for an affidavit. She acknowledged that there are inconsistencies in the language used for different employee groups. The Administrators' Handbook and the Adult Basic Skills (ABS) faculty's collective bargaining agreement (CBA) refers to "employee and spouse," while the Classified and Faculty Handbooks refer to "employee and spouse, domestic partner or dependent up to age 25." She also acknowledged that there was some assumption that most retirees in Oregon are covered by the Oregon revised statute that requires Oregon community colleges to provide a tuition waiver for people age 65 or older. In that case, they would likely be eligible for a tuition waiver already. If there were any potential impact to the budget from expanding from spouses to guests, Knox would need to discuss it with the A&R department as they are the ones who process tuition waivers.
  - Peterson asked if Knox felt this proposed change would not complicate things if she had to meet with A&R to discuss this further.



- Knox explained that human resources is only printing a card for retired employees as they are already processing their other retirement paperwork. This is part of their checklist for departing from the college. A&R is not involved in that process.
- Henson clarified that the CBA for the ABS full-time and adjunct faculty has a somewhat different tuition benefit as compared to their retirement benefit. The CBA says the benefit is for tuition and is not limited to one course. This may be a matter that the college could consider in the future after having further discussions.
- Motion to approve the first and second reading of the proposed update to G-32-19.1. Motion made by Breana Sylwester, seconded by Marilyn Waller-Niewold.
  - ☑ Motion approved by all voting members present.

## 2. Old Business

### a. Review Minutes from June 13, 2024 Meeting – Tim Peterson

- Peterson asked Moore if there had been any updates to the Early Retirement Incentives proposal since that meeting, noting it was a significant discussion point.
  - Moore reminded the CAC that information had been posted to COCC Headlines and noted that some eligible employees have opted in. She knew that members of human resources had been having additional conversations on the benefits of opting for early retirement in terms of finances and how it might affect their Oregon Public Employees Retirement System (PERS) benefits.
  - Henson added that the deadline for eligible employees to notify human resources their plans to opt in for early retirement is November 15, 2024. After that deadline, HR will have more information available.
- Motion to approve the minutes from June 13, 2024. Motion made by Tim Peterson.
  - ☑ Motion approved by all voting members present.

### b. Discussion Item: Generative Artificial Intelligence (GenAI) Taskforce Update – Tim Peterson

- As chair of the taskforce, Peterson reported that they recently lost a classified representative, so he planned to reach out to Dickerson, President of the Classified Association, to recruit a replacement. They also lost a student representative, so Peterson asked Wrisley, President of the Associated Students of COCC, if he could recruit one or two replacements. Michael LaLonde had also joined the taskforce as a representative for college administrators.
  - Henson asked if Peterson could remind the CAC who is serving on the taskforce.
  - Scott Dove, Andrew Davis, Michael LaLonde, Kirsten Hostetler, Christopher Hazlett, Eric Magidson and Tim Peterson are currently serving on the taskforce.
- The taskforce planned to work through three phases. The first of phase, starting in May through the summer of 2024, was educational. All members would do independent research on GenAI and bring their findings to their meetings. Subjects of concern included academic integrity and sustainability.
- The taskforce is now creating a framework for a proposal.
  - They sent a survey out to COCC personnel last spring to learn about everyone's concerns and how GenAI is already being used at the college.



- At the All-Campus Kickoff in September, they hosted a breakout session on the topic, which they felt was very productive. 22 people participated and the taskforce listened to their concerns.
- One thing the taskforce learned was that a lot of people at COCC do not necessarily understand what AI can do and how it might impact the college.
- The taskforce is also examining how other institutions are using GenAI and forming policies on the matter.
- Some key concerns from the taskforce include:
  - Ethical use of GenAI
    - Sustainability
    - Job displacement
    - Copyrights
    - Human rights
    - Accessibility
    - Data privacy
  - Value of education with GenAI and how it would become integral to education
    - Many institutions have implemented policies that define acceptable use of GenAI to produce more effective education.
  - Defining acceptable use of GenAI
    - Peterson has been contacted by several people since forming the taskforce, asking if COCC has a specific policy on the matter.
    - Many people simply want clear guidelines on GenAI use.
  - Developing general guidelines
    - The intention is for the general guidelines to help all departments at the college develop specific guidelines and policies for their work.
- The final phase would be implementation.
  - Recommending how COCC's guidelines might be communicated and enforced.
  - What training and support should be provided to faculty, staff and students?
  - Developing a process of assessment and evaluation.
    - How will the effectiveness of GenAI be measured across the college?
  - How to continue receiving feedback from GenAI users at COCC as it continues to update.
    - Peterson noted how quickly the technology has advanced in between each of the taskforce's meetings. It has been ongoing challenge for them.
- Peterson noted that the taskforce's intended timeline may end sooner than proposed. They originally proposed to conclude in Spring 2025, but they may now conclude in the middle of the Winter 2025 term.
- Moore recommended reaching out to faculty members from the Computer Information Systems department or similar departments to find a student who would be interested in joining the taskforce. Peterson concurred.
- Peterson shared an example of how GenAI can be used. He took the minutes from the taskforce's most recent meeting and uploaded them into NotebookLM, which turned the text



into a 12-minute podcast. He noted that the audio from the podcast was not entirely accurate to the content of the text, and he offered to share a link with the CAC.

- Grijalva asked about the function of NotebookLM.
- Peterson explained that it is designed to help collate and organize notes. It can review multiple sources and has a chat function that allows you to ask questions from the AI.

c. Unplanned Discussion Item: Board of Directors' Withdrawal from the CAC

- In response to Chesley's email to the CAC regarding the Board of Directors' decision to no longer have a representative on the CAC, Henson said she understood their reasoning. However, she was also disappointed as there are not many regularly scheduled opportunities for faculty, staff and students to interact with Board members outside of the Board's regular meetings. She was hopeful that there would be similar opportunities in the future.
  - Peterson concurred, noting how consistent Joe Krenowicz was with his attendance when he was the Board's representative on the CAC many years ago. He planned to include a formal change of membership to the CAC's agenda for their November meeting in regards to the removal of a Board representative from the roster and give other members an opportunity to comment.

Motion to adjourn the meeting.

Motion made by Tim Peterson, seconded by Marilyn Waller-Niewold.

Meeting adjourned at 10:44 a.m.

NEXT MEETING: Friday, November 8, 2024 at 10:00 a.m. via Zoom



## Presentation/Proposal Form

### Inclusive Access Course Fees - Winter 2025

Name: Frank Payne

Date: 10/02/2024

Department: Bookstore

Contact Information: fpayne@cocc.edu

- ❖ Complete Items 1–9 to the best of your ability (see [Instructions](#) form for reference).
- ❖ If an item is not relevant to your specific presentation/proposal, please mark it N/A.
- ❖ E-mail the completed Presentation/Proposal Form to the College Affairs chair and committee support specialist no later than 5 pm the Friday prior to the scheduled College Affairs meeting.

#### 1. PRESENTATION/PROPOSAL ABSTRACT (no more than 250 words)

This proposal is to offer required student course materials using Inclusive Access, delivered through Canvas, beginning Winter 2025 term on January 6th. Rather than purchasing course materials directly, students pay a course fee and then receive access to their course materials delivered on the first day of class. The College then pays Redshelf - who delivers the course materials to Canvas - from the course fees collected.

Using Inclusive Access reduces course materials costs for students and allows students who can afford courses, but do not have access to bookstore credit, to have their course materials available on the first day of their classes.

Inclusive Access course materials can be up to 50% cheaper than comparable physical course materials, and are also 10% to 30% less expensive than the same digital products.

Students have the first two weeks of the term to Opt Out of the Inclusive Access Course materials and receive a refund on their course fees.

#### 2. TYPE OF PRESENTATION/PROPOSAL

- Information Item and/or Committee Feedback (requires approval of CA Chair)
- Action Item:
  - Procedure/Policy — *typographical correction and/or federal/state mandate update* (Attach current procedure/policy with proposed changes highlighted using track changes.)
  - Procedure/Policy — *revision* (Attach current procedure/policy with proposed changes highlighted using track changes.)
  - Procedure/Policy — *new* (Attach proposed procedure/policy separately.)
    - Identify suggested location in manual:
  - Course Fee — If applicable, identify a suggested cap for the course fee (for example, a percentage or "increase to not exceed \$X"):
  - Other:

### 3. BUDGET IMPACT

BA 178 - Customer Service - Course Fee: **\$45.00** - This class is offered Spring 2025  
CIS 125A - Access - Course Fee: **\$128.00**  
HHP 242 - Stress Management - Course Fee: **\$15.50**  
MTH 60, MTH 95, MTH 111Z, MTH 112Z, MTH 251, MTH 252, MTH 253, MTH 254 - Course Fee: **\$129.99**  
MTH 111S - Precalculus I Seminar - Course Fee: **\$47.50**  
PSY 213 - Intro to Physio Psychology - Course Fee: **\$100.00**  
PSY 219 - Abnormal Psychology - Course Fee: **\$100.00**  
Span 201 - 2nd Year Spanish\* - Course Fee: **\$120.00** \*For new students only.

### 4. IMPACTED DEPARTMENTS AND/OR PROGRAMS

*List impacted departments/programs, describe the impact, and identify steps taken to communicate the impact(s)*

Business. Health & Human Performance. Math. Psychology. Writing.

WR various CRN's - Course Fees: - **See below**

Individual Writing Course Fees:

WR121Z - 10518, 10519 & 10594 - Course Fee: **\$37.00**

WR122Z - 10605 - Course Fee: **\$37.00**

WR122Z - 10606 - Course Fee: **\$31.00**

WR 227Z - 10642 - Course Fee: **\$16.50**

WR 227Z - 10640 - Course Fee: **\$21.50**

### 5. INSTRUCTIONAL REQUIREMENTS/IMPACTS

N/A

### 6. OPERATIONAL IMPACT

N/A



## 7. STUDENT IMPACT

BA 178 - Customer Service - Course Fee: **\$45.00** - **This class taught Spring 2025**

CIS 125A - Access - Course Fee: **\$128.00**

MTH 60, MTH 95, MTH 111Z, MTH 112Z, MTH 251, MTH 252, MTH 253, MTH 254 - Course Fee: **\$129.99**

MTH 111S - Pre-Calculus I Seminar - Course Fee: **\$47.50**

PSY 213 - Intro to Physio Psychology - Course Fee: **\$100.00**

PSY 219 - Abnormal Psychology - Course Fee: **\$100.00**

Span 201 - 2nd Year Spanish\* - Course Fee: **\$120.00**

WR various CRN's - Course Fees: **\$16.50 > \$37.00**

Students can opt out and receive a refund on their course fee the first two weeks of the term.

## 8. ANTICIPATED IMPLEMENTATION TIMELINE

Winter term 2025 - beginning on Monday, January 6th

## 9. MOTION TO BE RECOMMENDED



## Presentation/Proposal Form

### Proposal to Change Membership in the College Affairs Committee

**Name:** Tim Peterson (on behalf of President Chesley and the Board of Directors) **Date:** 11/05/2024

**Department:** Office of the President

**Contact Information:** tmpeterson@cocc.edu

- ❖ Complete Items 1–9 to the best of your ability (see [Instructions](#) form for reference).
- ❖ If an item is not relevant to your specific presentation/proposal, please mark it *N/A*.
- ❖ E-mail the completed Presentation/Proposal Form to the College Affairs chair and committee support specialist no later than 5 pm the Friday prior to the scheduled College Affairs meeting.

#### 1. PRESENTATION/PROPOSAL ABSTRACT (no more than 250 words)

Changing the membership of the College Affairs Committee to no longer include a Board member. Consideration was given to the Board's role and they decided that serving on the Committee did not necessarily align with those roles.

See Dr. Chesley's more detailed description attached.

Policy G-6-2

<https://www.cocc.edu/policies/general-policy-manual/general/committee-structure/college-affairs-committee-cac.aspx>

#### 2. TYPE OF PRESENTATION/PROPOSAL

- Information Item and/or Committee Feedback (requires approval of CA Chair)
- Action Item:
  - Procedure/Policy — *typographical correction and/or federal/state mandate update* (Attach current procedure/policy with proposed changes highlighted using track changes.)
  - Procedure/Policy — *revision* (Attach current procedure/policy with proposed changes highlighted using track changes.)
  - Procedure/Policy — *new* (Attach proposed procedure/policy separately.)
    - Identify suggested location in manual:
  - Course Fee — If applicable, identify a suggested cap for the course fee (for example, a percentage or "increase to not exceed \$X"):
  - Other:

**3. BUDGET IMPACT**

none

**4. IMPACTED DEPARTMENTS AND/OR PROGRAMS**

*List impacted departments/programs, describe the impact, and identify steps taken to communicate the impact(s)*

none specifically

**5. INSTRUCTIONAL REQUIREMENTS/IMPACTS**

none

**6. OPERATIONAL IMPACT**

Nothing Direct

**7. STUDENT IMPACT**

**8. ANTICIPATED IMPLEMENTATION TIMELINE**

immediate

**9. MOTION TO BE RECOMMENDED**

From Dr. Chesley

As part of its policy review process, the Board did decide that having a member sit on College Affairs, even ex officio, was not consistent with its practice of policy governance. In that model, Board members do not sit on college committees. In that model, Board members' work is primarily focused on the following:

- Setting and ensuring strategic priorities are met (approving and ensuring the implementation of the Strategic Plan)
- Fiduciary oversight of the College budget (ensuring the long-term fiscal health of the institution)
- Hiring, evaluating, and, if needed, firing the President (who is the Board's only employee and oversees the operations of the College)

Having a Board member sit on a College committee confuses the roles of the Board and the President.

The Board also felt that having a Board member sit on a College committee creates the potential for one Board member to be speaking for the entire Board when direction to the President should be given after Board deliberation and a majority vote.

There are many potential ways that Boards and members of the College community can interact, and I know that our Board appreciates those opportunities. Having Board members serve on College committees is just not the best way to do that.