

ORANGE COAST COLLEGE

Academic Senate Meeting | 2/11/20 | 11:30 am - 12:30 pm | Faculty House

Academic Senator Attendance

Carol Barnes, Counseling	Present	Kelly Holt, at-Large	Absent
Jamie Blair, at-Large, Vice President	Present	Darryl Isaac, Consumer & Health Sciences	Present
Cameron Brown, Athletics & Kinesiology	Present	Marilyn Kennedy, Lit & Lan, Secretary, PDI Chair	Present
Sean Connor, at-Large	Absent	Doug Lloyd, Math & Sciences	Present
Eric Cuellar, at-Large	Present	Leland Means, Visual & Performing Arts	Present
Jodi Della Marna, Library	Present	Jeanne Neil, Business & Computing	Absent
Matt Denney, Technology	Present	Max Pena, at-Large	Present
Rendell Drew, at-Large	Present	Clyde Phillips, Student Services	Present
Cyndee Ely, Part-Time Faculty	Present	Loren Sachs, at-Large, President	Absent
Diogba G'bye, Part-Time Faculty	Present	Jordan Stanton, Social & Behavioral Sciences	Present
Lee Gordon, at-Large, Parliamentarian	Present	Raymond Tu, ASOCC Representative	Absent
Anna Hanlon, Curriculum	Present		

Guests (Optional & Voluntary Sign-In):

Kevin Ballinger, Kate McCarroll, Rich Pagel, Yuki Toyooka-Smith, Charles Otwell

1. Preliminary Matters

A. Call to Order:

Vice-President Blair called the meeting to order at 11:31 am.

B. Approval of the Minutes – January 28 & February 4, 2020:

Motion 1: Secretary Kennedy moved to approve the January 28, 2020, minutes; motion seconded; motion approved unanimously.

Motion 2: Secretary Kennedy moved to approve the February 4, 2020, minutes; motion seconded; motion approved unanimously.

C. Opportunity for Public Comment:

Kevin Ballinger, Jessica Alabi, John Taylor.

D. For the Good of the Order Announcements:

No announcements.

2. Consent Agenda

Motion 3: Senator Ely moved to approve the consent agenda; motion seconded; motion approved unanimously.

a. **MQ/EQ Committee: Journalism:** Replacement—Benjamin Lohman

3. Officer, Senator, & Committee Reports

A. **Academic Senate President – Loren Sachs:** No report, President absent.

B. Guided Pathways:

GP Coordinator Charles Otwell: Reported that he sent the document from last week out to divisions for comments and feedback and will be meeting with a curriculum specialist to start talking about course implementation. He is also meeting with the counselors who are spearheading the program mapping this Thursday in order to plan how to distribute the intervention team's survey to the program chairs

Anna Hanlon: Requested that she and Steve Tamanaha return in a couple of weeks to update the Senate on the Guided Pathways Task Force and budget, including the Scale of Adoption Assessment (SOAA).

GP Coordinator Jessica Alabi: Reported that she will be facilitating the first Guided Pathways ASCCC webinar on February 19, 12pm –1pm, with the focus on AB 705 guided self-placement in English, Math and ESL. The series of webinars will be every other Wednesday from 12pm – 1pm. She requested that the onboarding design team and some counselors get together for a watch party. They will be going through the Canvas website for Guided Pathways. They have not designed a guided self-placement tool yet, but are hoping the departments of math and English and some counselors could help them in putting something together. She will send out an invitation to the ESL, English, and math departments.

4. Unfinished Business

A. BSI Recommendations—Jaki Kamphuis

Student Success Coordinator Jaki Kamphuis reminded the Senate that two weeks ago she presented the Senate with the BSI Committee's recommendations. There was no follow-up as to what happens next. Due to it being a Senate committee it falls in the Senate's court as to do something to communicate to the committee members. The main change was the focus on the students. In the past we could only focus on students who were in basic skills courses, based on the definition from the state. Now we have broadened that definition because now the focus is on underrepresented, high-risk students across the campus.

Vice-President Blair stated that we are not limited to students who are taking basic skills classes because there are no longer classes defined as basic skills. The BSI's mission statement is this (read directly from the BSI bylaws): "As a standing committee of faculty membership, the Basic Skills Task Force's mission is to target underprepared students in efforts to improve the college readiness and encourage practices and innovation that promotes success." The mission statement isn't limited so it doesn't have to change and if you read the minutes from two weeks ago, Coordinator Kamphuis articulated very well that BSI still wants to support faculty and expand to focus on students and on faculty helping students.

The money was merged together for SSSP, Equity, and Basic Skills into one pot. However, that did not change the activities of each entity. President Sachs has proposed an idea on how to deal with these changes so that the Senate still has a role in it and to accommodate that Basic Skills does not want their only role to be focused on giving out money. They would like to expand it to more than just that. President Sachs has a proposal that he believes will accommodate the changes and satisfy all entities. We can put that on the agenda in the future for the Senate.

VPI Ballinger noted that we do not need a coordinator for any of these funds to disperse them.

Vice-President Blair explained that the state left it to the schools to decide how to disperse the funds. That is now locally controlled. We need to do that as a body, we get to decide based on guidelines of the grant which are set in stone for SSSP and Equity, but are more open-ended on our part for basic skills.

Senator 1: At the beginning, everything was for basic skills, but I have always advocated for tutoring for social sciences, too, and have coordinated with Tutoring and Student Assessment and see that as an integral part. Working with Coordinator Kamphuis and the Student Success Center, all of the students who go through the different sessions we have set up, on evenings, weekends, and Sundays, their grades increase every time. Poli Sci 180 students who go through the tutoring sessions coordinated through Coordinator Kamphuis and the Student Success Center are more successful in their coursework. Possibly Coordinator Kamphuis has the statistics on this, but I have records.

Vice-President Blair: Recommended to Coordinator Kamphuis that the BSI Committee may be able to come up with a way for faculty members to communicate with the committee as to what they need or might think; maybe BSI could send out a survey or obtain feedback. This could be discussed at the next BSI meeting.

Jaki Kamphuis reported that at the end of last semester she stepped down as BSI coordinator and notified the Senate President, the Vice-President of Instruction, and the committee members.

Motion 4: Secretary Kennedy moved to move New Business next; motion seconded; motion approved unanimously.

5. New Business

A. Smoke & Tobacco Free Task Force Update – Anna Hanlon

Professor Hanlon provided a brief history on the issue and the Task Force. In the spring of 2018, she was approached by some students who wanted to move the college campus to a smoke- and tobacco-free environment. This was followed by a resolution from the California Community College Board of Governors advocating for all college campuses to adopt such a policy, followed by a memorandum from Chancellor Eloy Oakley supporting the BOG resolution. In fall of 2018, OCC surveyed all faculty, staff, and students on going smoke- and tobacco-free, and that survey analysis was reported to the senates and College Council. During the fall of 2018 the ASOCC passed a resolution to move the campus to be smoke- and tobacco-free. That resolution was brought to this body and there was some discussion. It was supported along with a caveat that a task force be created to look at how this would be implemented. College Council endorsed and identified the task force membership. This is the representation on the task force: Two (2) Academic Senate representatives, one (1) Student Senate representative, one (1) Classified Senate representative, two (2) Truth Initiative student representatives, one (1) administrative leadership representative, one (1) Human Resources representative, and one (1) Maintenance and Operations representative.

Senator 1: There was some discussion about how this was going to work when student housing moved forward. Students will be smoking outside and in their rooms.

Professor Hanlon: The student housing is on the college campus. This is what the task force reported to College Council and students will not be allowed to smoke in their rooms. There was a wide representation from across different constituencies. Over the fall we looked at different online resources; the first document presents every higher education institution in the country and lists what their policy is in terms of if they allow smoking, vaping. The other database, CATobaccofreecolleges.org, is a searchable database for campuses in California. The campuses are graded. Unfortunately, OCC is at an F grade and has a score of 0. Currently we have no policy. We also looked at other colleges policies, model policies, when they moved to smoke- and tobacco-free, and what their implementation process was like. This is the policy statement the task force adopted:

Smoking, vaping, and use of tobacco or marijuana in any form is prohibited on all Orange Coast College property, including in all buildings, student housing, exterior open spaces, parking lots, on-campus sidewalks, stadiums, recreational spaces and practice facilities and in all district-owned or leased vehicles.

This policy and the related administrative procedures apply to employees, students, visitors, contractors, and other persons who use the campus facilities or centers that are part of Orange Coast College.

Smoking is the heating, burning, or vaporizing of any material to be inhaled. This includes, but not limited to, cigarettes, electronic-cigarettes (vaping), cigars, hookahs, and pipes. Tobacco use includes the use of any tobacco or tobacco-like product, chewing tobacco, or tobacco substitute such as vaping liquids, and/or marijuana.

The college doesn't have policy; the District has the policy. This was given to College Council [see full policy in appendix at end of these minutes]. The task force discussed the different options in terms of having designated areas, parking lots, no smoking. We came up with eight different options, voted on them and this was the one that was preferred.

Senator 2: If we make a policy, then do we have to take it to the board and then it becomes a board policy encompassing all three campuses?

Professor Hanlon: This is where it gets complicated because we used to have a policy prohibiting smoking which referenced the law, "twenty feet from an operable window or door, in a building or a vehicle." Below the policy it stated "campuses have the option to be more restrictive if it goes to the participatory processes." Come to find out there is no policy. President Suarez will have to take the policy over to the District to talk about it. Via ASOCC, the student body at Golden West are not happy with smoking in the parking lots. Our task force was only addressing Orange Coast College.

Senator 3: Does the policy address the consequences if they're chewing tobacco and vaping?

Professor Hanlon: If you go on the portal under committees there is a page for the task force where it lists minutes, agendas, and supporting documents. In terms of enforcement the task force wants this to be educational with an emphasis on the policy awareness and cessation resources. This is how our sister institutions, Cal State Fullerton and Cal State Long Beach, have approached it. The assumption will be if someone is

smoking or vaping, they don't know the policy. Our task force advocates that everyone feels empowered to approach students and let them know the policy. In terms of punitive, now that President Suarez will take the policy across the street, it might be something that they want in a BP/AP. The task force wants to take this in a positive perspective and create a healthy environment for everyone and about education. This is not about stigmatizing smokers. It's to provide cessation support if they want to quit.

Senator 4: As a reference with the skateboarding policy, we had the belief that we were going to be educating people, but that is not occurring. The policy is often ignored. We don't have an education process in our policy. Is there a way that the education portion can be more predominant in this smoke-free policy?

Professor Hanlon: In terms of education, the peer health educators will take a lead role in that. The health center just received a grant from the Orange County Health Care Agency to train one of the staff members in smoking cessation. I don't think the skateboarding policy had an education plan. The next task force meeting will talk about branding because we want to make sure we get the message out to students, faculty, and staff this semester because the College Council wants to implement this in fall 2020.

Vice-President Blair: The two skateboarders who almost knocked a blind person and me down didn't know about the policy. You get new students in and you have to reinforce again. Would this person with the grant be able to go to classes and give flyers out each fall semester to be sure that the students know?

Professor Hanlon: Absolutely. One of the reasons why the task force decided to go 100% is there is no ambiguity on where one can or cannot smoke. With the skateboarding policy there's no clear delineation like that.

Senator 3: Whenever you have policies like this, you have to have a way to enforce it because you might have someone who rejects the smoking cessation training/counseling, what do you do? And we just updated the student handbook and this needs to be in tandem with that.

Professor Hanlon: The task force did not want to take that approach but if the District wants to include that, absolutely that would be included. In a lot of the policies and procedures at other institutions that have taken the consequence approach there has been a \$100 fine written into the policy for the "third infraction." It applies to employees, faculty, and staff. Part of getting the message out is that it needs to go into orientation for students and employees. If that's something that needs to be included, it can be.

Vice-President Blair: If you look at the student's behavior policy, I believe it says they have to follow all policies and procedures. For behavior, there are things in place already when a student doesn't abide by the code of conduct.

Professor Hanlon: In terms of implementation, the University of Kentucky employed a framework that they called the "three T's," Teach, Treat and Train. They adopted this framework, T – teach which is education and communicating the policy to the campus, treat – for people who want to attempt to quit. This isn't saying you can't smoke if you work here or you can't smoke if you go to school here. Campuses that have gone 100% have found that faculty and staff attempts to quit are at a greater frequency. Kelly Daly will have support at the health center for those who want it.

Anytime you start something you have to evaluate and continue to collect data. The students are doing some cigarette butt clean-up and there will be one during Flex Day. We can always repeat our perception survey in the fall and students will be doing observational and environmental scans in terms of where students might be smoking and vaping.

Senator 4: If we do this, what would be the natural consequences for the smokers? Will people go somewhere on campus secretly; what has happened at other campuses?

Professor Hanlon: Other campuses have reported hot spots. If you intervene and let smokers know the policy, they will scatter. This is an addiction and we have to acknowledge that but think about the health of the rest of the students, too.

6. Unfinished Business, Continued

B. Constitution; Bylaws – Revisions and Additions Decision: Secretary Kennedy

Vice-President Blair: Secretary Kennedy sent out a copy of the latest proposed changes (for the bylaws). The biggest problem with changing bylaws is that one change can snowball into another place. Secretary Kennedy went through them and added proposed changes based on the comments you made last semester and added in proposed changes based on what we are already doing.

Before we make a decision, we should have a discussion on every paragraph and then come back at another meeting to make decisions.

Senator 1: At the last meeting we were talking about the Constitution and were supposed to talk to our constituent groups about Articles 1 & 2.

Vice-President Blair: Yes, we can start with that. For the future, please read the bylaws all the way through and make sure you agree on proposed changes and that one thing does not counter another thing later on. Did anybody, when they went to their constituents, have any feedback on the Constitution?

Senator 1: Yes, I did have two comments from my faculty that it is not clear if the only folks representing this body are the full-time faculty. Does it not include part-time faculty?

Senator 2: I did talk with members of my division, and I have a poll out but do not have the results. I presented the idea to include the part-time faculty but that a small change in the Constitution would create greater changes in the bylaws if not changed at the same time. People were definitely concerned about that. One recommendation was to change the bylaws first, then we can change anything in the Constitution. People were concerned that changing the Constitution should not detrimentally affect the bylaws. We should adjust the bylaws to see where we want to include just full-time or both full-time and part-time. Another idea is to just change a part of the Constitution; there are ways to make both parties satisfied.

Senator 3: I echo that we do represent part-time; that's a foregone conclusion. First, you should change your Constitution and then the bylaws.

Senator 4: I wanted to draw attention to the fact that full-time faculty are not always teaching faculty. There are some faculty members who are full-time who don't teach every semester; will there be a distinction?

Senator 3: If you have it in your Constitution, you're still under the umbrella of the teaching faculty.

Secretary Kennedy: Because of President Sach's report two weeks ago regarding the ASCCC and full-time faculty and senates, I went to the State Academic Senate's site; that directed me to the Education Code. It clearly states that the Senate is formed and created, plus it may fix and amend procedures by votes of the full-time faculty, but that full-time faculty may allow the participation of part-time faculty as members. Hence, we have appointed part-timers which is what the California Education Code says:

§ 53202. Formation; Procedures; Membership.

The following procedure shall be used to establish an academic senate:

(a) The full-time faculty of a community college shall vote by secret ballot to form an academic senate.

(b) In multi-college districts, the full-time faculty of the district colleges may vote on whether or not to form a district academic senate. Such vote shall be by secret ballot.

(c) The governing board of a district shall recognize the academic senate and authorize the faculty to:

(1) Fix and amend by vote of the full-time faculty the composition, structure, and procedures of the academic senate.

(2) Provide for the selection, in accordance with accepted democratic election procedures, the members of the academic senate.

(d) The full-time faculty may provide for the membership and participation of part-time faculty members in the academic senate.

(e) In the absence of any full-time faculty members in a community college, the part-time faculty of such community college may form an academic senate.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

C. HISTORY

1. Amendment filed 2-10-78; effective thirtieth day thereafter (Register 78, No. 6).

2. Amendment filed 4-27-83; effective thirtieth day thereafter (Register 83, No. 18).

3. Amendment filed 10-30-90 with Secretary of State by Board of Governors, California Community Colleges; operative 11-30-90 (Register 90, No. 49). Submitted to OAL for printing only pursuant to Education Code section 70901.5(b).

This database is current through 1/24/20 Register 2020, No. 4 5 CCR § 53202, 5 CA ADC § 53202

Vice-President Blair: I was able to pull the Ed. Code up and pull up the Constitution and look at them together. Our constitution mostly talks about the forming of the body, not about membership. You could add in the Constitution that full-time faculty may appoint part-timers in the membership of the body.

Senator 5: As to the term "teaching faculty," the Constitution states certificated contracted members, not only those with a teaching assignment.

Vice-President Blair: Yes, it is saying if you're not teaching, you're still full-time certificated contracted faculty, and that covers you.

Senator 1: Further on in the document, it refers to "teaching faculty." It goes on to say that to mean all full-time certificated contract members. This document goes back to '89. Ed code, the wording is full-time certificated; if it's representing all faculty it should say that. This our chance to change our Constitution to who we represent.

Vice-President Blair: When the Ed Code was read it was a little clearer on that issue.

Secretary Kennedy: I'd like to correct that there were amendments filed up until '90, but they don't affect this language we are reviewing. Also, we can't choose to do something that Ed Code won't let us; those are not equivalent arguments.

Vice-President Blair: Recommended that everyone read the Constitution and the Ed. Code documents.

7. Adjournment of the Regular Meeting

Vice-President Blair adjourned the meeting at 12:28pm.

Approval of the Minutes: February 18, 2020

MINUTES: First draft written by Michelle Ozuna, Administrative Assistant II, HR. Revision of first draft and Senate-approved drafts written by Senate Secretary, Marilyn Kennedy, who also distributes the final Senate-approved version to the Chancellor, Board of Trustees members and secretary, union presidents, GWC and Coastline Academic Senate presidents, OCC College President and faculty as per OCC Senate bylaws.

Voting Tallies Chart

Motion 1	Motion 2	Motion 3	Motion 4	Senate Membership
Minutes 1/28/20	Minutes 2/4/20	Consent	Move new business	
Aye	Aye	Aye	Aye	Barnes, Carol: Counseling Senator (2018-2021)
Aye	Aye	Aye	Aye	Blair, Jamie: Senator-at-Large (2018-2021)
Aye	Aye	Aye	Aye	Brown, Cameron: Athletics & Kinesiology Senator (2017-2020)
Absent	Absent	Absent	Absent	Connor, Sean: Senator-at-Large (2017-2020)
Aye	Aye	Aye	Aye	Cuellar, Eric: Senator-at-Large (2018-2021)
Aye	Aye	Aye	Aye	Della Marna, Jodi: Library & Learning Support Senator (2017-2020)
Aye	Aye	Aye	Aye	Denney, Matt: Technology Senator (2017-2020)
Aye	Aye	Aye	Aye	Drew, Rendell: Senator-at-Large (2017-2020)
Aye	Aye	Aye	Aye	Ely, Cynthia: Part-Time Senator (2019-2020)
Aye	Aye	Aye	Aye	Diogba G'bye: Part-Time Senator (2019-2020)
Aye	Aye	Aye	Aye	Gordon, Lee: Senator-at-Large (2019-2022)
---	---	---	---	Hanlon, Anna: Curriculum Chair (Non-Voting)
Absent	Absent	Absent	Absent	Holt, Kelly: Senator-at-Large (2017-2020)
Aye	Aye	Aye	Aye	Isaac, Darryl: Con. & Health Sciences Senator (2017-2020)
Aye	Aye	Aye	Aye	Kennedy, Marilyn: Lit & Lang Senator, PDI Chair (2019-2022) 11:37 arrival
Aye	Aye	Aye	Aye	Lloyd, Douglas Math & Sciences Senator (2017-2020)
Aye	Aye	Aye	Aye	Means, Leland Visual & Performing Art Senator (2018-2021)
Absent	Absent	Absent	Absent	Neil, Jeanne: Business & Computing Senator (2019-2022)
Aye	Aye	Aye	Aye	Pena, Max: Senator-at-Large (2019-2022)
Aye	Aye	Aye	Aye	Phillips, Clyde: Student Services Senator (2017-2020)
Absent	Absent	Absent	Absent	Sachs, Loren: Senator-at-Large (2019-2022)
Aye	Aye	Aye	Aye	Stanton, Jordan: Social & Behavioral Sciences Senator (2019-2022)

Appendix

Policy Statement

Smoking, vaping, and use of tobacco or marijuana in any form is prohibited on all Orange Coast College property, including in all buildings, student housing, exterior open spaces, parking lots, on-campus sidewalks, stadiums, recreational spaces and practice facilities and in all district-owned or leased vehicles.

This policy and the related administrative procedures apply to employees, students, visitors, contractors, and other persons who use the campus facilities or centers that are part of Orange Coast College.

Smoking is the heating, burning, or vaporizing of any material to be inhaled. This includes, but not limited to, cigarettes, electronic-cigarettes (vaping), cigars, hookahs, and pipes. Tobacco use includes the use of any tobacco or tobacco-like product, chewing tobacco, or tobacco substitute such as vaping liquids, and/or marijuana.

Procedures

Purpose: Orange Coast College is committed to creating a healthy and safe environment for students, faculty, staff, and visitors. This policy is intended to reduce the health risks related to the use of tobacco, smoking, vaping, and secondhand smoke for the campus community.

Rationale: The recommendation is supported by the OCC Smoke/Tobacco-Free Task Force's inquiry and discussion as follows:

- It is faithful to the ASOCC's spring 2018 resolution which resolved to prohibit smoking and using tobacco products on all of the college's property, including vehicles, all parking lots, landscaped areas and recreational areas.
- This scenario will provide a clear expectation to students, faculty, and staff related to smoking and vaping. There will be no confusion related to where smoking/vaping is allowed or disallowed, including those who occupy the dormitories.
- Compliance: institutions that moved to 100% smoke and tobacco-free had better compliance than those that allowed smoking in either designated areas or parking lots (Lee, Ranney, & Goldstein, 2013; Van Buren, 2015).
- Worksites that adopt 100% smoke and tobacco-free policy see an increase in quit attempts by employees, and this type of policy is associated with reductions in overall smoking (American Cancer Society, 2009; Fichtenberg & Glantz, 2002). It eliminates potential cues to action for those who have given up smoking.
- This policy aligns with the UCs' and CSUs' policies and will, therefore, help prepare students for transfer. Developing strategies to negotiate a smoke and tobacco-free campus will help provide a more seamless transition.
- It creates an environment that makes not smoking the norm; this has been shown to reduce the rates of young smokers, who are developing habits they will take into adulthood. It decreases the number of youths initiated to nicotine through vaping
- This option creates the best scenario for the campus environment. Second-hand smoke is a known carcinogen; it is essential to protect nonsmokers who come OCC from second hand smoke. It reduces the littering on campus and the chance for fires.
- It protects those who are sensitive so smoke and/or vaper from experiencing negative health effects
- As special populations such as veterans, racial minorities, and LGBTQ are disproportionately impacted by smoking and vaping due to target marketing by big tobacco, it is part of our equity mission to act to reduce the inequity in health outcomes.

Enforcement: Enforcement will be primarily educational, with an emphasis on policy awareness and cessation resources. It will be the responsibility of all members of the College to observe and follow established guidelines, and all are empowered to assist enforcement by making violators aware of the policy.

Implementation: Implementation will follow the 3 T (teach, treat, and train) framework as utilized by the University of Kentucky and presented by Hahn et al (2012).

Teach: This includes not only education related to the health issues related to a person's exposure to second-hand smoke, but also the timely campus communication about the change of policy. Education will be provided by the peer health educators who make up PHAcT (Peer Health ACtion Team). Education may be provided via tabling on campus, classroom presentations, social media, printed materials, and/or multi-media presentations and will be an ongoing theme at campus health fairs. Communication strategies will be developed with input of the Smoke/Tobacco-Free Task Force and should include a large contribution from students. Marking will be implemented with the assistance and approval of the College's Marketing and Public Relations department. Policy messaging will be included in new student and employee orientations, and will be visible on the OCC campus and website.

Treat: The intent of this policy is not to mandate that all who visit the Orange Coast Campus be non-smokers, nor should it be misunderstood that this policy requires all employee who smoke to quit. Rather, its purpose is to create a healthy, safe environment for all who visit. Any individual who chooses to smoke is to be valued and respected the same as a non-smoker. However, data provided by campuses that have moved to smoke/tobacco-free policies indicate that such policies may be a cue to action, and there are more quit-attempts (American Cancer Society, 2009; Fichtenberg & Glantz, 2002). Therefore, any comprehensive procedure related to a smoke/tobacco-free policy should include support services for students and employees who desire to quit.

Smoking cessation support for students will have available through the OCC Student Health Center. Peer Health Educators will assist campus personnel in providing quit kits and information on where to obtain counseling and support. Groups of students such as international students and students living in campus housing will have support that is tailored to their unique circumstances.

Employees who would like to quit will have available insurance provided medications as deemed necessary through the employee's personal physician. There may also be support for employees provided by local and state health departments such as 1-800-NO-BUTTS.

Train: The enforcement of this policy will a collaboration of the entire campus community, and faculty, staff, and students are empowered to help inform individuals of the policy. The peer health educators will serve as ambassadors, using the model utilized by CSU Long Beach and CSU Fullerton. The ambassadors will take the lead in the policy education of the students, staff, administrators, and faculty. Ambassadors will be prepared to promote compliance, including practicing the approach of students in class and on campus, and they will be trained in using firm yet compassionate approach. Training protocols will follow an established script similar to that provide by Hahn et al. (2012). They will also be trained in how to respond to violators who refuse to comply.

Faculty and staff will also be given access to training. While no one is required to approach a person who is violating the policy, the intent is to create a community where we work together to create a healthy environment for all of our visitors. It is hoped that all will support enforcement by respectfully approaching violators with the assumption that their behavior is due to lack of knowledge of the policy.

Evaluation: The implementation of this change in policy will be evaluated after two years. Data reviewed may include student and employee perceptions about the policy, the number of cigarette and vape cartridge collected on campus, number of quit attempts, scope of cessation support provided, observational reporting of the number of violators, etc. Data will be collected by a variety of parties, including the peer health educators (observational data and clean ups), the Student Health Center (cessation attempts/services), and/or the Office of Institutional Effectiveness (survey). Changes to the procedures will be vetted with the participatory governance committees and endorsed by the College Council and College President.

References

- Fichtenberg, C. M. & Glantz, S. A. (2002). Effect of smoke-free workplaces on smoking behavior: Systematic review." *BMJ* 325(7357) 188, doi:10.1136/bmj.325.7357.188
- Hahn, E. J., Fallin, A., Darville, A., Kercksmar, S. E., McCann, M., Record, R. A. (2012). The three ts of adopting tobacco-free policies on college campuses. *Nursing Clinics of North American*, 47, 109 – 117, doi:10.1016/j.cnur.2011.11.002

Lee, Joseph G L, Ranney, L. M., & Goldstein, A. O. 2013. "Cigarette butts near building entrances: What is the impact of smoke-free college campus policies?" *Tobacco Control* 22 (2), 107–12.
doi:10.1136/tobaccocontrol-2011-050152

Van Buren, J. (2015). *Implementation of a Tobacco free Campus*. University of Washington. Retrieved from <https://www.ehs.washington.edu/system/files/resources/tobacco-free-campus-report.pdf>