

Fall 2014 Policy Campus Review Comments October 20 – 31, 2014

****The comments below were received from the campus community between October 20 and October 31. The Policy Committee reviewed every comment received and either made the requested change or responded to the comment. The result of the discussion at Policy Committee is in blue below each comment.**

2.21.1 Privacy of Educational Records Procedure:

1. (Staff) You refer to all staff as NHCC—It's my feeling that you should recognize a distinction between staff and that it should be noted that this is private data and that all personnel shouldn't and don't have access and that this information—that it shouldn't be shared as freely as it has been in the past in passing conversation even. It's my feeling that staff here don't understand that.
 - a. **Federal and state law are clear that private information should not be shared with anyone (including other employees) unless there is a legitimate need for that person to have the private information. Our current policy/procedure reflects the laws. We agree that the focus needs to be on training.**
2. (Staff) A change needs to be made on transcript ordering. Chapter 2-Privacy of Education Records, Part 7-Grades and Transcripts. It should read: Transcripts are ordered, electronically, through the National Student Clearinghouse. Go to www.nhcc.edu/forms. Under Records and Registration, click on Transcript Request to order. Transcripts may be picked up in person with a photo ID.
 - a. **This change has been incorporated.**
3. (Staff) We need to make sure that photos and videos obtained at open/public events do not require consent.
 - a. **This policy only pertains to individual photos and videos taken of students. Photos at open or public events are handled through either permission forms or informing students that photographs and videos are being taken and to exit the area if they don't want to be included. That said, we decided to remove photos and videos taken individually or as groups and instead just list "photographs taken for the Student ID card." The intent of the policy really pertains to the Student ID photo, not photos taken as part of marketing efforts.**
4. (Staff) Please do NOT remove the student major and enrollment level from directory data. Our office uses this constantly for employment verification, and it would cause more paperwork and inconvenience for former and current students trying to verify their education.
 - a. **These have been added back in under directory data.**
5. (Staff)
 - a. Part 3 first full paragraph

- i. A copy of the ~~Request to Withhold Directory Information from Public Disclosure~~ Non-Disclosure of Directory Information form is available in Student Services offices, academic areas, and the college website.
 - 1. [This change has been incorporated.](#)
- ii. Please DO NOT delete the following items from public directory data:
 - 1. Enrollment status (full time/part-time)- this is often used for public assistance verifications, insurance and housing verification that may or may not be driven by a consent form
 - a. [This has been added back in under directory data.](#)
 - 2. Major Field of Study- this is often used in job verifications with or without consent forms
 - 3. [This has been added back in under directory data.](#)
- iii. **I see 3 & 4 are noted under 'limited' directory information. Are the concerns below regarding Marketing & Admissions considered public or limited?
 - 1. [This policy only pertains to individual photos and videos taken of students. Photos at open or public events are handled through either permission forms or informing students that photographs and videos are being taken and to exit the area of they don't want to be included. That said, we decided to remove photos and videos taken individually or as groups and instead just list "photographs taken for the Student ID card." The intent of the policy really pertains to the Student ID photo, not photos taken as part of marketing efforts.](#)
- iv. Photographs individually or in groups (needed for marketing & admissions purposes) We do not want to get consent in public venues on campus every time we take a picture of a group.
 - 1. [See comment above.](#)
- v. Video recordings taken individually or in groups (needed for marketing & admissions purposes) We do not want to get consent in public venues on campus every time we take a picture of a group.
 - 1. [See comment above.](#)
- b. PART 3 Under limited directory information
 - i. A copy of the ~~Request to Withhold Directory Information from Public Disclosure~~ Non-Disclosure of Directory Information form is available in Student Services offices, academic areas, and the college website.
 - 1. [This change has been incorporated.](#)
- c. PART 5. Identity Verification
 - i. Please add STARid to every statement which specifically notes student ID as the student ID will be publicly going away in the near future
 - 1. [This change has been incorporated.](#)
- d. PART 7. Grades & Student Transcripts, #3
 - i. Transcripts are ordered, electronically, through the National Student Clearinghouse. Go to www.nhcc.edu/forms. Under Records and Registration,

click on Transcript Request. Transcripts may be picked up in person upon showing a government issued photo ID.

1. [This change has been incorporated.](#)
- e. (Staff) I second the concern about directory information changes (what's public and what's limited) in procedure 2.21.1 limiting our use of individual or group photos and videos. How would this impact our use of photos from events/activities that we would like to use for promotion of similar future events/activities? Trying to institute a consent form for each individual person that is found within the photo/video would be very difficult in photos during events.
1. [This policy only pertains to individual photos and videos taken of students. Photos at open or public events are handled through either permission forms or informing students that photographs and videos are being taken and to exit the area if they don't want to be included. That said, we decided to remove photos and videos taken individually or as groups and instead just list "photographs taken for the Student ID card." The intent of the policy really pertains to the Student ID photo, not photos taken as part of marketing efforts.](#)

3.3 Placement for Success Policy:

1. (Staff) Part 2.C English as a Second Language definition
 - a. I support this. It more accurately describes NHCC Testing practice.

3.3.1 Placement for Success Procedure:

1. (Staff) I am writing to respond to your request for feedback thus to express my opinion about Procedure Number: 3.3.1
 - a. Part 3. Placement testing on page 3 Subpart B – Technology Skills Assessment states that as part of the testing sessions, students will address their skill level and comfort with computers. First of all – not sure I understand correctly. Are we assuming that if students can navigate inside controlled Accuplacer interface between questions that acknowledges student’s digital literacy skills necessary to be successful in college setting? If I am interpreting correctly, than I would like to cordially express definite objections to this assumption.
 - i. **There currently is not a technology assessment tool during the Accuplacer test. A tool would either need to be selected or built in-house. This language in the policy is not meant to say the Accuplacer currently assesses technology skill.**
 - b. Two years ago, during January faculty duty days January 10th, 2013 on our campus administration were holding “speed dating” where folks came to each table and expressed their concerns and thoughts on various topics. One of the topics were: What concerns you most about our online/hybrid courses programming? – there were a lot of teachers expressing their concerns about student unpreparedness and lack of adequate computer literacy skills in online and hybrid modalities courses. Some of the feedback:
 - i. Teachers spend too much time to coach how to use D2L instead of teaching
 - ii. Teachers spend too much time to teach software needed for completion of homework (including in face-2-face courses), for example, Microsoft Word or PowerPoint.
 - iii. Coaching few students reduces time that teachers can dedicate to teach the subject matter
 - iv. Students need more training on using D2L and academic skills needed in online modality
 - v. Lack of essential emailing netiquette skills are evident
 - vi. Students do not know where and how to access email that is main means of communication between teacher and student
 - vii. Students do not have skills to use Outlook to effectively communicate with teacher and classmates
 - viii. Web navigation skills lacking to successfully navigate college’s library resources
 - c. Atomic Learning (AL) was brought to our campus as an response to the mentioned above concerns and fulfill Human Resource, Information Technology training needs for our faculty and staff as well. It was an intention to explore a use of AL as part of onboarding process at NHCC. For example, students could take a placement test module

from Acuplacer on computer literacy and based on their score directed to appropriate series of videos addressing the areas of incompetence.

- d. Lack of learner preparedness in the area of digital literacy was unanimously identified by group of faculty who worked on creating Strategic Online Learning plan. Learner preparedness was included as a separate major goal into a plan to address this issue and increase success rates in online courses.
 - e. Perhaps other campuses may not have the same issue. Our student population comes from many different walks of life, and we need to considered these differences and adjust to the needs of our students.
 - f. If you would like to know more about how Atomic Learning can help our campus to increase our new and existing student digital literacy skills, please let me know. I would be happy to talk about AL and other alternatives to help with learner preparedness, since I definitely disagree with our current assumption that measures student technology skills based on their ability to navigate during the Accuplacer test.
 - g. [There currently is not a technology assessment tool during the Accuplacer test. A tool would either need to be selected or built in-house. This language in the policy is not meant to say the Accuplacer currently assesses technology skill.](#)
2. (Staff) I only have comment on the 'will not' waive list. As I have been evaluating international transcripts, I have not felt comfortable waiving the reading test for students. Although the student may have transferred in 6+ college level credits, I am not sure that they were taught in English or if the student has enough English reading proficiency to be waived. I would like to continue to NOT waive the reading.
 - a. [The Policy Committee felt that a group of faculty, advisors, and other staff should meet to come up with compromise language for this procedure. They should resubmit no later than November 10th or the procedure will be moved to spring semester for consideration. The Policy Committee did not feel they had the experience necessary to address the concerns of the faculty and staff.](#)
 3. (Staff) The change back to the previous Placement for Success procedure concerns me. We have not yet had enough time to determine if the changed testing waiver procedure was good or bad, and to change it back so quickly seems strange to me.

While I understand excluding PE courses, it doesn't make sense to exclude all technical courses as well. Many technical programs require heavy reading, and in my personal experience, as someone who has attended a technical school and has also taken general education courses, most of the technical courses required more reading of complex texts.

There also seems to be a little hypocrisy in the fact that NHCC does not allow students who test into ADEV courses to take business courses until they complete the ADEV sequence, because we think those students won't be successful, however, we won't accept (even equivalent) business courses for a testing waiver.

I feel very strongly that we shouldn't be making students test unnecessarily, particularly when enrollment is down more than expected. Other MnSCU schools seem to be moving in the opposite direction, and making things easier for students. For instance, St. Paul College uses developmental English and Reading courses from any MnSCU school to waive or determine placement, and does on on-the-spot transcript evaluation for the students to get them registered for courses *same-day*. This may not be right for NHCC, but if we continue to create hurdles for incoming students, I fear that we'll lose them to other schools.

- a. [See comment above](#)
4. (Staff) I just wonder that if there might be military credits which are academic (reading intensive) in nature... why not use those towards a waiver? Perhaps a case by case basis?
 - a. [See comment above](#)
 5. (Staff) PART 1. Subpart C waivers. I'm concerned we are being too prescriptive in listing specific courses. It may behoove us to list the courses NOT accepted rather than the courses ACCEPTED. An example could be: Courses that will not provide waivers: Credits deemed below college level, Military Credits, Technical Elective Credits and Physical Education Courses
 - a. [See comment above](#)
 6. (Staff) On behalf of the Transfer Advisory Group (TAG)
 - a. Gateway Courses: Our major concern is that the enclosed list of "Gateway courses" is not exhaustive enough. And we are not sure it ever really could be. We are even excluding some of our own courses, for example, what about Art History? Or Introduction to Theatre? What about Religious Studies courses that come to us from Private colleges? There is a lot of intensive reading and critical thinking involved in these types of courses, but they are not on the list. This will make the job of a Transfer Specialist difficult. We also feel it is not the best way to treat our transfer students.
 - i. We propose that instead of having a list of what courses WILL waive a student from the Reading Placement Test, that instead, we have a list of what courses WILL NOT waive a student from the Reading Placement Test. This list would include
 1. Technical/Vocational credits
 2. Military Credits
 3. International Credits (although this did not waive them in the past, either, but it could be listed for clarity)
 4. Physical Education or Exercise Science
 - a. (Question, though, if we list this subject, would we also list other subjects that would not waive? Would Accounting courses waive the Reading Placement? Would Business? We would argue that there are Business courses that should waive the Reading Placement Test, in fact, we do not let ADEV placement students take Business or Accounting until after they successfully complete ADEV0952)

- ii. Finally, if a list of courses that exempts the Reading Placement Waiver, we would like for a member of the Transfer Advisory Group to be a part of that conversation. Thank you.
 - 1. [See comment above](#)
7. (Staff) Data-Driven Decision Making: It is difficult for staff processing transcripts when we make changes so often without data. We do not know yet how these recently waived students are doing in their college-level coursework, because they have not finished their first semester. I would prefer we wait and get some data, however, I do not think this is an option.
- a. [See comment above](#)
8. (Staff) I have reviewed the Placement for Success Procedure (3.3.1) and would like to note a couple of things. These are my recommendations and or understanding of these statements.
- a. Part 1. Pre-Testing, Subpart A. Pre-testing Notifications
 - i. "Admissions staff" can be deleted and a more general statement made, as there are many student service offices that inform students of the resources available to them and the importance of reviewing before taking a test. The Test Advisors key role is to be sure students are aware of their testing needs through the pre-assessment process.
 - 1. [Change made.](#)
 - b. Part 2. Pre-Placement Testing Advising for Math
 - i. Advisors and transfer specialists do not normally advise a student before taking the test. There is no process in place with these departments to follow through with their recommendations. This is usually determined during the pre-assessment or even during the post-assessment advising.
 - 1. [Removed transfer specialist and added testing center. Kept advisor. Since students don't have to take the math placement test when starting at NHCC, it is likely they will talk to their assigned advisor at some point, so advisors should still be listed.](#)
 - ii. I don't understand this statement as we do not ask the student if they feel they can read at college-level or not before taking the placement test, to determine if they should take the math assessment. (Am I misunderstanding the meaning behind this statement?)
 - 1. [This statement isn't saying that. It is simply saying that if the student is not sure they are at college-level reading, they are advised not to take the math test yet.](#)
 - c. Part 4. Post-Placement Test Advising
 - i. This is the responsibility of the Post-Assessment Advisor (not the general "Advisor's" group); there is support given a few times during the year during peak times if the general advisors are available to assist. Otherwise testing staff perform this role. Using the general term "Advisors" could be confusing?
 - 1. [Changed to "Testing Center Staff."](#)

Thank you for reviewing this procedure and bringing it back to the table. The above notes are for clarification as I see it and may not be as it was intended. Maybe you can help clarify with me anything I might be misunderstanding. I think the "gateway courses" are going to be a very valuable indicator for transfer students and student success if it is agreed upon.

3.54 Academic Amnesty Policy:

1. No comments received.

Academic Amnesty Procedure:

1. (Staff) Under conditions, it looks like the requirement that the student return to NHCC is being deleted. While I understand not requiring the 12 credits and 2.0 GPA, I fear that we'll be processing more Amnesty just to make student transcripts seem more appealing when sent to another college. Could this be offered only or students who are currently registered for courses (no credit or GPA requirements)?
 - a. [Condition added under Subpart A that student must be registered.](#)
2. (Staff) Subpart A Conditions. Please add: "Student must be registered for a current or upcoming term" (this will insure we are taking processing time to support current students).
 - a. [Condition added under Subpart A that student must be registered.](#)

5.24 Animals on Campus Policy:

1. No comments received.

5.24.1 Animals on Campus Procedure:

This Policy Committee comment applies to all the comments listed below.

- The Policy Committee has reviewed all the comments received from faculty and staff on campus. The Policy Committee felt that the policy/procedure originally written did not need to be modified based on the comments received, so no edits were made.
 - There is a need to have a policy and procedure for animals on campus because:
 - a) There is a need to set some restrictions on animals on campus: under this policy and procedure, animals are allowed for educational purposes and for therapy programs. Animals are not allowed in buildings otherwise.
 - b) There is uneven treatment by supervisors regarding animals on campus. Some supervisors are tolerant of bringing animals to campus for any reason and some don't allow it all. This policy/procedure makes it clear what is allowed and what isn't.
1. (Faculty) For the past eight years I have brought my dogs (2) in to my classroom for my Pets and Stress unit in Stress Management. They are well trained dogs and I shampoo them before they arrive with a special shampoo to help with allergies (I too am allergic to them). It is a fun time for my students and myself. I have ALWAYS made arrangements for students with allergies and phobia's to opt out of this unit. In eight years, I have never had a student who has wanted to opt out...even though they think they may be uncomfortable. Once they see the dogs, they want to stay in class because they feel safe. My dogs are so well behaved, many students have commented that that was their favorite unit of the semester. I have gone through a lot to continue to have my dogs in school and I want you to know how important having this option is to me and my students! I believe very strongly in the healing and calming affect animals have on humans. Thanks.
 2. (Faculty) A year or two ago, this would have meant very little to me. However, now that I have a dog, whom I occasionally need to bring to work -- or would like to bring to work-- I want to weigh in on this new policy.

I occasionally bring my dog to spend the afternoon in my office. He is not in my office for office hours or during class, but in my office when I need to hang around for a longer afternoon. I would like the opportunity to continue to bring him with me.

I would argue that a pet adds value to this often sterile and disembodied environment we call a campus.

Students who happen to walk down my hallway later in the day, unscheduled, often stop just to check out the dog and then hang around to chat; sometimes I have even taken walks with the dog and a student or coworker, taking advantage of a connection outside the bounds of the traditional classroom.

In a transient campus, like ours, I am in favor of smoking, and pets, and any other way to get students to engage on campus, to feel at home, and to connect with their teachers and each other as human beings, outside of a structured classroom or activity. I understand there are many ways to do this, but creating more regulation only seems to curtail the opportunity for spontaneous connections.

The smoking and proposed new pet policy bring out the Libertarian in me. Do we have to regulate everything? This does not necessarily make a better --or closer--community.

3. (Faculty) I think it's absolutely wonderful that we have included in our policy the fact that the wild animals can continue to live on campus. Hopefully someone has told them about this. What is "personal use of campus space?"
4. (Faculty) I am concerned about the feasibility of enforcing the child and animal policies. I am not opposed to these new policies in theory. I just don't see how they will be implemented on a day-to-day basis. We already have a smoking policy that is not enforced well (i.e., multiple violations by students and employees). We need more?

As a faculty member, am I to report a violation? If this is the case that faculty are now "enforcers", then I would need to file three separate violation reports for these new policies alone in the past 2 weeks. (And none would pertain to students violating these new policies!) Or, perhaps, these new policies are merely on the books in case NHCC needs to address and refute its liability for children and animals being on campus?

5. (Faculty) I hate to restrict people from bringing dogs to campus but I understand the policy and don't really object. It's just the latent-libertarian in me.
6. (Faculty) How does it hurt the mission of the college to occasionally bring a domestic animal on campus? And don't site allergies. We had a faculty member who was repeatedly told not to wear strong cologne because of people with sensitivity. He continued and his supervisor basically told me it was none of my business. It finally stopped but it took months.
7. (Faculty) I'm sorry about your previous experience, but allergies are a very real concern. In addition, some people experience discomfort and even fear around animals and some people have religious objections to particular animals. It is the mission of NHCC to be welcoming to a wide diversity of people; I do not believe a college is the place for animals.
8. (Faculty) I have just received some emails indicating that this is an issue with some people on campus and it is serious enough for me to speak for the policy. They also felt that the person who insisted on wearing the fragrance was out of line. In order for this campus to be a place where people can work and be comfortable, I think we do do this. It is not just a MnSCU mandate.
9. (Faculty) It is my understanding that the policy regarding animals on campus refers to therapy animals.

The purpose is to facilitate learning, listening, compassion, etc. This is the same concept that is used in "reading dogs" or "reading rabbits". These are animals that help kids read, help kids

calm down, help with the development of compassion. They are an important part of life and learning.

Tolerance is important. So is inclusion. I have seen miracles in learning occur through animals. I have seen compassion develop through exposure to animals. I personally have difficulty with many of the customs and practices of my own and other cultures but I work to teach tolerance in my classrooms through exposure to many different ideas and customs.

I do have to clarify that I am the guardian of a therapy dog. My Sassy Roo doesn't care about customs/religion/rituals, etc. She only cares about people. She is trained to only respond when she is "sought out" by humans. She never imposes, she never forces herself. That is the gift of a therapy animal.

I speak in full support of the proposed animals on campus policy--therapy animals and animals for education.

10. (Faculty) As a nurse, I, too, have experienced what could be called miracles when patients interact with animals. I have seen elderly patients in the later stages of dementia become responsive and interact with visiting animals. I have witnessed very ill children perk up, hug the animals, and become a carefree child even if only for a moment. I am in full support of the proposed animals on campus policy.
11. (Faculty) Cynophobia is the fear of dogs. It is estimated to affect 2% of the population in the United States, which would mean maybe 8 or 10 employees at NHCC (me, for example, and I'm familiar with two others) and about 150 or so students. Cynophobia is recognized as a disorder in the DSM-IV, which says that it can be both rational and experience-based (like mine) and, to dog owners, seemingly unreasonable and based on nothing but fear. In either case, I can tell you that exposure to dogs can lead to immediate feelings of anxiety and, in some cases, panic attacks, even when the dogs are not threatening. Personally, I've had to shut myself in my office several times in my 23 years at NHCC until my heart rate and breathing can return to normal. I've sought therapy because it has seemed incumbent on me to change since it is the rare dog owner who can see that not everyone loves their dog the same way they do. But it hasn't helped. There are three people in the CLA building who regularly or semi-regularly bring their dogs to work. I've humiliated myself to each of them about my problem and have been told to "get over it," and that I'm "being ridiculous." I recognize that it's kind of ridiculous, but I can't seem to do anything about it. I'm glad that people can enjoy their animals in their homes, but I wish that they would keep the animals at their homes. These are "domestic" (meaning 'home') animals after all.

I'm glad we're talking about this policy even though I'm pretty sure it's going to get shouted down. I've thought about saying something supportive publicly, but that's pretty unlikely since I'm enough of a neanderthal to not want to show weakness in front of a large group.

There are other reasons, besides my maladies, to have such a policy. Not all of the cultures represented at NHCC share the western attitudes toward domestic animals for example.

I'm sorry about your bad experience with offensive fragrance. That sucks. The supervisor and the cologne wearer were both insensitive to the needs of those around them.

12. (Faculty) Here's my two cents about pets. I know that this is a trend of late and there is some positive feedback from industry about how having animals in the office offers great mental health objectives, however; most of those articles/publications are made in sole-proprietary (public) organizations or healthcare.

Sure, I love animals, but we are a service organization that entertains upwards of 12k students if not more with visitors. Plus, allergies and ensuring safety for each individual is important for all involved. I say, if departments want to have pets, they must keep the pet(s) contained in their office space or department, sign a waiver that the pet will never be unattended, and if it is and runs loose the pet owner will be held liable for any and all things/issues that the pet has caused including possible termination, also a limitation of how many pets can be in a department at one time or develop days that you can bring pets to work, maybe on staff development days/holidays/or Friday's. If this is too much to manage as a campus in oversight of policies, then we should not go down that path. Again, interesting topic, but one that must be managed tightly.

13. (Faculty) I will not enter the fray, particularly as it has become at turns decidedly obtuse. However, people who bring their companion animals generally keep them in their offices. Perhaps the anti-pets-on-campus lobby imagines animals running freely down the hallways Snapping and biting.
14. (Faculty) I would just like to say that my husband and I had some issues with a seeing eye dog last summer when we stayed at a B&B. Because of laws that vary state to state we were in the right and we successfully sued the owner. However, there is now organizations that say that therapy dogs are certified. I do not know what training and breeding they are required to have, but at this time I do not believe it is as extensive. I would never take my two mutts where we take our service dog. To equate the two would be a mistake and it leads to people thinking that all service dogs are equally trained.
15. (Faculty) I shared an office at Normandale with another faculty person who brought in her pet bird and let it fly about the office...shitting on everything. Such a great memory... Glad she was finally forced to stop bringing in her bird. As long as there is an educational reason I do not have a problem.
16. (Faculty) I write in support of the policy on animals as well. Having certified therapy animals on college campuses is becoming quite common. The U of M and Concordia University in St. Paul, in particular, have programs that allow certified volunteers to bring their animals (dogs and rabbits in these cases) to campus for students, faculty, and staff who elect to interact with them. The animals are there for a specific length of time that is scheduled in advance so all members of the campus community know ahead of time when and where they will be available. I saw the effect of the program at Concordia when I taught there, and it was remarkable. No individual had

contact with the animals unless he/she sought it out, and to my knowledge, there has never been a complaint about the presence of these trained, certified animals in the care of their owners, who also receive in-depth training.

NHCC faculty have played an active role in drafting this policy, and those involved have thought long and hard about how to ensure that anyone who has allergies, phobias, or religious beliefs that do not permit interaction with animals will not have to interact with them. Many of the therapy animal programs request that the animals enter buildings through a door closest to the area where they will be stationed for that very reason.

5.34 Visitors and Children on Campus Policy:

1. No comments received.

5.34.1 Visitors and Children on Campus Procedure:

1. (Staff) I do have one suggestion for Policy 5.34 and Procedure 5.34.1 (Visitors and Children on campus). During the K-12 summer months and holiday seasons, NHCC becomes a destination for kids, teens, and young adults. These community members are traditionally on campus without a parent or guardian to use the computers. Public Safety typically monitors these individuals by directing them to sign-in at the dispatch desk and to use the campus center computers. Can the committee please include language and direction regarding unsupervised children on campus in 5.34 and 5.34.1 as well; or give us clear direction on what is expected in this situation?
 - a. [Modified Part 2 of the procedure to make this more clear.](#)
2. (Faculty) Regarding visitors: Are there policies or procedures that apply to students that would be inappropriate for children? I can't think of any offhand, but has this been thoroughly considered? Also, there are occasionally law enforcement folks visiting as guest speakers in classes. Do they get to carry weapons? (Maybe they don't, as their own rule.) Our students are not allowed to carry weapons, if I understood that whole conceal/carry hubbub several years back.
 - a. [We could not think of any policies regarding visitors that would not apply to children.](#)
 - b. [Law enforcement members may carry their firearms on campus and in classrooms \(if they are speaking\). Board Policy 5.21 provides additional guidance related to firearms. <http://www.mnscu.edu/board/policy/521.html>](#)
3. (Faculty) Unattended/unsupervised kids in the library is a problem. But anyone from the community (not just students & employees) could be 'responsible' for that. And how will this policy help that issue? (Not on paper - in reality.)
 - a. [Modified Part 2 of the procedure to make this more clear.](#)
 - b. [It will be important to report disruptive children to public safety. This policy/procedure provides authority for public safety to address problems related to unattended children.](#)

6.12 Facilities Use Policy:

1. No comments received.

6.12.1 Facilities Use Procedure:

[The Policy Committee added some comments below. There is general agreement on the Policy Committee that we want to follow Internal Audit's stand on use of facilities by employees and allowing some reasonable use of facilities by employees. The policy and procedure were modified slightly to account for feedback received. A group of employees \(faculty and staff\) will be convened to discuss options for use of some facilities by employees.](#)

1. (Staff) Also, is Policy 6.12 and Procedure 6.12.1 (Facilities Use) currently in effect? If not, I hope the policy and procedure go into effect sooner; rather than later, because it has put the college and me at a lot of unwanted risk.

- a. 6.12 and 6.12.1 are in effect, but the added language about employee use of facilities is not yet in effect.
- 2. (Staff) I was just looking for clarification on the revised policies I have highlighted below. Being that the HWC facilities are not open to the general public in the first place, this would mean that employees would not be able to utilize the facilities in the HWC (gym, dance studio, fitness center, weight room) correct?
 - a. Correct.
- 1. (Faculty) I have some comments/questions about the facilities policy.
 - a. Could it restrict curriculum-related events--like the poverty demonstration or anthro's flint-knapping?
 - i. No.
 - b. I think Adult Entertainment needs a definition (a better one than the supreme court's definition) because the GLBT students do sponsor drag-performers; I would hate to see that restricted. Or, what if sociology or psychology invited sex-workers to a panel discussion--not exactly adult entertainment but not family-friendly either.
 - i. When originally written, this really meant pornography. It certainly wasn't intended to curtail the examples listed above.
 - b. Is it possible that this facilities policy will apply to email in the future?
 - i. Inappropriate use of college email is covered by board policy <http://www.mnscu.edu/board/policy/522.html> and procedure <http://www.mnscu.edu/board/procedure/522p1.html>
 - c. (Faculty) Does the Facilities Use Policy prevent us from using the dance studio or Fitness Center during off hours(when it is not open to the students)? Dog policy looks similar to Jane's from two years ago. Then...I am against the facilities usage. I am sure most of PE would also oppose it.
 - i. Yes, that was the intent when written.
- 3. (Faculty) What constitutes 'personal use' of the facilities? For example, on one of Allison's it's-too-cold-for-school days last January (prior to our semester starting), I brought her with me because Todd had a very busy day of working from home. I plopped her in a classroom with a DVD playing on the 'big screen' for a while. Then she colored and read and played in the classroom. Is that personal use? (Does that violate the new visitors policy?)
 - a. Personal use would be non-work related. As described, having a child use a classroom and the technology in the classroom would be considered personal use.
- 4. (Faculty) I am concerned about that statement of faculty use. It is very vague. "North Hennepin Community College employees may not use college facilities except as available to the general public and consistent with the Facilities Use procedure 6.12.1."

And not true at all... what about my office? I use my office to work which is NOT available to the general public for such purpose. I use classrooms to hold meetings or special office hours, that is not available to the general public.

The more I think about that the more ridiculous that statement is. I'm assuming what they were trying to say is that employees can't come in and use facilities for non-work related things, like having a personal party, or having a meeting for an organization they belong to, but then there needs to be something in the statement about this being non-work related activities.

- a. [Agreed. Added "work-related activities."](#)
5. (Faculty) I would like more clarification on facilities use section. It brings up some interesting issues for HWC.
6. (Faculty) What's the work-around? Because I think this proposed policy is is like bulldozing the entire back yard when some strategic weeding and pruning would suffice. You can put me down as opposed. Also, I'm super sick of having the administration interpret MnSCU, which is apparently doing its own interpreting. Last question: Would it be against the policy for students to use an empty classroom for an impromptu study group?
 - a. [This proposed language only applies to employees, not students.](#)

VI.06.05 Sexual Violence Policy:

1. No comments received.

VI.06.05.01 Sexual Violence Procedure:

1. No comments received.

II.01 Student Organizations Policy:

1. No comments received.

VI.07.05 Full-Time Faculty Hiring Policy:

1. No comments received.

III.03.01 Institutional Work-Study Policy:

1. No comments received.

III.03.01.01 Institutional Work-Study Procedure:

1. No comments received.