

CRITERION 2. INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT

The institution acts with integrity; its conduct is ethical and responsible.

Core Component 2.A.

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it established and follows policies and processes for fair and ethical behaviors on the part of its governing board, administration, faculty and staff.

Argument

GWCC is committed to operating with the utmost level of integrity across all functional areas. As part of MCCCDC, GWCC operations and practices are guided by district Administrative Regulations(A.R.), Governing Board Policies and Personnel Policy Manuals. Embedded in these policies are clear expectations and processes for fair and ethical behaviors on the part of the governing board, administration, faculty and staff as they pertain specifically to financial, academic, personnel and auxiliary functions. Procedures for review and revision are defined and managed through the Governing Board or Office of Public Stewardship. These policies are readily available and posted on the district website.

Section 1 of the Administrative Regulations provides expectations, processes and procedures for Fiscal Management of financial, facility, property and travel functions, as well as the acceptance of gifts and unrelated compensation. At GWCC, these functions fall within the purview of the Vice President of Administrative Services (VPAS). The VPAS and Administrative Services Staff provide all employees with guidance on processes in accordance with regulations. In addition to individual assistance, GWCC Administrative Services provides training and job aid documents for system and process users.

Expectations, processes and procedures assuring the integrity of academic programs and fair and ethical treatment processes are contained primarily in Section 2 of the Administrative Regulations, Section 3 of the Administrative Regulations, and the Residential Faculty Policy (RFP) manual. The GWCC Vice President of Academic & Student Affairs (VPASA) is responsible for ensuring GWCC adheres to these regulations and that the rights of the students and employees are upheld at all times.

Section 2 of the Administrative Regulations provides expectations, processes and procedure for to ensure the ethical and fair treatment of students as they navigate admission, enrollment, and completion of their educational goal at GWCC. Inclusive of this set of regulations are processes and procedures related to Student Conduct, Academic Misconduct, Academic Grievances, Discrimination, Sexual Harassment, Veterans Services and Students with

Disabilities. In addition to being on the district website, these expectations, processes and procedures are included in the College Catalog & Student Handbook. Academic (3) and Student Affairs (2) Deans are engaged in the processes and currently trained Civil Rights Investigators Regular training is provided for faculty and staff related to these regulations.

Academic integrity is of prime importance at GWCC. The reporting of enrollment irregularities, as defined by A.R. 3.7 is strictly enforced and monitored by the VPASA. Copyright regulations are communicated to faculty. Library faculty provide instruction regarding copyright laws and regulations to students upon request from faculty. Syllabus requirements are stated in A.R. 3.6 and a syllabus template, developed by a cross functional group of faculty and staff, is available for faculty to use.

GWCC is committed to upholding the highest level of integrity in all regards related to hiring and maintaining ethical and fair behavior of all employees. Expectations, processes and procedures related to hiring and management of personnel are clearly stated in the MCCCCD Staff Policy Manual and the RFP. GWCC Human Resources (HR), which falls within the purview of the VPAS, works closely with District HR and GWCC hiring manager to assure hiring processes are fair and ethical. Personnel decisions are guided by the MCCCCD endorsed Equal Employment Opportunity (EEO) principles assuring GWCC recruits and hires without discrimination on the basis of any protected class.

All GWCC employees are expected to adhere to the Governing Board approved Employment Standards defined by MCCCCD in A.R. 6.7. The college provides professional development for managers and supervisors in understanding how to assist employees in understanding these expectations and hold them accountable. Supervisors are expected to conduct regular performance reviews and provide constructive feedback to their staff with an emphasis on development.

In addition to adhering to the Employment Standards for all MCCCCD employees, GWCC faculty are also held to the expectations defined in the RFP. Specifically, Section H of the RFP describes the Professional Code of Ethics. This section of the RFP clearly states the expectation of fair in ethical behavior as it relates to responsibilities as teachers, colleagues, members of the academic institution and members of the community. The VPASA is responsible for ensuring faculty adhere to the expectation and works collaboratively with the Faculty Senate leadership to find timely resolutions to issues that arise.

In addition to adhering to MCCCCD regulations, guidelines, and expectations for fair and ethical behavior, GWCC engages in shared governance, engaging employees across all areas, levels and locations of the college in a comprehensive committee structure resulting in an effective and inclusive decision-making model. The governance structure includes constituent groups organized by role at the college (i.e., Faculty Senate, Student Affairs Leadership, GateWay Executive Team, etc.), by function (Financial Advisory Team, Program Review, etc.) or by special interest/project (Wellness, eLearning, Campus Beautification, etc.) The structure enables GWCC employees to provide input and feedback to inform decisions.

GWCC has a college-wide Workplace Expectations. Developed through a collaborative and inclusive process, the GWCC Workplace Expectations identified six key values that focus on effectively working together to support student success and development. The document pairs the values with the related minimum expectations for workplace behaviors for all GWCC employees. Departments across the institution were encouraged to customize the workplace expectations to their individual areas. For example, faculty developed a document with workplace expectations specific to the role of a residential faculty member.

GWCC fully supports professional development for all employees to strengthen their understanding of expectations and to assist them in acquiring the skills to meet the requirements of their job. In addition to providing professional development through the GWCC Center for Teaching, Learning and Employee Development (CTLED), employees have access to district professional growth funds to attend workshops, seminars, training, and conferences external to GWCC and even MCCCDC. Professional development is approved through both supervisor and other internal controls in adherence with district regulations.

Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

GWCC is intentional about designing experiences and materials that presents itself clearly and completely to students and the public regarding vital information about programs, requirements, faculty and staff, costs, control and accreditation relationships. Such information is presented through face to face experiences, hard copy print materials and digitally via access online or electronic communication.

Students interested in program offerings at GWCC can access this information through the GWCC website, speaking with a career or academic advisor, or complete an inquiry card to be contacted by a Student Services Specialist through the GWCC Contact Center.

The college website and the College Catalog & Student Handbook contain information on how to enroll, program requirements, costs to students and options to pay for tuition and fees associated with enrollment. The website delineates steps for Future Students and Current Students. To learn about programs, students are directed to program specific pages that provide program prerequisite information, program course sequences and check sheets, information about program accreditation, and costs and gainful employment information. Tools to assist in determination of costs and fees are made available online such as the Maricopa Tuition Cost Chart and the Net Price Calculator.

Various publications are available to students and community members regarding GWCC programs, students, and meaningful results such as student retention, persistence and graduation and transfer rates. Individual programs publish program specific brochures and program handbooks that include program admission requirements, required courses, certification and accreditation information.

Students are encouraged to visit GWCC campuses to obtain information about programs and other relevant information. In person experiences are designed to provide students with meaningful information in selecting a program of study, getting enrolled in classes and making arrangements for payment of tuition and fees. Student Ambassadors provide campus tours to allow prospective students to see first hand the high quality learning spaces GWCC has to deliver effective learning opportunities to students. Gecko Gear Up (GGU), a group advisement and intake experience provides vital information and guides students through enrollment of their first classes. New Student Orientation (NSO) provides information on connecting students to college resources that will assist with student success and development.

Academic and career advisors are trained regularly to stay abreast of academic programs, enrollment processes, transfer and workforce opportunities. Students are encouraged through enrollment steps to meet with an academic advisor on a regular basis to assure they are taking the courses that will lead to timely completion of their program of study.

GWCC discloses program effectiveness and status updates at program Advisory Council Meetings. Members of Advisory Councils consist of program faculty, GWCC administration, program student and alumni, and representatives from industry partners. Members are provided with information regarding the program and given an opportunity to provide feedback and input on program improvement.

Information regarding accreditation, both program level and institutional through the Higher Learning Commission (HLC) is provided on a GWCC Accreditation webpage. Links to the accrediting agencies are provided for students and community members wanting more information about the program/college accreditation process or status.

Core Component 2.C.

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
 2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
 3. The governing board preserves its independence from undue influence on the part of donor, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.
 4. The governing board delegates day-to-day management of the institution to the administration and expects faculty to oversee academic matters.
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Argument

As part of the MCCC, GWCC is governed by the MCCC Governing Board and acts autonomously in making decisions assuring the integrity of all colleges in MCCC, including GWCC. In February of 2011, the MCCC Governing Board adopted a revised set of Board Policies. The MCCC Governance Framework Hierarchy specifies the Governing Board Policies include Outcomes, Chancellor Limitations, Board-Staff Relations, and Governance Process. The MCCC Governing Board operates in compliance with the Governing Board Policies established in 2011 as well as Open Meeting procedures stated in Arizona Revised Statute (A.R.S.) 38-431. Meeting notices, agendas, and minutes are posted for public access within timelines specified in the state statute.

2.C.1.

The Board Policy well-defines a global ends statement that identifies the Mission of the MCCC Governing Board to serve diverse communities with educational opportunities to attain outcomes optimizing the use of available resources. Outcomes defined in the Board Policy include four priorities in alignment with MCCC Vision, Mission, and Values. These include University Transfer and General Education, Workforce and Economic Development, Developmental Education and Community Development and Civic and Global Engagement. Regularly scheduled deliberations are founded on the principles and outcomes defined in the Governing Board policies. Agenda items and motions reflect the results of deliberations and decisions being made by the Governing Board.

2.C.2.

The seven-member MCCCDD Governing Board consists of five members selected to represent a specific geographical region of Maricopa County. The remaining two are considered “at large members, representing interests of all of Maricopa County. The revised set of Board Policies published in 2011 were specifically to identify outcomes for the purpose of better serving and being accountable to its constituencies. These constituencies include the people of Maricopa County, students, private and public sectors employers, universities, and primary and secondary schools.

In accordance with Arizona Open Meeting Law, the Governing Board provides opportunities during meetings for constituents to address the Board during an official Governing Board meeting. Protocol for a constituent to address the board is published on the Governing Board webpage and explained at the time of the meeting. Additionally, an email address to contact Governing Board members is provided on the Governing Board website.

2.C.3.

As an elected official, Governing Board members are committed to being available and open to listening to its constituents. The Governing Board Policies provide clear guidance in Board Policy 4.10 as to the Board Members Code of Conduct. Specifically, Board Members are to operate independently of any relationship with community members, donors, or other elected officials. Additionally, the Chancellor’s Limitations places a high expectation of professional behavior and conduct regarding interactions with college employees, students and community members. Board members are also held accountable to the regulations addressing policy of accepting gifts and compensation as outlined in A.R. 1.7 and A.R. 1.18

2.C.4.

The MCCCDD Governing Board delegates daily operational responsibilities at GWCC to college administration and expects matters pertaining to teaching and learning be addressed by faculty. Board Policy 3: Board-Staff Relations clarifies that while the Governing Board sets performance metrics for MCCCDD, it is the Chancellor that has authority to make decisions to operationalize efforts to address the performance metrics. Additionally, Board Policy 4: Code of Conduct explicitly defines expectations for behaviors and interactions with MCCCDD constituents and employees.

Policies, structures and processes exist and are implemented to support faculty authority of matters pertaining to teaching and learning. Residential Faculty Policy (RFP) 2.7.3 and 3.1 specifically states that any committee or group influencing decisions related to an academic program must have faculty representation. At GWCC, voting members of the Curriculum Committee are all faculty. The college level curriculum process advances curriculum to the District Curriculum Committee which includes a Curriculum Development Facilitator (CDF) and administration from each college. Additionally, GWCC Faculty serve on district Instructional Councils to manage curriculum across MCCCDD.

The GWCC Faculty Senate serves as the primary faculty governance team and promotes excellence in teaching and learning, serves on administrative committees, and participates in the formation and implementation of educational policies for GWCC.. The college relies on the Faculty Senate to drive the academic division and department structure and leadership selection process. Additionally, Faculty Senate leadership is assigned as co-chairs to high level operational committees influencing decisions to budget development, staffing and operational priorities.

Core component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

GWCC is highly committed to freedom of expression and academic freedom. Policies and organizational and governance structures exist and are implemented to support both freedom of expressions and academic freedom.

Policy (A.R. 2.4.9) in the MCCCDC Common Pages, which is included in the GWCC Student handbook and Catalog provides students, employees and community members with the district expectation of freedom of expression. Recognizing the primary purpose of GWCC is to provide educational opportunities, the policy provides guidelines for the use of GWCC premises for affiliated and non-affiliated users. Demonstrating understanding and commitment to freedom of expression, the policies state provisions for both planned and spontaneous expression.

Supported by the above mentioned policies, GWCC provides opportunity for freedom of expression through intentional events scheduled through Student Life & Leadership and the Department of Service Learning & Civic Engagement.

Under the purview of Student Life & Leadership, GWCC sponsors approximately 30 student clubs with area focuses including academic program or career, ethnicity, religion, gender, or other general interests. The college supports various club sponsored activities promoting learning and awareness of club areas of focus and priorities. (NEED EXAMPLES FROM JESSIE P)

With assistance from the Department of Service Learning & Civic Engagement, GWCC hosts multiple opportunities for guest speakers and events. Every two years, GWCC hosts a Human Library featuring "human books". Human books are ordinary people subjected to stereotyping and prejudice and are open and prepared to share their experiences. The library is open to students, employees and community members. In conjunction with the Human Library, GWCC sponsors a Genocide Awareness week on an annual basis which includes a variety of presentation and learning experiences around one or more populations that have experienced genocide.

In the Fall of 2017, GWCC initiated the 40th Street Lecture Series. Through an application and selection process, lectures covering a variety of topics are presented by GWCC faculty, one per semester. Recent lectures included Get Outside and Stay Alive: The Impact of Nature Deficit Disorder (Spring 2017), The Moral Price for Religious Rights: Defining Evangelicalism in the Age

of Trump (Fall 2018) and The Revolution Will Not be Televised: Stories from the Frontlines of Social Change (Spring 2019).

Academic freedom is clearly addressed in Section 3.1 of the RFP. "Faculty are entitled to instructional freedom in discussion their subject with students, and they should exercise their best effort o ensure topics are relevant to their subject." Additionally, Section H – Professional Code of Ethics in the RFP, written by MCCCCD faculty and fully endorsed by district and college administration, clearly describes the primary responsibility of faculty to "seek and state truth", "encourage and protect the free pursuit of learning in their students", and "defend the free inquiry of associates." Through regular meetings, GWCC faculty and administration collaborate to ensure full understanding and application of this code of ethics.

GWCC Faculty Senate advocates and supports academic freedom and the pursuit of truth in teaching and learning. Specifically stated as Faculty Senate purposes are "protect and preserve academic freedom", and "provide an open forum for the free discussion of academic and professional issues." Additionally, the Adjunct Faculty Handbook includes statements supporting academic freedom.

Core Component 2.E.

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
 2. Students are offered guidance in the ethical use of information resources.
 3. The institution has and enforces policies on academic honesty and integrity
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Argument

2.E.1.

Research and scholarly practice at GWCC are guided by policies and experiences ensuring integrity. Research conducted by faculty, staff, and external researchers must comply with A.R. 3.8 – MCCCCD Institutional Review Board (IRB). All research conducted at GWCC must receive approval from the Vice President of Academic Affairs (VPAA) prior to submission to the IRB. The IRB assures all research complies with federal guidelines for human subjects research. The IRB also assists GWCC to identify, assess and manage any potential risks associated with conducting research.

Research by faculty are encouraged and supported through the grants and sabbatical experiences. The Maricopa Center for Learning and Instruction (MCLI) Learning Grants provide opportunity for faculty to apply for grants to conduct special projects and research advancing the instructional mission of the institution. Faculty conducting research through a Learning Grant are still held to procedures mandated through the IRB.

Faculty at GWCC are afforded opportunity to apply for a sabbatical every 7 years of service as a residential faculty member. The MCLI oversees the process for sabbatical application. The Sabbatical Review Committee reviews applications and makes recommendations to the Provost. Sabbaticals can be approved for one semester or one year. Again, any research conducted as part of a sabbatical is subject to procedures mandated through the IRB.

Faculty are introduced to the support of research and scholarly practice at GWCC during the new faculty First Year Experience. In addition to providing an onboarding experience to GWCC, new faculty are introduced to best practices in pedagogy, research and scholarly practice.

Faculty at GWCC are encouraged to implement research experiences for their students as part of the learning experience in class. The GWCC Honors program requires honors projects as part to the requirement to receive Honors designation upon graduation.

Policies and practices are in place and supported by district regulations to uphold the utmost standard of student scholastic performance. A.R. 2.3 – Scholastic Standards describes policies related to academic load, attendance, grades and graduation/completion requirements. To provide some consistency in the enforcement of high scholastic standards for students, GWCC provides faculty with a GWCC standard syllabus template that include required elements complying with the district expectation stated in A.R. 3.6 – Distribution of Course Syllabus.

2.E.2.

GWCC provides students with guidance in the ethical use of information through formal instruction, supplemental instruction and adherence to MCCCCD policy.

A.R. 3.2 – Copyright Regulations state explicitly the expectations of all employees to adhere to the provisions of the U.S. Copyright Law (Title 17, United States Code Section 101 et seq.) This information is provided to students through formal and supplemental instructional experiences.

GWCC Library Service Faculty provide information literacy instruction to students through formal and informal learning experiences. Faculty in other disciplines collaborate with Library Service Faculty to schedule classes specific to a research project for that class. Students are provided with customized information literacy instruction. Library Service Faculty also provide free workshops on various topics related to information literacy. These workshops are open to all students. Students attending as part of a class or attending a workshop receive information literacy tools such as Library Citation Guide, Library Database Tutorial, Library Information Literacy Resources, and Library Use Guidelines.

Appropriate use of technology is also an expectation of employees and students. Technology resource standards are clearly stated in A.R. 4.4 – Technology Resource Standards. Students are aware of these standards. Failure to adhere to these standards are considered a violation of the Student Code of Conduct and could result in disciplinary action.

2.E.3.

Expectations for academic honesty and integrity are communication to students in the Student Handbook and class syllabi. A.R. 2.3.11 – Academic Misconduct clearly defines academic misconduct to include, but not be limited to cheating in any form, plagiarism, and any behavior disruptive to the learning environment. Per the policy, students found in violation of academic misconduct are subject academic consequences, disciplinary sanctions, or a combination of both. Appeal process for academic consequences is defined in A.R. 2.3.5 and Appendix S-6 – Instructional Grievance Process and is managed through Academic Affairs. Appeal process for disciplinary sanctions are defined in A.R. 2.5.2 – Student Rights and Responsibilities and is managed through Student Affairs.

In addition to the Administrative Regulations, faculty include information about academic honesty and integrity in the class syllabus and program handbooks/information packets. A section on Academic honesty and integrity are contained in the GWCC standard syllabus

template. Given the multiple occupational programs at GWCC, information regarding academic honesty and integrity is included in program handbooks.