

ORANGE COAST COLLEGE

Academic Senate Meeting | April 5, 2022 | 11:30 am - 12:30 pm | Zoom

Academic Senator Attendance

Jessica A. Alabi, <i>at-Large</i>	Absent	Cyndee Ely, <i>Part-Time Faculty</i>	Present
Jason Ball, <i>Part-Time Faculty</i>	Present	Lee Gordon, <i>at-Large, President</i>	Present
Carol Barnes, <i>Counseling</i>	Present	Marilyn Kennedy, <i>Lit & Lang, PDI Chair, Secretary</i>	Present
Tyler Boogar, <i>Math & Sciences</i>	Present	Doug Lloyd, <i>at-Large</i>	Absent
Nina Calabretta, <i>Part-Time Faculty</i>	Present	Dan Matulis, <i>Athletics & Kinesiology</i>	Present
Irving Chavez Jimenez, <i>at-Large</i>	Present	Leland Means, <i>Visual & Performing Arts</i>	Present
Eric Cohen, <i>at-Large</i>	Present	Jeanne Neil, <i>Business & Computing</i>	Present
Sean Connor, <i>at-Large</i>	Absent		
Eric Cuellar, <i>at-Large</i>	Present	Charles Otwell, <i>Curriculum Chair</i>	Absent
Jodi Della Marna, <i>Library</i>	Present	Max Pena, <i>at-Large</i>	Present
Matt Denney, <i>Technology</i>	Present	Loren Sachs, <i>at-Large, Immediate Past President</i>	Absent
Tina De Shano, <i>Consumer & Health Sciences</i>	Present	Jordan Stanton, <i>Social & Behavioral Sciences</i>	Present
Rendell Drew, <i>at-Large, Vice-President</i>	Present	Katherine Smith, <i>ASOCC Student Representative</i>	Present

Guests (Optional & Voluntary Sign-In): John Taylor, Kate McCarroll, Sheri Sterner, Jeanette Grimm, Anna Hanlon, Michelle Grimes-Hillman, Megan Blash, Jaki Kamphuis, Eileen Tom, and Barbara Cooper.

[Please see the Voting Tallies chart at the back of these minutes for records of individual votes.]

1. Preliminary Matters

- A. **Call to Order:** President Lee Gordon called the meeting to order at 11:30 A.M.
Motion 1: Senator Drew moved to move item 5E "Union/Senate Purview" up to 5A under New Business; motion seconded; motion approved.
- B. **Opportunity for Public Comment:** Dr. Sheri Sterner
- C. **Approval of the Minutes:** **Motion 2: Senator Kennedy moved to** approve the March 22, 2022, meeting minutes with small corrections; motion seconded; motion approved.
- D. **For the Good of the Order:**
Senator Matulis: Extended an invitation to the dedication and ribbon cutting ceremony of the Kinesiology & Athletics Building at 10:30 a.m. on Tuesday, April 12.
Senator Stanton: Reported that a constituent reached out with concerns about the fall semester who wishes to do more face-to-face classes and that the College is not doing enough to promote face-to-face learning for the fall semester.
Senator Kennedy: Reported that she attended to first ASCCC academic freedom webinar. There was interesting dialogue there and she will be reporting more once she has attended the other session.

2. Consent Agenda

- A. **IPC Handbook:** **Motion 3: Senator Means moved to** approve the updated IPC Handbook; motion seconded; motion approved.

3. Officer, Senator, & Committee Reports

A. President and Vice President's Report:

1. President's Report – Lee Gordon:

Coordinator Positions: The Senate will be sending out a single-announcement call for five coordinator positions that will be available to faculty members: Flex Coordinator, Honors Coordinator, Online Learning Coordinator, STEM Grant Counseling Liaison, and STEM Grant Project Director. The positions provide for reassigned time.

Elections: The Senate will be sending out requests for nominations for the senator at-large positions this week.

Green Coast Day: President Gordon extended an invitation to the faculty to encourage their students to attend the Green Coast Day event. It is focused on the ongoing Western drought in its third year of the acute stage and part of a twenty-year climate pattern. Senator Ball will be one of the participants on the panel along with other college colleagues.

2. Vice President's Report – Rendell Drew: There are two DEI-related reports coming forward one today on the agenda from the leadership of the IMC and from Professor Hanlon on the DEI plan.

B. Guided Pathways (GP) – Jaki Kamphuis & Kate McCarroll:

Student Success Center Coordinator Jaki Kamphuis: Reminded everyone that some Guided Pathways funding is still available. Faculty should contact one of the GP coordinators, Arabian Morgan, Jessica Alabi, or herself, if they have ideas for a proposal.

Starfish Faculty Liaison Kate McCarroll: Provided a Starfish update. They had 303 surveys completed and are currently working on addressing about 4,000 tracking items to help students. They are doing a second eight-week progress survey. Those surveys help connect students to resources.

C. Union/Bargaining Unit Report – CFE President Rob Schneiderman: Reported that management has reached out about the mask mandate. Therefore, there is a CFE survey that went out this morning to get faculty's feedback on the mask mandate. It will take a minimum of two board meetings for any change to the mask policy. He encouraged faculty to fill out the anonymous survey and share their concerns.

Senator Calabretta: Asked if the college is surveying students as well.

CFE President Schneiderman: Stated that he and other faculty do talk to their students about this and that is a good idea, but that CFE represents only the faculty.

Senator DeShano: Asked that if it will take a minimum of two board meetings for the mask policy to be changed, does that mean they have to continue to wear a mask despite what the surveys might reveal?

Union President Rob Schneiderman: The next Board meeting is tomorrow. If CFE gets a substantial number of responses, they can let the board know one way or another so they can start a process based on what the responses say.

VPI Grimes-Hillman: Stated that the Office of Institutional Effectiveness just completed a student survey. They are going through the analysis now, and the information will be released soon.

Senator Ball: Stated that though he is personally in favor of taking the masks off because we are in a safe lull right now, even with the survey there's an ethical issue with those who might be uncomfortable taking off the masks and may have agreed to work or enroll with the understanding that there would be masks. Even if it's a minority that want to keep masks the ethics of this means that their voices should count more. It's sort of late in the semester for them to change if they are teaching or attending here based on the fact masks were required.

Senator Kennedy: Agrees with Senator Ball and that right now with Covid everything seems great. But we've seen this twice before and everything *might* be great, but additionally this is not just a social issue. However, there certainly is an ethics issue based on what employees and students were told before and when they came back.

4. Unfinished Business:

No Unfinished Business.

5. New Business

A. Union/Faculty Purview- Senator Kennedy:

Senator Kennedy: As part of a brief Senate series on the 10 + 1 and faculty education, she presented and explained a one-page flyer/chart that provided a concise overview of the union and senate purviews, as proscribed by law.

The union's purview focuses on negotiating and enforcing the contract on issues involving working conditions and compensation [see left column of chart]. There is a law called the Educational Employment Relations Act (EERA) that covers this and a PERB complaint process, but ideally you should go to the Union first with an issue.

The Academic Senate's purview was granted with passage of Assembly Bill AB 1725 and gives faculty voice in what's called the 10 + 1, which are actually eleven different issues [see right column on chart]. Each district decides what decision-making weight is going to be given to the faculty and the administration regarding each of these issues. Our district has stated in a policy that with the following 10 + 1 issues, the faculty voice should be to "rely upon primarily": Curriculum, degree and certificate requirements; standards and polices regarding student success; educational program development; faculty roles and involvement in the accreditation process; policies for professional development activities; and processes for program review.

The other four issues are to be decided upon based on the "mutual consent" of the faculty and administration: grading policies, district and college governance structures, as related to faculty roles; processes for institutional planning and budget development; and other academic and professional matters as mutually agreed upon.

If there is a rejection/pushback against faculty voice on a "rely primarily" issue, that decision has to be based on emergency or dire financial circumstances and presented in written form explaining this.

When you hear one say "the 10 + 1," they often mean the AB 1725 eleven issues and the faculty voice. This is especially important for new faculty to know, as the Senate wants to inform more faculty of their rightful purview, so we have less issues coming to the Transparency Committee due to lack of faculty knowledge of their purviews.

Union Purview/Senate Purview

<p>Union Purview: The union's purview is focused on negotiating and enforcing the contract regarding issues involving faculty working conditions and compensation.</p> <p><i>Commonly referred to as "Subjects within Scope."</i></p> <p>Law: As per the Educational Employment Relations Act (EERA), the following items are under the scope of union purview for bargaining and negotiation. To attempt to negotiate changes with administration or the District outside of the legal negotiations processes or protocols may be considered an unfair labor practice and can result in complaints and/or fines.</p> <p>Complaint Agency: PERB (Public Employment Relations Board) https://www.perb.ca.gov/UPCByMail.aspx</p>	<p>Academic Senate Purview: The Faculty Senate's shared governance allows for faculty voice on the issues listed below—often having to do with curriculum, teaching, and academic standards. In decision making, that faculty voice is either "relied upon primarily" or in "mutual agreement" with the administration, depending on the specific issue, as noted below.</p> <p><i>Commonly referred to as the "10 + 1."</i></p> <p>Law: In 1988 Assembly Bill "AB1725" was signed into law establishing this voice.</p> <p>Academic Senate for California Community College (ASCCC): "Sections of AB 1725 Affecting Academic Senates" (Paper) https://www.asccc.org/sites/default/files/publications/SectionsAB1725_0.pdf</p>
<ul style="list-style-type: none"> Affirmative action plans Arbitration, binding, regarding Discipline and grievances: Benefits, and post-employment benefits Bidding procedures for job assignment Calendar, school Caseloads Class size Class loads Compensation Contracting out bargaining unit work Disciplinary procedures Discrimination Dues, union Grievance procedures Health care plans Holidays Hours of work Job/Duty assignments Layoff notices, orders, reinstatements Negotiations ground rules Overtime, assignment of Parking fees Personnel files Placement of former administrators on cert. salary scale Prep time Procedures for authorizing union leave/designating union rep Promotions Reduction of hours in lieu of layoff Released time Retirement, early Safety Student grievance policy Tools and equipment Training, in-service, if impact on wages, hours Transfer of bargaining unit work outside of unit Transfers Union access to employer facilities, Union right to be present at grievance meetings Union right of information related to representation 	<p>Faculty Senate Voice Relied Upon Primarily: The voice of the faculty senate on the issues below must be "relied upon primarily" unless strong reasons can be shown that would contraindicate that faculty voice.</p> <ol style="list-style-type: none"> 1. Curriculum, prerequisites, courses placed in disciplines 2. Degree and certificate requirements 5. Standards and policies regarding student success 4. Educational program development 7. Faculty roles and involvement in the accreditation process, including self-study and annual reports 8. Policies for professional development activities 9. Processes for program review <p>Faculty Senate and Administration Come to Mutual Agreement: The voice of the faculty senate on the issues below is by "mutual agreement" with the administration:</p> <ol style="list-style-type: none"> 3 Grading policies 6. District and college governance structures, as related to faculty roles 1. Processes for institutional planning and budget development 11. Other academic and professional matters as mutually agreed upon

President Gordon: Stated that to his knowledge there is no other state in the country where faculty have these rights. This purview is protected by law in California, and AB 1725 in the late 1980s was truly transformative in terms of empowering faculty.

Vice-President Drew: Asked to ensure that this chart be sent out to faculty.

Senator Kennedy: Stated it would be, and hopes it is posted at the Senate public site.

CFE President Schneiderman: During the Chancellor search, he hopes the Senate representatives on that committee keep the 10 + 1 in mind, so that their questions will address some of these unique issues in California.

B. Dual Enrollment – Professor Anna Hanlon & Felipe Salazar:

Professor Anna Hanlon: Provided an update of the Dual Enrollment Work Group, giving both background and recommendations.

Felipe Salazar: He stated he oversees Outreach and Onboarding. The term *dual enrollment* is just an umbrella term. It is any opportunity for high school students to take college courses and receive college credit. That is done with agreements with the high schools or districts. Those are CCAP agreements. The college teaches courses there in the high schools in either open or closed sections. High school students can also take courses at OCC with the right counselor and principal approvals. Normally, what they are able to teach and what students are able to take are related to advanced scholastic or vocational opportunities with CCAP, as it allows them to expand the meaning of what that is and look at introducing students to vocational and career readiness opportunities. CCAP allows them to focus on students who do not see themselves as *college ready* or *college going*, so this is a good way to get those students motivated to not only go to college but look at the trades as career opportunities. They also have MOUs to teach at the high schools and those are open courses. Any class that students meet the prerequisite, and their high school provides them permission, students can enroll in. They have had those opportunities for students for several years where they could take classes with OCC.

Anna Hanlon: Last spring they presented about the Pilot Program. They worked with OCDE to try to bridge some vocational programs to OCC. They capitalized on the online nature of the courses. OCDE provided OCC classes in the entire county. The Career Education office was also creating dual enrollment opportunities. There are pockets of efforts and work being done to work on dual enrollment. The VPI and VPSS convened a work group to come up with more structured, integrative, and supportive dual enrollment offerings, with Lisa Knuppel, Larissa Nazarenko, Kevin Henson, Elain Devlin, Christina Anchondo, Nathalie Ferrero, Sharyn Konick, Richelle Penalba, Melissa Rowden, Anna Hanlon, Madjid Niroumand, Renee De Long, Eileen Tom, Rozanne Capoccia-White, Felipe Salazar, Caitlyn Carralejo, and Efren Galvan, as members. They came up with this mission statement:

To enhance equity and access, and increase enrollment at OCC of special populations, under-represented groups and at-risk students from Orange County high schools (including comprehensive high schools, charter schools, alternative, adult education, continuation and ACCESS schools), the workgroup will collaborate across wings and functions to create and articulate recommendations to the VPI and VPSS for an organizational structure and process flowchart, and an action plan to develop and support a robust, comprehensive program of early credit opportunities for high school students, focusing on concurrent/special admission MOU and CCAP models of dual enrollment.

They also have some recommendations.

Felipe Salazar: Stated that this aligns with what the Guided Pathways design team for onboarding has also recommended, as it supports with what they viewed as one of their focus areas. One of the five areas was dual enrollment. Their recommendations aligned with the dual enrollment recommendations:

- Establish a Dual Enrollment program at OCC encompassing CCAP agreements, concurrent (Special Admit) students, and adult ed toward equivalency.
- Program to report to the VP of Instruction
- Establish staffing (see below)

- Establish program structure and onboarding processes
- Create advisory committee to assist aligning CCAP, "menu" offerings, special admits, and adult ed toward diplomas
- Develop relationships with local districts and high schools
- Market courses toward schools and students.

Anna Hanlon: These recommendations also align with the newly updated educational master plan. They are supported with other plans on campus. Here is the staffing:

- Project Director – DG-7 (see attachment) supported by blended funding
- Faculty coordinator
- Counseling and Advising supported by blended funding
- Program/Outreach staff supported by blended funding
- Enrollment staff support using SEA funding

The idea would be to use some blended funding from certain categories to fund the staffing. She asked the Senate to look at the documents presented and provide feedback.

Senator Kennedy: Asked if funding that is already here will be used or if there will be more hires in the administration or staff areas. These increases in administration and staff costs play heavily into rising college costs for students.

Anna Hanlon: That has not been decided; it's quite possible that the College would decide to advertise that in house first. The staffing has been identified, but not the hiring process if it would go out or stay in house.

Professor Anna Hanlon: Stated they it has not yet been decided if there will be more hires in the administration and staff section for support the staffing.

C. International Multicultural Committee (IMC) Report – Senator Cuellar and Senator Drew:

Senator Cuellar: Stated that the IMC is a committee committed to communicating not only with the Academic Senate, but also with College Council. Members of the IMC also serve other committees. The IMC has been a fruitful committee and consistently growing. They have over twenty members. They are seeking to establish an equilibrium in regards to addressing the relevancy importance of multicultural and global issues. He was pleased to report that the committee has been very open and candid in communicating regards to addressing the importance of diversity and equity. They are very transparent on both multicultural and global issues and how that impacts the campus community. The IMC has also been involved in staging several events this semester in regards to Women's History Month, Black History Month, and Black Student Success Week. They are also working collaboratively with the OCC Library in regards to a buyback book program and adding further to the library collection of books of a diverse nature. It has been instrumental in supporting programs, such as CLEEO and Umoja and the establishment of the Multicultural Center.

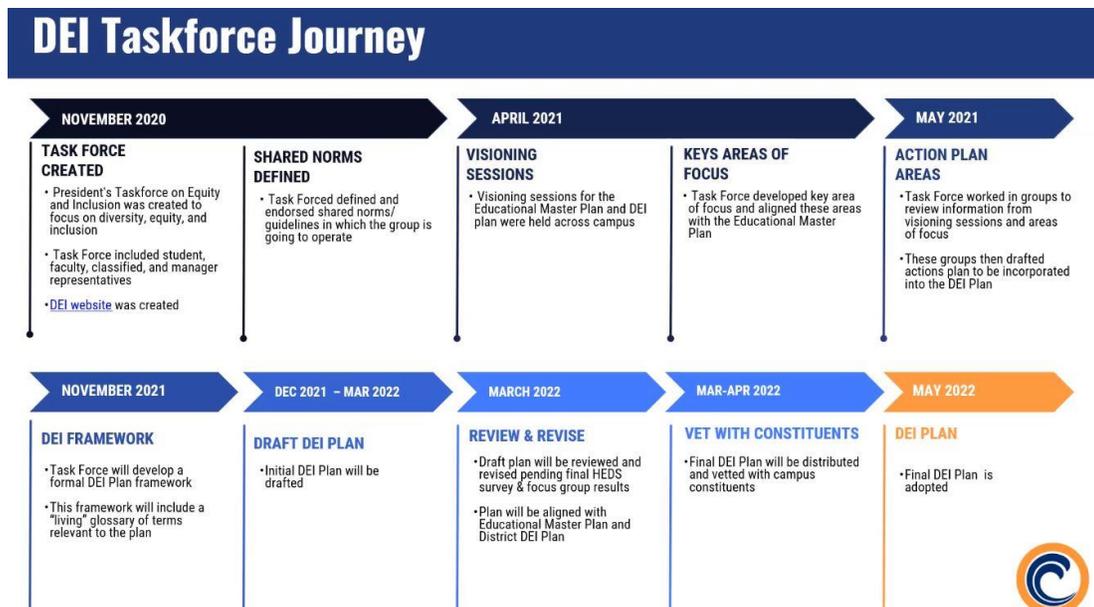
Senator Drew: The IMC is a shared governance committee; a subcommittee of College Council. It schedules different events throughout the semester. They are in the process of developing the infrastructure of the Multicultural Center. The plan is to find collaboration, get collaboration, and move forward with priority projects. As the Multicultural Coordinator, he often meets with the College President and VPI to present those projects. A few weeks ago, he introduced an online application form for funding. It is currently being data tested. They established a \$20,000 budget for the Multicultural Center. They play a central key role with the IMC. They continue to make links and relationships with offices and departments throughout the campus.

Senator Cuellar: They value the support from the three OCC Vice-Presidents, Grimes-Hillman, Niroumand, and Pagel, and from OCC President Suarez, specifically in regards to DEI. They will have an updated newsletter coming out soon. It will be translated into different languages. There has been positive collaboration among Multicultural Center Coordinator Drew, Global Engagement Coordinator Nathan Jensen, and himself.

D. Diversity, Equity, and Inclusion (DEI) - President's Taskforce Faculty Representative Anna Hanlon and Senate Vice-President Drew:

President's Taskforce Faculty Representative Hanlon: Stated that along with Senator Drew, who also represents the faculty in the President's Taskforce, they wanted to provide an update on the work of the Taskforce thus far. It started when President Suarez came to OCC as the new president in 2019. She started on a listening tour. She had Cookies and Conversation sessions to listen to OCC faculty and staff. She wanted to find out about OCC. She heard a desire to have a culture of inclusiveness. The faculty and staff were very supportive on the efforts to move OCC into a more equitable, diverse, and inclusive campus. In June 2020, the State Chancellor put a call to action as a result of the murder of civilian George Floyd to respond to systemic racism. Then they had visioning sessions for the Educational Master Plan (EMP) Refresh. There were expressions to having DEI be a focus throughout the college goals and objectives. Then President Suarez convened a Taskforce to look at what needs to be done and develop a DEI plan to move forward. She went over the composition of the Taskforce from each constituency group. The faculty representatives in the Taskforce are these people: Anna Hanlon, Rendell Drew, Kisha Williamson-Champion, and Rebecca Ogaz.

She displayed a slide with the Taskforce journey:



They have developed a draft DEI Plan and are taking it to constituency groups to get feedback, so everyone has a voice. The HEDS survey results have not come back to the District yet. The results will be considered in the final DEI plan. There is a [form](#) to submit feedback, created following a structured framework by David Williams. There will be a couple of weeks for faculty to submit feedback. They will be back on the April 26 meeting.

President's Taskforce Faculty Representative Drew: They received information from Daisy Segovia who is in the Office of Institutional Effectiveness on how to move forward with the different constituencies. They are looking for feedback on the DEI Plan. After the feedback is addressed, it will come back to the Senate for approval. The initiatives that are being taken have never taken place at OCC before.

President Suarez: Reiterated her commitment that the recommendations, goals, and objectives embedded in the DEI Plan will honor the participatory government structure and the 10+1. She thanked all the Taskforce representatives for their contribution.

Senator Kennedy: Hopes that there is an inclusion of an academic freedom statement on the DEI Plan.

E. Live Online – Barbara Cooper & Dean Taylor:

President Gordon: Stated that when COVID-19 hit, suddenly all classroom faculty had to teach online. There was an emergency provision that allowed them to do that. That emergency provision is going to go away.

Dean Taylor: The ERT will no longer be an acceptable training because the emergency remote status is gone. Therefore, they have created a three-tiered status right now. For any teacher who elects to teach asynchronously *but has never done so before*, there is a new class to give them the basics of teaching online.

Professor Cooper: The ERT has to be replaced, so they have a new course that they are suggesting called Changing Course: The Basics of Teaching Online. The STLO has not been updated for a few years now. They have a new course: Pedagogy of Teaching Online Skills for a Fully Online Instructor. They are developing an advanced course. The goals are for an instructor to use the basic LMS tools to do an inclusive virtual class to understand what is necessary to prepare for a virtual environment and to create accessible content. It will take about 6-8 hours to complete, there is no prerequisite, it is 100% asynchronous, and self-paced.

Senator Kennedy: Expressed her concern about new class requirements not being vetted by the Senate, as the committee is a Senate committee. Additionally, could the Online Committee provide more information on conferences focused on online teaching for faculty who wish to attend more conferences dealing with those issues?

Dean Taylor: He can share information about online conferences in the California area.

Senator Boogar: Asked if those who want to teach live online, will they continue to be able to do so or will they need new training if they have only had the Emergency Remote training prior to this? If somebody previously had the full online training, are they still completely qualified or do they need to do something additional?

Dean Taylor: Stated that faculty who have taught online before are qualified to teach online in a live online mode with no additional training. If a faculty member has never taught live online before, then they need some help. That is what this changing course is for. The Pedagogy for Teaching Online is the equivalent of the STLO except that it no longer duplicates the ERT. That will be for someone who wants to teach fully online and has not taken the STLO. The advanced training, which is the third level, is for someone who wants to take their course to a higher level and be compliant with the CBC rubric statewide. If you have not taken the STLO or taught fully online during Canvas, then you will be required to take the PTO, the Pedagogy for Teaching Online, before you take the advanced course.

5. Adjournment of the Regular Meeting

President Gordon adjourned the meeting at 12:31 p.m.

6. Approval of the Minutes: April 12, 2022

MINUTES: First draft written by Beatriz Rodriguez, Administrative Assistant to the Senates. 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	Senate Membership
Move item 5E to 5A under New Business	3/22/22 Minutes	Consent Agenda: IPC Handbook	

Please note that the presiding officer's vote shall be recorded as an abstention, unless breaking a tie.

Absent	Absent	Absent	Alabi, Jessica A.: Senator-at-Large (2020-2023)
Aye	Aye	Aye	Ball, Jason: Part-Time Senator (2021-2022)
Absent	Aye	Aye	Barnes, Carol: Counseling Senator (2021-2024) 11:33 arrival
Aye	Aye	Aye	Boogar, Tyler: Math and Sciences Senator (2020-2023)
Aye	Aye	Aye	Calabretta, Nina (Part-Time Senator (2021-2022)
Absent	Aye	Aye	Chavez Jimenez, Irving: Senator-at-Large (2021-2024) 11:33 arrival
Aye	Aye	Aye	Cohen, Eric: Senator-at-Large (2021-2024)
Absent	Absent	Absent	Connor, Sean: Senator-at-Large (2020-2023)
Aye	Aye	Aye	Cuellar, Eric: Senator-at-Large (2021-2024)
Aye	Aye	Aye	Della Marna, Jodi: Library & Learning Support Senator (2020-23)
Aye	Aye	Aye	Denney, Matt: Technology Senator (2020-2023)
Aye	Aye	Aye	De Shano, Tina: Consumer Health Sciences Senator (2020-2023)
Aye	Aye	Aye	Drew, Rendell: Vice President , Senator-at-Large (2020-2023)
Aye	Aye	Aye	Ely, Cyndee: Part-Time Senator (2021-2022)
Abstain	Abstain	Abstain	Gordon, Lee: President , Senator-at-Large (2019-2022)
Aye	Aye	Aye	Kennedy, Marilyn: Secretary , Lit and Lang Senator (2019-2022)
Absent	Absent	Absent	Lloyd, Doug: Senator-at-Large (2020-2023)
Aye	Aye	Aye	Matulis, Dan: Athletics and Kinesiology Senator (2020-2023)
Aye	Aye	Aye	Means, Leland: Visual and Performing Arts Senator (2021-2024)
Aye	Aye	Aye	Neil, Jeanne: Business and Computing Senator (2019-2022)
--	--	--	Otwell, Charles: Curriculum Chair (Non-Voting) (Open)
Aye	Aye	Aye	Pena, Max: Senator-at-Large (2019-2022)
Absent	Absent	Absent	Sachs, Loren: Senator-at-Large (2019-2022)
Aye	Aye	Aye	Stanton, Jordan: Social and Behavioral Sciences Senator (2019-2022)