

ORANGE COAST COLLEGE

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

Academic Senator Attendance

Jessica Ayo 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>	Absent	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>	Absent
Sean Connor, <i>at-Large</i>	Present		
Eric Cuellar, <i>at-Large</i>	Present	Charles Otwell, <i>Curriculum Chair</i>	Present
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>	Absent

Guests (Optional & Voluntary Sign-In): Kate McCarroll, Jeanette Grimm, Jaki Kamphuis, Bob Fey, Steve Tamanaha, Michelle Grimes-Hillman, Anna Hanlon.

1. Preliminary Matters

- A. **Call to Order:** President Lee Gordon called the meeting to order at 11:30 A.M.
- B. **Opportunity for Public Comment:** Anna Hanlon.
- C. **Approval of the Minutes: Motion 1: Senator Kennedy moved to** approve the April 5, 2022, meeting minutes with minor corrections; motion seconded; motion approved.
- D. **For the Good of the Order:**

Senator Cuellar: Extended an invitation to the IMC meeting today at 1pm.

Senator Calabretta: LGBT+ Club: A colleague stated they have a student interested in starting an LGBT+ club on campus. If anybody wants to volunteer to perhaps be an advisor or who knows someone who might, they can email her at Senator Calabretta at ncalabretta1@occ.cccd.edu. [[OCC Information Page on starting a student club.](#)] **ASCCC State Plenary:** She enjoyed attending the plenary. Another college representative there stated their college erected a physical monument honoring the indigenous history of the land that their campus was on. Senator Calabretta thought this kind of thing might be interesting to see as we don't have anything like this at OCC.

2. Office, Senator, and Committee Reports

A. **President and Vice President's Reports:**

1. **President's Report – Lee Gordon:**

- **Coordinator Positions:** Announcements will go out for the five coordinator positions as soon the MOUs are signed.

- **Competency Based Education (CBE):** Stated that there are many acronyms in today's Academic Senate President's report and made the following statement about Competency Based Education:

"Some Administrative Procedures, or 'AP's,' are slated to be revised, and language is to be added, so that Coastline College may qualify as being a C.B.E. or (Competency Based Education) *model college* and receive appropriate funding and other consideration. This may be related to the financial shortfall that Coastline has experienced since Coastline had a major reduction in its outside funding, given the fixed costs Coastline had built up to support those business lines. A concern is that once these prospective policies and procedures are approved by the Board of Trustees, all three colleges in the Coast District will be bound by them. The implementation of Competency Based Education by the Coast District may impact our enrollments, our schedules, modalities, and perhaps pedagogy. The District level Board Policy and Administrative Procedures subcommittee has had a first reading of the proposed changes. I placed this item on our Senate agenda, so that senators will be aware of the potential impact and may discuss the issue of Competency Based Education. An appropriate step, before this Competency Based Education is given a final approval and implementation by the Coast District, would be for the OCC and Golden West Academic Senates to have presentations on *what* Competency Based Education is, and how these prospective revised policies and procedures could impact the two campuses. We should know what Coastline's plan for implementing this Competency Based Education model is, including timelines, working conditions issues (which are Union purview), and any issues that are Academic Senate purview."

- **ASCCC Plenary:** Informed that he virtually attended the spring plenary along with Senator Calabretta.
- **Institutional Effectiveness Partnership Initiative:** The Partnership Resource Team for the Institutional Effectiveness Partnership Initiative (I.E.P.I.), was on campus Friday to help us in creating our Institutional Innovation and Effectiveness Plan, which is intended to enhance our enrollment management and promotion.
- **Green Coast Day Drought Event:** The video of the *Coast Report* and Garrison Honors' Green Coast Day Drought event, which included a presentation by Senator Ball, is available on the *Coast Report* YouTube channel.
- **Diversity, Equity and Inclusiveness (DEI) Task Force Report:** Reminded faculty to review this as it will be on the Academic Senate Agenda in two weeks.

2. Vice President's Report – Rendell Drew:

- **Multicultural Center Coordinator (MCC) Report:** Stated that he recently submitted the first year Multicultural Center Coordinator (MCC) report which included the accomplishments of the MCC and will be presented to the Board of Trustees. President Suarez supports the idea of continuing the funding of the MC. He thanked his IMC colleagues for their support of the MC.
- **DEI Plan:** The name of the President's Taskforce DEI Plan has changed from the Diversity, Equity, and Inclusion (DEI) Plan to Diversity, Equity, Inclusion, and Accessibility (DEIA) Plan.

- B. Union/Bargaining Unit Report – CFE Executive Director Bob Fey:** The Union has had two negotiations sessions with the Coast District over the Competency-Based Education topic to try to negotiate compensation and working conditions for the faculty who will be involved. The negotiations team is a small one—three union reps from Coastline's full-time faculty. The models that the District is basing whatever they intend to do on, without exception, are coming from institutions that are private sector or public sector

from states like Florida and Texas. The institutions that they are drawing their modeling from are places that do not have anything close to the level of respect for collective bargaining that community colleges do in California.

3. Unfinished Business

A. Competency-Based Education (CBE):

President Gordon: Stated that this is a preliminary discussion and is something that is before the District at this time. There is a Board Policies and Administrative Procedures [BPAP] subcommittee of the District Consultative Council that flushes out new board policies and administrative procedures. This issue has had a first reading on competency-based education; this is time sensitive and is subject to a second reading. He emphasized that there are no board policies or administrative procedures that he is familiar with that specify a single college in the District. For this purpose, the Coast District is the entity, not Orange Coast College, and not the other two colleges. If the District is going to go to this model, it is going to go to this model for all three colleges, not merely for one college. It will have an effect on areas that are of concern to the Academic Senate as well as the Union. The Union has been in discussion with the District regarding CBE in respect to prospective compensation for faculty and their working conditions. It is important for the Senate because this is a very significant item to the College and to the District. OCC's quality, by design, is focused on full-time faculty.

Senator Kennedy: Stated that the policies that President Gordon is talking about are changes in the Academic Calendar and Grading Standards policies referencing competency-based learning. These grading and academic calendar policies are not approving or disapproving competency-based education but are having CBE-based changes added to them. The actual approval of CBE is somewhere with the Union or the State and Coastline; she would like more information about that status. She believes that these CBE modules are self-paced with an instructor but not a single class all at one time. The Senate probably has a lot of concerns about quality, integrity, and standards. Some concerns are that if something is modular and not designed by our faculty or cannot be altered by them, then that is an issue with our academic freedom.

Vice-President Drew: Restated that the Senate needs more information. He questions what the effect will be on faculty evaluations and pedagogy. Based on his experience, Coastline does things very differently than OCC, so this needs to be looked at closely.

CFE President Schneiderman: Stated that the union has been talking to management about this competency-based education. They have not negotiated anything with pay or working conditions at this point, but a lot of things have come up. They found out that there are *master courses* at Coastline where faculty have zero academic freedom. In addition to that, to give an outline of what it appears that Coastline would like to do with this competency-based education, would be the mechanization or the McDonalds-type effect of education where one person does the instruction, another person flips the burger, then another person does the grading, etc. It does not seem that these faculty members would have academic freedom. The Union has not agreed to anything. They were offered an MOU that they did not sign because they wanted to be extra cautious, it is very unusual, and it looks like a disruption in education. It takes academic freedom away from professors.

President Gordon: The excellence of OCC is due to our strong full-time faculty who achieve tenure and are able to exert academic their freedom. A college with primarily

part-time faculty are faculty without tenure. It is more difficult to assert oneself without tenure. This is more a corporate style.

Senator Ball: These models are really based on changing the labor regime by creating new categories of jobs and classifications, to get around the Union, Senate, and academic freedom. They are wrapped up in language. There is always a new scheme; ten or fifteen years ago there was a different scheme called *sustainable education* that the UC was promoting. The point is to create these new categories to get around the contracts and lower labor costs. They have always been wrapped in a nice sounding thing.

The Senate's position needs to be much more aggressive in opposing these things. California's higher education system is the best in the country, possibly the world. It is hard to understand why any system or any District within the system would want to emulate the University of Phoenix. Students need dynamic, different classes, taught from different paradigmatic perspectives. They need access to all the diversity that the faculty can provide in curriculum that people get when a community college is more modeled after destination institutions. He believes in community education and CBE is problematic for our students.

CFE President Schneiderman: The Union will not sign anything until they have an opportunity to discuss it with the Senate. The problem is going to be what happens during the summer.

Senator Kennedy: It's important to get information about exactly what is going on as there is much we do not know. About ten years ago there was something similar proposed called MOOCs. We want to ensure these CBE modules are not pre-created teaching modules we receive that cannot be touched or altered by our own faculty. As faculty, we are the ones who have the academic freedom within each of our own courses and we don't want something pre prescribed that tells us what to say, is written, or tells us what to write in our courses or syllabi. Teaching online and self-paced modules are different in that there is an instructor who creates the content in the module and it facilitates the student as they work through it.

President Gordon: Asked if it was appropriate to make a motion at this time to the effect that it is a sense of the Senate that before the District approves competency-based education that a presentation be made to the Orange Coast College Academic Senate, so that the faculty can be aware of what the impact on the College will be.

Motion 2: Senator Kennedy moved to approve the a motion that states that it is the sense of the Senate that before the District approves competency-based education that a presentation be made to the Orange Coast College Academic Senate, so that the faculty can be aware of what the impact on the College will be; motion seconded; motion approved.

B. Dual Enrollment – Anna Hanlon:

Professor Anna Hanlon: Asked if there was any feedback on dual enrollment in terms of the mission, recommendations and staffing document that was distributed last week.

Senator Kennedy: Stated that a constituent did have someone in their class who was a high school student, could not pass the course, and that student stated that they could not graduate from high school because of failing the OCC course. She does not know how accurate that student's statement is but is concerned about that issue. There are also concerns about the hiring of more staff and maybe administrators, again concern

about the cost of that in terms of it taking away funds from other things that are needed, including hiring more teachers and having more classes for students.

Professor Anna Hanlon: Stated that in reference to the failing student, that would be a matter for their high school counselor, and it is not in the college's purview. The funding that would be used for the staffing is funding that is not available for faculty hires. It is categorical strong workforce funds, possibly some student equity funds. It would not be taking away directly from faculty hires.

Vice-President Drew: Stated that he has had high school students in his classes on a regular basis and they are treated the same as his other students in terms of expectations; they have been doing well.

Senator Kennedy: There is a difference between a seventeen-year-old who is eligible to be in a classroom and someone younger who wants to take a course. There is a concern about the maturity level for some students but there are also benefits for others who are able to manage it. The solution to the problem might be counseling at the high school system level. There is also the staffing cost concern.

Motion 3: Senator Cohen moved to endorse the recommendations, mission, structure and staffing, for dual enrollment; seconded.

Senator Kennedy: Moved to amend the motion to add a qualifying statement: if there is any hiring that would compromise faculty hires because it is coming from the same funding source, that those positions be brought to the Academic Senate for vetting and endorsement before they move forward.

Motion 3, continued: The amended motion was voted on and approved.

C. Faculty Handbook Update – Vice-President Drew:

Reported on the Faculty Handbook ad hoc committee. They have been meeting on a regular basis; their next meeting is April 20. The last meeting was very fruitful with active collaboration. They are thinking of ideas on how to make improvements based on the 10+1 and faculty purview. They will include the Academic Freedom information and the Union/Senate purview information in the handbook and consult with the Union on CFE information. The goal is to make information as accessible as possible and they want the faculty handbook to have its own page. There is a recommendation to update names and add hyperlinks. He thanked VPI Grimes-Hillman for her support. He encouraged the Senate to look at the handbook and make recommendations. They are halfway through reviewing the handbook. Toward the end of May, the handbook will be presented to the VPI Office the faculty review and recommendations.

VPI Grimes-Hillman: Thanked them for the thorough review of the handbook. She looks forward to the recommendations.

4. New Business

A. Z-Degree Mapping Project – Melissa Archibald:

Melissa Archibald thanked Guided Pathways for funding this project and Professor Maria Do for working with her. The report that she compiled provides just a general breakdown of what Z degrees and certificates are and then her general findings.

In that sheet are different division maps of their degrees. Within that file, they have all the different degrees and certificates that that division offers. They are completely

mapped out and overlaid with ZTC data. Within each of those different files, they have the same tabs.

The first tab is the summary that identifies the most popular courses within the division. Those are the courses that are used most often for degree and certificate requirements.

In addition to the summary list each of those files includes a breakdown of the IGETC, CSU, OCC AS GE, etc. The way that it is broken down, and this is especially useful for counselors, is that it can indicate what degree requirements are met and then what specific classes meet that requirement. If a student comes to a counselor and wants to complete the IGETC, the counselor can tell them explicitly that Psychology 160 meets the area two requirement and is offered as a zero textbook cost course. This really provides counselors and instructors a breakdown of the degree offerings. This helps them understand which courses, if any, they offer in a department or division are zero textbook cost and how they apply to different degrees.

One of the great things about this project is that it automatically updates. There is less room for human error, in terms of updating the degree maps. In reviewing all of the different division and department degree maps, they offer the AA, AS, GG for OCC and the IGETC non-CSU. The ones that are almost qualifying as Z degrees are the IGETC CSU and the CSU GE. What is currently blocking the Z degree status for them is Communications; however, she has been working with Communications for them to adopt OER so that they as an institution will be able to offer these two degrees and certificates as Z degrees. She showed the list of other degrees that are close to qualifying as Z degrees or certificates.

She will meet with different departments and divisions to provide them information on her findings and to help them to determine their status in terms of offering Z degrees and what they might do to offer more within their department or division. They currently offer three, nearly five, Z degrees at OCC. By comparison, Saddleback offers twenty-seven degrees currently and they are planning to increase that number.

Senator Kennedy: Asked if there is a move for identifying low-cost textbook classes besides just zero-cost textbook classes.

President Gordon: Reinforced the need for identification for low-cost textbook classes.

Professor Archibald: Stated that the ASCCC is in discussion about low-cost courses. The big question is defining low cost. Different institutions define that in different ways. Right now, the OER initiative that operates outside of that organization is looking for the State Academic Senate to create that threshold, so that there is more universality among the different community colleges.

President Gordon: Stated that at the Statewide Academic Senate Plenary this past weekend the only point on the table was zero-cost textbooks and they specifically did not take up low-cost books, so this might not be occurring at the state level.

Senator Means: Asked if there any information in zero textbooks information or rules that has something about the actual cost of a class, because art can be a zero textbook class but be a fairly costly degree.

Professor Archibald: Stated that ZTC is identified as simply textbook costs, so lab materials or other required materials are not considered a textbook cost and therefore do not disqualify a class from being identified as a ZTC. The only additional cost outside of a textbook that would prevent a ZTC status is a homework program.

5. Adjournment of the Regular Meeting

President Gordon adjourned the meeting at 12:27 p.m.

6. Approval of the Minutes: April 19, 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
3/22/22 Minutes	CBE & the District Presentation to the Senate	Dual Enrollment & Hiring Funding	

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)
Absent	Aye	Aye	Ball, Jason: Part-Time Senator (2021-2022) 11:36 arrival
Aye	Aye	Aye	Barnes, Carol: Counseling Senator (2021-2024)
Absent	Absent	Absent	Boogar, Tyler: Math and Sciences Senator (2020-2023)
Absent	Aye	Aye	Calabretta, Nina (Part-Time Senator (2021-2022) 11:35 arrival
Absent	Aye	Aye	Chavez Jimenez, Irving: Senator-at-Large (2021-2024)
Aye	Aye	Aye	Cohen, Eric: Senator-at-Large (2021-2024)
Absent	Absent	Absent	Connor, Sean: Senator-at-Large (2020-2023) 11:34 arrival; 12:02 departure
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)
Absent	Aye	Aye	De Shano, Tina: CHS Senator (2020-2023) Zoom connectivity issues
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)
Absent	Absent	Absent	Neil, Jeanne: Business and Computing Senator (2019-2022)
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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)