

ORANGE COAST COLLEGE

Academic Senate Meeting | 10/05/21 | 11:30 am - 12:30 pm | Zoom Meeting

Academic Senator Attendance

Jessica A. Alabi, <i>at-Large</i>	Present	Lee Gordon, <i>at-Large, President</i>	Present
Eduardo Arismendi-Pardi, <i>at-Large, Parliamentarian</i>	Present	Marilyn Kennedy, <i>Lit & Lang, PDI Chair, Secretary</i>	Present
Jason Ball, <i>Part-Time Faculty</i>	Present	Jodie Legaspi, <i>Athletics & Kinesiology</i>	Present
Carol Barnes, <i>Counseling</i>	Absent	Doug Lloyd, <i>at-Large</i>	Present
Tyler Boogar, <i>Math & Sciences</i>	Present	Leland Means, <i>Visual & Performing Arts</i>	Present
Nina Calabretta, <i>Part-Time Faculty</i>	Present	Jeanne Neil, <i>Business & Computing</i>	Present
Sean Connor, <i>at-Large</i>	Present	Charles Otwell, <i>Curriculum Chair</i>	Present
Eric Cuellar, <i>at-Large</i>	Present	Max Pena, <i>at-Large</i>	Present
Jodi Della Marna, <i>Library</i>	Present	Clyde Phillips, <i>at-Large</i>	Present
Matt Denney, <i>Technology</i>	Present	Loren Sachs, <i>at-Large, Immediate Past President</i>	Present
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
Cyndee Ely, <i>Part-Time Faculty</i>	Present		

Guests (Optional & Voluntary Sign-In): Bob Fey, Michelle Grimes-Hillman, Kate McCarroll, Arabian Morgan, Rebecca Morgan.

1. Preliminary Matters

A. Call to Order: President Lee Gordon called the meeting to order at 11:30 A.M.

Motion 1: Vice-President Drew moved to move New Business to the top of the agenda to allow plenty of time for the guests to give their presentations; motion seconded; motion approved.

2. New Business

A. Area F – Ethnic Studies Requirements – Curriculum Chair Otwell, Senator Alabi, Articulation Officer Manoj Wickremesinghe:

History and Overview - -Articulation Officer Manoj Wickremesinghe: Presented how the new CSUs' ethnic studies graduation requirement will affect community colleges and OCC. It will be implemented this academic year and is called Area F. He referred to Assembly Bill No. 1460 and the late 1960s' push for the ethnic studies discipline, as Black students at the San Francisco State College called for a comprehensive and culturally responsive Black Studies Department, and this was endorsed by a coalition of Black, Brown, Native-American, and Asian-American students. The coalition argued that the college curriculum lacked relevance to the experience of people of color in the United States, so students at the CSUs rallied for increased funding and support for ethnic studies, increased enrollment for students of color, and for an education that reflected their history and experience as people of color. In 1969 the first school of ethnic studies was established. It was renamed the College of Ethnic Studies with programs in Chicano, Asian-American and Native-American studies.

In 2014, the CSU Chancellor formed a committee for the CSU Task Force on Advancement of Ethnic Studies. One of the task force's ten recommendations was to make ethnic studies a CSU graduation requirement throughout the system. Because there are twenty-three CSUs, they all did this differently. Through Executive Order 1100, the Chancellor wanted to provide clarity as to how the general education requirement would be handled at the CSUs. They established that there should not be more than forty-eight GE units, thirty-nine at the lower division, nine at the upper division, and ensured that transfer students would have the same GE requirements as entering freshmen. To facilitate degree completion, they allowed for double counting for GE with major, GE with the American institutions' requirement, and so forth. That was pushed by EO 1100, then Senate bill 1460 which came about last August 2020, authored by assemblyperson Shirley Weber (formally ethnic studies professor at San Diego State) who asked to add section 89032 to the Education Code which mandated that CSU students acquire the knowledge and skills in real world diversity commencing with 2021-22; all CSUs shall provide courses in ethnic studies and establish the core competencies to be achieved by students who complete the course. The competencies came about last October.

About 80,000 students transfer from community colleges to CSUs every year, so they expanded the ethnic studies curriculum because it is a benefit to students to take the ethnic studies requirement at the community college because it provides the course at a lower cost, improves students' transfer, and reduces unit accumulation by the double counting, incorporating ethnic studies as a major prep if that is their major, double counting for area D, the social sciences, and also sometimes if the course is a political science course, for example, could be also used for the American institutions requirement.

OCC Courses: Last fall, the Articulation Offices started submitting courses for this area; OCC submitted two courses: Ethnic Studies A100 and Ethnic Studies A150 which is also cross listed with History A150. The Ethnic Studies faculty were asked to revise the two courses to include three of the five competencies:

1. Analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.
2. Apply theory to describe critical events in the histories, cultures and intellectual traditions, with special focus on the lived-experiences and social struggles of one or more of the following four historically defined racialized core groups: Native Americans, African Americans, Latina/o Americans and/or Asian Americans, and emphasizing agency and group-affirmation.
3. Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.
4. Describe how struggle, resistance, social justice, solidarity and liberation as experienced by communities of color are relevant to current issues.
5. Demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just and equitable society beyond the classroom

OCC, Golden West, Coastline, the District: Our Ethnic Studies A150 came back needing more revisions which will be revised and submitted a second time and we will submit a new class. Every December there is an opportunity to submit courses for the CSU and the UC general education curriculum. Usually, submission is in December and the approvals come in April, effective for the following term. We will have the opportunity to submit

courses this December which will be retroactive to this fall 2021. If students take Ethnic Studies A150 (cross-listed with History) this fall 2021 or spring 2022, they can still get credit if the course gets approved with the second submission.

Golden West College has at present four classes approved for Area F: History 155, Political Science 103, Political Science 101 (cross-listed), and a psychology class. There is an opportunity for students to get many boxes checked because it is approved for multiple areas. Golden West is developing two new classes, one in communications and one in sociology. Coastline has two classes on the books approved effective fall 2021; one is a sociology class, and one is a history class. The District has seven courses effective for fall 2021 that students may take. The OCC Ethnic Studies faculty leadership, the OCC Senate leadership, and the Curriculum Chair need to decide how we are going to move forward on this and what type of courses will make up Area F.

President Gordon asked the Senate for consent to extend the time for this item for five more minutes.

Senator Alabi: Provided her perspective as Ethnic Studies Department Chair and from working at the State level on this issue. She has been attending the California Community College Ethnic Studies Council summits and meetings. The California Community colleges were already working on ethnic studies as trying to get ethnic studies as a degree, but they were forced to do it through social justice studies. The social justice degree was designed to allow them to have ethnic studies or gender studies emphasis before this happened. When this change happened, the California Community College Ethnic Studies Council then went to work on pulling ethnic studies out of the social justice TMC and creating an ethnic studies TMC and associates transfer degree and that is where they are now. The California Community College Ethnic Studies Council, made up of faculty from throughout the state, is working on securing an ethnic studies subject matter experts group that will focus on minimum qualifications for ethnic studies and work on assuring that ethnic studies departments and courses are not being co-opted by other departments.

As Chair of Sociology (which encompasses ethnic studies, gender studies, and soon-to-be social justice studies), she first heard about this via an announcement by the Curriculum Chair and Articulation Officer who were asking people if they wanted to make their courses an ethnic studies course. She felt that undermined the process since she since had not been asked if she wanted to cross list classes. One of the requirements is to have the course have the prefix of ethnic studies. It has to have a prefix for Black Studies, Native-American Studies, Chicano or Latinx Studies, Ethnic Studies, or Asian-American Studies and the course cannot have any other prefix. It has to be cross-listed even if it comes out of another department which means it would have to be cross listed with Ethnic Studies at OCC because there is a department here. Golden West and Coastline do not have departments, so they are doing whatever they want. OCC does have a department and we have existing courses, so we do have an Ethnic Studies 100, 150, and a course on ethnic families. Both she and Juani Gonzalez (before she retired) were planning to broaden the Ethnic Studies Department and create an official department and try to hire a full-time ethnic studies faculty. Dean Henson is fully aware of that vision and plan. Golden West does not have an intro ethnic studies class, neither does Coastline; they also have other departments kind of creating classes without an intro class. The State Council had a survey out and one of the questions asked was if any other departments were co-opting ethnic studies because there are a lot of complaints throughout the state of co-opting and they specifically mentioned sociology which she took offense as she is a sociologist who has been advocating for ethnic studies, not trying to co-opt it. We need to keep in mind is that

ethnic studies is a discipline, a degree, and there are masters and doctorate degrees, and one of our part-timers is in a Ph.D. program.

She asked the Senate to respect ethnic studies as they all respect their own disciplines and would like the Senate to understand the spirit of 1460. Ethnic Studies deserves to have true ethnic studies courses. Her department is creating an introductory Latinx Studies course and an Asian-American Studies course. The Anthropology chair rejected making her Native-American course into an ethnic studies course because the competencies are heavy social justice. The African-American history course will remain an African-American history course because they did not want to change that course into an ethnic studies course. Historians and anthropologists understand their disciplines. They also understand ethnic studies is not anthropology and it also is not history. True ethnic studies faculty can be hired and should be hired to teach ethnic studies courses.

Point of Order: The Parliamentarian called the expiration of the five-minute extension.

President Gordon acknowledged and moved the Senate to the next item of business on the agenda.

B. The Economics of Full Time Faculty Hiring – CFE President Rob Schneiderman and Executive Director Bob Fey:

CFE Executive Director Fey presented a PowerPoint and wanted to refute the following budget points that came from the District and were reported to the Senate: As per the Fiscal Services Director, the annual cost of a full-time faculty member is between \$120,000 and \$160,000, counting salary and benefits only on average. The State budget funds \$100 million for additional full-time faculty which would be twenty-nine for the Coast Community College District, but not guaranteed for ongoing - treat it as one time, then we have to find the money to continue.

State Chancellor's Office Memo: A memo sent from the State Chancellor's office, September 17, 2021, notes that the 2021 State Budget Act included \$100 million to hire new full-time faculty in order to increase districts' percentage of full-time faculty toward meeting the 75% full-time faculty goal. There is a long-standing state law that says that community colleges should have 75% of their instruction performed by full-time instructors; it has never been enforced and has always been seen as an aspirational goal. The current statewide average replacement cost is \$86,771 per full-time hire. Districts who accepted full-time faculty funds will see an increase by one for each \$86,771 allocated, in addition to the annual adjustment for enrollment. What is reported in most districts statewide also fails to recognize that a new full-time faculty member is going to be teaching 30 LHEs of instruction. When a district hires a new full-time faculty member, they are going to supplant instruction performed by somebody else. Going back to the words "*replacement cost*" that is recognizing at the State Chancellor's level that the replacement cost is going to be the cost of hiring a new full-time faculty member minus the instruction that would have been performed by somebody else. District allocations are ongoing and will remain constant unless the governor and legislature provide an increase to the total fund. The allocations are calculated in accordance with regulatory requirements indicating a current statewide average replacement cost of \$86,771. This is in direct contradiction to what was reported at the OCC Budget Committee which led the Senate to believe that these will be one-time funds. This memo is making it very clear that these are *ongoing* funds.

Slides presented illustrated the economic realities at the Coast District associated with hiring new full-time faculty, comparing the expected benefits to the expected costs, stating that their comparisons would be the highest cost associated with hiring

somebody without a doctorate and the highest possible STRS contribution rate. On the other side were the subtracted costs calculated with one full-time hire.

CFE President Schneiderman emphasized that they were trying to be fair by showing a really expensive full-time hire, then on the flip side, showing a relatively inexpensive loss of a part-timer. They were trying to be very, very conservative on this but truthful on both sides.

CFE Executive Director Fey displayed the health benefits package.

CFE President Schneiderman stated that they looked at the most expensive health benefit package, the District PPO, because they were trying to pump up the cost to explain an expensive full-time hire. The most it could possibly cost is approximately \$24,000 per person based on \$11 million divided by at 485 members on the District PPO.

CFE Executive Director Fey noted that the cost is on one side and the benefits on the other which include avoided costs of one new full-time hire. The avoided cost is what is associated with the supplanted part-time faculty [members] that would have been performing 30 LHEs of instruction. They also posted in the benefits of the \$86,771 per year that the state is going to contribute for a new full-time faculty hire so initially there is actually a dollar benefit to the District of hiring these new folks. Over time their salaries are going to go up and this differential is going to get smaller and smaller and eventually disappear.

CFE President Schneiderman clarified that they did not include benefits on the part-timers even though 10% of part-timers have benefits. It is an average of about \$20,000 but they are not including that because they were trying to be very conservative. The District does not mention that they are replacing faculty; they claim that in the past they have not done that. It is a management obligation to manage the schedule and how many LHEs they are offering. If the LHEs are not reduced for part-timers that is not the fault of faculty. This is an obligation of management. They should not be pretending it is a different cost for a full-time hire because they failed in their obligation to reduce the LHE that is supposed to be a replacement.

Motion 2: Vice President Drew moved to extend the time on this item by three minutes; motion seconded; motion approved.

CFE President Schneiderman: Emphasized that they are taking very high averages on one side and very low numbers on the other, and there are still savings. The problem is that this is not a faculty issue. They are given information by the Vice-Chancellor of Finances, and they go with that information. They wanted to show with very conservative numbers that those numbers may not be the whole story.

3. Preliminary Matters, continued

B. Opportunity for Public Comment: Jordan Stanton, Arabian Morgan.

C. Approval of the Minutes:

Motion 3: Senator Kennedy moved to approve the September 28, 2021, minutes; motion approved.

Motion 4: Senator Kennedy moved to approve the September 21, 2021, minutes with minor corrections; motion approved.

D. For the Good of the Order:

Senator Cuellar: The CLEEO Summit 11.0 was a success last Thursday with Senator Arismendi-Pardi. It had an enormous impact on all participants, especially students. It was a joint collaboration from different departments and disciplines for the benefit of the campus community. He thanked Senator Arismendi-Pardi.

Senator Sachs: Stated that former OCC Senator Dig G'bye's daughter plays soccer at Brown University. They were on ESPN Network, and she scored a goal. He asked to congratulate their colleague G'bye.

Senator Alabi: Would like the Senate to consider that AB1460 should be approached by the college the same as Guided Pathways and AB 705. She does not feel like there has been college leadership leading this. She would like to think back about how the College leadership led Guided Pathways and AB 705 with the Senate. She does not want to be fighting with colleagues for something that is a college mandate but treating it like it is a department mandate.

Senator Kennedy: Recognized the OCC Theater Department, in particular, Professor Cynthia Corley and the OCC Repertory Theatre Company, and *A Midsummer Night's Dream*. Students created and performed seven Zoom [productions](#), and those were shared and then archived on their web page. Students had a chance to experience theater during the pandemic, and since the plays are online our current students are able to experience them, as well.

4. Consent Agenda

Motion 5: Senator Means moved to approve Larissa Nazarenko as Guided Pathways Task Force Interim Administrative Chair and Jeanne Neil as Search Committee Representative for Vice Chancellor, Finance and Administrative Services – CCCD; motion seconded; motion approved.

5. Officer, Senator, & Committee Reports

- A. President and Vice President's Report:** President Gordon noted that last week the senators provided personal introductions and asked the three senators who were absent last week to introduce themselves, their discipline, and one thing they think the Senate should focus on.

Senator Ball: *Is from the Political Science Division, and as a part-time representative, he would like to make sure there is a greater amount of equity and protection for the indispensable work that part-timers do at the college.*

Senator Kennedy: *She is from the English Department and agrees with many other senators' priorities. She would like the Senate to focus on academic freedom, academic rigor, quality of instruction, and faculty and part-timer rights.*

Senator DeShano: *She is Program Director and is from Hospitality, Travel and Tourism and represents the CHS division. She would like the Senate to focus on full-time faculty hiring.*

Vice President's Report – Rendell Drew: Reviewed each one of the priorities stated by the senators last week. Some of the common themes include collegiality, respect, inclusion, increased disciplines between departments, IPC resolution, protection of faculty and rights and faculty hiring. He hopes there will be more information and transparency coming forward about the HIS grant. He will meet with Dean Giblin to get more information to bring more opportunities for ethnic faculty.

- B. Union Bargaining Unit Report – CFE President Rob Schneiderman:** Referring to the earlier presentation, stated that they used actual data of the economics of faculty hiring. That was actual money/expenses reported by the Health Benefits Advisory Committee. Vice Chancellor of Fiscal Services has never done a variance study beyond one year to see multiple assumptions going forward. They are in negotiations for reopening, and they have a plan for vaccinated and unvaccinated faculty.
- C. Budget Update – Senator Ely:** Thanked the Union representatives for confirming the ongoing funds. She cautioned that there is a disparity between the amount that the state provides and the amount that the college needs to pay out. There are a lot of variables and factors that go into consideration.
- D. Curriculum Committee:** They sent out a notice to everyone about the DE addenda that had the emergency status only. When everyone is back on campus the courses that had that check box checked will not be able to be taught online. If departments are interested in teaching their courses online going forward, they need to reach out to the Curriculum Committee. They will send out a second notice. He will send out a simple checklist in advance for the curriculum review portion of Program Review. All courses need to be assigned to a discipline.
- E. Senator Kennedy:** Provided a brief report from District Board Policies and Administrative Procedures Committee:
- **BP & AP 5052 – Open Enrollment:** This was reviewed due to the five-year review policy. There were no recommended changes for this policy.
 - **BP & AP 5120 – Transfer Centers:** No recommended changes.
 - **BP& AP 5150 - Extended Opportunity Programs and Services:** Revisions recommended.
 - **BP 5210 - Communicable Disease:** Revisions recommended.

The policies with proposed revisions will be brought back next week and distributed for review prior to next week's meeting to get your constituents' feedback.

6. Adjournment of the Regular Meeting

President Gordon adjourned the meeting at 12:23 p.m.

7. Approval of the Minutes: October 12, 2021

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	Motion 4	Motion 5	Senate Membership
Move New Business to top of agenda	Extend time on item 5B by 3 minutes	9/28/21 Minutes	9/21/21 Minutes	Consent Agenda	
Absent	Aye	Aye	Aye	Aye	Alabi, Jessica A.: Senator-at-Large (2020-2023) 11:32 arrival
Aye	Aye	Aye	Aye	Aye	Arismendi-Pardi, Eduardo: Parliamentarian , Senator-at-Large (2021-2024)
Absent	Aye	Aye	Aye	Aye	Ball, Jason: Part-Time Senator (2021-2022) 11:55 arrival
Absent	Absent	Absent	Absent	Absent	Barnes, Carol: Counseling Senator (2021-2024)
Aye	Aye	Aye	Aye	Aye	Boogar, Tyler: Math and Sciences Senator (2020-2023)
Aye	Aye	Aye	Aye	Aye	Calabretta, Nina (Part-Time Senator (2021-2022)
Absent	Aye	Aye	Aye	Aye	Connor, Sean: Senator-at-Large (2020-2023) 11:33 arrival
Aye	Aye	Aye	Aye	Aye	Cuellar, Eric: Senator-at-Large (2021-2024)
Aye	Aye	Aye	Aye	Aye	Della Marna, Jodi: Library & Learning Support Senator (2020-2023)
Aye	Aye	Aye	Aye	Aye	Denney, Matt: Technology Senator (2020-2023)
Aye	Aye	Aye	Aye	Aye	De Shano, Tina: Consumer Health Sciences Senator (2020-2023)
Aye	Aye	Aye	Aye	Aye	Drew, Rendell: Vice President , Senator-at-Large (2020-2023)
Aye	Aye	Aye	Aye	Aye	Ely, Cyndee: Part-Time Senator (2021-2022)
Aye	Aye	Aye	Aye	Aye	Gordon, Lee: President , Senator-at-Large (2019-2022)
Aye	Aye	Aye	Aye	Aye	Kennedy, Marilyn: Secretary , Lit and Lang Senator (2019-2022)
Aye	Aye	Aye	Aye	Aye	Legaspi, Jodie: Athletics and Kinesiology Senator (2020-2023)
Aye	Aye	Aye	Aye	Aye	Lloyd, Doug: Senator-at-Large (2020-2023)
Aye	Aye	Aye	Aye	Aye	Means, Leland: Visual and Performing Arts Senator (2021-2024)
Aye	Aye	Aye	Aye	Aye	Neil, Jeanne: Business and Computing Senator (2019-2022)
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Aye	Aye	Aye	Aye	Aye	Pena, Max: Senator-at-Large (2019-2022)
Aye	Aye	Aye	Aye	Aye	Phillips, Clyde: Senator-at-Large (2021-2024)
Aye	Aye	Aye	Aye	Aye	Sachs, Loren: Senator-at-Large (2019-2022)
Aye	Aye	Aye	Aye	Aye	Stanton, Jordan: Social and Behavioral Sciences Senator (2019-2022)