

# ORANGE COAST COLLEGE

Academic Senate Meeting | 11/23/21 | 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 &amp; Lang, PDI Chair, Secretary</i>	Present
Jason Ball, <i>Part-Time Faculty</i>	Present	Jodie Legaspi, <i>Athletics &amp; Kinesiology</i>	Present
Carol Barnes, <i>Counseling</i>	Present	Doug Lloyd, <i>at-Large</i>	Absent
Tyler Boogar, <i>Math &amp; Sciences</i>	Present	Leland Means, <i>Visual &amp; Performing Arts</i>	Present
Nina Calabretta, <i>Part-Time Faculty</i>	Present	Jeanne Neil, <i>Business &amp; Computing</i>	Absent
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 &amp; Health Sciences</i>	Present	Jordan Stanton, <i>Social &amp; 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):** Stephen Gilbert, Larissa Nazarenko, Renee De Long, and Kate McCarroll.

## 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:** Stephen Gilbert.
- C. **Approval of the Minutes: Motion 1: Senator Kennedy moved to** approve the November 16, 2021, minutes; motion seconded; motion approved. [two abstentions]
- D. **For the Good of the Order:**

**Senator Alabi:** Shared a concern that some students who still live with their families are experiencing conflict in regard to conflicting views of vaccine mandates.

## 2. Consent Agenda

No items listed under consent agenda.

## 3. Officer, Senator, & Committee Reports

### A. President and Vice President's Report:

**Vice President's Report – Rendell Drew** reported that the subject of **part-time faculty involvement** was discussed in the regular meeting with the College President and Vice President of Instruction. The purpose is to have more part-time faculty be involved in college affairs. They would like to invite the Part-Time Caucus to join in those dialogues. There will be more information to come, as part-time senators expressed interest in being a part of this or inviting other active part-timers to join. Their plan with the **Faculty Handbook** is to meet in early February 2022 to establish the timeline and the scope for the review of the Faculty Handbook. The Office of instruction is taking the lead on the overall updating. They are specifically looking for those areas of faculty purview. Along

with VPI Grimes-Hillman, they have some strategies that will be brought to the next subcommittee meeting in February.

**President's Report – Lee Gordon:** FACCC held an informative event over the weekend on part-time faculty. Many of the topics and issues that are brought up here from our part time faculty representatives on the Senate are shared at colleges across the state. President Gordon is glad that OCC is moving in a constructive process on that.

- B. Budget Update – Senator Ely:** DCC met last Friday. They will have the new state budget in January, so there will be specific dollar amounts then. The committee is reaching across all constituent groups and looking at enrollment and student recruitment items. DCC is requesting that everybody gather an inventory by site or constituency of enrollment management activities or initiatives that are currently underway to come up with or suggest roles by membership type. Each role could provide an enrollment management situation.

**President Gordon** stated that at the last District budget meeting there was a discussion on the issue of centralization versus decentralization of functions. The District, like the colleges, is interested in finding ways of reaching economies of scale. On behalf of the Orange Coast Senate, he mentioned that we prefer to maintain the brand identity of Orange Coast as a distinctive brand and when possible, to have services as close to the client as possible, preferring decentralization as a rule, more than centralization.

**C. Diversity, Equity, and Inclusiveness Initiatives: Anna Hanlon**

**Professor Hanlon** provided an update on the President's DEI Task Force as one of the four faculty representatives through the Academic Senate. The Task Force has been meeting for a year. The work of the Task Force started with creating and defining shared norms and then participating in the vision sessions for the Educational Master Plan refresh. They as a group, participated in the same sessions as the Senate did with regards to the EMP refresh. This work included the Task Force developing some key areas of focus that aligned with the EMP. She reported out those areas because some of them fall under the 10 +1. One is an inclusive and equity-minded campus culture. The second is DEI recruitment, hiring, onboarding, and retention. The third is intentional students support programs and services. The fourth is culturally responsive curriculum. Lastly, the fifth is closing performance gaps. The Task Force is now in the process of developing a formal DEI planned framework that will include a glossary of terms relevant to the plan. The glossary will be a living document that can be amended, as necessary. Some of the areas of the DEI plan will fall directly under the 10 +1. Dr. Suarez has made it clear to the Task Force that the plan drafted will need to come to the Senate for feedback and input. That should happen in the Spring.

**D. Curriculum Committee – Charles Otwell:**

**Curriculum Chair Otwell** reminded everyone that the Curriculum Committee's last voting meeting for this semester is December 8. That is the last meeting for new courses and programs and for articulation requests. That would mean that proposals would have to be in CurricUNET by next Monday so that they can make tech review next Wednesday.

**E. IE Committee – Anna Hanlon:**

Reported that in Spring 2019, the Senate endorsed repeating the SESE and also doing the faculty companion to that survey. That has been delayed because of COVID but all of this will happen in spring 2022.

## 4. Unfinished Business

### A. Full-Time Faculty Hiring Prioritization Ranking (Action Summary: Approval of top eleven positions to move forward to President Suarez.):

**President Gordon** stated that there is one development to report back to the Senate, that the Visual Arts Department has withdrawn one of the two positions they had put into contention; they have withdrawn the request for an art history position. That withdrawal raised the level of the other contenders underneath them and placed the item of the 3D Sculpture Studio Art professorship among the eleven positions that had been sent to President Suarez for her consideration. No action is required by the Senate, because the Senate approved the top eleven positions, and this position of the Studio Art is now in the top eleven.

**A point of order was raised by Secretary Kennedy**, noting that although the items were discussed last week, no vote was taken. **President Gordon** ruled that a vote would be taken today.

**Motion 2: Senator Means moved** to approve the new eleven full-time faculty positions; motion seconded; motion approved. [one abstention]

1. Computer Science (Position 1)
2. Counselor - Athletes
3. Math (Position 1)
4. Aviation Maintenance (Position 1)
5. Electronics
6. English
7. Physiology
8. Ethnic Studies (Position 1)
9. Early Childhood Education/Human Development
10. Counselor - General
11. 3D & Sculpture

## 5. New Business

### A. Separate Facilities for CLEEO & Umoja (Action Summary: Presentation of resolution and discussion):

**Senators Phillips and Cuellar** presented a resolution to the Senate; they alternately read the *whereases* and resolved aloud:

*November 17, 2021*

**Resolution:**

#### **OCC CLEEO PROJECT AND UMOJA COMMUNITY PROGRAM**

**Moved by Sen. Clyde Phillips**

**Second by Sen. Eric Cuellar**

*Whereas OCC CLEEO Project and UMOJA Community are designed to serve the specific needs of two distinct populations, Chicana/o/x and Latina/o/x and African American students;*

*Whereas the OCC CLEEO Project vision has a commitment to promote Chicana/o/x and Latina/o/x access and success in higher education in equitable and culturally supportive environment;*

*Whereas the OCC CLEEO Project mission is focused on developing an educational pathway for college students with an emphasis on the successful development of life skills and the attainment of associate and baccalaureate degrees and beyond toward a postgraduate (PhD) and professional education (MBA, JD, MD, DDS, DVM) in addition specialization in STEMM and future teacher preparation, and honors curriculum;*

*Whereas the OCC CLEEO Project provides cross-cultural competency, learning opportunities, and experiences for the campus community;*

*Whereas the UMOJA Community Program is a state-wide mandated program with the vision dedicated to enhancing the cultural and educational experiences of African American students from the perspective of the African Diaspora, that is, acknowledgement of the displacement of African American students in higher education which still continues to exist to this day;*

*Whereas the UMOJA Community Program believes that when the voices and histories of students of color are deliberately and intentionally recognized the opportunity of self-efficacy emerges and a foundation is formed for academic success;*

*Whereas the UMOJA Community Program actively serves and promotes student success through ethic of love and a curriculum and pedagogy responsive to the legacy of African and African American Diaspora leading to academic excellence in all fields of study;*

*Be it Resolved that OCC create and provide support for two distinct and mutually exclusive spaces for both the OCC CLEEO Project and the UMOJA Community Program both of which work toward providing service and support for students and the campus community.*

**Senator Kennedy** asked for brief clarification on the second M on STEMM; Senator Cuellar said it stands for Medicine.

**Senator Alabi** asked what happens in terms of the actual decision in a resolution of opinion.

**President Gordon** stated that the decision goes through the normal college processes. There are two parts to the resolution. One is a statement of support for Umoja and CLEEO programs that does not require further action by the College. The second deals with facilities, so it would then go to the Facilities Committee of the College.

**Senator Phillips** said that in regards to the decision, they were made aware that the support from the Academic Senate would be needed to make sure that the Senate was in agreement with the resolution. The Facilities Committee would be able to make the final decision on which space goes to which program.

**Senator Means** suggested to include the Arts in STEMM since all the data shows that STEMM students do much better in life when they have the arts mixed in. He asked to consider that as a move for more successful students.

**Senator Arismendi-Pardi** Endorsed Senator Means' statement.

**Senator Alabi** stated that the arts are important, but these two organizations need space, and their goals already exist.

**President Gordon** stated that this resolution will be brought back in two weeks.

## **B. COVID & Teaching (Action Summary: Presentation of Faculty Concerns, research, and discussion.)**

**Senator Kennedy** shared her research on the screen and stated that she intentionally waited to write a resolution because she wanted to share the information and ideas she had collected with the Senate and then write up and present a resolution, based on the Senate's response. This is all based on the Faculty Forums, division meetings, and feedback from faculty members, as she put together those faculty comments and did some background research. She read some of the comments aloud and noted that CFE President Schneiderman made a very clear public comment on November 9<sup>th</sup> which is in the document, mostly verbatim. He talked about the OCC schedule right now for the Spring 2022, that looks like "a back-to-the-future schedule. It is a lot closer to a pre-pandemic schedule than anyone anticipated because at OCC it is 15% online classes. At Golden West it is 30%." He "had already told the Vice-Presidents of both schools that

by far the most popular and quickest-filling classes were the ones that were online." For those of us who looked at other campuses, we saw that as well.

There was an *LA Times* article recently that showed there is a drop in California community college enrollment by 11%. Only half of that is occurring at CSUs and UCs. We are losing more students than other places. It is important to know that. The UCs and CSUs have stricter COVID protocols and mandates. One of the things the article did refer to is that because minimum wage is up students are returning to work rather than school.

COVID and teaching overlap the Union and Senate purviews. The Union's purview includes working conditions, compensation, safety, job duty assignments, modalities, hours of work, and *physical presence*. The last term was added to the contract in about 2018. It was not there in the contracts prior to that and back to 2000. Before that, the language in the contract was this: "The standard work week shall comprise 40 hours of professional activities on and off campus." That was written back in the 1980s because in that era they did most of their work on campus. This was very dated language, however, adding this in 2018 was not really looking to the future in a way that is more needed now, as it says, "that institutional and departmental planning are critical to the role of full-time faculty and primarily require an onsite presence." It is now known that that is not necessarily the case.

She added the comments that she heard from faculty towards the bottom of the document. *Faculty want choices in the modalities they teach*. Many faculty members said that modalities at OCC are not defined very well. They said the word *online* is not defined clearly in the search of the schedule. Faculty know what modalities best suit their teaching styles and students know it when they get into those classrooms. That style helps ensure student success. Faculty also know their own safety needs. We are not all the same. They are not all the same. Students deserve those same options in a time when they are prioritizing work over school. Many want more options than just standard whiteboard and chairs, although that suits many and works well for them. Students may have equity concerns that require flexibility of different kinds. This flexibility will attract more students and keep them here. Let the students choose, as well, and they are making choices right now on the classes that they select.

These are concerns from faculty at division meetings or by those who shared with outside of those meetings, as well:

*Administration has dictated faculty hours of work and modalities without due process of faculty concerns about safety, choice, and flexibility.*

Community colleges are suffering at a higher rate. We need to respond by looking forward, not backwards, in terms of understanding various teaching modalities, faculty expertise, student needs, and flexibility.

For example, if a student in a campus-only class gets COVID, there is a protocol that sometimes can keep a student out of the classroom for up to two weeks. The college is not flexible enough.

Other campuses' schedules for spring 2022 show fully online, Zoom, or Zoom and Canvas. These courses fill the quickest that do not need a physical presence.

Because schedules are planned a year in advance, when faculty originally signed up for courses, they had no idea how the pandemic would be or how things would be in terms of classroom protocols and vaccine mandates.

COVID has affected all aspects of safety, hours of work, curriculum, etc., so therefore both the Senate and the Union are advocating for faculty purview and faculty choice. Expertise in faculty purviews should be valued. It should be cultivated. It should be sought out first and followed in the 10+1 *as rely primarily* before any decisions are made and given them. *The vaccine mandates that we all thought will be implemented is no longer really is a mandate.*

**Senator Kennedy** asked for feedback from the body.

**Senator Barnes** stated that she received an email from the Social Sciences Division that some of the classroom courses that were not filling have been changed to online classes. There are about 20 to 30 sections that have been changed to online.

**Senator Alabi** stated that there have been multiple times of speaking out questions and none of the questions get answered or responded to. She feels frustrated as she has expressed valid questions and concerns at forums and meetings, and no-one responds to valid questions from the various constituency groups. We've conducted informal research and requested formal data-based research-informed decisions; she expressed offense that the entirety of these discussion has not been responded to.

**Senator Sachs** stated that he agreed with much of what Senator Alabi said and suggested that the Academic Senate talk to the statewide Academic Senate and get them to start doing research to properly plan. This is a systemic problem, and we need systemic solutions.

**Motion 3: Vice President Drew moved** to extend the time for two more minutes for this item; motion seconded; motion approved. [one abstention]

**Senator Ely:** Encouraged all senators and all faculty to remember our sense of academic rigor and encouraged better testing options if we teach online.

**Senator Kennedy:** Agreed with Senator Alabi, Sachs, and Ely. She put this document together because of what CFE President Schneiderman did; he asked us to do something. If they can work in tandem with the Union as a stronger voice and push this and not stop, that means keep mentioning and showing it everywhere, this will change. We must ensure rigor and equity. She stated that she will contact other constituency groups.

**C. Rethinking the Viability Process (Action Summary: Presentation of the history and challenges of the process, discussion.)**

**President Gordon** began by informing that the current viability process was designed by three former presidents and acting presidents of the Academic Senate, one of whom was Senator Arismendi-Pardi. President Gordon wanted to begin with a discussion on the viability process now while the college's finances are strong. It seems to be something that would be easier to discuss in a time of less financial tension, than perhaps when financial challenges would await us in future.

**Senator Arismendi-Pardi** stated that at the time when this was addressed, he was Senate president (it was also addressed by then President Monahan and also President Blair), and there were three things that they were looking at. They did not have any concern for the time that it took for the viability process to take place. The original concern at that time was to protect programs from capricious and arbitrary management action, not to deal with redundant programs. During that time, we were in a financial urgency. We were going through accreditation. There were timeframes set up for each of the processes that were intentionally generous for that purpose—to protect the program,

ensure protections for faculty purview, and to go through a process. Since times have changed, he is not sure this particular model will work now.

**President Gordon** stated that they did have an actual run-through of the viability process. They had a program that went through the viability process from start to finish. It took two years to complete from the initial process to the time that the last meeting occurred. That is probably longer than it should take to complete the viability process. If they get into a situation where the College has more urgency about reviewing programs, he wanted to put it on the agenda now as a reminder that they will be looking at the viability process, possibly as early as the spring but no later than the next academic year to try to come up with a way to have tighter deadlines. Hopefully the process could be completed in one year from the time of the initial inquiry to the time of the final report. He asked Professor Hanlon to provide more history and information.

**Professor Hanlon** encouraged the Senate to look at the entire process. There are certain data points that are triggers that can allow a faculty member or a dean to present to the VPI a request for a program to go into viability. Then the VPI creates a committee that defines constituent representation and then the VPI leaves the group. It is possible that the Senate might want more oversight of the process in terms of being the referee, instead of it coming from the VPI's office. She is not trying to predetermine anything, but another thing was that after the data has been given to the VPI, it goes to the IE Committee to say if this is valid data or not. There was a perception that the IE Committee puts programs into viability which is not at all what happens. The point being is that that the IE Committee actually wanted some of the areas of the process to be clarified so it is clear in terms of the roles and responsibilities of the committee, of the faculty, and of the administration. She encouraged the Senate to look at that process again to make sure it is what the Senate wants.

**Senator Arismendi-Pardi:** Reiterated that it is very important that the viability process is faculty driven. The reasons for that are because the process deals with instructional programs and faculty have purview over the curriculum. They also need to consider that management have right of assignment. However, his interpretation is really a faculty driven process. It should be for faculty by faculty.

## 6. Adjournment of the Regular Meeting

**President Gordon** adjourned the meeting at 12:20 p.m.

## 7. Approval of the Minutes: December 14, 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 11/16/21 Minutes	Motion 2 New 11 faculty positions.	Motion 3 Extend the time by two minutes under COVID & Teaching Item.	Senate Membership
Aye	Aye	Aye	Alabi, Jessica A.: Senator-at-Large (2020-2023)
Aye	Aye	Aye	Arisмени-Pardi, Eduardo: <b>Parliamentarian</b> , Senator-at-Large (2021-2024)
Aye	Aye	Aye	Ball, Jason: Part-Time Senator (2021-2022)
Aye	Aye	Aye	Barnes, Carol: Counseling Senator (2021-2024)
Aye	Aye	Aye	Boogar, Tyler: Math and Sciences Senator (2020-2023)
Aye	Aye	Aye	Calabretta, Nina (Part-Time Senator (2021-2022)
Aye	Aye	Aye	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 (2020-2023)
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: <b>Vice President</b> , Senator-at-Large (2020-2023)
Abstain	Aye	Aye	Ely, Cyndee: Part-Time Senator (2021-2022)
Abstain	Abstain	Abstain	Gordon, Lee: <b>President</b> , Senator-at-Large (2019-2022)
Aye	Aye	Aye	Kennedy, Marilyn: <b>Secretary</b> , Lit and Lang Senator, PDI Chair (2019-2022)
Aye	Aye	Aye	Legaspi, Jodie: Athletics and Kinesiology Senator (2020-2023)
Absent	Absent	Absent	Lloyd, Doug: Senator-at-Large (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)
Aye	Aye	Aye	Phillips, Clyde: Senator-at-Large (2021-2024)
Aye	Aye	Aye	Sachs, Loren: Senator-at-Large (2019-2022)
Aye	Aye	Aye	Stanton, Jordan: Social and Behavioral Sciences Senator (2019-2022)