

ORANGE COAST COLLEGE

Academic Senate Meeting | 12/07/21 | 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>	Absent	Jodie Legaspi, <i>Athletics & Kinesiology</i>	Present
Carol Barnes, <i>Counseling</i>	Present	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): Jeanette Grimm, Jaki Kamphuis, Bob Fey.

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:** Rendell Drew, Angelica Suarez, Marilyn Kennedy, Jessica Alabi, Eric Cuellar, Jordan Stanton, Madjid Niroumand, Lee Gordon, Clyde Phillips

Motion 1: Parliamentarian Arismendi-Pardi moved to move item A under Unfinished Business to the top on the agenda as the next topic to discuss/address; motion seconded; motion approved. [see voting tally at the end of these minutes]

2. Unfinished Business

- A. **Separate Facilities for CLEEO & Umoja – Clyde Phillips and Eric Cuellar:** Presented the second reading of the resolution previously read at the Academic Senate meeting on Tuesday, November 23. (**Summary of Action:** Read final resolved, discussed, took vote, resolution and approved.)

Clyde Phillips: Read the “Be it Resolved” of the resolution out loud: *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.*

November 17, 2021

Resolution: F-2021-3

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 Stanton: Stated that colleges throughout California colleges have designated spaces for Umoja. It is important that those spaces are created for both Umoja and CLEEO. Due to COVID, resources for technology are important. It would be great if Umoja and CLEEO had access to computers and internet in those designated spaces.

Vice-President Drew: Is glad that the resolution came to the Senate. It is a step forward in putting money and resources where needed. The institution has a commitment to Umoja.

Senator Barnes: Asked exactly what is needed to grow the program, as these are essential for the college.

Senator Phillips: Restated that Umoja and CLEEO are looking to have a designated space for each. Many colleges throughout the State have spaces for them. It makes students feel like they belong and can be safe. The program is to help students achieve their goals and aspirations through various resources.

Senator Cuellar: These programs help in regards to affirming a solid sense of community stewardship and building community relations. Having a space would be emblematic of being inclusive and receptive to the communities while servicing them. It is also an opportunity to grow in regards to developing an educational pipeline. One aspect of that is having a space to continue academic research that would be of interest to the students, staff, and faculty that is specifically focused on culture and values that are held by the Umoja and CLEEO Project and the communities they serve. It is also for the benefit of the entire community service. It is preparing students in regards to completing their certificate associate degrees, but also transferring on for their bachelor's degree and beyond to post grade or professional school. They are looking for space where students feel that their research or their ideas and interest can be developed in fashion to continue to build their academic growth and success. It is also important to have the technology and support staff available to support students in succeeding.

Senator Alabi: Reminded the Senate of the times that Darla Cooper discussed the Student Success Factors. They are directed, focus, nurtured, engaged, connected, and

valued. What research shows is that students who congregate, particularly students of color who congregate, they feel nurtured, engaged, and connected. The space needs to be a space like Equity has, like Guardian Scholars have, like CARE students have, so that they can feel nurtured, engaged, and connected. They will be able to see one another, interact with one another, and interact with the coordinators and students who are like themselves. It is known that when students who are in affinity groups, meaning groups who are alike, and who feel affirmed and feel like they are not alone on the campus, tend to succeed because they do not feel alone. Then, they can share stories and share experiences and know that there is a place to come back to when they have negative experiences. That is the reason the college needs spaces like this. That is why Guardian Scholars succeeds. This is why single mothers and single parents succeed in a CARE office. This is why students are doing well in an Equity office and at EOPS offices. That is why those offices do well, so not just an office for the coordinator, but an office with space where students can congregate.

Parliamentarian Arismendi-Pardi: Encouraged the Senate, as leaders, to support the resolution not just by words but in action by voting “yes.”

Motion 2: Senator Phillips moved to approve the OCC CLEEO Project and Umoja Community Program Resolution; seconded by Senator Cuellar; motion approved. [see voting tally at end of these minutes]

Motion 3: Senator Kennedy moved to move item B, Covid and Teaching, under Unfinished Business, up to the next item on the agenda to discuss/address; motion seconded; motion approved. [see voting tally at end of these minutes]

3. New Business

- B. COVID & Teaching – Marilyn Kennedy & Eduardo Jesús Arismendi-Pardi:** Senators Kennedy and Arismendi-Pardi both read the *Orange Coast College Academic Senate COVID, Modalities, Student-Centered Teaching, and Faculty Respect and Choice* Resolution aloud alternating paragraphs. (**Summary of Action:** First reading of resolution, discussion, motion to move to next meeting to allow for constituency input.)

Senator Kennedy: Acknowledged that this was written based on input and feedback from across the campus, her division, town hall documents, Eduardo Arismendi-Pardi, and part-timers.

Senator Arismendi-Pardi: Acknowledged Senator Ely for her contributions to the resolution. This is the first reading of the resolution. It was displayed on the screen, and it reads as follows:

1 **Orange Coast College Academic Senate (Revised)**
2 **COVID, Modalities, ~~Teaching Students~~, Student-Centered Teaching,**
3 **and Faculty ~~Respect and Choice~~ Resolution**
4 **Moved by AS Secretary Prof. Marilyn Kennedy**
5 **Seconded by AS Parliamentarian Dr. Eduardo Jesús Arismendi-Pardi**
6

7 **Whereas**, Issues related to COVID and teaching intersect two purviews: (1) Union (safety, modalities, hours of work, time
8 on campus) and (2) Senate (curriculum, modalities, standards and policies regarding student success, and educational
9 program development);*

10 **Whereas**, Contract language and scheduling policies were written mostly pre-COVID;

11 **Whereas**, District COVID on-campus protocols have demanded additional work duties from faculty to ensure classroom
12 COVID compliance, ascertain student health/status, assure classroom safety, and monitor classroom security, yet faculty
13 are neither professional health workers nor law enforcement officers;

14 **Whereas**, Other campuses prioritize COVID safety protocols *and* academic excellence, offering teaching flexibility and
15 safety to their faculty and allowing faculty choice in both the modality of teaching and their level of COVID safety or need
16 as per campus presence;

17 **Whereas**, Students are choosing work over college, with California community colleges suffering from a 10.6% to 14.8%
18 loss in students (*Los Angeles Times*, 11/18/2021, *Inside Higher Ed*, 11-8-2021, respectively), higher than the CSUs or
19 UCs who have stricter COVID protocols and mandates;

20 **Whereas**, Students deserve more choices as they prioritize work, family, and educational obligations;

21 **Whereas**, In our own District, CFE President Robert Schneiderman addressed these COVID safety and student flexibility
22 issues in his November 9th Academic Senate public comments on faculty purview:

23 [T]he OCC schedule is a Back-to-the Future schedule that's a lot closer to a pre-pandemic schedule than
24 anyone anticipated. Currently, approximately 15% of the classes being offered are being offered either online or
25 live online at OCC compared to 30% of those classes at Golden West. . . . during the student registration
26 process, by far the most popular classes with the highest fill rates are these online or live online classes. . . . The
27 faculty will want classes that are scheduled to meet students' needs....

28 **Whereas**, Faculty know their most successful teaching styles and modalities and are keenly aware of their students'
29 needs and successes: on-campus, Canvas, Zoom, or a hybrid of these;

30 **Whereas**, Classes scheduled a year in advance lessen flexibility in both COVID safety issues and changing student
31 needs;

32 **Whereas**, CFE Contract 12.13.b. states "Load for Full-Time Faculty Members shall be assigned first," but 12.13.j. adds
33 "Part-time faculty shall be given no less than two (2) weeks to provide their scheduling preferences which should include
34 day and time of availability, course preferences, specialized expertise and delivery mode."

35 **Be It Resolved**, That the District move into the 21st century of teaching to ensure that all faculty are honored, respected,
36 and have individual choice in their desired class teaching modalities and campus presence in the spirit of academic
37 freedom, ~~and faculty purview, and student need, and that departmental choices be made honoring these;~~

38 ~~**Be It Resolved**, That the District move into the 21st century of teaching to ensure that faculty have individual choice in
39 their class teaching modalities and campus presence in the spirit of academic freedom and faculty purview;~~

40 **Be It Further Resolved**, That class scheduling conducted/carried out much closer to the upcoming semester;

41 **Be It Further Resolved**, That faculty have assurance that all COVID-related student mandates and testing protocols are
42 clear, consistent, strictly followed, and appropriately confirmed; ~~that on-campus presence requirements be temporarily
43 lifted, and off-campus temporary Covid accommodations be extended during the this time of Covid;~~

44 **Be It Finally Resolved**, That faculty are provided clear and consistent COVID inside-and outside-of-the classroom
45 guidelines and policies that release faculty from classroom health checking and determination, security responsibility and
46 accountability, and/or functioning in the capacity of law/policy enforcement officers.

47 -----
48 *Union: Its purview is working conditions and compensation as per the EERA. This includes safety and job/duty assignments including teaching,
49 modality, hours of work, and "physical presence."

Senator Boogar: Commented that many of his questions have been answered with the revised version of the previously shared document. He likes a lot of this resolution. It seems like this is a temporary thing, just during COVID, which was one of his questions. The second is about the first "be it resolved" which may have already been addressed with the new additions in red, but he was unclear about whether the resolve was trying to indicate that any individual faculty can request any modality. Modalities cannot be requested if they are not approved by the department as a whole. He wants to make sure that what is intended by that language. The last comment is based on the "Whereas" about the CSUs and UCs, that could be implying there are safety protocols and there are online classes, but Cal State Long Beach is not offering more online classes than OCC, and the UCs and CSUs do not have more online classes, but they have more students to pull from because they normally turn students away. He supports the resolution, but he would rather get feedback from his division before voting on it.

Senator Arismendi-Pardi: Stated that faculty purview in terms of the modality is an individual choice. He believes that the individual faculty member is in the right place to exercise his or her academic freedom to teach however that person wishes to teach,

regardless of whether or not a department endorses it or not. He believes that it is applicable to a person who may want to teach with a particular modality or approach and that is that person's academic freedom in search for the truth and finding what is the best way to deliver a curriculum.

Senator Kennedy: Thanked Senator Boogar and assured him that there was no assumption regarding the UCs and CSUs having more online classes and the section can be removed as it is not important it is included. As to the faculty individual request, a faculty member can only request a modality that has been approved by the department for a particular course. It has to be in the curriculum.

Senator Lloyd: Requested that the Senate allow a second reading to the resolution so senators can obtain feedback from their respective divisions.

Motion 4: Senator Lloyd moved to bring this resolution back to the next meeting so that departments and divisions have a chance to discuss this with their constituents and be represented in the Senate through them; motion seconded; motion approved. [see voting tally at the end of these minutes]

The motion will be deferred for the next meeting.

President Gordon advised the Senate that they need to decide if the next Senate meeting will be next week or the first week of the spring semester.

Senator Kennedy: Stated that the resolution was time sensitive.

Motion 5: Senator Alabi moved to have a meeting next week, Tuesday December 14, 2021, just to vote on the resolution; motion seconded; motion approved. [see voting tally at the end of these minutes]

Senator Phillips [who is retiring]: Ended the meeting by stating that he is very honored to have served on the Senate for the past several years, but it is time to begin another chapter in this journey called life. Thank you. The best gift in life that will last is touching others in a positive way and serving others in a positive way.

President Gordon thanked Senator Phillips for all his years of service to the college.

4. Consent Agenda

No items listed under consent agenda.

5. Adjournment of the Regular Meeting

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

6. Approval of the Minutes: February 1, 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	Motion 4	Motion 5	Senate Membership
Move item A under Unfinished Business to the top of the agenda	Umoja & CLEEO Resolution	Move item B under unfinished business to the top of the agenda	Move to defer voting on the COVID & Teaching resolution until next meeting	Move to have a Senate meeting next week	
Aye	Aye	Aye	Aye	Aye	Alabi, Jessica A.: Senator-at-Large (2020-2023)
Aye	Aye	Aye	Nay	Aye	Arismendi-Pardi, Eduardo: Parliamentarian , Senator-at-Large (2021-2024)
Absent	Absent	Absent	Absent	Absent	Ball, Jason: Part-Time Senator (2021-2022)
Aye	Aye	Aye	Aye	Aye	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)
Aye	Aye	Absent	Absent	Absent	Connor, Sean: Senator-at-Large (2020-2023) 12:03 departure
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	Abstain	Abstain	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)
Abstain	Abstain	Abstain	Abstain	Abstain	Gordon, Lee: President , Senator-at-Large (2019-2022)
Aye	Aye	Aye	Nay	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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Absent	Absent	Absent	Absent	Absent	Pena, Max: Senator-at-Large (2019-2022) 11:42 departure
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)