Guests (Optional & Voluntary Sign-In):
Kevin Ballinger, Bob Fey, Jaki Kamphuis, Kate McCarroll, Madjid Niroumand, Angélica Suarez, Bryan Harris, Jessica Alabi

1. Preliminary Matters

A. Call to Order:
President Sachs called the meeting to order at 11:32 a.m.

B. Approval of the Minutes
Motion 1: Secretary Kennedy moved to approve the December 10, 2019, minutes; motion seconded; motion approved unanimously.

C. Opportunity for Public Comment:
Jessica Alabi, Cameron Brown, Rendell Drew, Madjid Niroumand, Clyde Phillips, Angélica Suarez,

D. For the Good of the Order Announcements:
Senator Isaac: Announced opportunity for involvement in a Strategic Enrollment Management (SEM) program.

Curriculum Chair Hanlon: We are currently in the process of participating in this SEM program and creating a predicative model.

Senator Isaac: Asked if a faculty member could ask a sick student to leave the classroom. VPI Ballinger stated that a faculty member has every right to ask a student to go to the Student Health Center if they look like they have a fever or are obviously sick. A senator suggested that faculty consider adding some room in their attendance policies to allow for sick days and make ups for students.

President Sachs: Congratulated Senator Ely on the completion of her MBA.
2. Consent Agenda

A. Motion 2: Senator Barnes moved to approve the consent agenda Minimum Qualification/Equivalency Committee; motion seconded; motion approved unanimously.  
   Adapted PE: Heather Pecora

B. Motion 3: Senator Kennedy moved to approve the consent agenda Hiring Committee; motion seconded; motion approved unanimously.  
   Computer Science: Douglas Cole (4th member)

3. Officer, Senator, & Committee Reports

A. Academic Senate President – Loren Sachs:  
   Last Board of Trustees Meeting, January 15: The Golden Handshake and the hiring freeze were approved. In reference to the Golden Handshake, Senator Kennedy stated she has been asked by faculty about the Golden Handshake and the two-year credit and recommended that since some of the STRS credits have changed over the years that any faculty member considering this option should contact STRS directly to see how it will personally affect them before making a decision. Senator Blair noted that faculty considering the handshake should also review their retirement health benefits, as well.  
   District Consultation Council (DCC) Meeting: Discussed enrollment management; the subcommittee requested a presentation from the three campuses on Guided Pathways and student retention. Jessica Alabi and Felipe Salazar were at the subcommittee meeting representing OCC.  
   One more thing that came out of DCC is a commitment from Chancellor Weispfenning to address a student inquiry of interest in a fire academy. This led to a plan to create a way for a student who may be viewing our OCC webpage to discover that although OCC does not have a program for this, Golden West does.  
   New Employee Orientation, last week: There was a lighter turnout as opposed to the fall orientation.  
   Flex Day Sustainability Poster Session Deadline: The deadline is February 3 to get your application in to the Flex Committee. President Sachs and Rich Pagel submitted a proposal to speak about the iPad project, quantifying what amount of paper might be saved and how carbon foot printing would be affected.  
   DCC Budget Subcommittee Meeting, last Friday: Enrollment is dropping and the District is looking at staff, faculty, and administration quantitatively. After the College Budget subcommittee meets again, we’ll report back on the full details and numbers.

B. Guided Pathways:  
   Anna Hanlon: Reporting from the taskforce level, the campus-wide meeting last Friday was well attended and Dr. Darla Cooper presented Student Success Redefined, a frame work based on qualitative data from student voices and interviews. There was more collaborative work done between the groups in the meeting. The design teams are ready to start making recommendations and present deliverables.  
   Jessica Alabi: In terms of onboarding, inquiry design, and implementation, we are in a unique position because of the administration’s support. We are working with administrators who can implement changes on a departmental level. Some other
changes have to go through particular governance structures. Working with Felipe Salazar, when things come up in onboarding, he can change something right away. Ideas that come up with Navigate OCC, Felipe can implement them the next semester. However, there are some changes that have to go through the decision making and implementation process, such as recommendations for orientation changes.

The State Chancellor has his own Guided Pathways advisory council and Santa Monica College was paid to create a report on how student engagement or redesigning the student experience affected their Guided Pathways. They are presenting on February 13. The ASCCC suggested that the State Chancellor’s Council hear from more students than just Santa Monica students; they heard OCC has Guided Pathways student ambassadors, so our students were invited to speak to the State Chancellor’s Advisory Council. ASCCC was able to communicate to the State Chancellor that this process should be more inclusive and that they should hear from other colleges and students.

Because OCC made such a quick move to get students engaged in our Guided Pathways, I will be attending an Accreditation Institute to present on student engagement, equity, and involving students in the accreditation process. ASCCC will be holding a Guided Pathways Regional Workshop at Santiago Canyon College and I would like the Senate to attend on March 20. The focus will be on strengthening local implementation of Guided Pathways liaisons; defining the roles of counseling faculty, paraprofessionals, and faculty advisors; and supporting faculty in data literacy and coaching. In California, “advisors,” which other states use, does not mean the same thing as counseling.

**VPI Kevin Ballinger** noted that the design teams are starting to come up with recommendations and that the administration is already responding to what the Senate endorsed in the fall regarding the academic and career pathways. There is a product called CourseLeaf that the District has adopted and that the VPI support staff is using to put things together and that will be ready by June.

**Jaki Kamphuis:** One important thing from a faculty perspective is the importance that faculty plays with students. Students see faculty most often. What can we do to strengthen student success and encourage more faculty to join the team?

### 4. Unfinished Business

#### A. Constitution; Bylaws – Revisions and Additions Discussion—Academic Senate

**President Sachs** stated that one previously proposed change was the way the student group was referenced [in the bylaws]. One of the things referenced and discussed [in the Constitution] was the term “teaching faculty” that seemed to exclude part-time faculty was not correct. Additionally, the model for the statewide Academic Senate (ASCCC) also uses the term “faculty” as it relates to full-time faculty [To be a member senate of the ASCCC, a “majority of full-time faculty members of a college or recognized center have voted in favor of forming an academic senate (Title 5 §53202 (a))]. The way this was written, it’s clear it was taken from the statewide Academic Senate’s guidelines [as per Title 5].

The Senate Members made these comments:
Senator 1: I also reviewed the whole Constitution and bylaws. The Constitution references the “teaching faculty at OCC,” who are establishing an academic senate. Nowhere in the Constitution does it say that the full-time faculty are the only members; it doesn’t talk about membership at all. It’s not excluding anybody, it’s saying the [full-time] teaching faculty are establishing a representative body. The bylaws add to that by adding other members. The Constitution is not wrong as it written now.

Senator 2: If you look at Section 2, Teaching Faculty, as it reads, it does specify “teaching faculty” to mean all full-time certificated contract members. It’s actually naming in this document who it represents.

Senator 1: I looked at the entirety of the document several times. When it talks about “teaching faculty,” it says we are developing an organization; it doesn’t say anything about membership. It says this entity was formed by the teaching faculty who are the full-time faculty, but it does not say anything about the members. It doesn’t list them specifically on purpose because if it did, every time we wanted to alter the membership, we would have to revise the Constitution. The bylaws are designed for that specificity, as they are altered more easily.

Senator 3: If you simply say full time faculty, part time faculty, and student, those would be the basic categories that this body is inclusive of, correct? The union contracts have categories and it would all fall in line. I would feel better if it stated full-time and part-time.

Senator 4: Our contract stipulates different kinds of faculty and it clearly labels them. If we change this [Constitution], it will affect everything in our bylaws so that we will have to rewrite many parts of it. Article 1 in the bylaws states, “The electorate shall consist of the faculty, as defined in Article 1 of the Constitution, and the Senate shall be elected from the members of this body.” That means that all part-time faculty will be able to elect you as chairs and as senators. We have a lot of part-timers who are not here a long time, many just a semester, so changing the Constitution in this way would allow part-timers who are here for only a semester and other part-timers who teach at other campuses to have voting rights equivalent to a full-time faculty member who teaches here. As noted [in the bylaws], part-time senators are appointed by the Senate; they are not elected. Article 1, Section 5, states that “Candidates from the part-time members of the Faculty shall receive notice in February that they may nominate themselves for one of three part-time voting Senator-at-Large positions. All interested nominees shall attend the designated meeting in February to present themselves and be endorsed by the Senate for a one-year term of office.” We endorse them, they don’t go through the electorate. The senators in the state that have diverged from the ASCCC and changed their Constitutions have had to change their bylaws in terms of who can vote in senatorial and chair elections and what those voting rights are. Unfortunately, this proposed change creates a cascading effect. I respect part-timers immensely and taught part-time for six years, but as a part-timer I worked at three different colleges. This proposed Constitutional change could allow part-timers to vote for part-time chairs and then evaluate part-timers who are teaching.
Senator 5: To create a bridge between the two perspectives, Senator 1 is pointing out that the full-time faculty are the creators of the entity; the Academic Senate represents the full-time faculty. The full-time faculty have recognized and by including the three part-time Senators-at-Large, they have opened the door to part-timers to participate in the global representation through the full-time faculty senate. I have worked in the District as a part-timer and have never felt that the Senate excluded part-timers; we have a voice and we are being included. At Coastline part-timers were senators and department chairs. They outnumbered the full-timer drastically. Part-timers have the opportunity to participate here at the OCC Senate; we are not being excluded.

Senator 2: Does this make the part-time faculty in the room included?

Senator 6: It’s a matter of language. If you’re opening the door for part-time to participate in campus activities and senate, it’s just a matter of language. It’s open for part-timers to participate.

Senator 2: Let me explain why this is important. We are inclusive; however, this language comes from an era when full-time faculty were afraid of losing their prominence to part-time faculty. If we have risen to a point of inclusion, then we need to give an example of that in our constitution.

Senator 5: Do we need this definition? Can it just say “teaching faculty?”

Senator 2: The change must go out to the full-time faculty.

Senator 1: What are the ramifications if we change that language?

Senator 4: That language change will allow all part-time faculty to vote for chairs and all senators, and some of you have more part-timers than full-timers in your departments. The Constitution does not need changing to allow part-timer participation and inclusion and all this rewording will take an immense amount of time we could be devoting to other matters. Ultimately, though, we need to speak to our constituents. I have spoken to some of mine, and those that I have spoken to are concerned about this proposed change. We should be speaking based on feedback from our constituents.

President Sachs: We should all be having division meetings in the next two to three weeks so make sure this gets agendized at those meetings and get feedback from the divisions. Here is the concern, if we endorse the change, it could be potentially divisive because according to the definition it would only go out to the currently defined full-timers. And if it’s not ratified, that sends a bad message to the part-timers. The consequences need to be considered.

Parliamentarian Gordon: As per our Constitution, only full-time faculty can vote on a proposed change to the Constitution.

Senator 2: If we’re going to ask the Senators to share this with colleagues and divisions, it may be more beneficial to this body if we pick a point and discuss it.

President Sachs: We can focus on Article 1 and we can all agree that we need to take out Golden West College in Article 2.
Senator 5: As an explanation, as part-timers we all “serve at the pleasure of the department.” We do not have a guaranteed job. If you’re working the fall semester, you are not guaranteed the spring semester.

5. New Business

A. Basic Skills Recommendations - Jaki Kamphuis:

BSI Coordinator Jaki Kamphuis presented a report based on the December 10, 2019, Basic Skills Committee meeting:

Over the course of the semester, the BSI Task Force members have met several times to discuss the future focus and goals of the committee. The original focus of the committee was on “basic skills” students which were narrowly defined as those students enrolled in basic skills courses including ESL, English 98 & 99, Math 005, 008, 010, 020, 030 & 045. The introduction of AB 705 by the State significantly changed this definition. Some classes (Eng 98 and Math 005) were eliminated from the class schedule offerings. Most other basic skills classes in math and English were drastically reduced. With the elimination of placement tests, students can now enroll directly into a transfer level courses (Eng 100, Math 100, 115, 120, 160).

At the same time, the State instituted the SEA program (Student Equity and Achievement) which combined BSI, SSSP and Student Equity funding into one pot of money. Allocations now go directly to the District whereas BSI allocations previously went directly to the college. According to the State Chancellor’s website “Integrating these efforts into a single Student Equity and Achievement Program advances our goal of demolishing once and for all the achievement gaps for students from traditionally underrepresented populations”, and that “The SEA Program requires colleges to implement the Guided Pathways framework offering a clear path to a stated goal, to provide all students with an education plan based on that goal, and to toss aside outdated and inaccurate placement policies that are keeping far too many from completing their goals in a timely manner”.

Based on these recent changes, the BSI committee agreed on the following recommendation to the Academic Senate: The new focus of the committee should be to provide the opportunity for faculty to share experiences and best practices to work with underprepared students in a holistic manner. For the purposes of the committee, an underprepared student is any student that encounters obstacles that may impede academic success.

Senator: Our dilemma is how do we define basic skills students using AB 705 since basic skills students are no longer defined based on their placement in a basic skills class?

6. Adjournment of the Regular Meeting

President Sachs adjourned the meeting at 12:31 p.m.
Approval of the Minutes: February 11, 2020

MINUTES: First draft written by Michelle Ozuna, Administrative Assistant II, Human Resources. 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 Tally Chart

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<td>12/10/19</td>
<td>MQ/EQ</td>
<td>Hiring</td>
<td>Barnes, Carol: Counseling Senator (2018-2021)</td>
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<td>Denney, Matt: Technology Senator (2017-2020)</td>
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<td>Hanlon, Anna: Curriculum Chair (Non-Voting)</td>
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<td>Aye</td>
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<td>Isaac, Darryl: Con. &amp; Health Sciences Senator (2017-2020)</td>
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<td>Kennedy, Marilyn: Lit &amp; Lang Senator, PDI Chair (2019-2022)</td>
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<td>Aye</td>
<td>Pena, Max: Senator-at-Large (2019-2022) 11:40 arrival</td>
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