

# ORANGE COAST COLLEGE

Academic Senate Meeting | Nov. 7, 2023 | 11:30 am - 12:30 pm | Student Union  
214/Zoom Link: <https://cccd-edu.zoom.us/j/89711704637>

## Academic Senator Attendance

<b>Karen Baker</b> , <i>Math &amp; Sciences</i>	Present	<b>Lee Gordon</b> , <i>at-Large, President</i>	Present
<b>Jason Ball</b> , <i>Part Time Faculty</i>	Absent	<b>Kelly Holt</b> , <i>at-Large</i>	Present
<b>Carol Barnes</b> , <i>Counseling</i>	Present	<b>Marilyn Kennedy</b> , <i>Lit &amp; Lang, PDI Chair, Secretary</i>	Present
<b>Tyler Boogar</b> , <i>at-Large</i>	Present	<b>Jodie Legaspi-Kiaha</b> , <i>Athletics &amp; Kin</i>	Present
<b>Eric Budwig</b> , <i>Technology</i>	Present	<b>Irene Naesse</b> , <i>at-Large</i>	Present
<b>Irving Chavez Jimenez</b> , <i>at-Large</i>	Present	<b>Jeanne Neil</b> , <i>Business &amp; Computing</i>	Present
<b>Eric Cohen</b> , <i>Consumer &amp; Health Science</i>	Absent	<b>Lori Pullman</b> , <i>Curriculum Chair</i>	Present
<b>Sean Connor</b> , <i>at-Large</i>	Present	<b>Sara Qubbaj</b> , <i>Part Time Faculty</i>	Present
<b>Eric Cuellar</b> , <i>at-Large</i>	Present	<b>Loren Sachs</b> , <i>at-Large</i>	Present
<b>Jodie Della Marna</b> , <i>Library</i>	Present	<b>Katherine Sheehan</b> , <i>Visual &amp; Performing Arts</i>	Present
<b>Rendell Drew</b> , <i>at-Large, Vice President</i>	Present	<b>Jordan Stanton</b> , <i>Social &amp; Beh. Sciences</i>	Present
<b>Cyndee Ely</b> , <i>Part Time Faculty, Parliamentarian</i>	Present	<b>Rina Yamauchi</b> , <i>ASOCC Student Representative</i>	Absent

Please see the Voting Tally Chart after these minutes for individual members' votes.  
**Guests (Optional & Voluntary Sign-In):** Sue Harlan, Michelle Grimes-Hillman.

## 1. Preliminary Matters

- A. **Call to Order:** President Gordon called the meeting to order at 11:30 A.M.
- B. **Opportunity for Public Comments:** None.
- C. **Approval of the Minutes:** *Motion 1: Senator Kennedy moved to approve the October 31, 2023, minutes; motion approved.*
- D. **For the Good of the Order:**

**Senator Ely:** Announced that the nomination for full-time and part-time faculty of the year is now open. The award honors one full-time and one part-time faculty member who has made a significant contribution to the college and the education of students by dedication, performance, and commitment to the mission of Orange Coast College. The form is focused on five things. The outstanding Coast Colleague of the year applications are peer reviewed, and the nominations are due by December 18<sup>th</sup>. The timeline has been moved up to coincide with the Orange County Department of Education deadlines.

**Senator Cuellar:** The CLEEO Project and Multicultural Center's Dia de Muertos events were a success. He thanked the Horticultural staff and students for the marigold flowers for the altar.

**Senator Chavez Jimenez:** Reported that there are more IT related issues that are affecting printing, logins, etc. They are working with the IT department to get those fixed. He reminded the Senate of the ARC luncheon taking place on Wednesday, November 15 from 11:30 a.m.-3 p.m. It is an opportunity for faculty to become familiar with what they do, their facilities, and day-to-day operations. They will be providing a holiday themed luncheon. There will be a walking tour of the office as well as a Q&A

session panel hosted by the ARC director Jason Constein, as well as other counselors. He asked to spread the word.

**Senator Sean Connor:** Reported on that the Speech and Debate Team, forensics, picked up where they left off last year and took first place in the community colleges. Orange Coast performed so well in international public debate that the tournament could not even host a final round. The OCC students took home awards in international public debate. Next week on Wednesday, November 15<sup>th</sup>, the Speech and Debate team will be hosting a showcase in the Science Hall at 6 p.m. Please invite your students to come. There will be little slips of paper for extra credit. It should not be more than forty-five minutes. There will be an opportunity for students to donate money for the Speech and Debate team, as well.

## 2. Consent Agenda

- A. **Student Success and Enrollment Committee:** Sara Qubbaj

*Motion 2: Senator Kennedy moved to approve the consent agenda; motion seconded; motion approved.*

## 3. Officer, Senator, & Committee Reports

- A. **President and Vice Presidents Reports:**

**President Gordon:**

**Faculty Hiring:** On Wednesday, the Board of Trustees of the Coast District voted that no full-time faculty be hired for fall 2024, except in limited situations where hiring is necessary due to accreditation, licensing, or specific program requirements. Now, as you know, the OCC Academic Senate voted to participate in faculty hiring prioritization rankings again this year irrespective of the Coast District's hiring frost. On Wednesday, representatives of OCC Faculty and administrators listened to presentations on hiring requests for approximately thirty different full-time faculty positions. The Full-Time Faculty Hiring Prioritization Committee has made considerable effort in ranking hiring priorities, despite our having been notified that there will once again basically be no new hiring this coming year. Last year, we went through the same exercise on the same basis. If there were to be deterioration in the US. economy this coming summer, it seems unlikely that the Coast District Board would authorize faculty hiring next year. As the Coast District hiring frost continues for another year, it becomes even clearer that we now have a backlog of key positions that will remain unfilled. There will now be essential faculty functions that have been highly ranked for at least two years in a row that will not be filled. Every year that the Coast District Board extends its hiring frost this backlog of central positions becomes more and more urgent.

**Vice President Drew:**

**Fall 2023 Plenary:** VP Drew is attending the ASCCC Fall Plenary session from November 16-18 at the Westin Hotel in South Coast Plaza as the delegate of the OCC Academic Senate. There are very important resolutions. The link will be shared with senators so they can review those resolutions prior to voting on them.

**Hayward Award for "Excellence in Education":** The nomination is open for the ASCCC Hayward award for Excellence in Education. Each college senate may nominate one full-time and one part-time faculty member. However, there may only be one honoree from each college. OCC Professor Ireni Rickerson was a previous recipient of this award. The nominations guidelines are listed [here](#).

**B. Union/Bargaining Unit Report: CFE President Schneiderman:**

**Hockey Game:** CFE plans on having a hockey game as a get together for members. The tickets will be \$10 each. Please watch your email for more information.

**Security:** CFE was told that there was a minor breach in security for Canvas. One student had their account hacked, and the hacker sent some inappropriate messages to other students. In response to the hack, District Information Services is shutting down the type of access that that student had and requiring all future access to Canvas be through a two-factor authentication when off campus, at least. The District Information Services determined that there were 90 professors out of 1,900 professors who may be impacted by this change to a two-factor authentication. Tentatively, the District plans to move everyone to a two-factor authentication within the next week or two. If you were already using the two-factor authentication, this will have no impact on you. However, the folks that did not use two-factor authentication in the past will receive an email with information on how to move to two-factor authentication, and we arranged that there will be support for them, as well in a phone number that they can call. They will be meeting later this week and making the final decision on how to close up this security breach.

**C. Diversity, Equity, Inclusiveness and Accessibility (DEIA) Initiatives:**

**Senator Eric Cuellar:** The ad hoc work group will be meeting this week to discuss several points. We appreciate the support from the Academic Senate body in this process. We will make the summary slides and PowerPoint available to you. Please distribute the hand cards as you see fit.

**D. District Board Policies and Administrative Procedures Committee Report--Marilyn Kennedy:**

**BP 4025 Philosophy and Criteria for Associate Degree and General Education and BP 4100 Graduation Requirements for Degrees and Certificates:** Both are being updated to reflect the amended Title V language which will include non-credit courses.

**AP/BP 5500 Student Code of Conduct:** We are still working on the AI statements with all three colleges. GWC has a task force and will be preparing a resolution that they hope all three college Senates will support after we all confer. GWC has acknowledged that the issue is essential for the English instructors and are following their lead. I shared that is essential here, too, and that visual arts might be an issue, as well. I shared that the "misuse" of AI was not a strong enough word for any policy as it is too open for interpretation by the student, professor, and anyone. There is a preference at OCC to have the default position be that students may not use AI unless authorized by their professor, since some professors allow or encourage use for their classes.

**AP 7120C Faculty Hiring:** Ryan Cox, who is the interim VC for Marco Baeza, was present at the meeting while we talked about this policy. In response to our faculty's questions about how an administrator would know if someone on a hiring committee fits the definition of "diverse," he and others clarified that much (but not all) of that information is in our personnel files when we are hired--if we filled out any information about our ethnicity or racial background. However, gender, race, and ethnicity are the legal focuses of diversity in our Ed Code, although all other aspects of diversity should be considered, and that will be added to the policy. I will bring the updated policy next week for a review. The District's goal is to make a good faith effort to have employees that reflect the diversity of our community. There is also some clarification being made on the differences between a follow-up question and a clarifying question in a faculty hiring interview. Some of our faculty who have concerns with HR interference at the OCC

faculty hiring level will be speaking with VC Cox, and hopefully some things can be resolved.

**E. Guided Pathways Taskforce – Senator Kelly Holt:**

The Taskforce met on Friday. We want to revamp our website so that it makes it easier to find our program maps. It is not to replace counseling because it is more complicated than that, but at least it provides students a nice map that is visually appealing. We have narrowed it down to something called Program Pathways Mapper.

It used to be \$50,000 to first onboard it through the Foundation of California Community Colleges and the State Chancellor's office, but it is now a budget item so that this product is available to community colleges for free. We have been tasked with shopping it around to our different stakeholders like the Academic Senate, etc. We asked Laura Reese, who is the counselor on our committee to take that to the Counseling Advisory Board to look at it and give us comments about this product. We are moving forward with seeing if this is something that OCC wants to adopt.

**F. Academic Rank Committee – Senator Loren Sachs:** Academic Rank applications closed. We received about ten. I will have an updated list submitted to Beatriz Rodriguez Vaca to share for next week. There were two faculty members left to get some clarification for.

***President Gordon asked for unanimous consent to defer Item C under new business.***

## 4. New Business

**A. Open Educational Resources (O.E.R.) Zero Textbook Cost Funding – OER Coordinator Melissa Broox:**

Updated the Academic Senate on the State's ZTC grants. There are three grants. The first two are kind of combined into one. They are the ZTC planning and ZTC implementation grants. So ZTC stands for *Zero Textbook Cost*. The goal at the state level is for community colleges to offer degree and certificate pathways that are fully ZTC. The idea is that a student can complete a certificate or degree taking only zero-textbook-cost courses.

The ZTC planning and the implementation grant, which is approximately \$200,000, and every community college was awarded those grants with the goal that each community college uses that funding to secure at least one CTE or one ADT. The completion of that project is due by December 2025, which gives us approximately two years to complete it. For OCC the application was due a few weeks ago. For the purposes of the grant, we settled on a certificate in Digital Fabrication for Architecture because of the short window of being able to update our current maps and leave them and just scrambling to contact various departments. We figured that that was one that we can kind of guarantee. Architecture has a history of working with us to secure ZTC certificates.

However, there are additional certificates, such as one from athletics. There are a handful from VPA that we are also looking at. It is just a matter of contacting those different departments and talking about how we can secure those degrees. Another thing that we are focusing on for this initial \$200,000 is working with the Math Department to secure Math 100 as a ZTC course. If we are able to do that, this opens the door for OCC to offer ADTs as ZTC. That is the State's big goal.

While certificates are allowed to get funding, the state/Chancellor's office is mainly focused on those degrees for transfer and so, being able to secure map requirement means that we should be able to be competitive with getting additional funding. All of

this is one big way to underscore the importance of filling out the ZTC form that we send out every semester because there are some departments that at first glance, I would assume offer a lot more of their courses as ZTC. For example, athletics. They just are not consistently marking their courses by filling out those forms. If we are relying on up-to-date data and there are forms not completed, some departments and divisions might miss out on those funding opportunities.

The other (third) grants that the State is offering are the ZTC acceleration grants. These grants are for \$200,000 to secure a pathway. They are called Acceleration Grants because they are due fall of 2026, and the expectation is that you have to convert more than a few courses within a pathway. For example, we might apply for History ADT. There are approximately three courses in the history degree for transfer that are not ZTC so there would be more funding needed to convert those courses to help them adopt OER. These grants are competitive. They are not just handed out in the same way that the planning and implementation grants are. One of the main things that the State wants to see is that this pathway is sustainable. So, purchasing the textbooks is not really sustainable if the expectation is that you will be needing to do so every few years, or if a class has a lot of updated information. You have to prove the value of the degree path. If it is something that very few students are completing, they are less likely to provide funding for it.

The third major component of the Acceleration Grants is that applications should be non-duplicated. For example, if OCC applies for a history ADT but so does Saddleback, we are essentially creating the same ZTC pathway and the State does not want that. Their solution is the Chancellor's office is pushing for collaboration. The idea that our faculty at OCC would then work with faculty at Saddleback to create the History OER that we would use to secure that pathway. The other way to go around duplication is to argue your campus's uniqueness. We might be able to get funding if we say we have a French Revolution expert in our faculty. They would be able to write that book better than anyone else. It is hard to know exactly what the State is looking for in terms of that.

We did not apply for the acceleration grant this round. The application was due September 15<sup>th</sup>. The State has about \$80 million earmarked for those grants. We expect multiple rounds to become available for that. Once again, fill out the ZTC form because that is how we are going to base who we prioritize for these grant applications.

**President Gordon:** Asked for clarification. The programs that Coordinator Broox described are grants, not mandates. Therefore, we are not obligated by the Chancellor's Office or by the Ed. Code or any central authority to participate if departments wish to opt out. **Professor Broox:** Correct. If a department votes to opt out, it depends on how key that department is for different things. For example, with the ADTs, it requires a lot more cross-college participation because different departments have perhaps a monopoly over certain areas. If a department decided they were not going to participate, and they are the only department that fills requirement X, then suddenly, those ADTs are not available but CTEs are much more localized. The certificates usually are within a department. If the department does not want to participate that does not necessarily affect CTEs. As it stands, we feel confident that we will be able to open the door to ADTs through a Math 100. **President Gordon:** Expressed concern with faculty purview. If the Mathematics Department of Orange Coast wishes to opt out from participating, is there something else that's compelling them to participate? **Professor Broox:** No, but the Math Department and I are working on filling that requirement. The only non-math course that needs the math requirement is Psychology, their Statistics class and Psychology are also preferring not to use OER, but Math is working with me currently to convert Math 100 to ZTC. **Senator Boogar:** Clarified

that they have a faculty member who is willing to investigate doing it for the courses that that faculty member teaches. If that faculty member were to change their mind, then we would be back in a position where we would not have any course. He and Professor Brooks have met frequently and have talked a lot about this and are not opposed ideologically to OER but it is important to understand that the Math OER content that exists is terrible. We have done a lot of investigation. We are not deaf to this. It is something we care about. There is an underlying tone, not at this meeting, which has been brought up before that some departments might be cast as not supporting low cost for students. He wants to defend the department in that they do an incredible amount of work balancing the quality of material with the cost to students. OCC is the only college in the US who has a Pearson textbook for the cost of a single semester subscription that lasts for two years. What that means is that if a student fails a course that uses a Pearson textbook using their online homework platform, that student does not need to repurchase that if they fail the course, which happens a lot now because of 705 and 1705. The Math Department has asked that publisher for three years to get them to do that because we knew how important it is to our students. They put a ton of effort into keeping costs low for students. Most of our students are paying between \$40 and \$70 for a textbook if they are not going to the bookstore. We have dramatically reduced cost because we value it greatly. However, the OER materials are terrible in math. They are not the level they need to be. They do not come with the resources they need. It would require a tremendous amount of work for faculty to take on to do this, and we have one person who might be interested, but because of everything, as you know, that is going on with the department there is only so much we can do right now. It would take a lot of work. We fear that the result of that process might still not be something that is widely used, and it may just be that one faculty member. We told Professor Broox and the OER committee that if we were okay with a book that was potentially produced for one faculty member that there is a concern if that faculty member decides not to teach that course. We don't want to back faculty into a corner where there is an expectation to teach a class. We are totally supportive of the idea of lowering cost to students but ultimately, we feel strongly that we need to protect the quality of our academics of our class, and OER right now would not do that.

**President Gordon:** if we stipulate for the sake of discussion that the math OER material is terrible, and if you want a zero-cost textbook degree, do you think the math faculty should use that online content? **Professor Broox:** It is a question of academic freedom. It is up to the Math Department and individual instructors to decide if that is what they want. The great thing about OER is that it is open, which means that it is adaptable. That is where I think it comes into play where the Math Department is just overwhelmed with what they need to deal with right now. The amount of time and labor they would need to put into adapting and updating and improving the current OER is just too much for them to address at this time. OER is the floor not the ceiling of what the material can be. Other instructors at other colleges, they may be fine with using a lower quality OER or putting in more time and effort improving that because they have that available time to them but with Math it just seems that they are too overwhelmed currently to improve those existing OER now. **Senator Ely:** Asked about the position or the role or the expectation of part-time faculty, if they are the only ones teaching a section, and they are barely paid to do anything outside of the hours that their class meets, then this is a huge undertaking plus they are not guaranteed jobs. **Professor Broox:** That is what the funding is for. The funding is to compensate the part-timers or full-timers to update that work. Because you are adapting, updating an open text, it is something that is now available to everyone to use. Now, the concern about relying on part-timers to teach these courses and how sustainable that is, that is something that the OER world has a conversation about. It is something that the state and OER are addressing because it is

too abstract. **President Gordon:** Shared concern about a race to the bottom because there may be other institutions that are willing to use substandard content. He and OCC faculty do not teach at those other institutions. **Senator Boogar:** That is part of his point. It is a balancing act between trying to make material as accessible as possible with students, but still maintaining academic excellence. That is the standard of Orange Coast College and will avoid singling out specific institutions but there are institutions that we have discussed that are doing this that are not far from here, that I know for a fact, are lowering standards from our conversations. Our Math Department is overwhelmed with everything that the Chancellor's office has been throwing at them. That is a factor, but it is not the only factor, because even if you got four faculty to spend half their load for two years you will not create the same kind of quality materials that come from a giant publisher with materials from very experienced people, peer reviewed substantially, and so it is possible that we could have sign on to do this after all this work gets done, and then we say, "why would we use this when we have this other product that will create a better experience for our students at a price that is reasonable combined with financial aid and all those things?" **Professor Broox:** This is not a mandate. The State is trying to incentivize it. The only aspect of this is the ZTC planning and implementation because we have already started using those funds. That is why I am focused on the certificate as kind of the thing because we had Architecture, and we feel confident that we will be able to secure that. My overarching goal is to help connect faculty to funding so that they can improve and adopt OER. I do not want to force OER on anyone, and I do not have power to do so. It is about helping faculty who are interested in lowering costs for their students without compromising the quality of the education that they are providing and helping connect them with resources and funding to kind of bridge that gap because it varies from department to department, from topic to topic. My work as a OER coordinator is to do my best to get access to the State funding to help faculty who are interested.

**B. Pope Tech Accessibility and 10+1 – Academic Freedom (AF) Co-Chair Marilyn Kennedy, Transparency Committee (TC) Chair (Irene Naesse, and Computer Science (CS) Professor Steve Gilbert:**

**AF Co-Chair Kennedy:** Informed the Senate that the Senate-E-Board, after receiving and reviewing faculty complaints about Pope Tech and its review process, had charged the Academic Freedom Committee to vet and review those complaints. The Transparency Committee Chair was invited to attend the meeting due to potential 10 +1 issues, and Computer Science Professor Steve Gilbert attended, as well. The findings of the AF Committee were that there were issues as to lack of due process with faculty input and review, faculty academic freedom, other 10 + 1 issues, potential instructor liability in terms of signing "yes" to question number 10 on the form, and contract violations for hours of service in CFE contract Article X1 Hours of Service. The AF Committee prepared a set of advisory/recommendations for the Senate to review to then forward to faculty; the AF Committee had a referral/commendation to CFE. Finally, the AF Committee and TC Chair proposed moving towards a more positive way of doing accessibility well.

**TC Chair Naesse:** The focus of today's report and presentation is on the Pope Tech accessibility software. It is not about ensuring that course content is accessible to students, which is something we all want to do regardless of any kind of requirements from the State. Now, the question is about the ability of the software to holistically evaluate a course, and the false positives that have led faculty to delete course content because the software falsely identifies that content as inaccessible.

**CS Professor Steve Gilbert:** Professor Gilbert shared that he has been here for thirty years, twenty-seven years full time. He taught one of the first online courses here at Orange Coast College, Java programming, in 1999, and won the California virtual campus statewide award for the best online course in 2002. From 2002-2005 he, along with Pam Barvarz, were the faculty coordinators for online education here at Orange Coast College. He kept teaching online until 2012, and now teaches in-person classes. This is his presentation [see the PDF attachment of the full PowerPoint presentation and diagrams sent along with the final minutes to this meeting on 11-15-2003]:

**Pope Tech Errors in Its Own App and Process:** I want to talk to you about my experience with the Pope Tech tool. My experience is that with identical inputs, I get different test results. It is arbitrary. I get errors reported differently in different parts of the Pope Tech system. I get errors identified in code that I did not write. There are alerts I find capricious. There are problems with the Accessibility Review Process (ACR) itself, and these worry me much more.

First, it seems like without input from the faculty, the District is relying not on our judgment as to what is best but this third-party, opaque tool that we do not have much control over.

Secondly, in the process, it does not seem like there's any formal recourse for appeal and when Professor Kennedy was talking about the hours of service it is an undisputed fact that if you follow the instructions, it is virtually impossible to have enough time to check your course.

Finally, it appears to me that the form that faculty are asked to sign when they submit their course basically transfers liability for our course being accessible from the District to us. That concerns me quite a bit.

I got started in March 2023 with my own course. I am a very good coder and when I put it through, it told me I had 499 errors which concerned me quite a bit. I talked to the people at the Instructional Innovation Center for a couple of days, and finally they said, we do not know what is happening. So, they turned me over to the Pope Tech people. We wrote emails back and forth for the next three months until school got out in spring. The last email I got, the day before Labor Day, from J. Pope said that that they fixed it. I can show you the email chain if you would like.

I left for summer vacation. I went to Europe this fall and I am not teaching this fall (sabbatical). I am teaching this spring. When I got back in October, a couple of weeks ago, I went to see what had happened and sure enough, it looks like they did fix it. My spring 2023 class now has no errors, but about 87 warnings. However, if I go back to my fall class and I rescan it. It still has 449 errors. So those errors simply did not disappear. Through trial and error, I was able to figure out what happened but if Pope Tech fixes something, it is not going to show up on your report. I can go into that fall class, I can click on the errors, and then another little dialogue will pop up and say "Oh, there are no errors on this page." It said, "here I have errors", and when I go into it, it says "there are no errors." So, they did fix the problem, but they did not fix the one thing that I have to turn in if I am a faculty member and I am getting checked for and there is simply no way for me to fix that. Most of those 499 errors I wanted to see what the problem was. With that, it turns out they did not have anything to do with what I had done.

We have this tool called "Design Tools" that allows you to visually create your course. It turns out that all of those 499 things happened to be in the Design Tools code, and so they were able to fix it.

I talked again to the Instructional Innovation Center folks, and they made sure that I understood that when audited we must fix all the errors and of course that is very frustrating for me because I could not. I had to get the people who wrote the software to fix the errors and we do not necessarily have to fix the alerts. Still that kind of bothered me.

**Academic Freedom and Teaching Style and Accessibility:** Here is one of the alerts that I got that said this is "Suspicious Text" to a little button there I created to say, "click here for more sample problems." Apparently, if you look at what they have for their algorithm there, they say, if you use the word "click" that is a problem. I was able to fix that in all the places by simply taking the word "click" out of the button and have that bottom part where it says, "click the link for further instructions."

**Conflict with CFE Contract Article IX Hours of Service:** My point is that I know what I am doing, and I think the District should be relying on what I think we should be doing. I think they do not know what they are doing because I think that my solution is accessible and the workaround for it is not accessible. If you get audited, it says you have to *manually check* every external link in your website. I do not teach an online course. I teach an in-person course. Nevertheless, I have 765 web page files contained inside the course that are not checked by Pope Tech. So, the Pope software does not check all of this stuff, and we are responsible to check all of this stuff. In addition, I have sixteen weeks of PowerPoint slides. I have 320 programming exercises, and on and on. If I only manually check the pages which I can control. It would require me to work until the universe ends.

I am a good programmer. I could do this stuff relatively fast. Doing these twelve steps (as per the Accessibility Review form) is going to take me about half an hour for every page, and so it would take me about 385 hours, which is way over my service contract assignment. That is a problem. In our five-person department. We have three people who were selected for the audit this semester and I have talked in depth with each of them.

**Accessibility Review Process and Faculty Liability versus District Liability:** One instructor said I just did my best, but I did not actually check the stuff. I am going to click the file and say okay. One instructor simply deleted everything that required manual checking and removed all links to non-canvas stuff. One instructor wrote me "I propose to eliminate any online materials. We can go back to textbooks, write on the board all assignments and read them out loud. That should cover all this liability, students can learn how to take notes". This is the result of this process on our faculty.

Check "yes" to question number 10 on the form and you are saying "I have completed the manual review of this course, including any non-campus content, such as files, Word PowerPoint, PDF, external links, publisher, content and third-party tools". If you click Yes to this, I think that this form fundamentally changes our relationship with the District.

If I teach a face-to-face class and I adopt the textbook, it is the District's responsibility to make sure that any accessible content is supplied to the student. The District has that responsibility. If I use online materials and say "yes" to this, it seems that it has become my responsibility. However, for those in accounting, if you are using the Wiley software, you have to check every page on the software that it is accessible. I have done these twelve steps. We all know that is impossible. So, my site is not minimal. If you have any site that has any external things, I suggest that if you are audited you simply click "No" on that question rather than clicking "Yes" because that is the only truthful thing you could actually say.

**Senator Boogar:** The extra hours it takes to do this work really resonates with me because I have spoken frequently here about how busy I am. It is not about the work that I am

doing. It is what I am not doing instead of it. I feel like I have not had the space realistically and mentally to engage in that reflective improvement on my courses the way that I would like. Every time there is an additional burden put on faculty, which is the indirect result of it, it has been happening throughout the K-16 system. I see it in elementary schools. They are being asked to do so much more outside of the class, and it takes away from your ability to take a step back and really try to improve what you actually do in your classroom. That is a really big concern I have about this. Second, when I used to teach high school, I had a student in my class who was visually impaired, and when I wrote a test rather than me being the person who had to make sure that test was successful, I sent it to a department whose job it was to make sure it met the needs of that student.

**Senator Kennedy:** Due to time, this conversation will carry over.

**VP Drew:** The Union is also discussing this item.

**President Gordon** adjourned the meeting at 12:29 p.m.

## 5. Approval of the Minutes: November 14, 2023

**MINUTES:** First draft written by Beatriz Rodriguez Vaca, 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.

Senate Membership & Voting Tally Chart	Motion 1 Minutes 10/31/23	Consent Agenda
Baker, Karen: Math & Sciences Senator (2023-2026)	Aye	Aye
Ball, Jason: Part-Time Senator (2023-2024)	Absent	Absent
Barnes, Carol: Counseling Senator (2021-2024)	Aye	Aye
Boogar, Tyler: Senator-at-Large (2023-2026)	Aye	Aye
Budwig, Eric: Technology Senator (2023-2026)	Aye	Aye
Chavez Jimenez, Irving: Senator-at-Large (2021-2024)	Aye	Aye
Cohen, Eric: Consumer Health Sciences Senator (2023-2026)	Absent	Absent
Connor, Sean: Senator-at-Large (2023-2024)	Aye	Aye
Cuellar, Eric: Senator-at-Large (2021-2024)	Aye	Aye
Della Marna, Jodi: Library & Learning Senator (2023-2026)	Aye	Aye
Drew, Rendell: Vice President, Senator-at-Large (2023-2026)	Aye	Aye
Ely, Cyndee: Parliamentarian, Part-Time Senator (2023-2024)	Aye	Aye
Gordon, Lee: President, Senator-at-Large (2022-2025)	Abstain	Abstain
Holt, Kelly: Senator-at-Large (2023-2026)	Aye	Aye
Kennedy, Marilyn: Secretary, Lit. & Lang. Senator (2022-2025)	Aye	Aye
Legaspi, Jodie: Athletics and Kinesiology Senator (2023-2026); 11:35am	Absent	Aye
Naesse, Irene: Senator-at-Large (2023-2026)	Aye	Aye
Neil, Jeanne: Business and Computing Senator (2022-2025); 11:38am	Absent	Absent
Qubbaj, Sara, Part-Time Senator (2023-2024)	Aye	Aye
Sachs, Loren: Senator-at-Large (2022-2025)	Aye	Aye
Sheehan, Katherine (2021-2024ss); 11:44am	Absent	Absent
Stanton, Jordan: Social & Beh. Sciences Senator (2022-2025)	Aye	Aye

