OCC ACADEMIC SENATE
Academic Senate General Meeting Agenda
Tuesday, September 27, 2016
12:00 – 1:00 pm - Faculty House

Senate Members: Keep remarks focused on the topics of discussion and before speaking on an issue you may declare whether the remark is in support of or in opposition of an issue; keep remarks under 1 minute to allow the members of the AS Body to fully participate.

Members of the Public: We ask that you keep your public commentary to one minute. Please fill out a white public comment slip and submit to the Senate Secretary before the meeting begins and indicate if you wish to speak at the beginning of the meeting or for one minute during the agenda item discussion.

Call to Order (<1 minute)

2. Agenda Item Public Comments (1 minute per speaker up to 5 minutes total for Public Comment)

3. Approval of the Agenda for September 27, 2016 (< 1 minute)

4. Reading and Approval of the Minutes of September 20, 2016 (2 minutes)

5. Senate President Report/Announcements (10 minutes)

6. Officers/Committee Reports (10 minutes)

7. Consent Calendar (2 minutes)

   Student Success and Enrollment Management Committee – Jessica Nelson (Senate Repr. 16-17)
   OCC Facilities Committee, John Carpenter, Anthony Iacopetti (16-17 Senate Repr.)
   Institutional Effectiveness Committee, Raffaela Baker, OCC Part-time Faculty (Senate Repr. 16-17)
   SSSP Collaborative – Equity, Greg Conner (Senate Repr. 16-17)
   Basic Skills Committee - Jessica Nelson (Senate Repr. 16-17)

   Tenure Review Committee (TRC) New Appointments and/or Replacements
   Computer Science, Kathryn Rogers – Sonia Avetisian, Outside of Discipline Repr. (Replacing B. Shine)

8. Unfinished Business

   A. None.

9. New Business

   A. Plagiarism Software/ Canvas Update - Online Coordinator, Barbara Cooper (5 minutes + Q & A)
   B. Title III Grant, Part F Update – Erik Bender (5 minutes + Q & A)

10. Non-Agenda Public Comments (1 minute per speaker, up to five minutes total per meeting for public comments)

11. Adjournment (<1 minute)

Senate Roles and Responsibilities: The 10 + 1

1. Curriculum, including prerequisites and places courses in disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures as related to faculty roles
7. Faculty roles and involvement in accreditation process, including self-study and annual reports
8. Policies for faculty professional development activities
9. Process for program review
10. Process for institutional planning and budget development
+1 Other academic and professional matters as mutually agreed upon
OCC Academic Senate
Executive Board Meeting Agenda
Tuesday, September 27, 2016
1:00–2:00 pm Faculty House

E-Board Members: Keep remarks focused on the topics of discussion and before speaking on an issue declare whether the remark is in support of or in opposition of an issue, if possible. Be sure to keep remarks under two minutes to allow the members of the AS Executive Board to fully participate.

Members of the Public: We ask that you keep your public commentary to one minute. Please fill out a white slip and submit to the Senate President before the meeting begins and indicate if you wish to speak at the beginning of the meeting or for one minute during the agenda item discussion. All public comments are limited to five minutes maximum per meeting.

1. Call to Order (<1 minute)

2. Agenda-Item Public Comments (5 minutes)
   Public commentators may speak for one minute at this time or for one minute at the beginning of the agenda item. Non-Agenda public comments are reserved for the end of the meeting.

3. Approval of the Agenda (<1 minute)

4. Reading/Approval of the Minutes – (3 minutes)

5. Reports from Members of the Executive Board (10 minutes)

6. Consent Calendar List of Items (10 minutes)

7. Committee Appointments/Discussion

8. Setting Future Agenda, Discussion/Prioritization of Presentation Topics (15 minutes)
   CTE Program Presentation – Agenda date needed
   Common Assessments Initiative/Multiple Measures, Felipe Salazar – Agenda date needed
   Chief Arnold, Campus/District Safety – Agenda date needed
   BSI Funding Committee Update – Agenda date needed

   Umoja and Student Equity Update – Sen. Clyde Phillips, Sept. 20th scheduled
   CSLO’s mapping to PSLO’s, Kelly Holt, OCC Assessment Coordinator – Sept. 20th scheduled

   Floor Nominations for Senators’-At-Large - Oct. 4, 2016 scheduled (pending close of electronic nominations).
   OER Grant Update and District Technology Plan - Lori Cassidy October 4, 2016 scheduled
   Multicultural Center Update and EEO Report from Summer, 2016 – Sen. Drew, October 4, 2016 scheduled
   Strategic Planning Update OCC/District – Sheri Sterner, Institutional Effectiveness, Oct. 4, 2016 scheduled

   Cont’d Discussion of Nepotism BP-7310/Administrative Policy– Oct. 11, 2016 tentatively scheduled
   VC Human Resources, Cindy Vyskocil – Update from Senate President; Oct. 11, 2016 scheduled

   Student Equity Presentations – Oct. 18, 2016; tentatively scheduled

   Chancellor John Weisfrenning – October 25, 2016 scheduled

   AS Budget (5 minutes)

9. Tasks and Duties for the Week (5 minutes)

10. Non-Agenda Item Public Comments: (5 minutes total)
     Public speakers may speak for up to one minute at this time on non-agenda items only.

Adjournment (<1 minute)

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Title III, Part F (HSI STEM) Grant Presentation

OCC Academic Senate Meeting
Sept. 27, 2016
Three HSI Programs

1. DEVELOPING HISPANIC-SERVING INSTITUTIONS PROGRAM -- TITLE V (DHSI)
2. HISPANIC-SERVING INSTITUTIONS - SCIENCE, TECHNOLOGY, ENGINEERING, OR MATHEMATICS AND ARTICULATION PROGRAMS -- Title III, Part F (HSI STEM)
3. PROMOTING POSTBACCALAUREATE OPPORTUNITIES FOR HISPANIC AMERICANS PROGRAM -- Title V Part B (PPOHA)
What is the Title III Grant Program?

• Developing Hispanic-Serving Institutions Program
  – The purpose of this grant is to increase the number of Hispanic and other low-income students attaining degrees in STEM fields
  – Develop model transfer and articulation agreements between the 2-year and 4-year HSIs in such fields.
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Data from U.S. Department of Education website
http://www2.ed.gov/programs/idueshsi/eligibility.html
Fiscal Year 2016 Grant Competition

- 5-year grants awarded through competition.
- Individual Development Grants only.
- Estimated available funds: $91,773,000.
- Estimated average size of awards: $775,000 (per year).
- Estimated number of awards: 109.
Program Purpose

• The Hispanic-Serving Institutions (HSI) STEM and Articulation Program supports eligible Hispanic-Serving institutions in developing and carrying out activities to increase the number of Hispanic and low-income students attaining degrees in the fields of science, technology, engineering, and math (STEM).
Fiscal Year 2016 Grant Competition

To be eligible to apply for the HSI STEM and Articulation program, and be reviewed, the applicant must meet the HSI definition in 2016 and the application must:

1. Be submitted on time (4:30 p.m. Washington, DC)
2. Be submitted by the deadline (May 31, 2016)
3. Address ALL Absolute Priorities
4. Not exceed page limit
5. Not exceed maximum annual award request

I am expecting the 2017 grant competition to be similar
Grant Priorities

**Absolute Priority 1**

Increase the number of Hispanic and other low-income students attaining degrees in the fields of science, technology, engineering, or mathematics (STEM).
Absolute Priority 2

Develop model transfer & articulation agreements between two-year HSIs and four-year institutions in such fields [STEM].
Authorized activities under the HSI Program

• Funds may be used for: improving academic quality of STEM programs through curriculum revision and development, or faculty development; developing research opportunities for students in STEM fields; providing or improving student services including counseling, tutoring, mentoring or establishing learning communities; encouraging secondary students to pursue STEM degrees and careers through outreach activities; and improving STEM facilities and equipment needed for science instruction and computer laboratories.
Allowable Activities
(20 U.S. Code § 1101b)

- Purchase, rental, or lease of scientific/laboratory equipment for educational, instructional, and research purposes.
- Construction, maintenance, renovation and improvement of instructional facilities.
- Support of faculty exchanges, fellowships and development; and curriculum development.
- Purchase of library books, periodicals, and other educational materials.
- Tutoring, counseling, and student services designed to improve academic success.
- Articulation agreements and student support programs designed to facilitate the transfer from two-year to four-year institutions.
- Funds management.

- Joint use of facilities, such as laboratories and libraries.
- Establishing or improving a development office.
- Establishing or improving an endowment fund.
- Creating or improving facilities for Internet or other distance education technologies.
- Establishing or enhancing a program of teacher education.
- Establishing community outreach programs that will encourage elementary and secondary students to pursue postsecondary education.
- Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution through expanded courses and resources.
- Providing education, counseling, or financial information designed to improve financial and economic literacy of students or the students’ families.
Is teacher education in STEM an allowable activity?
- Yes.

Can we give students stipends for lab work, research?
- Yes, stipends to students conducting research is allowable, but must be aligned to program purpose and goals as it relates to this program.

Can we hire students for tutoring?
- Yes.
Partnerships (A work in Progress)

• Newport-Mesa Unified School District
  – Costa Mesa High School
  – Estancia High School
  – Mater Dei High School
Goal #1: Create Partnerships for College Success

• Dual enrollment program which will embed a career exploration program in the high school curriculum to support college readiness in the 9th through 12th grades, decrease the need for remediation, increase the number of college credits earned, and guide students to transfer and completion
Goal # 2: Create a Transfer Pipeline

- Generate an OCC partnership with CSULB, CSUF, UCI and Chapman University that will pilot articulated pathways for majors.
STEMDEP Goals:

- Our plan is to improve the research and educational experiences of underrepresented students in the Science, Technology, Engineering and Math (STEM) disciplines. The goals of STEMDEP are to:
  - increase the number of underrepresented students who have a broad educational and research experience in the STEM fields
  - enhance the quantity and quality of STEM research and teaching by faculty members from OCC, local high schools, and colleges
  - increase the awareness by community college and high school students of the STEM fields and their associated research careers and educational requirements
  - increase the awareness of the STEM fields and their career prospects among parents, friends, and the communities around underrepresented students to build community support for their education in the STEM fields
  - enable a smooth transition of underrepresented students from community colleges and local high schools into advanced undergraduate study in the STEM fields
  - increase the number of STEM majors who are retained in their disciplines
• Invite high school science faculty to the college for professional activities with their OCC STEMDEP colleagues. They and their students are collaborating with OCC STEMDEP faculty on STEM research projects during an intensive six-week summer field and lab program and throughout the academic year in research design, data analysis, and presentation.

• Students are engaging in data collection and interpretation, conducting web-based geoscience research, and learning safe procedures for the lab and field. The experience will culminate in presentations at professional conferences in the STEM fields, possible team-authored publications, and presentations in the student participants' own schools.
• Current OCC STEM majors serving as peer mentors for lower division students who are interested in majoring in the STEM fields. Underrepresented students in the lower division science courses will be invited to department open houses to introduce them to careers in the STEM fields. OCC STEMDEP faculty will conduct bi-annual visits to high school campuses to address issues affecting the ease of transition of underrepresented students to the STEM fields and to enhance the support given to students to select a major in the STEM fields.

• Learn about career and salary prospects in these fields perennially affected by labor shortages.
In this vein we will be offering a “Student Project and Research Symposium” here on campus this coming Spring.
Student Project and Research Symposium

Date: February in the Doyle Arts Pavilion

Opportunity to Share Creative Projects and Research

Purpose:
The purpose of this symposium is to provide Orange Coast College students, working with a faculty mentor, the opportunity to present their project or research from a class or independent study within a professional setting outside of the classroom.

Key dates to remember:

October 14 – Submit the intent to present form which includes: Student name, faculty member, content information, and your topic or idea.

December 2 – Submit the Abstract which includes: Details about the purpose of the project and what you hope to achieve.

February - Specific Date of Event is TBA

Contact Michael Sutliff (msutliff@occ.cccd.edu) or Tara Giblin (tgieblin@occ.cccd.edu) for more information.

(Members of the Development Team include: Kelli Elliott, Greg Russell, Rachel Ridnor, Anna Hanlon, Guido Sendowsky, Laura Behr, Hanna Kang, Jerome Fang, Erik Bender)
Canvas IS HERE!

Teaching With Canvas Intro

Teaching with Canvas

- Unit 0: Starting Line! Things to Consider Before You Begin
- Unit 1: Introduction to Canvas
- Unit 2: Course Design and Development: Creating and Organizing Material in Canvas
- Unit 3: Managing Course Communication and Interaction with Canvas Tools
- Unit 4: Assessment in Canvas: Quizzes, Assignments, and Grades

Learn how to:
- edit your user profile
- set up your notifications

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COME LEARN Together

YOUR ARE INVITED TO ATTEND

OCC Training on Canvas

Review and RSVP from our online schedule
http://orangecoastcollege.edu/CanvasTraining

Boot Camp is January 23-24, 2017

QUESTIONS/COMMENTS - EWILSON@OCC.CCCD.EDU
Good morning Area D,

I hope that you all had a relaxing summer and are enjoying the beginning of a new semester.

Our first area meeting (the Area D Meeting) of the year will be on October 15th at the San Diego Continuing Education Cesar Chavez Campus 1901 Main Street, San Diego, CA 92113. It is free to attend the meeting and it is open to all interested faculty, but I ask that everyone register so I can provide an accurate estimate for how much food will be needed. You can register for the meeting at https://www.eventbrite.com/e/fall-2016-area-d-meeting-tickets-27432964736. I will be sending out an agenda, room location, and parking information as we get closer to the meeting. Thank you to Richard and San Diego Continuing Education for hosting us.

There are several upcoming ASCCCC events that you can register for now. Those include:

- **Academic Academy** (<http://asccc.org/events/2016-10-07-160000-2016-10-08-220000/2016-academic-academy-october-institute>) (October 7 - 8 in Costa Mesa, CA)
- **South Curriculum Regional** (<http://asccc.org/events/2016-10-22-160000-2016-10-22-220000/curriculum-regional-south>) (October 22 at Mt San Antonio College)
- **Minimum Qualifications and Equivalency Regional** (<http://asccc.org/events/2016-10-28-160000-2016-10-30-000000/mq-and-equivalency-regional-meetings>) (October 29 - Location TBD)
- **Fall Plenary Session** (<http://asccc.org/events/2016-11-03-150000-2016-11-06-000000/2016-fall-plenary-session>) (November 3 - 5 in Costa Mesa, CA)
- **Formerly Incarcerated Students Regional** (<http://asccc.org/events/2016-11-18-170000-2016-11-19-230000/formerly-incarcerated-student-regional-meetings>) (November 19 - Location TBD)
- **Contextualized Teaching and Learning Regional** (<http://asccc.org/events/2016-12-02-170000-2016-12-04-010000/contextualized-teaching-and-learning-regional-meetings>) (December 3 - Location TBD)
- **Common Assessment Initiative Faculty Regional** (<http://asccc.org/events/2016-12-09-170000-2016-12-10-230000/common-assessment-initiative-regional-meetings>) (December 10 - Location TBD)
- **Accreditation Institute** (<http://asccc.org/events/2017-02-17-160000-2017-02-19-000000/2017-accreditation-institute>) (February 17-18, 2017 in Napa, CA)

If you have any questions, please do not hesitate to contact me or the Academic Senate at info@asccc.org I look forward to seeing all of you in October.

Craig Rutan  
Area D Representative, Academic Senate for California Community Colleges  
Chair, ASCCC Accreditation and Assessment Committee  
Professor of Physics and Engineering, Santiago Canyon College  
rutan_craig@sccollege.edu  
(714) 628 - 4954
Disciplines List Revisions:

Every two years an important process begins again: faculty can propose new disciplines or make revisions to those that exist. In March 2016, senate presidents were notified that proposed revisions to the Disciplines List could be submitted to the Academic Senate for California Community Colleges Office for consideration. Information about the Disciplines List revision process, including timelines, required forms, and an FAQ document, can be found on the ASCCC website at http://www.asccc.org/disciplines-list.

Submission Requirements:

- A completed form that includes the approval of a local academic senate or professional discipline organization
- Evidence of statewide need for the proposed change
- Documentation that the degrees to satisfy the proposed minimum qualifications are available
- An explanation of the impact of the proposed revision delineated as a list of pros and cons

While the support of a local senate is sufficient for submission, having the support of one or more professional organizations may strengthen a proposal.

At the Spring 2014 Plenary Session, the delegates approved modifications to the disciplines revision process. As a reminder, these changes included the following:
- Each proposal must be seconded by an academic senate from a different district than the initiating academic senate;
- The initiator or an informed designee is required to be present for both hearings where the proposed revision is presented; and
- If the body has previously rejected the proposal, it may be resubmitted for consideration if it has changed significantly, such as the inclusion of a new rationale and new evidence.

Completed proposals with all required paperwork must be submitted to the ASCCC Office and received by September 30, 2016.

For assistance in completing a proposal, please contact the ASCCC Office by email at disciplineslist@asccc.org or the Standards and Practices Committee Chair at freitaje@lacitycollege.edu.