ORANGE COAST COLLEGE

Academic Senate Meeting | 02/02/21 | 11:30 am - 12:30 pm | Zoom Meeting

Academic Senator Attendance			
Jessica A. Alabi, *at-Large*	Present	**Lee Gordon,** *at-Large, Vice President*	Present
Carol Barnes, *Counseling*	Present	**Marilyn Kennedy,** *Lit & Lan, PDI Chair, Secretary*	Present
Jamie Blair, *at-Large*	Absent	**Jodie Legaspi,** *Athletics & Kinesiology*	Present
Tyler Boogar, *Math & Sciences*	Present	**Doug Lloyd,** *at-Large, Parliamentarian*	Present
Sean Connor, *at-Large*	Present	**Leland Means,** *Visual & Performing Arts*	Present
Eric Cuellar, *at-Large*	Present	**Jeanne Neil,** *Business & Computing*	Absent
Tina De Shano, *Consumer & Health Sciences*	Present	**Charles Otwell,** *Curriculum*	Present
Jodi Della Marna, *Library*	Present	**Max Pena,** *at-Large*	Present
Matt Denney, *Technology*	Absent	**Clyde Phillips,** *at-Large*	Present
Rendell Drew, *at-Large*	Present	**Loren Sachs,** at-Large, President	Present
Cyndee Ely, *Part-Time Faculty*	Present	**Jordan Stanton,** *Social & Behavioral Sciences*	Present
Diogba G'bye, *Part-Time Faculty*	Absent	**Stella Tsai,** *SGOCC Representative*	Absent

Guests (Optional & Voluntary Sign-In): Jaki Kamphuis, Rebecca Morgan, Kate McCarroll, Renee De Long, Anna Hanlon, Michelle Grimes-Hillman.

1. Preliminary Matters

A. Call to Order: President Loren Sachs called the meeting to order at 11:31 A.M.

B. Opportunity for Public Comment: President Angelica Suarez, Eduardo Jesús Arismendi Pardi.

C. Approval of the Minutes – December 1, 2020:

Motion 1: Senator Kennedy moved to approve the December 1, 2020, minutes, motion seconded; motion approved.

D. For the Good of the Order Announcements:

Senator Means: Last semester we did a lot of work and made progress on a philosophy of making everyone feel included and welcome at our school. Then at the very last meeting when it was pointed out to us when we voted on having the legal name on the rosters that this would not make our trans population feel welcome or included we voted for the structure rather than for the people. I, for one, would like to apologize to the trans people and I hope we get to address that some other time. **President Sachs:** That will definitely come back to the agenda during the semester. There seems to have been some changes from the other campuses. **Senator Kennedy:** Asked for clarification on the vote. It was her understanding that the vote approved the legal and preferred names on the rosters only but not in Canvas and not publicly. **President Sachs:** Yes, that is correct on what we voted on, but that is not how it came out. **Vice President Niroumand:** What President Sachs verified is exactly what was communicated at the District meeting as per the OCC Senate vote and those names were not to be made public. That was discussed and also shown in a district meeting. If it is any different than how we voted, he will happily take it back to the District. **President Sachs:** He will follow up on this. At GWC they

are seeing both names on the public site. Please let us know what you find in your classes and he will take it back to the District if there are problems.

President Suarez: Welcomed and congratulated Dr. Rendell Drew as the faculty coordinator of the Multicultural Center. There will be a lot more going on in terms of programming. She also reminded everyone that we are honoring Black History Month. There are several events that are scheduled virtually. She invites everyone to visit the OCC website where those events are listed.

Senator Drew: Announced that the members of the IMC will be doing a Flex session. They would like to get input from faculty, staff, and students about their ideas of building the infrastructure of the Multicultural Center. There will be more information to come.

2. Consent Agenda

No Consent Agenda.

3. Officer, Senator, & Committee Reports

President's Report – Loren Sachs: At the end of the last semester, there were meetings about what reopening might look like. There will be a Flex session devoted towards that sponsored by the Senate. Everybody is encouraged to attend that session. There will also be a session on the budget. President Sachs introduced the new Vice President of Instruction (VPI) Michelle Grimes-Hillman.

VPI Michelle Grimes-Hallman: Stated she is very honored to be at OCC. She shared that she was a community college student, a part-time faculty for a few years, then full-time at Mount San Antonio College in the department of Psychology. While she was tenured there, she was the local Senate President and the local Curriculum Chair. Towards the end of her tenure, she started doing work at the state Academic Senate. At the state Academic Senate, she spent about five years participating in committees, working with CEOs and CIOs across the state, as well as the Chancellor's Office. At the state Senate, she served as the State Curriculum Chair. That is where she got to know most faculty a little better at the Curriculum Institute, as well as at the Accreditation Institute. She considers herself a curriculum nerd. She is more than happy to have curriculum conversations with faculty. She said there is no better professional development for faculty than being involved at the state level.

She then became the Dean of Academic Affairs at Long Beach City College in 2015 where she built lifelong relationships with faculty, staff, and administrators. She expressed that it was a wonderful place to work, but then she had the opportunity to come to OCC. She is grateful to be here. She was told by the Senate President and Curriculum Chair at Long Beach City College to tell OCC Senate that she thinks out loud, so that they recognize that when she is talking, she is thinking out loud. That will help them understand that she is trying to be part of the inclusive conversation. They also extended the opportunity that if the OCC Senate had any questions about her to have them call them. They would be happy to talk about her in a good way.

During her first three weeks there has been so much going on. She was welcomed so warmly by everybody in the virtual setting. She stated that if the faculty welcome their students in the same way that she was welcomed, she is impressed by this amazing institution. She feels deeply honored to represent OCC and to help it move forward alongside President Suarez and President Sachs. She is overwhelmed by the sheer enormity and diversity of the campus. She is going to be learning quite a bit over the

next few years. She made herself available to faculty to talk to her. Last, she thanked the Senate for the opportunity to say a few words.

President Sachs recognized Dr. Drew for being selected as the coordinator of the Multicultural Center in a time where there is a lot of fiscal challenges. He cannot think of a better person to be the Multicultural Center coordinator.

A. Guided Pathways Reporting:

GP Pathways Onboarding, Jessica Alabi: Guided Pathways Student Ambassadors will be approaching faculty to ask them if they can share with their students to get input for the Guided Self-Placement tool we are trying to put together. We are asking for input from counselors. Student Ambassadors will be asking for input from students but because of the online environment, they will be approaching faculty from different departments to see if they will be willing to participate and hope that senators are willing to let their departments and divisions know that they need input from students to see if that that tool is something that will be useful for students as they prepare to go meet with counselors to get them thinking about having more agency in their own career exploration and thinking about their own pathways. They would also like to get input from the Math, English, and ESL Departments either via department meetings or emails, because this guided self-placement tool also touches on aspects of students thinking about and being very reflective about what their histories are in those areas.

During intercession, they worked on getting their proposals ready to bring to the campus. One is integrating noncredit and adult education into the college, dispelling myths about how we understand noncredit and how it works and how it can work for the campus at large. Non-credit can be good for departments and can usher non-credit students into the credit side of the College. It is an important tool for onboarding to look at in terms of preparing students for the credit side, onboarding, matriculating, and expanding the outreach department, particularly at our feeder high schools, but also community members who are not high school students but who are prime for community college either because they are changing their employment, they graduated a long time ago, they did not go to college, or for other reasons. We are trying to find ways to get those students into OCC seats. We are integrating both of those with a dual enrollment program. They are having all those conversations and hope to bring that to the Senate soon this spring semester.

> **Senator 1:** The Math department has a placement model that they developed in response to AB 705. How does this guided self-placement tool fit into that? Will it replace the current placement model or blend with it?
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> **Senator Alabi:** This tool is not meant to replace anything. What they have been looking at is how to prepare students for counseling appointments and how to get students thinking about the pathways that they choose and thinking about the careers that they connect to those pathways. Embedded in a broader thought process is thinking about what they did in high school or in their past lives in terms of math, English, and ESL. They are thinking of first point of contact with a counselor. That is s one of the reasons that they want to bring that tool to the Math Department. It is an opportunity to see if that would create confusion with that they are currently doing, and it is also an opportunity to see if it would work well with what they are currently doing and only make small changes. It is not going to replace anything, but they want students to have something that maybe they can pick up in Watson Hall or click on the website. Research shows that when a student has agency in their own pathway that they do better because they have made the choices. They have reflected and have been

circumspect in what they are doing, and they are not feeling like someone made the choices for them or they are waiting on someone to tell them what to do. When she was working with the state, there was research on what went into guided self-placement and students having more agency in their choices. The colleges that are using it are seeing a lot of success with it.

B. Statewide Guided Pathways Representatives:

GP State Liaison Anna Hanlon: Out of the Intervention Design team came the recommendation to invest in Starfish as an early alert system. This was something that was brought to the Senate a year ago and now they are moving forward with that. Hobson, the vendor, holds focus groups to get information in terms of the college's needs to help them come up with an implementation plan. This is their standard procedure so at this time they are still scheduling focus groups to get a sense of all of the campus constituents as to how the college is doing with student success. The feedback that Hobson gets from these focus groups will be rolled up into a report that will be used to help guide the unique implementation of Starfish. The implementation of Starfish will be led by faculty. The Guided Pathways and Academic Senate will be consulted regarding the recruiting and publicizing of a Starfish faculty liaison position, who will serve along with counseling faculty liaison on the Starfish implementation committee. At FLEX, there will be a session on Starfish and more information will follow about the faculty focus group. Hobson is going to need to talk to faculty specifically in terms of success of the early alert system. It will really take our support and buy-in of this tool. It will be important for faculty to give input in terms of how to best implement Starfish on the campus. Although this came from the Intervention team, which is led by Jaki Kamphuis and Renee De Long, these focus groups are being coordinated by Erin Fitzgerald. If anybody is interested in any more information or have questions, feel free to reach out to her.

GP Intervention Jaki Kamphuis: There needs to be a faculty voice regarding the implementation of Starfish as far as the referral aspect of that tool; faculty need to be involved in those focus groups. One of the groups in the Intervention Team is regarding a Faculty Center. They are offering a FLEX day presentation that Katie McCarroll will lead. Both Katie McCarroll and Jackie Kamphuis will be leading a presentation to share some information about what faculty centers look like on other campuses. They want to get information from the faculty about what they would like in a faculty Center.

President Sachs: Recommends getting the faculty involved.

C. Union/Bargaining Unit Report – CFE President Rob Schneiderman: They met with the new VPI and they continue having meetings. They are working with scheduling issues with return to campus. There was a survey that was done about returning to campus. Eighty-seven percent of faculty thought that there is still a usefulness to Zoom whether that is for hybrid classes or distance education. There was also a big percentage that want to also have meetings available on Zoom. They are trying to push for continuing some form of flexibility for faculty in scheduling and for meetings.

4. Unfinished Business

A. Equity, Inclusion, and Social Justice Resolution – Eric Cuellar: Provided an update regarding the Equity, Inclusion, and Social Justice senate resolution. The Senate

resolution was revised on December 2, 2020. Before the conclusion of the fall semester, the subcommittee met, collaborated, and wrote the final draft being presented on the screen. He reintroduced the resolution to the academic senators and asked them to review it during the week. Senator Cuellar requested to bring it back next week for discussion. He wanted to make it available to all senators.

5. New Business

A. ASCCC Stanback-Stroud Diversity Award Nomination – Marilyn Kennedy

Senator Kennedy: Over the fall semester and then the break she brainstormed with a team of faculty members who have been working primarily on STEM teaching for decades to help underrepresented students who are challenged to complete their education at the community college level. The faculty interconnections are in math, counseling, athletics, and engineering. We are preparing an application for this group labeled the "ad hoc collective faculty" who have been working together to help those students. They have done this on their own and have been working as a linked collective. They are Eduardo Arismendi-Pardi (Math), Rendell Drew (Political Science and also Multicultural Coordinator), Clyde Phillips (counseling, EOPS Counseling and Umoja), Eric Cuellar (Counseling), Steve Spencer (Athletics and coaching), Jamie Blair (Math), Syed Hussain (Engineering), Quoc Nguyen (Math), Rebecca Ogaz (Counseling), Thinh Q. Sam (Mathematics) and Leo Tran (self-paced instructional assistant). This group has been working together on their own by the "seat of their pants" linking together to help these students. They all have strengths that are very particular, and they contact each other when they need help. We also have a letter from the President of the College and a former student who is finishing up her M.D. work who benefited from this program. Senator Kennedy will be writing a letter and President Sachs will be writing one either separate from hers or perhaps writing it together. They will be submitting that before February 8th. This will be OCC's submission for this award.

Eduardo Arismendi-Pardi: He is grateful to his colleagues and thanked them. He is going to do the very best that he can with his God-given talents to be able to inspire his students and to break glass ceilings and to guide them in the best way that he can so that they can be successful, too. He had a mentor who was extremely dedicated and gave him hope. His name was Dr. Daniel Martinez. He was an inspiration to him. He is successful because he was able to see someone that looked like him, sounded like him, and had the same accent that he had. That person reached out to him and it was a demonstration of his dedication and love for education.

Senator Drew: Stated that senators will be hearing from him because the Senate was a great supporter of the Multicultural Center. He thanked the Senate and former president Lee Gordon. These are some of the rewards of the work from his colleagues Eric Cuellar, Eduardo Arismendi-Pardi, Clyde Phillips, and Nate Jensen. He stated that he will no longer be the faculty Co-Chair of the IMC, so that position will need to fill. There are some colleagues who have expressed an interest in that position. There is a meeting coming next Tuesday. It is important to note that the IMC brought on the Multicultural Center. There is a new administrative Co-Chair and that is Mr. Nate Jensen. He was elected before they went out for the winter break. He wants administration, management, faculty, and students working together. He also thanked President Suarez for her support.

B. ASCCC Fall Plenary Recap:

Senator Kennedy: She went to several breakout sessions and will report on two.

Hiring Through an Equity Lens: This was very well attended. It used breakout rooms randomly assigned to explore the topics of gender and equity, culture, and equity, and getting diverse faculty. In the gender and equity breakout she was assigned to, they explored if gender should be considered in diversity hiring. The group was in strong agreement as to yes, When the entire group reassembled, there was a larger discussion of creating diverse committees with discussion of faculty who do not look diverse but are. A faculty member self-identified as Native-American said she had to continuously explain to everyone on her campus why she was on a lot of committees. There was concern in the breakout session from people of color not to put an undue burden on a few diverse faculty members and make them tokens. To get more diversity in hiring it was recommended the campuses reach out to graduate students, do cluster hiring, intentional recruitment by advertising in diverse magazines and organizations, and perform a post-hiring autopsy. The autopsy analyzes the pool of applicants, those who were interviewed, those forwarded, and the finalists. Mentorship was advocated as being critical for any college faculty but due to scarcity of faculty of color potential mentorship from white faculty can be helpful, as well.

Humanizing Online Teaching: This dealt with making online instruction more human and personal, benefitting students with an atmosphere of instructor care and support. Letting students know that they matter and are capable creates connection and engagement and an environment for questioning and learning. Faculty should be more flexible about due dates if students have challenges meeting them. As to online classes, text in a page is physically isolating for students, according to this session, so text should be broken up and students need interaction via videos and other activities. Student need to be seen and heard. There was an interesting comparative on *higher context* versus *lower context* cultures. Lower context culture is task-based, emphasizes logic and facts, values verbal over nonverbal and personal relationships are plentiful but short term. Higher context culture is relationship based, intuition is valued, nonverbal is valued over verbal and relationships are fewer and longer term. Senator Kennedy noted that as a critical thinking teacher there is always the balance of these two views that are important to students and people, not one over the other. The use of *liquid syllabi* is a way to let students know instructor attitudes and expectations—a liquid syllabus is brief, friendly, welcoming, using student-centered language; a short video is often part of it. Senator Kennedy thanked Writing Center Coordinator Katie McCarroll for creating a video for the Writing Center which is very helpful to students to get them on board for tutoring. The sessions also suggested including a student survey at the first class to get to know the students more personally.

Curriculum Chair Charles Otwell: He also went to several breakout sessions. The way the plenary was organized was the same way Curriculum Institute was organized in the summer. He went to a session on competency-based education focusing on direct assessment, competency-based education. It is an intentional outcome-based and equity-minded approach to earning a college degree. The expectations of learning are the same, but the time to completion is variable, allowing students to progress at more of their own pace. This is already possible in many courses and programs. One of the things that some colleges are doing is working to design more courses and programs

along this line. They were talking about it at Curriculum Institute also this summer. One of the things that it does is, it might help them with Guided Pathways initiatives, and it answers to the equity imperative that they are all facing at the moment.

Another session that he went to had a discussion about the difference between relying primarily on collegial consultation. Even when they are talking about items that the Board is supposed to rely primarily on, they do not necessarily listen to the advice of the Academic Senate. They do what they want sometimes; they explored some scenarios about what to do about that.

President Sachs: These were probably the best sessions that he attended at a plenary. There were a lot of tools, resources, and methodologies on how to actually take the ideas and utilize them. It seemed like there is a lot more emphasis on that instead of just talking about things and creating exchange of ideas but giving people the tools to take back and affect change. That was a big shift. President Sachs encouraged senators to attend Spring Plenary which they can do via Senate funds. It's nice to see what starts at the state level and works to the local level. Sometimes it is nice to see what is coming down the road.

Senator Alabi: The Ethnic Studies resolutions that were passed at Plenary have been largely accepted throughout the state. There have been two Ethnic Studies summits on February 26. ASCCC is holding another statewide meeting. If people are interested in what is going on with the Ethnic Studies resolutions, they can plug in to that. Ethnic Studies faculty put those resolutions together; they are very powerful. Ethnic Studies faculty should be driving what is happening with ethnic studies. She thinks that one of the problems the Cal States are having with this requirement is they do not trust the faculty on this but should take the lead from the Ethnic Studies faculty. If senators have not read those resolutions, she recommends reading them.

6. Adjournment of the Regular Meeting

President Sachs adjourned the meeting in memory of Mike Finnegan and Lorraine Henry. Mike Finnegan was a previous faculty member and Academic Senate President who passed away from COVID-19 in early January. Lorraine Henry passed away on December 31, 2020. Her death was not related to COVID-19 but was shocking to the Allied Health department. The meeting adjourned at 12:24 p.m.

7. Approval of the Minutes: February 9, 2021

MINUTES: First draft written by Beatriz Rodriguez, Administrative Assistant to the Senates. Revision of first draft and Senate-approved drafts written by Senate Secretary, Marilyn Kennedy, who also distributes the final Senate-approved version to the Chancellor, Board of Trustees members and secretary, union presidents, GWC and Coastline Academic Senate presidents, OCC College President and faculty as per OCC Senate bylaws.

Voting Tallies Chart

Motion 1 Minutes 12/01/20	Senate Membership
Aye	Alabi, Jessica A.: Senator-at-Large (2020-2023)
Aye	Barnes, Carol: Counseling Senator (2018-2021)
Absent	Blair, Jamie: Senator-at-Large (2018-2021)
Aye	Boogar, Tyler: Math and Sciences Senator (2020-2023)
Aye	Connor, Sean: Senator-at-Large (2020-2023)
Aye	Cuellar, Eric: Senator-at-Large (2018-2021)
Aye	Della Marna, Jodi: Library & Learning Support Senator (2020-2023)
Absent	Denney, Matt: Technology Senator (2020-2023)
Aye	De Shano, Tina: Consumer Health Sciences Senator (2020-2023)
Aye	Drew, Rendell: Senator-at-Large (2020-2023)
Aye	Ely, Cyndee: Part-Time Senator (2020-2021)
Absent	G'bye, Diogba: Part-Time Senator (2020-2021)
Aye	Gordon, Lee: Vice President, Senator-at-Large (2019-2022)
Aye	Kennedy, Marilyn: Secretary, Lit and Lang Senator (2019-2022)
Aye	Legaspi, Jodie: Athletics and Kinesiology Senator (2020-2023)
Aye	Lloyd, Doug: Parliamentarian, Senator-at-Large (2020-2023)
Aye	Means, Leland: Visual and Performing Arts Senator (2018-2021)
Absent	Neil, Jeanne: Business and Computing Senator (2019-2022)
--	Otwell, Charles: Curriculum Chair (Non-Voting) (Open)
Aye	Pena, Max: Senator-at-Large (2019-2022)
Aye	Phillips, Clyde: Senator-at-Large (2020-2021)
Aye	Sachs, Loren: President, Senator-at-Large (2019-2022)
Aye	Stanton, Jordan: Social and Behavioral Sciences Senator (2019-2022)