

ORANGE COAST COLLEGE

Academic Senate Meeting | 02/09/21 | 11:30 am - 12:30 pm | Zoom Meeting

Academic Senator Attendance

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

Guests (Optional & Voluntary Sign-In): Jaki Kamphuis, Nathan Jensen, Bob Fey, Anna Hanlon, Flavia Ruzi, Larissa Nazarenko, and Renee De Long.

1. Preliminary Matters

- A. **Call to Order:** President Loren Sachs called the meeting to order at 11:30 A.M.
- B. **Opportunity for Public Comment:** None
- C. **Approval of the Minutes – February 2, 2021**

Motion 1: Senator Kennedy moved to approve the February 2, 2021, minutes; motion seconded; motion approved.

- D. **For the Good of the Order Announcements:**

Senator Cuellar: The International Multicultural Committee and the CLEEO Project are providing a unique learning opportunity this semester. CLEEO will be hosting a seminar series presented by UCLA professor Dr. David Hayes-Bautista, Distinguished Professor of Medicine and Director of the Center for the Study of Latino Health and Culture. The webinars will be from February to May, two sessions per month on selected Thursdays. Participants who complete the seminar sessions will earn a certificate of completion from UCLA. This is a great opportunity for professional development. In addition, students can add that to their applications when they transfer to other universities or they can put it on their resumes. This is an opportunity to strengthen student leadership for community engagement. Regarding student participation, there is limited seating, so prioritization will be for students who can attend seven or more sessions.

PDI Chair Kennedy: There is PDI funding for faculty online conferences. The CAR form is now being accepted with an Adobe signature verification or a manually signed and scanned form.

Senator Drew: There will be a Flex session developed and conducted by the Multicultural Center, a discussion on the issues of equity, diversity, and intersectionality. There will be a survey previously used to get input from staff, faculty, and students. The survey will gather quantitative information concerning individuals' perceptions and recommendations for the scheduling of programmatic activities, services, and strategies to work the infrastructural development of the Multicultural Center. The goal is student retention and cultural competency training for faculty, staff, and students. More to come on that.

Senator Gordon: The Honors Program will host a Flex session at 9 a.m. Everyone is welcome to attend.

2. Consent Agenda

No Consent Agenda.

3. Officer, Senator, & Committee Reports

- A. President's Report – Loren Sachs:** It was reported at College Council and District College Council that enrollment is down by another 10 % compared to last year. That number plays an important factor in determining the budget. There was also a discussion about returning to campus in the fall. There will also be a Flex session about returning to campus and COVID and will be asking the CFE President and Executive Director if they wish to participate. The Union sent out a small survey to faculty to get their input. Vice Chancellor Marco Baeza, sent out an email about two-and-a-half weeks ago, encouraging people to sign up for the Othena app, as this is how the scheduling is going to be done for COVID vaccination in Orange County. For Los Angeles County residents, please reach out to see how they are operating. This is not saying that people have to get vaccinated, but people need to be aware of the opportunity if they choose to.

The terms for division senators in Counseling and VPA expire this year; deans will be notified to get ready to hold elections, so that we can do senator at-large elections, hopefully before spring break. Lastly, Senator Blair will be out a week or so and she requested that Eduardo Arismendi-Pardi be her temporary replacement [as per the bylaws].

- B. Guided Pathways Reporting – Jessica Alabi:** Showed what the Guided Pathways Self-Placement looks like and offered to send it to any senator requesting it for their division or departments. It is something basic that students would have ahead of time to go through and contemplate. It asks them questions about what they are thinking about in terms of their choices, their careers, and how confident they are in their choices. It asks them about their pathways. These questions came from ASCCC Guided Pathways Taskforce and OCC can customize it. It also asks about students' educational goals and to reflect on their high school GPAs, as research shows that having students be contemplative and reflect gives them more agency. This is something they would have in hand to take to a counseling appointment.

Guided Pathways wants students to have participated in clarifying and staying in their path. Guided Pathways Student Ambassadors are going to get this out to some faculty so that some students can provide input on the tool, as well.

C. Union/Bargaining Unit Report – Boy Fey: The Union will be negotiating the protocols for Athletics with District HR, and he asked Anna Hanlon and Jodie Legaspi if they had heard anything. **Senator Legaspi** noted that as of right now they have been cleared for what they call “conditioning only” outdoors. Everything during this first session is optional for coaches and for student athletes. They do have access to testing on campus and they are working directly with student athletic training to get clearance on a weekly basis. The students who choose to opt in and participate share no equipment and everything has to be socially distanced and outdoors. Any athlete that has tested positive has to have a clearance from a physician before they can return to conditioning. **Senator 1** asked if there any talk in the District about the Performing Arts and protocol for that? **President Sachs** noted that there is not; however, this is something that will be mentioned at the next meeting. The District needs to start creating and testing the protocols to see what works and what does not. There will be another special meeting because there is a lot that needs to be decided. It is important to start having conversations and letting people share their concerns, frustrations, and ideas on how some of these things might be solved and the dialogue should be at division meetings, too. It is important that everybody have a voice when making these decisions. **Senator 2** stated that in talking with his students, 50% consistently respond “yes” when asked if they would like to return to campus. Therefore, it is important to discuss some of the protocols coming in. It is doable especially in large classrooms if some strategizing gets done.

D. Credit for Prior Learning Report – Charles Otwell: The District meeting to finalize the procedure for Credit for Prior Learning will be February 26. The suggestion last semester was that they form their own work group. This is going to be an expansion of Credit by Exam which they already do, but there are going to be other ways of awarding credit in the AP. They think that they should start with faculty because faculty are going to have to take the lead on this. He has been in contact with Candice Rose, who is the Faculty Coordinator for Credit for Prior Learning at Palomar college. She has agreed to come and talk to any interested faculty about what they have done to try to get OCC faculty educated and address potential concerns. They are thinking that they might do something like a kickoff session within the next few weeks. They will want to hear from interested faculty soon. There will be an email going out. They would like to have a few faculty members on the work group, if possible.

E. Budget Report – Cyndee Ely: The general fund budget is currently projected to be at 5.06%. It is important to keep in mind that the District has adopted a board policy of 10% and the State steps in when it goes below 5% and the District could lose some budgetary control. At the December meeting that number was projected to be 4.55% which would put the District below the state requirement, so things have improved. The entire District needs to be careful in deficit spending as the reserves are going down each year.

The second issue is enrollment, and in 2017-18 and 2018-19 *stabilization* went away and that is when the student-centered funding formula came in, but it is clear that enrollment is not going to save the District, as it has been steadily declining, as has the K-12 enrollment population for ten years. The District is currently in *hold harmless* and that does help; what hold harmless does is separate enrollment from the funding; however, that does not last forever, so planning and budgeting has to be reviewed in order to deal with this crisis.

The District was borrowing cash to make payroll. The state promises X amount of money, but it takes a while to get it. That is what was meant by borrowing money to make payroll; it is just that the physical dollars are not there yet from the state. There are mechanisms in place and the District gets a good borrowing rate and its credit rating is very good, so it

gets a good rate on that short-term cash borrowing. It is not like borrowing cash on your credit card where you are paying like 40%. It is better than that.

There was also a question about Capital Projects. Capital Projects are the buildings and the big-ticket dollars that are being spent. They have got a lot of phenomenal Capital Projects going on. The way those work is that the state gives the District money--not from the general fund--and that money has to be dedicated to only buildings and capital projects. It cannot go to salaries. OCC has been stellar at getting those projects approved by the State, so that the State pays for them. It does not impact the general fund. On the flip side of that, at the January meeting, they were informed that projects are on hold and that funding from the state for capital projects are on hold. That is another area to be aware of.

Regarding CARES money, the State and the District have been waiting for clearer definitions and guidelines from the federal government on how they can spend that money. There will be more information about CARES funds.

If anybody has a budget question, send it to Senator Ely via email.

4. Unfinished Business

A. Equity, Inclusion, and Social Justice Resolution – Eric Cuellar:

Senator Cuellar: The Senate subcommittee worked well on this together and he asked President Sachs for an opportunity for the subcommittee members of the Academic Senate to comment, if possible.

Senator 3: It looks like an excellent opportunity for the District to be in line with the issues that we are facing today. The campus definitely needs to adopt this resolution to address issues of equity. The resolution is very clear, and it addresses the specific issues of administrative and faculty hiring. With all the work that the committee has put into the resolution, he supports it.

Senator 4: The committee did a good job. The wording and intent is much clearer. I sent this to my division and received no more requests for feedback because it addressed their concerns. Thanks to the subcommittee for that. Also, this is a statement, not a policy, as the District has stated we cannot create our own hiring policies and must follow the District ones.

Senator 2: Echoed his colleagues in their statements about the resolution. He is glad that concerns were solved. The intent of the resolution was not to implement new policy, it was to address the current processes and current District policy and to make us more aware of issues like social justice, changing diversity, demographics, etc. Going forward, he would like to mirror the diverse demographics of students enrolled. It took a long to pass but he is glad that it did. He is pleased, also, with the fact of the administration and the faculty working together in the developments and services of the Multicultural Center. He commends his colleague Senator Cuellar for moving this forward and everyone who had input in taking it to their divisions.

President Sachs: I think the time it took is evidence of what we're supposed to be doing as a body: bring in different opinions and perspectives and mold them not into a policy, but a statement of resolution.

Senator 5: I have been working on diversity issues in conversation with the Mayor of Irvine and other individuals who are elected city officials. This is similar to one the mayor introduced in the City of Irvine that deals with diversity and inclusion and she went through

a similar journey. The resolution was first rejected and now it has been passed unanimously. She has been working with the President of Irvine Valley College, the President of Saddleback College, and the Chancellor of the University of California at Irvine, who is now developing an Institute for Diversity and Inclusion. With all the comments and concerns pertaining to this resolution, we will have difficult conversations that can be dealt with by listening with empathy. Other major institutions are working on issues of diversity. He would like someone from other institutions or organizations to come and share what they have done.

Motion 2: President Sachs called for the vote on the resolution. A vote was taken, and the resolution passed. [See voting chart at the end of these minutes; see final resolution in the Appendix at the end of these minutes.]

5. New Business

SOAA Report – Anna Hanlon: Presented the Scale of Adoption Assessment, or the SOAA report, a document that is part of the work of the Guided Pathways Design teams. The hard work to create this document was shepherded by Steve Tamanaha and the input was from all of the faculty members who are working on the Design teams. This report is submitted every year and it addresses the four pillars: clarifying the path, getting students on the path, keeping students on the path, and ensuring learning. There is a called-out equity considerations section. It asks the college to identify different activities that are being planned or have been implemented to address the guided pathways pillars and to identify the scale of their adoption.

The highlights are from the mapping area. They are continuing with the mapping and the college is in the process of creating documents that will be accessible to the public facing webpage with regards to onboarding, which is the second section. Onboarding is interesting, because of COVID they have had to make changes to accommodate students in response. They have been doing the work, while they have been evaluating the work, while they have been trying to plan for improvements. They have some ideas here in terms of what is planned for the future.

In terms of the third pillar with intervention, Starfish is actually the first larger outcome from the recommendation of this group. They will be asking for a faculty liaison; they need to have faculty at the front of this implementation.

Then the largest change actually came with the fourth pillar, which is to ensure learning. Previously, they relied heavily on just the assessment activities that they are already doing in terms of CSLO assessment and PSLO mapping. The Design teams and the Taskforce looked at this pillar to see how they could ensure learning. They want to mature the activities and move beyond the assessment which they are already doing. They have identified some potential activities besides reviewing how they are assessing program SLOs and other things, such as how can they institutionalize Guided Pathways possibly via program review.

Faculty wants to look at the student journey as opposed to maybe just a static data point. There are recommendations for professional development for the faculty listed, such as a Center for Teaching and Learning that can promote equity and culturally responsive pedagogy and then also increase using data. She asked for feedback and will be back next week for endorsement.

6. Adjournment of the Regular Meeting

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

7. Approval of the Minutes: February 16, 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	Motion 2	Senate Membership
Minutes 2/02/21	Equity, Inclusion & Social Justice Resolution F-2020-1	
Aye	Aye	Alabi, Jessica A.: Senator-at-Large (2020-2023)
Aye	Aye	Arismendi-Pardi, Eduardo: Senator-at-Large (temporary replacement for senator-at-large Blair) (2018-2021)
Aye	Aye	Barnes, Carol: Counseling Senator (2018-2021)
Aye	Nay	Boogar, Tyler: Math and Sciences Senator (2020-2023)
Aye	Aye	Connor, Sean: Senator-at-Large (2020-2023)
Aye	Aye	Cuellar, Eric: Senator-at-Large (2018-2021)
Aye	Aye	Della Marna, Jodi: Library & Learning Support Senator (2020-2023)
Aye	Aye	Denney, Matt: Technology Senator (2020-2023)
Aye	Aye	De Shano, Tina: Consumer Health Sciences Senator (2020-2023)
Aye	Aye	Drew, Rendell: Senator-at-Large (2020-2023)
Aye	Aye	Ely, Cyndee: Part-Time Senator (2020-2021)
Aye	Aye	G'bye, Diogba: Part-Time Senator (2020-2021)
Aye	Aye	Gordon, Lee: Vice President, Senator-at-Large (2019-2022)
Aye	Aye	Kennedy, Marilyn: Secretary, Lit and Lang Senator (2019-2022)
Aye	Aye	Legaspi, Jodie: Athletics and Kinesiology Senator (2020-2023)
Aye	Aye	Lloyd, Doug: Parliamentarian, Senator-at-Large (2020-2023)
Aye	Aye	Means, Leland: Visual and Performing Arts Senator (2018-2021)
Absent	Absent	Neil, Jeanne: Business and Computing Senator (2019-2022)
--	--	Otwell, Charles: Curriculum Chair (Non-Voting) (Open)
Aye	Nay	Pena, Max: Senator-at-Large (2019-2022)
Aye	Aye	Phillips, Clyde: Senator-at-Large (2020-2021)
Aye	Aye	Sachs, Loren: President, Senator-at-Large (2019-2022)
Aye	Aye	Stanton, Jordan: Social and Behavioral Sciences Senator (2019-2022)

Appendix

Equity, Inclusion & Social Justice Senate Resolution #F-2020-1

Proposed By: Eric Cuellar; Associate Professor of Counseling & Senator at Large Seconded By: Dr. Rendell E. Drew, Professor/Political Science & Senator at Large December 2, 2020 (Revision)

Passed by the OCC Senate on February 9, 2021

Whereas, the Coast Community College District (CCCD) Board Policy 3420 addresses Equal Opportunity by acknowledging the following principles and values: “the District is committed to employing qualified administrators/managers, faculty, and staff members who are dedicated to student learning and success.” The policy further goes on to state, that the CCCD Board is committed to the hiring and staff development processes that support the goals of “equal opportunity and diversity,” and to those processes that provide equal consideration for all qualified candidates.

Whereas, as evidenced by the recent announcement on the OCC website, positions were expressed addressing social justice and the current nationwide debates regarding “racism, social injustice and privilege” the OCC’s recent referral to the Black Lives Matter (BLM) movement was well intentioned. One must objectively concede that there could be potential concern in such reference and usage.

Whereas, “Black Lives Matter” is the name of a movement which can be viewed as divisive by some. It is truly a reference that addresses both past and recent incidents of nationwide social justice by naming only one social/ethnic group (Blacks). In the view of others, this may appear to separate that group from all others by omission: Hence, it may be deemed by some to be “subjectively divisive” by the separation of one social group from others—including by many of those of the dominant culture—primarily Non-Hispanic Whites. OCC must rather take a stand of inclusiveness and one of social justice. Social justice is a process that addresses fair distribution of resources, opportunities, and responsibilities. Social justice addresses individual and institutional inequities at a structural level. Social justice enables and empowers all people to practice self-determination and supports narratives of inclusion. Social justice provides collaborative practices of social cohesion and community engagement for the purpose of creating allies and equity practitioners.

Whereas, OCC aims to observe multiculturalism with care and empathy. It creates a learning atmosphere that is reflexive and permissive of cultural and intellectual humility, a life-long endeavor of understanding equity and social justice, in addressing practices of institutional inequity and injustice. In addition, fair and equitable opportunities will be provided for all individuals to compete for 2 hiring and promotion within the CCCD, and inclusion of differences of diversity and intersectionality for the purpose of the representation and success of a diverse student body and community. An inclusive campus community provides an equitable educational experience that enables and empowers its members to guide and support culturally sensitive and responsive practices.

Whereas, the administration and faculty of OCC will strive to mirror the diverse demographics of the students we enroll and serve, primarily through the hiring processes. OCC will strive for recruitment, hiring, and promotion practices to be free of bias. Outreach recruitment efforts will address under-representation of differences of diversity in administrative and faculty ranks by identifying colleges, universities, organizations, graduate cohorts, publications, and use of social

media to attract qualified candidates. Instituting and using mentoring and training programs will be encouraged to meet the existing and future needs in service of the diverse student demography of our campus community.

Whereas, the best way to demonstrate OCC's true commitment, as an inclusive institution of higher education that values social diversity and embraces the multicultural atmosphere of our campus, resides in our commitment to ensure we create an environment which fosters cooperation, acceptance, democracy, and free expression of ideas. The touchstone for our campus is to have the ability for its community members to be valued and validated. This commitment on all search committees should apply to individuals from all racial and ethnic groups, including those groups protected from legal discrimination.

Be it resolved, that all present and future administrative and faculty search committees strive to be representative of OCC's diverse student population and observe with integrity the CCCD's policies of inclusiveness.

Be it further resolved, that the administration and the faculty of OCC work together and utilize the developing services of the OCC Multicultural Center, unparalleled in its inclusion that is characteristic of a multicultural education, in order to provide educational and cross-cultural learning opportunities and experiences for our faculty, students, and staff.
