

ORANGE COAST COLLEGE

Academic Senate Meeting | 08/25/20 | 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
Carol Barnes, <i>Counseling</i>	Present	Marilyn Kennedy, <i>Lit & Lang, Secretary, PDI Chair</i>	Present
Jamie Blair, <i>at-Large</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</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		

Guests (Optional & Voluntary Sign-In): President Angelica Suarez, Anna Hanlon, Arabian Morgan, Eduardo Jesus Arismendi-Pardi, Jacqueline Kamphuis, John Fawcett, John Taylor, Larissa Nazarenko, Michael Mandelkern, Pam Walker, Rebecca Morgan, Renee DeLong, Rich Pagel, Sheri Sterner, and Sierra Wisner.

1. Preliminary Matters

- A. **Call to Order:** President Loren Sachs called the meeting to order at 11:30 A.M.
- B. **Approval of the Minutes – May 19, 2020:**
Motion 1: Senator Means moved to approve the May 19, 2020 minutes; motion seconded; motion approved. Ayes **21**, Nays: **0**, Abstentions: **1**. Absences: **1**. [See voting chart at the end of these minutes]
- C. **Opportunity for Public Comment:** Eduardo Arismendi-Pardi
- D. **For the Good of the Order Announcements:** None

2. Consent Agenda

Motion 3: Senator Kennedy moved to approve the consent agenda; motion seconded; motion approved unanimously.

- A. **Equivalency Committee: Aviation**
 - John Carter
 - Stanley Harriman
 - Ronald Franz

3. Officer, Senator, & Committee Reports

A. Academic Senate President – Loren Sachs:

- We will be looking at Distance Education this semester. Additionally, there is a new requirement for Credit for Prior Learning and so the college must have a policy on this by the end of the fall semester.
- This year the Senate meeting model will be adapted to a prior one that had time limitations for each agenda item to keep meetings organized. This will give enough time to presenters to speak and it will give senators the time necessary to make decisions. Please forward requested agenda items to the E-Board, but in particular, President Loren Sachs and Senate Support Staff Person Beatriz Rodriguez.
- Senator Ely will present on the budget at the September 15th meeting.
- Thanked Dr. Jessica Alabi, Flex Coordinator, for a successful Flex Day on Friday, August 21st.
- Asked the new senators and the student representative to introduce themselves: Tina De Shano, Tyler Boogar, and Jessica Alabi briefly introduced themselves. Student Sierra Wisner introduced herself as the ASOCC representative for this meeting.

B. Guided Pathways (GP):

- **GP Coordinator Jaki Kamphuis:** Reported that they met during Flex Day. Each of the three teams had individual meetings and then all merged into a joint summit. This semester they will be focusing on the integration of the work that the three teams have been doing individually, examining how they interlink; they will be working on recommendations.
- **GP Coordinator Jessica Alabi:** Reported that she would like divisions to think about the pathways they are a part of. One of the things that has become important in Pathways is career exploration and how to connect the major information for student from both professors and counselors. This would be where the career and academic pathways design team and the onboarding design teams intersect. She would like senators to talk to their faculty about how they can bridge that dialogue with counseling and career exploration. OCC Guided Pathways money has not been used yet.
- **GP Coordinator Charles Otwell:** Reminded President Sachs that this position is open and the position needs revisions and then advertisement to the full-time faculty.

C. Statewide Guided Pathways Representatives: Anna Hanlon will be the OCC Senate GP liaison and she will work with Dr. Alabi, the GP statewide representative.

D. Union/Bargaining Union Report: None

E. Multicultural Center Update – Rendell Drew & Eric Cuellar: The Multicultural Center Coordinator position has been approved by Dr. Suarez for 6 LHEs and is currently being vetted. On behalf of Dr. Drew, Eric Cuellar reported that the International Multicultural subcommittee met over the summer to discuss developing the infrastructure of the Multicultural Center for this upcoming academic year.

F. PDI – Chair Marilyn Kennedy: The PDI handbook and the applications have been updated and uploaded to the OCC Portal. If you have trouble accessing them, contact the PDI Chair. It is not clear yet the amount of PDI funds that will be available for faculty professional development due to ongoing CFE negotiations. However, PDI salary advancement credit activities are still available. As a reminder, faculty cannot get both Flex credit and PDI funds or salary advancement credits for the same activity.

G. Curriculum Committee – Former Chair Anna Hanlon: Gave an update on the Emergency Remote Teaching (ERT) workshop. To provide context, especially for new senators, this is the process that was approved by the Senate in the spring to facilitate faculty members transitioning to the synchronous online instruction in the fall. It allowed faculty to complete an abbreviated training that focused on the competencies that are necessary for live remote teaching. Over the spring and summer semesters 304 faculty completed the ERT workshop. There are still approximately 89 who need it to complete the workshop for the fall. To assure that the college is following the Senate's process, she has been working with the Office of Instruction and Dr. Walker, the Dean of Libraries Learning Support and Dr. Taylor, and the Director of Human Resources, Rebecca Morgan. They came up with a solution that they can have one more ERT for the fall that will open tomorrow for completion by the end of Saturday. The faculty who need to complete it will receive an email invitation from Canvas, along with a communication from their Dean. This will assure that all the faculty are following the process that was approved by the Senate in the spring.

4. Unfinished Business

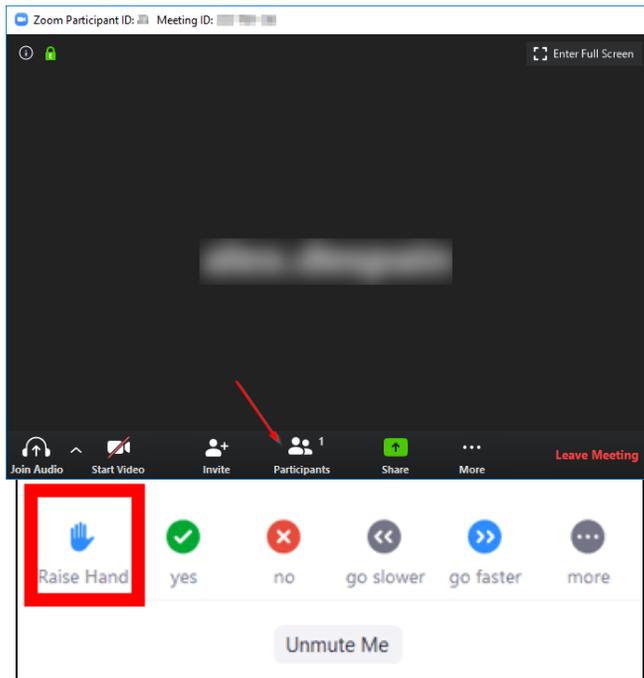
No unfinished business.

5. New Business

A. Senate Meeting Procedures – Parliamentarian Douglas Lloyd: Parliamentarian Lloyd shared a presentation on this year's Senate meeting procedures; it is important for all to be reminded about decorum and debate. Additionally, there are some challenges presented by the online nature of the meetings that can be addressed by the procedural rules. Parliamentarian Lloyd studied *Robert's Rules of Order* over the summer and noted that it reminds us about ways to improve communication at meetings. Meetings should be conducted efficiently, respectfully, and orderly; the parliamentary procedure is designed to help achieve those goals. The Academic Senate has adopted *Robert's Rules of Order* in the bylaws. *Robert's Rules* will be publishing its 12th edition on September 1. The rules are adapted from parliamentary procedures in the United States House of Representatives, but they are adapted in such a way that they are meant to be applied to smaller organizations.

In addressing decorum, order, and debate, the main goal is to communicate respectfully and to give everyone a chance to be heard. By directing all comments to the chair, members or guests are discouraged from interrupting or arguing with one another. To prevent disorderly discussion and to make sure every member has the opportunity to speak, members must be acknowledged by the chair before speaking, called "obtaining the floor".

In online Zoom meetings, there are two important features, the *chat* feature, and the *raise hand* feature. The *raise hand* feature provides the host with an ordered list of people who want to speak. This is good because it has been the tradition to maintain a queue of speakers in the Senate. In other organizations, individuals have to rise right after the previous speaker and the first to rise is acknowledged, whereas the Senate keeps a list of people and an order. In order for each speaker to be heard, members should not attempt to obtain the floor while another member has it.



Parliamentarian Lloyd showed how to utilize the *raise hand* feature within Zoom: click on the "Participants" icon to gain access to a panel to the right that has several icons, one of which is a *raise hand* icon. The feature might appear different on different devices.

If senators still have difficulty finding the *raise hand* feature, they can still request to speak through the chat; however, it is challenging to maintain the order of the queue when raising a hand and chat are used simultaneously.

The chair can reorder the queue after a motion is made; the chair may opt to allow the one who made the motion to speak first. During debate any member may speak up to two times. The chair may choose to give the floor to a member who has not

yet spoken over a member who has spoken already. Finally, the chair can choose to change the order of the queue, so that alternating views are presented on an item. This can be done by saying, "We have heard from so *and so* speaking in favor of the motion. Is there anybody that has an opposing view?" If several people respond that are already listed in the queue, then next one could be taken, and this might change the order of the queue.

The zoom *chat* feature is really useful. Senators Drew and Cuellar used it effectively today because they were having technical difficulties, so they were able to communicate via chat. Chat, however, does present some problems when it comes to maintaining order and adhering to the procedural rules. Chat will not be recorded in the minutes. It should not be used to obtain the floor while another member is speaking or for debate or discussion of any kind. This is a distraction from the speaker, and it is bypassing the chair's right to order the debate. However, it will remain active in case it is a necessary tool for someone to request to speak.

Everybody wants to use time efficiently and *Robert's Rules of Order* is designed to balance efficiency with careful debate. This semester the Senate will have a time allotment indicated next to each agenda item. This guideline will help us to understand how much time is budgeted for each item and to understand how much time should be spent in each stage of the decision-making process.

Parliamentarian Lloyd prepared a flow chart to outline a common chain from introduction of an item to a vote. He defined and explained the concept of *informal consultation*. There is frequent use of *informal consultation* in our Senate. It is a useful tool when senators express their individual views on an idea. However, the goal according to *Robert's Rules*, is to spend as little time as necessary in *informal consultation*. For this Senate, it might be necessary to spend more time in *informal consultation*, but it can increase the efficiency of the Senate if a Senator presents a motion as soon as one seems ready to be formed. The Senate can also increase its efficiency by refraining from repeating what other speakers have already said during this time.

Parliamentarian Lloyd presented a common sequence of events leading to a vote on a motion. Initially, the chair will announce the agenda item, sometimes there is a presentation after the announcement. Usually the Senate enters into a period of discussion called *informal consultation*. Once a motion is made, seconded, and stated by the chair, the Senate enters into a period of formal debate. During the debate senators continue to need to obtain the floor from the chair. During formal debate, there is a sequence of speakers and the chair manages who will speak next. There are many possibilities for introducing motions at this time, subsidiary motions, privileged motions, and incidental motions. For instance, a commonly used subsidiary motion is the motion to amend the main motion. This sequence is repeated until debate ends. Once debate ends, the chair puts the question and the vote is taken, and the results are announced.

This is a very typical sequence of events at a Senate meeting. A long time could be spent talking about the variety of motions that can be made, if a second is necessary, and whether a majority or two-thirds vote is required. The purpose of this presentation was to simply outline ways we can ensure that senators feel respected and heard and the meetings can run efficiently.

- B. Multicultural Task Force – OCC President Angelica Suarez:** During Flex Day OCC President Suarez shared information about the Multicultural Task Force on Equity and Inclusion. She heard from staff and faculty that they are committed to help reach equity and inclusion at OCC. An area of opportunity was to have more discussion and action in looking at student equity and looking at some of the overall initiatives across the college to put them under one umbrella and be able to have a more coordinated effort.

President Suarez thanked Senators Drew and Cuellar and all the members of the International Multicultural Committee. Together, they have done outstanding work, but they are now creating a task force that will serve as an advisory committee. The task force will help develop an action plan moving forward. The events that happened on the first part of 2020 call for action around racial justice and equality. OCC would like to make sure that the work that is done through the task force is also running parallel with the work that is done through the educational master plan. This is a good time for the institution to look at its educational master plan and embed some of the work that will come from the task force, as well.

Something that would help this action plan at OCC is the participation from everyone in assessment of campus climate. This would include the areas where the institution excels and also the areas that it needs to address. This might include the adaptation or re-evaluation of processes, practices, and policies. The task force will encourage everyone to help determine what can truly be created at OCC, something that is inclusive and equitable.

This is building upon a lot of the work that many faculty and classified professionals have done. We need to do more of the things that are working and identify and act on areas that we need to significantly improve on or address. The membership will help guide and inform the direction that needs to be taken as an institution.

One of the questions was whether to have a small or a large task force. A large task force seemed like a better option. The more voices at the table and the better so that everyone we can truly have a thoughtful, meaningful conversation about what makes sense for Orange Coast College. OCC President Suarez will reach out to President Sachs and other leaders of the different constituency groups on campus to select people who can serve on the task force. Two to four students will also be part of the task force; however, this is a busy semester for them. The goal is to find people who are available and can attend all meetings. Other members will include a vice president, the new Multicultural Center Coordinator, a representative from PETA, the Professional Development Advisory Committee [PDAC—formerly Staff Development], the Dean of Institutional Effectiveness, and the Director of Human Resources.

President Sachs: Will we vote on the make-up of the task force at next week's College Council in terms of the allotment for faculty, etc.?

President Suarez: Yes, this will go to College Council for feedback.

President Sachs: Once the make-up of the task force is approved at College Council, the Senate will start to define how it wants to select the allotment positions as faculty. This will be discussed in mid-September.

- C. Equity Data – Sheri Sterner:** Sheri Sterner presented her data to the Senate. The data is important but it is more important when it is linked to institutional planning efforts. The college can identify where those performance gaps are but there is a need to eradicate those gaps; the college has to use the data to develop plans. The Student Equity Plan is a collection of strategies and those are the plans that are going to be utilized. It is also in the educational master plan which Dr. Suarez indicated earlier. It will be renewed. The goal is to eliminate the academic achievement and performance gaps for disproportionately impacted groups. As we move forward in learning more about equity and how to infuse it throughout the campus, we will start to see that happening at probably greater levels at department levels.

When we look at equity data, we use a term called *disproportionate impact*. *Disproportionate impact* is a statistical method. It looks at which groups, from a kind of a statistical significance perspective, are most impacted and have differential performances. It helps to identify and understand where the performance gaps are and among which sub-populations. It is a great starting point to begin dialogue within the campus and as a department to discuss how to close those gaps. The data is utilized to see where the deficits are as an organization as opposed to where the deficits are in the students. Many times, structural racism is within our own systems and processes.

The Student Equity Plan data is a comprehensive set of data. It is not the only data on campus, but it is a comprehensive set of data that looks at the students from application to completion. It is important when you look at equity data to not just look at the single population such as race or ethnicity. It is important to think about the multiple identities that students have. When people look at theories like Critical Race Theory or Intersectionality, they include aspects such as race, ethnicity, gender, disability, first generation, foster youth, LGBT, veteran, and/or socio-economic status effects. For example, a female person of color who is low income has a much different experience than a female who is white who is not socio-economically impacted. It is important to think

about that. The student equity plan intersects that data. It also gives some sense of those multiple identities of students. When you look at the data, look at it measured as a pipeline and not as one measure.

The next metric is what is called *retention* and that is looking at the students who continue as students from fall to spring. The next one is the proportion of students completing transfer-level math and English in their first academic year. Then there are two completion measures: the number of students who transfer and the number of students who earn a credit certificate or an associated grade. Today it is important just to focus on what those data trends are.

Senator 1: The Senate needs to be aware of methodologies of not only quantitative data, but qualitative data, so we understand students' stories and what they say they are experiencing. We need to close the equity gaps. We perform great on accreditation, but minority students do not perform well.

Sheri Sterner followed up by presenting on the "pipeline of measures": groups that are impacted throughout the whole pipeline. Black students, male and female, are impacted through the entire pipeline except on the last level. At the last level, it is only female students who are disproportionately impacted. For Latino students, at least a male or female group is disproportionately impacted through the entire pipeline. A good question to ask as we look at the data is, are there groups whose performance perhaps changed for

OCC Student Groups/Populations That are Disproportionally Impacted on Key Metrics

Subgroup	ACCESS		RETENTION		MATH/ENGL		COMPLETION		TRANSFER	
American Indian or Alaska Native					Female		Female	Male		
Asian	Female									
Black or African American	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Filipino	Female						Female			
Hawaiian or Pacific Islander			Female		Female		Female		Female	
Hispanic or Latino	Female			Male	Female	Male		Male		Male
Some other race	Female	Male							Female	Male
White	Female		Female			Male				
Disabled					Female	Male				
Economically Disadvantaged										
First-Generation			Female	Male	Female	Male		Male	Female	Male
Foster Youth	Female	Male						Male		
LGBT			Female	Male	Female	Male	Female	Male	Female	
Veteran	Female					Male				

the pipeline? If you look at, for instance, first generation students or LGBT students there were no problems with access from application to enrollment. Their disproportionate impact started to come in at retention, which is that fall-to-spring persistence. That is a point to reflect on. The data, particularly as quantitative data, can help pinpoint where the areas of disproportionate impact are, but it does not explain why that is happening. That is where we really need to focus on the dialogue and inquiry on the campus and also employing more qualitative data to find out why along this pipeline some students are disproportionately impacted. You can also start to see when we talk about these students who are disproportionately impacted, once they get along somewhere in the pipeline and they are impacted negatively, we show how that impacts the other part of the pipeline.

They're not even getting into the pipeline and so we need to really be thinking about the impacts of this data. The data will show us where we should pinpoint and I can tell you our data is not that unique from other institutions. That is what we would expect when you look at the impact of racism and other *isms* on our structural processes and the barriers that it creates for students.

(Public comment made by Dr. Jesus Eduardo Arismendi Pardi)

6. Adjournment of the Regular Meeting

President Sachs adjourned the meeting at 12:32 P.M.

Approval of the Minutes:

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 5/19/20	Motion 2 Consent Agenda	Senate Membership
Aye	Aye	Alabi, Jessica: Senator-at-Large (2020-2023)
Aye	Aye	Barnes, Carol: Counseling Senator (2018-2021)
Absent	Absent	Blair, Jamie: Senator-at-Large (2018-2021) 11:35 arrival
Abstain	Aye	Boogar, Tyler: Math & Science Senator (2020-2023)
Aye	Aye	Connor, Sean: Senator-at-Large (2020-2023)
Aye	Aye	Cuellar, Eric: Senator-at-Large (2018-2021)
Aye	Aye	De Shano, Tina: Con. & Health Sciences Senator (2020-2023)
Aye	Aye	Della Marna, Jodi: Library & Learning Support Senator (2020-2023)
Aye	Aye	Denney, Matt: Technology Senator (2020-2023)
Aye	Aye	Drew, Rendell: Senator-at-Large (2020-2023)
Aye	Aye	Ely, Cynthia: Part-Time Senator (2020-2021)
Aye	Aye	Diogba G'bye: Part-Time Senator (2020-2021)
Aye	Aye	Gordon, Lee: Senator-at-Large (2019-2022)
Aye	Aye	Kennedy, Marilyn: Lit & Lang Senator, PDI Chair (2019-2022)
Aye	Aye	Legaspi, Jodie: Athletics & Kinesiology Senator (2020-2023)
Aye	Aye	Lloyd, Douglas: Senator-at-Large (2020-2023)
Aye	Aye	Means, Leland Visual & Performing Art Senator (2018-2021)
Absent	Absent	Neil, Jeanne: Business & Computing Senator (2019-2022)
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Aye	Aye	Pena, Max: Senator-at-Large (2019-2022)
Aye	Aye	Phillips, Clyde: Senator-at-Large (2020-2021)
Aye	Aye	Sachs, Loren: Senator-at-Large (2019-2022)
Aye	Aye	Stanton, Jordan: Social & Behavioral Sciences Senator (2019-2022)