

# ORANGE COAST COLLEGE

Academic Senate Meeting | 11/03/20 | 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>Literature &amp; Languages, Secretary</i>	Present
Jamie Blair, <i>at-Large</i>	Present	Jodie Legaspi, <i>Athletics &amp; Kinesiology</i>	Present
Tyler Boogar, <i>Math &amp; Sciences</i>	Present	Doug Lloyd, <i>at-Large, Parliamentarian</i>	Present
Sean Connor, <i>at-Large</i>	Present	Leland Means, <i>Visual &amp; Performing Arts</i>	Present
Eric Cuellar, <i>at-Large</i>	Present	Jeanne Neil, <i>Business &amp; Computing</i>	Present
Tina De Shano, <i>Consumer &amp; 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>	Absent
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 &amp; 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):** Arabian Morgan, Bob Fey, Jaki Kamphuis, Pam Walker, Rebecca Morgan, Renee DeLong.

## 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 – October 27, 2020:**

**Motion 1: Senator Barnes moved to** approve the October 27, 2020, with a minor correction; motion seconded; motion approved unanimously.

**C. Opportunity for Public Comment:** None.

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

- Secretary Kennedy:** Last week the chat function did not record the votes, but I kept written notes during the meeting; please review minutes for accuracy with your vote until we solidify a method. We will probably revert to a roll call vote for resolutions and major motions in the meantime.

**Senator Cuellar:** The International Multicultural Committee (IMC) along with CLEEO Project created a Canvas shell dedicated to Día de Muertos observation and it will be available for the rest of the semester. Senators are more than welcome to share it with their constituents and their students. A flyer with a hyperlink will be made available to the Senate.

**Motion 2: Senator Kennedy moved to** have item 5A, Resolutions for Statewide Plenary, under New Business, moved to the first item under Unfinished Business; motion seconded; motion approved unanimously.

## 2. Consent Agenda

**Motion 3: Senator Kennedy moved to** approve the faculty representatives for the President's Task Force in Equity and Inclusion; motion seconded.

**Senator 1** asked President Sachs for explanation of how the names for the Taskforce were selected and if the proposed Multicultural Center Coordinator (MCC) position is reflected on this.

**President Sachs** stated that the MCC is not reflected because that position has not been formally put into play, but it is believed that the MCC position was listed on the participants for the Taskforce already—Dr. Suarez is here and can speak to that.

**OCC President Angelica Suarez:** Reaffirmed that the Multicultural Center Coordinator is definitely one of the positions on the membership list of the Taskforce.

**President Sachs:** Based on the qualifications that were agreed upon in the meeting a call was put out. The individuals who were interested attested that they met the criteria that was selected by the Senate. Those names were then put together and randomly drawn. The four that are on the consent calendar were the first four that were pulled in that order. The ones that are listed as alternatives were the ones that were the follow-ups. That is the procedure that we followed.

**Senator 1:** Stated that someone just brought it to his attention as to the diversity of the committee regarding the selection of the four representatives. He wanted to have an open dialogue about the process to select the names. He appreciates the transparency.

**President Sachs:** Noted he appreciated the concern and stated that the transparency was that the Senate published what the criteria were and established what the application process would look like. We made clear how the names were going to be selected; the procedures to establish that were followed. Part and parcel of the mission statement is that we would be inclusive of all interested parties. We have followed the intent of the mission statement put together by President Suarez and vetted by College Council and followed our procedures.

**Senator 2 stated** that she thought the list was diverse and called for the question.

**President Sachs called for the vote. Motion 3 was approved unanimously.** [The numbers indicate the original order of the draw held at the Oct. 20, 2020, Senate E-Board meeting. Alternates will be in selected, as needed, via numerical order as long as no division is represented twice.]

Faculty Representatives	Alternate Names
1. Rebecca Ogaz [Counseling/DSPS]	5. Timothy Peters [Technology]
2. Anna Hanlon [Athletics & Kinesiology]	6. Jeanne Neil [Business & Computing]
3. Shannon Wells [Technology]	7. Jamaal Lee [Athletics & Kinesiology]
4. Kisha Williamson Champion [CHS]	8. Steve Spencer [Athletics & Kinesiology]
	9. Maria Do (Behavioral & Social Sciences)
	10. Dr. Eduardo Arismendi-Pardi [Math & Sciences]
	11. Jaime Rossiter [Behavioral & Social Sciences]

**Motion 4: Senator Kennedy moved to** approve the faculty representatives for the Student Conduct Appeal Hearing Board; motion seconded; motion approved, unanimously. [The numbers indicate the original order of the draw held at the Oct. 20, 2020, Senate E-Board meeting. Alternates will be in selected, as needed, via numerical order.]

Faculty Representatives	Alternate Names
1. Michael Beale	5. Mike Mann
2. Joel Gonzalez	6. Lee Gordon
3. Leslie Persona-Lancaster	7. Phatana Ith
4. Shauhin Davari	8. Kevin Castillo
	9. Carol Barnes

### 3. Officer, Senator, & Committee Reports

**A. President’s Report – Loren Sachs:** There was a good discussion on Credit for Prior Learning. The District was trying to get things a little bit more in lockstep across the three campus but instead there will be a little bit more autonomy and we will work on that in the spring.

**B. Professional Development Institute (PDI) Report – Marilyn Kennedy:**

**Funding and Salary Advancement Credits:** PDI Chair Kennedy reported that there is limited funding for online classes, workshops, and conferences, so faculty can still apply for those. Applications are being accepted for salary advancement credits for professional development activities, as usual. Last year PDI passed a blanket approval for all full-time faculty to give them up to five units of PDI credits if they submitted a log, it was approved, for their migration to online learning. Sixteen faculty members have submitted their logs so far, but faculty have until July of 2021 to do so. If anyone needs the original application with the directions, they can contact PDI Chair Kennedy.

The In-Service subcommittee of PDI approved two applications that allow all full-time faculty to earn PDI salary advancement credits for Flex workshops that exceed their mandatory annual flex credits. For example, if someone needed 12 Flex credits and they earned 15, they can use those extra 3 for PDI, as long as that is submitted to PDI and they do not count the extra hours towards Flex. Faculty members can earn PDI credits, as well, for any Cornerstone workshops, events, or activities that are not mandatory for them to take. They have to submit a certificate or a notice of completion. There is a new STEM, 9-hour mini course, called Culturally Responsive Teaching for STEM Instructors in Hispanic Serving Institutions. If faculty members attend that, they need to submit their proof of attendance completion in order to earn PDI credits.

**Sabbaticals:** Due to recent CFE negotiations, there will be no new sabbaticals granted for the 2021-2022 school year.

**OCC Portal Site and Senate Public Page:** The PDI portal website has been updated and cleaned up and is still being worked on, as PDI was waiting for negotiations to end before making any changes or updates. PDI Chair Kennedy thanked Beatriz Rodriguez, the assistant to the Senate and PDI, because she is working on the PDI OCC public page to help people to find some things easier. (Senator Kennedy submitted her report via chat.)

### C. Academic Freedom (AF) Committee Report – Dr. Eduardo Arismendi-Pardi:

**Academic Freedom Co-Chair Arismendi-Pardi** reported that the committee met last week and discussed a proposed ASCCC resolution [resolution 3.01 F20 and amendments for “Support the Anti-Racism Pledge” [link](#)] for fall plenary session which deals with diversity and inclusion. It talks about the importance of inclusion and diversity in teaching and there were no problems with that. However, there are some concerns and therefore the committee voted to advise President Sachs to vote “no” on that resolution.

He explained why it is important that they be cautious, as the resolution calls for faculty to sign a pledge that they would be inclusive of diversity issues or the issues that are dividing the nation today in the classroom. Anytime we sign a pledge, it basically violates academic freedom, his personally as an instructor, or his colleagues’ academic freedom.

Dr. Arismendi-Pardi supports inclusion, but to force somebody to do that is not in the spirit of academic freedom. He provided an example. He is an expert in the field of ethnomathematics and that field is very controversial in the mathematics community. He teaches his courses using that particular approach, which acknowledges the contributions to mathematics from different cultures. There is a claim that says that mathematics began in Africa; that that is the birthplace or the cradle of mathematics. It was not in Europe. That is an argument that one can debate. If he was to sign a pledge and somebody would have an issue with this particular thing, it would prevent him from wanting to pursue the truth concerning that particular approach to teaching. He does not think it would be fair to force his colleagues who teach mathematics to have to be inclusive of diversity issues in their teaching.

When they talked about that, he reminded the participants in their community of what *academic freedom* is. He wants senators to simply hear those words and think as we can be divisive on issues. There is a difference between education and wisdom. Education is about learning something. Wisdom is about taking what one learns, having a productive collegial conversation, and coming together and having difficult conversation and arrive at some conclusion that is representative of the whole.

Academic freedom at its simplest can be defined as the freedom to conduct research to teach, to speak, to publish, subject to the norms and standards of scholarly inquiry and without the interference or penalty, wherever the search for the truth and understanding may lead someone. For example, if somebody wanted to study critical race theory and that is something that is controversial, to prevent that person from their study and pursuit in that particular field would be a violation of academic freedom.

He thinks that they all should be inclusive. It is very important, but to require that someone signs a pledge to be inclusive, personally speaking, he would have difficulty signing any kind of a pledge, even if he agrees with that pledge. He likes to have the freedom to pursue the truth, whatever the truth might lead him to. That was the Academic Freedom Committee’s report and recommendation for President Sachs. Dr. Arismendi-Pardi stated that one could offer suggestion to that resolution and offer an amendment that would satisfy all parties and be productive and unifying.

## 4. New Business

### A. Resolutions for Statewide Plenary – Loren Sachs:

**President Sachs:** The last day of the plenary is devoted predominantly to hearing and voting on the resolutions. We have until Friday evening to submit amendments to the resolution. The time for a new resolution has passed. President Sachs presented the Table of Contents to the senators for them to see what will be covered at plenary. There are multiple sections.

- 1.0 Academic Senate
- 3.0 Diversity and Equity
- 4.0 Articulation and Transfer
- 6.0 State and Legislative Issues
- 9.0 Curriculum
- 10.0 Disciplines List
- 11.0 Technology
- 12.0 Professional Development
- 13.0 General Concerns
- 17.0 Local Senates
- 18.0 Matriculation
- 19.0 Professional Standards
- 20.0 Students
- 21.0 Career Technical Education

There are some numbers that are skipped because there are no resolutions this year for that particular process or question. Section 3.01 is the resolution that Dr. Arismendi-Pardi was referencing. It was suggested from the Academic Freedom Committee to oppose this resolution or potentially write an amendment regarding the signing of the pledge. President Sachs gave some time for senators to read the resolution and asked for comments or feedback.

**President Sachs:** In response to a public comment/question about repercussions if faculty do not sign the resolution [the 3.01 resolution “Support the Anti-Racism Pledge”], that is not clear. It is not indicated, but neither does it indicate what happens if it gets signed, as well. At the Academic Freedom Committee, it was discussed as that was one of the concerns. It is not indicated what the purpose is. The question is, Where would it go in terms of signing it? There was a question in terms of it impinging on academic freedom.

**AF Co-Chair Dr. Eduardo Arismendi-Pardi:** The first thing that happens when one is asked to sign a pledge, even if in favor of it, is to know how that is going to be used. Why do I have to sign something? If I were in President Sachs' shoes, I would offer an amendment and strike down the signing of a pledge and perhaps use language that is more invitational. He suggests using something such as “encourage” as much as possible, encourage faculty or give them the tools should they choose to do so under the construct of academic freedom to be more inclusive. He believes that would be a much friendlier resolution in that regard. There are so many questions. What happens if we do not sign it? It is problematic.

**Senator 2:** Stated that she served on Equity and Diversity Action Committee when they developed this pledge. This resolution is asking that ASCCC distribute it to colleges and then the college academic senates can do what they want to with it. The resolution is asking that it be distributed. It does not require anything else because ASCCC knows that academic senates independently can do what they want on their college campuses. If ASCCC had the power to impose anything on any college campus, then OCC would be doing a lot of things differently. OCC will be much more progressive than we actually are. We would not be fighting over some of the things we have been fighting over all semester. Us acting like they can impose anything on us is ridiculous because they have not imposed anything on us yet. This is invitational. It is simply asking for it to be distributed as it cannot impose anything on any college campus. It is a resolution.

**Senator 3:** Wanted to clarify something in reference to something that Co-Chair Arismendi-Pardi said and in reference to other questions. On the back of the actual pledge it [\[link\]](#) asks faculty to check a box if they would like to have it publicly posted. The concern at the meeting was that there are already places online throughout the country where faculty have their names posted voluntarily or involuntarily if they do not subscribe to a certain set of political thought and right now that has hurt us. We have had the Olga Cox situation (it is believed that there is another one) where professors names are put up on a public list for people to see. The back of the pledge is asking the signer if that person would be willing to have their name in a public posting. What will happen with this public posting? If somebody is a part-time faculty and they choose not to sign the pledge, does that mean during a hiring committee somebody can look on that and decide not to hire them? If somebody does put their name on there publicly, does that open them up to any kind of harassment or if a name is not on it? Those were the concerns. The pledge itself is not the concern. The concern is signing something and then having it publicly posted. About twelve years ago I wrote for the *Orange County Register* Higher Education blog and wrote an article criticizing the requirement to sign the loyalty oath stating one is not a communist. At the committee meeting it was discussed and agreed that these things are similar where faculty have to sign something. The thing with this pledge is that it is asking for faculty to consent to having their name publicly posted and the repercussions to those who do that and those who do not, especially those who do not have tenure on either side of their decision.

**Senator 1:** Thanked Senator 2 for stating the fact that of the academic senates can do what they want. However, he has a legal concern about this, as well. He understands that the language does not sound compulsory, but what it sounds like it is something that could come back later and do potential harm. He asked if someone could explain what the following means: "to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism," How is that measured? How is that stated? Is that something that can come back and be used against us? He hears the concerns and to him, it almost sounds like a battle of comparison of *prejudice* and *discrimination*. Someone can be *prejudiced* and have negative thoughts in their mind all day long, but it becomes *discrimination* when acted upon. However, he does hear the concerns. An attorney would say never sign anything that you don't know what you are signing. Things have a way of coming back at people.

**Senator 2:** Asked When did we stop reading resolutions at the resolved point where it says resolve to "distribute," resolve to "commit," and resolve to

“provide” training? There are three requests here: distribute, commit to, and provide training. What else are people reading into this resolution, other than the resolved parts? People who are going to plenary, who are going to vote on this, if we do not understand what our resolution is and we are trying to get our Senate to tell us how to vote, there is a problem. A resolution is only based on the resolves. The resolves ask us to do something, resolve to distribute, resolve to commit, resolve to provide. It does not say sign anything. That is for you in your Senate to decide later, if you even distribute. Are we saying we are not educated enough to understand what a resolution is? Are we preemptively striking down a resolution?

**President Sachs:** What we are trying to understand is in the second resolve, so it does say to examine our personal role and commit to dismantle structural racism by signing the anti-racism pledge and as we have heard three voices today, there are two members of the body that have concerns about signing a pledge and it does clearly say in the second resolved, that there is a request to sign the pledge. He thinks that the concerns being raised are valid when looking at that second resolved.

**Senator 4:** That is correct about the resolves, but the concern is when implementing the resolves, they look at the whereases and those show the intent and the detail of the resolves. She agrees with what Senator 3 and AF Co-Chair Arismendi-Pardi said. In addition, there are many faculty members who may not understand the pros and cons of what could happen if they sign and may regret it later. Faculty should just do these ideas because they believe in them, not because they are told to.

**Senator 3:** At the bottom of the page, there is a link to the pledge that might answer some questions. On the second page of the pledge, there is a statement that reads the following: “Please include my name as a public signer on the ASCCC Anti-Racism Pledge.” That means it will be publicly posted. That actual pledge does not show in the resolution; it only provides a link to it.

**President Sachs:** Asked if there is a motion on action on the current form. The Academic Freedom Committee suggested a potential resolution or a vote of “no.”

**AF Co-Chair Eduardo Arismendi-Pardi:** It is a difficult time right now. He looked at the resolution and thought about it a lot. Academic freedom is the pursuit of finding the truth, regardless of where it takes you. When someone says to sign a pledge, he hears political parties. (For teachers), when they sign a pledge, they are taking away the freedom that they enjoy to be able to teach the way that they want to. However, he loves diversity and diversity work and wants to teach mathematics in that way. In the same manner, he wants to be respectful to his colleagues who may disagree with and do not want to teach in this way. He has a lot of respect for them; he hopes that they have respect for the things that he believes are true. The simple sentence that says, “by signing,” that is what struck him. He thought it was kind of dangerous; he knows that the intent was meant well but the part where it asks to sign struck him. He could not vote for it and would not sign something. He was not aware the senate could do whatever it wants with it. The intent is good, it is just the signing.

**President Sachs:** Asked if there is a motion on action. Co-Chair Arismendi-Pardi suggested an amendment to the resolution where they would work on the second resolved and drop the signing component out.

**Motion 5: Senator Gordon moved to** accept the recommendation of the Academic Freedom Committee with respect to this resolution (supporting a vote “no”); motion seconded; motion approved, unanimously.

**President Sachs called for a brief discussion on the ASCCC resolution 19.01 F20 “Adopt the Paper ‘Protecting the Future of Academic Freedom in a time of Great Change.’”** [\[link\]](#)

**Senator 2:** There is a resolution at the ASCCC Plenary consent calendar for an academic freedom paper, 34 pages long, deemed non-controversial. It was discussed at the Academic Freedom Committee meeting; there was not a no or yes vote recommended on it. The consensus at the meeting was that it was a very bland paper, not strong is assertion, and slightly redundant, but it did say good things about academic freedom. The Committee had talked about bringing different speakers to the campus to help people become continuously aware of academic freedom. They want everybody on campus to be able to teach and speak and pursue their disciplines without fear and without being put on a list somewhere; this goes for any point of view, although they all came from different perspectives on this. There is no recommendation for yes or no.

## 5. Unfinished Business

### A. Board Procedures and Administrative Policy Committee (BPAP) Report on 7120C Faculty Hiring Policy – Marilyn Kennedy:

Senator Kennedy stated that she had looked over the ASCCC Inclusivity Statement that is on the agenda for today and is going to lift the last paragraph from that and ask at the next BPAP meeting if that language can be placed into the policy. It will not be verbatim because it has to fit, but it can be included in some way. It is clearer, more specific, and a better descriptor than what is in there right now.

### B. Equity and Inclusion Resolution – Eric Cuellar:

**Senator Cuellar** reported his gratitude to the subcommittee that is representative of five academic divisions that worked together collaboratively. He presented the revisions made to the resolution and it was retitled Equity, Inclusion, and Social Justice to distinguish it from other Academic Senate business that had been discussed under equity and inclusion.

### Equity, Inclusion & Social Justice

#### Senate Resolution

Proposed By: Eric Cuellar; Associate Professor of Counseling & Senator at Large

Seconded By: Dr. Rendell E. Drew, Professor/Political Science & Senator at Large

October 29, 2020

(Revision)

Whereas, the Coast Community College District (CCCD) Board Policy 3420 addresses Equal Opportunity by acknowledging the following: “the District is committed to employing qualified administrators/managers, faculty, and staff members who are dedicated to student learning and success.” It further goes on

to state, that the CCCD Board is committed to the hiring and staff development process 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 in order to address 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 (re)distribution of resources, opportunities, and responsibilities. Social Justice addresses individual and institutional inequities at a structural level. Social Justice enables and empowers all people 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 in creating a learning atmosphere that is reflexive and permissive of cultural and intellectual humility as a life-long learning 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 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 current and future administrative and faculty leadership of OCC will strive to represent the diverse demographics of the students we enroll and serve, primarily through the hiring committee 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, publications, and use of social media to attract qualified candidates. Instituting 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 that 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 all individuals from all racial and ethnic, as well as other 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 OCC’s & CCCD’s policies of inclusiveness.

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

Submitted to the Academic Senate for revisions on: 10/27/2020

Senator Cuellar introduced the new Senate resolution for the Senate to discuss and provide an opportunity for the academic senate body to take a look at it. He conveyed that this resolution is not to institute policy. The intent is to increase awareness and

mindfulness of these topics of equity, inclusion, and social justice. They hope to be able to work collaboratively for the good of the campus community. This is based on the foundations of additive empathy and creating an architecture of care for campus. He asked the subcommittee members to comment on the resolution and then move forth.

**Senator 2:** Informed the Senate of two things: (1) That she had written a revision to the original resolution two weeks ago and spent hours revising it. She took it to the subcommittee at their first meeting and was told by the Chair that he would look at it later. It was not discussed in the meeting at all; instead, a new resolution brought by the Chair was reviewed. (2) The second meeting was scheduled when she could not attend, although she let the Chair know several days ahead of time that she could not attend due to a previously scheduled meeting. She knows that that happens sometimes. But so far, her writing, that she is aware of, was not been put in anything or looked at. She doesn't feel that there was full inclusion. There was by the men who were at the meeting, but at one of the meetings she was shushed by one. If we had all worked together, the resolution would be clearer and better written. We should all be working together. Since it was just seen by senators now for the first time, she requests that the subcommittee include all people's points of view in the future and that they allow enough time for everyone to see the resolution to review before the meetings.

**Senator 5:** There is a lot of different language in this resolution compared to the other forms of it that have come before. In the first resolve, the key thing is the second line, it says that "faculty search committees strive to be representative of OCC's diverse student population and observe with integrity the OCC's & CCCD's policies of inclusiveness," as Senator Cuellar said, that the language is a goal or ideal but is not trying to institute policy. That word change indicates that is what we were trying to do.

**Senator 1:** This resolution does incorporate many of the things that we have talked about. He was unaware about the last meeting issue but does not think than anyone was operating on a sexist basis and thought that Senator 3's input was forwarded but is hearing different now. He doesn't know what the committee wants to do; they had wanted to move forward and not protract, but they will not do that if her input was not considered. They do not want to be accused of being sexist, racist, discriminatory or anything like that because those are the things that they are fighting against and want to be clear on that to his colleagues. He is for taking it back one more time and then we have to move on it.

**Senator Cuellar:** Said he is open to having another additional meeting. He stated that he thought President Sachs has stated at that meeting that they were closer to moving to the intent of the resolution.

**President Sachs:** Believes that the subcommittee is moving forward with the intent of the resolution. It helped to state that it is a position statement versus trying to make policies. The subcommittee will meet one more time and bring it back again to the body for inclusion. He had to leave early at the last meeting and so did others; there has been a problem with that.

**Senator Cuellar:** This resolution that was presented initially to the subcommittee was the first one presented in the order of sequencing. He stated that this resolution was introduced to the subcommittee first and prior to any others. He wanted to make that clear.

**C. ASCCC Inclusivity Statement – Jessica Alabi:**

Senator Alabi stated that she was glad to hear Senator Cuellar say that. She stated that she would like to withdraw the ASCCC resolution until a later date. She thinks that the Senate is having trouble with equity and diversity resolutions at this time and would like to withdraw until a later date.

**D. Faculty Selection for Starfish Implementation – Charles Otwell:** Stated that the Guided Pathways Task Force is asking for Senate approval to go ahead and do a search for the Faculty Liaison position. There was some description added about the desired qualifications at the request of the executive board.

**President Sachs:** The intent is to publish this and then because this is a paid position, then, the typical selection process that is been agreed upon by the Senate would take place. It would be slightly different than the committee appointments that they talked about earlier today. Towards the bottom of the description there is a discussion of what this compensation is. It is non-instructional hourly rate. This is not an LHE type of a position. This would fall more in line with the Multicultural Center coordinator position has been discussed. It is a paid position, so it does sort of fall into a slightly different category.

We will be working on a resolutions tab on the Academic Senate website. We will make that more functional. It is on our agenda.

**Senator 1:** Commented that that would be appreciated. It will be efficient to have all the resolutions in one place easily accessible to all. It will be a useful tool. What can do we do with resolutions after we pass them? It's not policy but can they be used for other things moving forward?

**President Sachs:** The requests for Flex day participation went out. He suggests that the Academic Senate do a workshop on resolutions.

President Sachs encouraged everyone to vote.

## 6. Adjournment of the Regular Meeting

President Sachs adjourned the meeting at 12:29 P.M.

## 7. 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 10/27/20	Motion 2 Move agenda item 5A to before 4A on the agenda	Motions 3 & 4 Consent Agenda	Motion 5 Accept AF Committee recommendation to vote "no" on the 3.02 ASCCC Resolution at fall plenary	Senate Membership
Absent	Aye	Aye	Aye	Alabi, Jessica A.: Senator-at-Large (2020-2023) 11: 34 arrival
Aye	Aye	Aye	Aye	Barnes, Carol: Counseling Senator (2018-2021)
Aye	Aye	Aye	Aye	Blair, Jamie: Senator-at-Large (2018-2021)
Aye	Aye	Aye	Aye	Boogar, Tyler: Math and Sciences Senator (2020-2023)
Aye	Aye	Aye	Abstain	Connor, Sean: Senator-at-Large (2020-2023)
Aye	Aye	Aye	Aye	Cuellar, Eric: Senator-at-Large (2018-2021)
Aye	Aye	Aye	Aye	Della Marna, Jodi: Library & Learning Support Senator (2020-2023)
Aye	Aye	Aye	Aye	Denney, Matt: Technology Senator (2020-2023)
Aye	Aye	Aye	Aye	De Shano, Tina: Consumer Health Sciences Senator (2020-2023)
Aye	Aye	Aye	Aye	Drew, Rendell: Senator-at-Large (2020-2023)
Aye	Aye	Aye	Aye	Ely, Cyndee: Part-Time Senator (2020-2021)
Absent	Aye	Aye	Aye	G'bye, Diogba: Part-Time Senator (2020-2021) 11:45 arrival
Aye	Aye	Aye	Aye	Gordon, Lee: Vice President, Senator-at-Large (2019-2022)
Aye	Aye	Aye	Aye	Kennedy, Marilyn: Secretary, Lit and Lang Senator (2019-2022)
Aye	Aye	Aye	Aye	Legaspi, Jodie: Athletics and Kinesiology Senator (2020-2023)
Aye	Aye	Aye	Aye	Lloyd, Doug: Parliamentarian, Senator-at-Large (2020-2023)
Aye	Aye	Aye	Aye	Means, Leland: Visual and Performing Arts Senator (2018-2021)
Absent	Aye	Aye	Aye	Neil, Jeanne: Business and Computing Senator (2019-2022) 11:45 arrival
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Aye	Aye	Aye	Aye	Pena, Max: Senator-at-Large (2019-2022)
Absent	Absent	Absent	Absent	Phillips, Clyde: Senator-at-Large (2020-2021)
Aye	Aye	Aye	Aye	Sachs, Loren: President, Senator-at-Large (2019-2022)
Aye	Aye	Aye	Aye	Stanton, Jordan: Social and Behavioral Sciences Senator (2019-2022)