# ORANGE COAST COLLEGE

Academic Senate Meeting | Oct. 8, 2024 | 11:30 am - 12:30 pm | Student Union 214/Zoom Link: https://cccd-edu.zoom.us/j/83950717582

| Academic Senator Member Attendance | | | |
|---|---|---|---|
| **Jason Ball,** *Part Time Faculty* | Absent | **Irene Naesse,** *at-Large* | Present |
| **Carol Barnes,** *Counseling* | Present | **Jeanne Neil,** *Business & Computing* | Absent |
| **Lauren Becker,** *at-Large* | Present | **Leland Paxton,** *Part Time Faculty* | Present |
| **Allissa Blystone,** *Math & Sciences* | Present | **Lori Pullman,** *Curriculum Chair, Parliamentarian* | Present |
| **Eric Budwig,** *Technology* | Present | **Loren Sachs,** *at-Large* | Present |
| **Jodie Della Marna,** *Library* | Present | **Katherine Sheehan,** *Visual & Performing Arts* | Present |
| **Rendell Drew,** *at-Large, President* | Present | **Jordan Stanton,** *Social & Beh. Sciences* | Present |
| **Carly Gonzalez,** *at-Large* | Present | **Lily Ei**, *ASOCC Student Representative* | Present |
| **Lee Gordon,** *at-Large, Vice President* | Present | **Vacant,** *at-Large* | Vacant |
| **Marilyn Kennedy,** *Lit & Lang, PDI Chair, Secretary* | Present | **Vacant,** *at-Large* | Vacant |
| **Jodie Legaspi-Kiaha,** *Athletics & Kinesiology* | Present | **Vacant,** *Part Time Faculty* | Vacant |
| **Kate McCarroll,** *at-Large* | Absent | **Vacant,** *Consumer & Health Science* | Vacant |

**Please see the Voting Tally Chart after these minutes for individual members' votes.**

**Guests (Optional & Voluntary Sign-In):** Vesna Marcina, Jeanette Grimm, Andreea Serban, Eric Cuellar, Renee De Long, Arabian Morgan, Laura Behr, Tara Giblin.

## 1. Preliminary Matters

A. **Call to Order: President Drew** called the meeting to order at 11:30 A.M.

B. **Public Comments**: Eric Cuellar.

C. **Approval of the Minutes**: *Motion 1: Senator Kennedy moved to approve the October 1, 2024, meeting minutes with minor revisions; motion seconded; motion approved.*

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

**Senator Allisa Blystone**: I would like to extend my sincere appreciation to all participants and presenters from Science Night last Friday. The event was a tremendous success, attracting numerous community members, children, and prospective students who engaged with our programs. Additionally, I want to commend our student volunteers for their outstanding efforts in showcasing our projects. Thank you all for your contributions.

## 2. Consent Agenda:

A. **Academic Standards Committee Representative:** Chih Lew
B. **Professional Development Advisory Committee (PDAC):** Susan Nguyen

*Motion 2: President Drew moved to approve the Consent Agenda; motion approved.*

# 3. Officer, Senator, & Committee Reports

A. **Academic Senate President and Vice President Reports**:

1. **President Rendell Drew:**

My report begins with the recognition of our Colleagues of the Year. Nominations are currently open for Faculty of the Year, and I encourage you to nominate a deserving professor who excels in their classroom contributions. Nominees and winners will be honored at the annual recognition event in the spring semester.

In Dr. Suarez's Friday message, it was announced that OCC has received the Excellence in Energy and Sustainability Faculty-Student Initiative Award from the California Community College Board of Governors. This award reaffirms our commitment to sustainability and climate action, and I thank those involved, particularly the individual to my right [Vice President Lee Gordon].

I previously mentioned ongoing discussions within the Senate about returning to the Faculty House. I will be meeting with Dr. Pagel to conduct a walkthrough of the space and will keep you updated on this process. It is important that we establish guidelines before allowing access to that area.

Today, the IMC will be working on developing a new mission statement for the Multicultural Center. This mission statement aims to be inclusive and will be discussed further at today's meeting. I have previously presented this to the College Council, and I will bring updates back to you.

Last week, I presented on Artificial Intelligence (AI) at the District Technology Committee, where I expanded on the topic and received valuable feedback. The intent of my presentation was to stimulate discussion and leadership around developing district-wide policies regarding AI, not to create a policy on the spot.

Regarding the RSI, I followed up on a request from last week's Senate meeting to schedule a discussion with Union President Rob Schneiderman. Along with Dr. Vesna Marcina, Dr. Anna Hanlon, and Laura Behr, we met to prepare for our upcoming accreditation visit. This topic is also on today's agenda for further discussion.

It is important to note that any self-check regarding RSI utilization in online courses must be voluntary and faculty initiated. Our goal is to enhance student learning and institutional integrity.

We also discussed crafting an MOU with the Faculty Union to ensure effective RSI implementation at the course level. Dr. Hanlon and Laura Behr will elaborate on this later in their presentation.

Beatriz Rodriguez Vaca has circulated a list of committees needing faculty representation. I urge you to consider serving, as your voices are vital to our leadership. We are currently seeking representatives for the OCC Technology Committee and others.

Last week, the IPC handbook was on the consent calendar, but we were unable to include it on today's agenda. I understand some individuals were expecting it to be discussed today. We will take it back to the E Board and schedule it for next week's agenda.

2. **Vice President Lee Gordon:** No report.

**B. Union/Bargaining Unit Report - CFE Executive Director – Vesna Marcina:**

As Dr. Drew mentioned, we met to discuss RSI and the contractual implications of self-evaluation, and Professors Anna Hanlon and Laura Behr will provide further details on that today. I also want to highlight our recent attendance at the CFT meeting this weekend, where the Community College Council discussed legislative priorities. The CFT leadership believes that requesting full state funding for part-time office hours is a straightforward goal they will pursue. Another significant legislative priority among community college faculty is the repeal of the basic skills elimination in English and math. However, the CFT leadership is less optimistic about this due to opposing forces, and they are awaiting a statewide audit to assess the impact on student success and outcomes.

**C. Diversity, Equity, Inclusion, and Accessibility (DEIA) Initiatives - DEIA Ad Hoc Committee Representatives Irving Chavez Jimenez, Eric Cuellar, and Rendell Drew:**

**Representative Chavez Jimenez:** I represent the DEIA CRPP Grant Ad Hoc Work Group. We received approximately $300,000 in funding. We are here to provide an update. This past spring, we launched a series of presentations on culturally responsive pedagogical practices, attracting about 111 faculty participants. A significant portion of the grant funding has been utilized for these trainings, and we are now focused on leveraging the remaining budget to facilitate faculty involvement in implementing what they learned. Our primary goal is to maximize participation and ensure that as many faculty members as possible can engage in the implementation of the course materials and achieve the objectives of the grant.

**Representative Cuellar:** We conducted nine presentations during the spring semester, which, as Professor Chavez Jimenez noted, were well attended and highly successful. The feedback we have received has been overwhelmingly positive and constructive. We plan to continue these efforts in the upcoming fall and spring semesters as we finalize the grant. Additionally, I want to emphasize that our ad hoc work group is committed to establishing clear communication with the campus community regarding the grant's progress. For any questions or inquiries, please direct them to the Academic Senate, as this falls under the 10 +1 responsibilities related to the grant's implementation.

**Representative Drew:** We have scheduled meetings to discuss the budget and the awarding of stipends for the second phase of the Level 2 training. Many of you have already attended the presentations and received your stipend payments. Currently, we are reconciling the budget to determine our financial status. I understand there may be some concerns regarding grants, as it is easy to become overly ambitious and promise more than we can deliver with finite resources. As we enter the second year of this grant, we are closely examining our budget. Please note that the stipends for the second phase may or may not be feasible. We will keep you updated as we continue to assess our budget and make decisions.

**Representative Cuellar:** Our work group has recognized that we have been victims of our own success. We set ambitious goals, especially when compared to other community colleges that received the grant. In fact, we were significantly more active and ambitious—approximately ten times more—than our peers. One of our key outcomes is the establishment of the Orange Group, called the Culture Synergy Institute (CSI). This initiative will provide ongoing professional development opportunities for our faculty, and we aim to house all presentations and training under the OCC CSI framework.

## 4. Unfinished Business

**A. Regular Substantive Interaction (RSI) – ACC Co-Chair Anna Hanlon:**

As President Drew mentioned, we met on Monday and had a productive discussion. This update reflects our conversation about moving forward with RSI. It is important to remember that RSI is not just about compliance and accreditation; its primary focus is student success. Effective RSI enhances engagement in online classrooms, promotes deeper understanding, builds community, and improves learning outcomes. Regular interaction with students helps us gauge their progress and establish connections, which is crucial for ensuring they complete courses and achieve passing grades. To clarify, there are key differences between distance education (DE) and correspondence education (CE).

DE can be delivered synchronously or asynchronously and requires regular, substantive interaction. In contrast, CE involves limited interaction, typically focused on assignments and tests. Substantive interaction includes engaging students through direct instruction, providing feedback, sharing information, and facilitating group instruction. Faculty are required to use at least two of these methods throughout the semester, and this interaction must be initiated by the instructor to ensure it is regular and predictable.
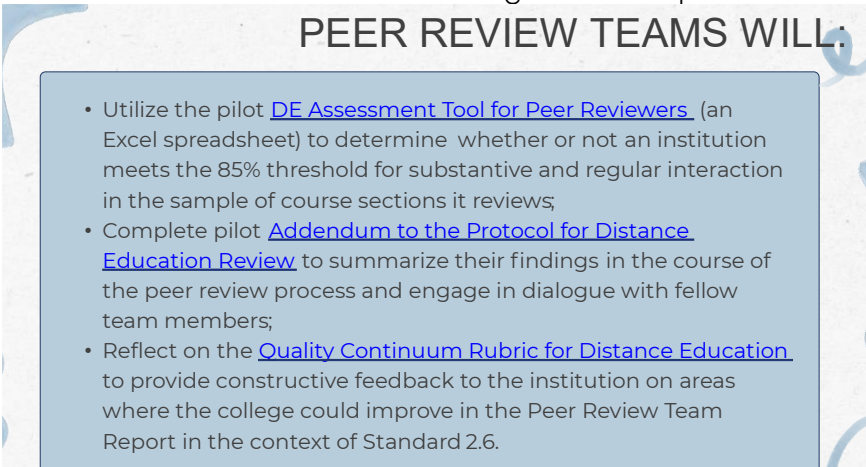
Additionally, faculty should monitor student engagement and achievement, proactively reaching out to those who may be struggling to identify barriers to their success. During our discussions with the Union, we were asked to provide clarity on the ACCJC's approach to evaluating RSI in our courses. According to the ACCJC Accreditation Handbook, they will request a sample of fifty courses from our spring 2025 offerings. Peer reviewers, typically fellow faculty members, will review these courses for RSI, having access to discussion boards and other communications, but not to emails outside of Canvas announcements. The initial review of these courses occurs before the peer review team meets, allowing for collaborative discussion on findings and core inquiries.

**Senator Gonzalez:** What about messaging through Canvas? Not announcements but individual messages? **ACC Co-Chair Hanlon:** If you use the messaging function in Canvas, those messages are not visible to reviewers. This poses a challenge. However, announcements are sent to students' emails, allowing us to capture that information. While this is not the focus for today, I would appreciate discussing how we might archive those emails for our records, as they would serve as valuable evidence. **Senator Kennedy:** I am seeking clarification on this topic. During the BP/AP discussion, I thought Vice Chancellor Andreea Serban mentioned something different from what we are currently hearing. I understand that the ACCJC will review courses online and that the selection process is random. However, since RSI can include both in-person and Zoom instruction, how will ACCJC reviewers know that a Canvas course shell they are evaluating has a second component that is not visible to them? How will this impact their assessment? **ACC Co-Chair Hanlon:** The sample will not include face-to-face on-campus classes; it will only consist of distance education classes. The reviewers will inquire whether the classes are synchronous or asynchronous. If a class includes a synchronous component with direct instruction, that will be counted as one of the methods of RSI. **Senator Kennedy:** Are they going to be evaluating the synchronous and Canvas classes, those both on Zoom or on campus but both on Canvas, too, because both are directly interacting with the student? **ACC Co-Chair Hanlon:** They do not evaluate any on-campus classes. However, if a class uses Zoom, that qualifies as one method of RSI considered direct instruction. They will recognize this as meeting one method of RSI and then look for additional methods of RSI in the course. **Senator Kennedy:** So, they will be evaluating Zoom hybrid classes, but not in person hybrid classes. Is that correct? **ACC Co-Chair Hanlon:** Correct. **Senator Blystone:** My question pertains to the accreditation evaluation process. Will the reviewers have access to content

that we have hidden from students, or will they only see the student view? You mentioned capturing individual emails as part of RSI. I send many emails to students, often notifying them about missed assignments and their participation levels. For instance, I recently asked students to email me back if they were still interested in the course. Can reviewers only see the student view, or do they have access to our full communications? If they do see everything, we could potentially create a document on our Canvas page to track and display the dates and content of our emails to students. **ACC Co-Chair Hanlon:** Reviewers have access to the instructor level and can view the contents of your Canvas shell as you would, but they cannot access your account or the email section. This highlights the importance of archiving our emails and related communications that contribute to RSI. Developing a method to capture this information would provide valuable evidence for the peer review teams. **Senator Blystone:** I have documents and templates that I have used to document this. I would be happy to share them with you.

*Motion 3: Vice President Gordon moved to approve an additional three minutes on this agenda item; motion seconded; motion approved unanimously.*

**ACC Co-Chair Hanlon:** The reviewers will receive a grid or Excel spreadsheet that lists course

## PEER REVIEW TEAMS WILL:

- Utilize the pilot DE Assessment Tool for Peer Reviewers (an Excel spreadsheet) to determine whether or not an institution meets the 85% threshold for substantive and regular interaction in the sample of course sections it reviews;
- Complete pilot Addendum to the Protocol for Distance Education Review to summarize their findings in the course of the peer review process and engage in dialogue with fellow team members;
- Reflect on the Quality Continuum Rubric for Distance Education to provide constructive feedback to the institution on areas where the college could improve in the Peer Review Team Report in the context of Standard 2.6.

sections, indicating whether they are synchronous or asynchronous, along with the method of substantive interaction. For example, if a course is marked as synchronous, it will have a checkbox for direct instruction, allowing those 100 DE courses to receive credit for one method of RSI. The reviewers will then look for additional forms of RSI and assess regular interaction. Further along the grid, they will determine whether requirements are met or not. After reviewing at least fifty courses, if 85% meet the standards, that will be noted. If not, there is a likelihood of a core inquiry being issued. Regarding recent developments, Mount Sac recently underwent an accreditation site visit and was placed on an 18-month accreditation probation, with a follow-up report due in October. It is crucial for institutions to demonstrate regular and substantive interaction; failure to document compliance within the designated period may lead to adverse actions from the Commission.

In conclusion, our Senate meeting highlighted the need to establish a clear process in collaboration with the Union for RSI reviews. We aim to bring back a revised self-check tool for feedback and ensure that all communication with faculty is transparent, indicating that participation is not mandatory. I recommend we invite representatives from Coastline, which faced a federal audit and had to implement significant changes. We should proactively address these issues to avoid complications, and if you know instructors at Mount Sac, it would be valuable to learn about their experiences and the time commitment involved.

**VPI Tara Giblin:** Courses eligible for audit include fully online asynchronous courses, synchronous live online courses conducted via Zoom, and hybrid courses that incorporate any of these components.

## 5. New Business

**A. Governance of California Community Colleges - Academic Senate President Emeritus Eduardo J. Arismendi-Pardi:**

**President Drew:** Today, we are honored to have Dr. Eduardo Arismendi-Pardi, President Emeritus, as our guest speaker. He will discuss governance in California community colleges. I had the pleasure of visiting him over the summer, and we are grateful for his many years of service and expertise.

**Academic Senate President Emeritus Eduardo J. Arismendi-Pardi:**

First, I want to clarify a point. While I appreciate the kind words, my success is largely due to the excellent people I have worked with, and I want to acknowledge them today. Lee Gordon, my vice president, provided invaluable support. Rob Schneiderman, also part of my cabinet, was a wonderful colleague, and Marilyn was an exceptional resource for information. If I were to acknowledge everyone here, it would take too long, so I want to express my gratitude to all of you. I would not have succeeded without your help and diligence.

Today, I will divide my presentation into three sections. First, I will recap the organizational chart on page 2 of the document I wrote in 2008 titled Understanding Shared Governance. Then, I will provide comments on AB 705 and AB 1705, followed by three questions for you to consider, along with a personal story related to these bills. The organizational chart highlights that the voting population of California controls educational policy, with 40 percent of community college funding coming from the state. While many of you may already know this, it is important for newer senators to understand these points.

The governor proposes a budget that the legislature approves, making lobbying crucial, particularly through unions and the Academic Senate for California Community Colleges. I encourage all senators at Orange Coast College to familiarize themselves with Section 66010 of the Education Code, which specifically addresses community colleges. Copies of the Education Code with my notes are available in the Faculty House for your review. The Academic Senate for California Community Colleges serves as the faculty voice in academic and professional matters, providing direct input to the Board of Governors, which is politically appointed. The Board selects the California Community College Chancellor, and Title 5 regulations, which govern education, are formulated by the Chancellor's office and approved by the Board.

It is essential for the Academic Senate President of Orange Coast College to be cautious in language regarding *reporting* to administrators, as misinterpretations can occur. The Academic Senate has a direct relationship with the Board of Trustees, and we fought hard to ensure the Senate was represented on the organizational chart.

I want to address the 10 + 1 framework and the implications of AB 1725, which emphasizes shared governance as participatory decision-making. It requires genuine discussion rather than merely management dictating decisions. This requires building trust and developing soft skills among senators.

In regard to AB 705 and AB 1705, I recently spoke with David Morse, a former Academic Senate representative. He indicated that reversing these changes is not feasible, but collecting data is vital to understand the impact of these bills. The reality is that we may face

increased failures as we adjust standards. I urge you to gather data on student outcomes to demonstrate the negative effects of AB 705 and 1705.

As a former community college student, I experienced remediation courses that supported my academic journey, aligning with the original mission of community colleges.

To conclude, I have three questions for you:

1. How do we uphold faculty purview?
2. How do we assess our progress?
3. What steps can we take to ensure genuine shared governance and faculty involvement in decision-making?

I hope you found my remarks helpful, and I encourage you to advocate for our students by collecting information that reflects the realities of their experiences.

### B. Board Policy and Administrative Procedures (BP/AP) Report - Marilyn Kennedy:

**AP 4105 Distance Education:** This policy was approved, although I abstained from voting for it due to concerns about the language inserted about monitoring classes, which although it is adhering to the Title V language and regulations and cannot be modified, can be clarified more, and so I requested a reference to the CFE Contract language about RSI also be included as a reference at the top of the policy, and that was turned down.

**AB 5020 Non-Resident Tuition:** This policy has been updated to allow up to a 10% of the funding provided to foreign students to include tuition waivers, as needed.

**AB 3503: Missing Student Notification:** This is a new policy created as a necessity in response to incidents at The Harbour apartments. The policy outlines various basic procedures, timelines, and contact information for reporting a missing person.

**AB 7700 Whistleblower Protections**: This policy has small changes in language so that we are made more fully aware that we can report fraud, abuse, or ethical violations to the internal auditor or HR anonymously.

**AP 7120B Recruitment and Selection for Executive Management Employees**: This policy has the approval process for job announcements extended from five to ten working days, factoring in Brown Act considerations, which effectively makes it around fifteen calendar days due to weekends. Additionally, it clarifies the definitions *of temporary interim managers* and *interim managers*.

### C. Counseling Faculty Hiring - VPSS Madjid Niroumand and Counseling Dean Renee De Long:

**VPSS Madjid Niroumand:** I would like to acknowledge Dr. Arismendi-Pardi. He is an exceptional scholar, and I truly enjoyed his presentation as an administrator. Thank you for that.

We are here to discuss the faculty hiring prioritization process, which goes through IPC and then to the Senate for review and endorsement. It is important for us to honor the established process.

Recently, we hired a general counselor who resigned before obtaining tenure. According to our existing protocols, if a faculty member leaves during the tenure track, we are allowed to rehire for that position. The current vacancy is for a general counselor. We have a counselor who is currently split between general counseling and the Allied Health Division. They would like to transition to a full-time general counseling role.

Our request is to seek endorsement to advertise for a general counseling position that would include a 50% load in the Allied Health Division. This transition would benefit both divisions. In the past, when the 50/50 position was approved, IPC and the Senate established specific criteria, which we want to honor. We are here to request approval for this transition. I am happy to answer any questions or clarify any points if my request was unclear.

**Vice President Gordon:** This aligns with the intent of the IPC from our previous discussions. To clarify, we are already operating under a policy that allows us to request the district to replace a position if it is not successfully completed with tenure. Therefore, you are asking the Senate to endorse this existing situation. **VPSS Niroumand:** That is correct. For your information, we have already presented this to the IPC, and they approved it. Our next step is to advertise the position accordingly. **Senator Sachs:** I fully endorse this idea as it respects existing policies and acknowledges the need for flexibility in faculty hiring to address current departmental needs. This was implied in the original discussion, and I support it wholeheartedly, regardless of my affiliation with Allied Health. **Senator Kennedy:** Have there been objections to this, and if so, why? **Senator Becker:** Transparency is essential in this hiring process. The candidate being hired should clearly understand the nature of the position. One question raised in IPC was whether these are equal roles, as both positions are for counselors. There is no intention to hire someone from an entirely different field, such as a mathematician. The concern was whether a division or department could shift to a different discipline, like hiring for biology if a chemistry position became vacant. We all agreed that this is not the case here, allowing us to proceed with the hiring process.

***Motion 4: Senator Sachs moved to endorse the request from the counseling division, their counseling department as well as student services to honor a faculty member's request to be reclassified, so that as they pursue the replacement position, it meets the needs of the college; motion seconded; motion approved, unanimously.***

## 6. Adjournment

**President Drew** adjourned the meeting at 12:25 p.m.

## Minutes: Approved October 15, 2024

**MINUTES:** First draft written by Beatriz Rodriguez Vaca, 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.

| Senate Membership & Voting Tally Chart | Motion 1 Minutes 10/01/24 | Motion 2 Consent Agenda | Motion 3 Extend time for 5 minutes in 4A. | Motion 4 5C under New Business |
|---|---|---|---|---|
| Ball, Jason: Part-Time Senator (2024-2025) | Absent | Absent | Absent | Absent |
| Barnes, Carol: Counseling Senator (2021-2024) | Aye | Aye | Aye | Aye |
| Becker, Lauren: Senator at-Large (2024-2027) | Aye | Aye | Aye | Aye |
| Blystone, Allissa: Math & Sciences Senator (2023-2026) | Aye | Aye | Aye | Aye |
| Budwig, Eric: Technology Senator (2023-2026) | Aye | Aye | Aye | Aye |
| Della Marna, Jodi: Library & Learning Senator (2023-2026) | Aye | Aye | Aye | Aye |
| Drew, Rendell: President, Senator-at-Large (2023-2026) | Aye | Aye | Aye | Aye |
| Carly Gonzalez:  Senator at-Large (2024-2027) | Aye | Aye | Aye | Aye |
| Gordon, Lee: Vice President, Senator-at-Large (2022-2025) | Aye | Aye | Aye | Aye |
| Kennedy, Marilyn: Secretary, Lit. & Lang. Senator (2022-2025) | Aye | Aye | Aye | Aye |
| Legaspi, Jodie: Athletics and Kinesiology Senator (2023-2026) | Absent | Absent | Absent | Absent |
| Kate McCarroll, Senator-at-Large (2024-2027) | Absent | Absent | Absent | Absent |
| Naesse, Irene:  Senator-at-Large (2023-2026) | Aye | Aye | Aye | Aye |
| Neil, Jeanne: Business and Computing Senator (2022-2025) | Absent | Absent | Absent | Absent |
| Paxton, Leland:  Part-Time Senator (2024-2025) | Aye | Aye | Aye | Aye |
| Sachs, Loren: Senator-at-Large (2022-2025); 11:32am | Aye | Aye | Aye | Aye |
| Sheehan, Katherine (2024-2027)11:50am | Absent | Aye | Aye | Aye |
| Stanton, Jordan: Social & Beh. Sciences Senator (2022-2025) | Aye | Aye | Aye | Aye |
| Vacant:  Senator-at-Large (2023-2026) | --- | --- | --- | --- |
| Vacant, Senator-at-Large (Fall 2024) | --- | --- | --- | --- |
| Vacant, Part-Time Senator (2024-2025) | --- | --- | --- | --- |
| Vacant: Consumer Health Sciences Senator (2023-2026) | --- | --- | --- | --- |