

# ORANGE COAST COLLEGE

Academic Senate Meeting | 03/23/21 | 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>	Present	Marilyn Kennedy, <i>Lit &amp; Lang, PDI Chair, Secretary</i>	Present
Carol Barnes, <i>Counseling</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>	Absent
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 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 &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):** Kelly Holt, Anna Hanlon, Kate McCarroll, Renee De Long, and Michelle Grimes-Hillman.

## 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 –**

**Motion 1: Secretary Kennedy moved to** approve the February 23, 2021, minutes; motion seconded; motion approved.

**Motion 2: Secretary Kennedy moved to** approve the March 16, 2021, minutes with minor corrections; motion seconded; motion approved.

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

**Senator Drew:** Mayor Farrah Khan will present at the April 6 Senate meeting. The purpose is to create bridges within the community. She will talk about her background and the challenges that she faced. She will also talk about the resolution that helped Irvine become more diverse and culturally accepting. There might be time for a Q&A.

**Senator Drew:** Eric Cuellar is the new International Multicultural Committee faculty co-chair; Nate Jensen is the administrative co-chair.

**Senator Cuellar:** The CLEEO summit 10.0 presentation by Dr. Manuel Aguilar Moreno which took place March 22, was a great presentation and well attended. On April 21, Mr. Luis Valdez, the Director of the film, *La Bamba*, will be the main speaker. Mr. Valdez was the originator of Teatro Campesino and playwright of the Broadway play, *Zoot Suit*. There will be more details available after spring break.

**Senator Gordon:** This weekend fourteen OCC Honor students will be presenting their research as part of UCI's Annual Student Research conference.

**Senator Phillips:** Umoja is putting on a series called “A Real Hip Hop Guide to Guided Pathways” throughout April and May with different guest speakers on how Guided Pathways can assist in a career in the entertainment industry. **Senator Stanton** noted that on April 14 UCI Film Studies Professor Desha Dauchan will talk about the black film industry in the United States with a special emphasis on the 1970s. **Senator Kennedy** asked if they would provide students with a verification of attendance for extra credit attendance.

## 2. Consent Agenda

Consent agenda items were pulled by President Sachs for review after being informed that many items [elected positions] did not need Senate approval.

## 3. Officer, Senator, & Committee Reports

- A. President’s Report – Loren Sachs:** Last week there was a Board of Trustees meeting, a College Council meeting, and many other meetings. The conversations about camera policies and students’ legal names on the roster are still being discussed.

There have been many discussions about what the fall might look like. President Suarez is working on a series of town halls for the month of April, probably a Friday morning for a faculty town hall to discuss important topics such as a potential return to campus in the fall or spring semester and the implications.

There will be three Senator-at-large and three Part-Time Senator elections during the month of April; the election processes will start after the spring break.

- B. Guided Pathways Reporting/Statewide:**

**Senator Drew:** He is on the Intervention team and last week he met with Jaki Kamphuis and Kate McCarroll. They talked about developing an institutionalized Faculty Center. He asked them to come to the IMC meeting on April 13 and asked if this item could be on the Senate agenda in the near future.

- C. PDI Report – PDI Chair Marilyn Kennedy:** PDI received a lot of questions from faculty regarding interest in tenure-track faculty mentoring so there will be follow up on that, as we are not sure what that will look like but there might be some plans to get mentors and mentees together. This will be without administrative oversight as we want to encourage a private-faculty-to-faculty mentoring as there is already a lot of administrative oversight in the tenure-track process.

PDI agrees with the idea of a faculty center if it is just a place where all faculty or committees can meet and have meetings. However, this should not include an administrative “umbrella” or oversight over any faculty purview areas such as PDI and the individual faculty professional development activities faculty currently do for salary advancement credits and/or funding which are faculty purview.

**Board Policies and Administrative Procedures Committee (BPAP):** Senator Kennedy presented the following report:

**AP 4105 Distance Education: This was the added, agreed-upon language about camera use and privacy issues:**

“In order to balance academic freedom with the right of students to privacy, issues of access and equity, and to ensure compliance with FERPA, California's student privacy law, federal disability laws and their state analogs, student cameras should be optional for live synchronous online classes. If participation of students, by turning their camera on, is essential, faculty can require students to have cameras on, but only to the extent necessary, and by making these requirements known on the class syllabus and during the first class meeting. Faculty are encouraged to use alternatives to student video participation such as audio participation and the use of the chat feature for attendance and discussion. The faculty will make use of the attendance reports available through the software which supports remote learning.”

**These policies are attached to today's agenda and do not affect faculty, but feel free to contact Marilyn Kennedy if anyone has questions or concerns:**

**AP/BP 3429 Equal Employment Opportunity:** Took some of the updated language on inclusion and equity and updated.

**BP/AP 3600 Auxiliary Organizations:** Minor changes

**AP/BP 6700 Civic Center and Other Use Facilities:** Updated with recent OCC changes to the Waterfront Campus (formerly Sailing Center) and LeBarb Stadium. These were verified by those overseeing these areas at OCC.

**AP/BP 6750 Parking and Traffic:** Minor revisions

**AP7120A Recruitment and Selection for Executive Management Employees:** Adding confidential or classified employee to match other AP7120s.

**AP 7120D Confidential Employees:** Adding confidential employees (or classified) for balance.

**BP/AP 7337 Fingerprinting:** Minor changes.

**D. Transparency Committee/ Academic Freedom Committee – Shared Governance:** The committee agreed to postpone this agenda item for the next meeting due to time constraints.

## 4. Unfinished Business

**A. Program Review Changes – Anna Hanlon & Kelly Holt:**

**Kelly Holt:** Provided a recap. They are working on a comprehensive evaluation looking at CSLOs and PSLOs and program review which feeds into strategies and planning. They want to a good inquiry into the process to ensure their research questions and framework are accurate. They started with the Delphi survey; they went three rounds and got representation from each division. After working with the researchers and Institutional Effectiveness, they whittled this down to this current list of recommendations that is being

reviewed by the Senate. They also took it to IPC. The feedback is listed on the worksheet itself. The feedback is about changes to wording, adding or subtracting things, and prioritizing. The recommendations were pulled out of the thirty-page report, which is full of data. They are asking the Senate for comments about wording, adding, subtracting, and prioritizing things for a potential endorsement. This will eventually go to College Council for feedback. More details will be brought back in May.

**Anna Hanlon:** They are looking at recommendations in terms of what they will be like when they are implemented; anything that is developed will then be brought back to the Senate for review and endorsement. All the smaller details will be addressed once they finalize the recommendations. Then, once they do define those things, they will bring that back to the Senate for feedback and endorsement, as well.

**Senator 1:** Noted that most things look good, but as she stated last week, on the top of the first page, she would like to have the language changed on recommendations five and six to ensure they are not attached to faculty evaluations in any way and to make clear that faculty cannot be identified by this data or be attached to it at all. This is especially important in singly taught courses in disciplines. When SLOs came out we were assured they would not be attached to faculty evaluations, but they are. The faculty evaluation part might be a concern for small departments or places that just have one person teaching a course. That could make it difficult for them.

Number three is an important one--to incorporate disaggregated data by student groups. That is essential so the recommendation could be to put that as number one; the data should be broken down individually by each group so that some groups are not put attached to others as Asian-Americans were added to another group—keeps all groups separate for analysis and the groups can be put back together later as a whole of all students. This is important especially in light of the statement just made by our District Chancellor.

**Anna Hanlon:** She wrote this additional wording to numbers five and six at the top of the first page: "This will not be attached to faculty evaluation or to faculty individually." She acknowledged in response to a senator's comment that some feedback indicated that the program review process was becoming unwieldy and too time consuming in a way that may not be productive.

**Motion 3: Senator DeShano moved to** approve the Program Review with changes written in; motion seconded; motion approved.

- B. Tenure Review Training Discussion – President Sachs:** The three Academic Senates have been talking about this and he would like to hold the discussion until April 13 for a fuller discussion.

## 5. New Business

- A. Credit for Prior Learning – Curriculum Chair Charles Otwell:** The District had a meeting on Credit for Prior Learning. The AP is still not finished so they still have time to talk about what the classes are going to look like. Coastline is moving ahead. The pressure is on OCC to put a taskforce together and start working with their own faculty on what they want to do to develop local processes and make recommendations to the District. He put together a list of possible constituents and asked for feedback on the list:

**Faculty:** Discipline faculty, Curriculum Vice-Chair, Senate President or Vice-President, counselors, career-center counselors.

**Administration and Staff:** Administration allies, CTE dean, Veteran's services, Records' staff, Grad Office representative, Enrollment Services representative, Articulation Officer, Transfer Center Coordinator, Financial Aid, Academic Petition Council Representative, IT Director, Equity Task Force Liaison

**Senator 1:** Supports Curriculum Chair Otwell on his concerns about this being overseen by OCC, as Coastline has tried to do this before with the class size, attempting to put their value system on OCC. OCC needs to have its own; that is really important. The suggested list seems to be too big of a committee. It should be much larger in faculty and much smaller in terms of how many people overall.

**Senator 2:** Could you go over some of the advantages of doing this prior learning? Coastline has a lot to benefit from it, how about OCC, what are some of the advantages?

**Charles Otwell:** One of the advantages would be that OCC advances some of the equity concerns because a lot of the students who would benefit from Credit for Prior learning are students in different demographic groups. State research says is that when Credit for Prior Learning is awarded, students tend to stay in school; it helps them with completing their goals and it helps with our retention.

**President Sachs:** Agrees with Curriculum Chair Otwell that it would address equity concerns. Part of this credit for prior learning is to institutionalize some of the activities that students have completed, such as military training and other things. Students will have different experiences in what they are looking for but there is an opportunity to show that OCC is looking to be competitive with the marketplace. It allows the institution to define what it is looking for and what mechanisms are going to be used to grant that credit. That is wide open and that is interpreted differently across the campus. Some of it might be a license or maybe just the grades that students had on the particular class when they were in the military. Some of it might be a combination. It might be taking a test that somebody, a faculty member, at OCC developed. The beauty of this is that it is still in the early days so we can create those mechanisms.

**Senator 3:** We should not defer to another institution that is not like OCC; OCC is much bigger and typically teaches in a face-to-face environment and operates differently in terms of examinations, the work that it does, and the kind of students it draws. Many students come from other universities who want credit for a class they took, and they send a syllabus and other things to look at to see if the class is similar. Sometimes they want credit for every class in a program. There are some hands-on courses in some fields more than others. On the other end are students who are disproportionately impacted, who do not have high school diplomas, have GEDs, go to work early, and do not go to college out of high school. Then they return to community college between ages 25 to 35 and have work experience. There is a population that benefits from this and it is motivational for them.

**Senator 4:** Coming from a private institution this is a great way to connect students to OCC. What is the maximum number of units that a student can bring in based on prior learning?

**Charles Otwell:** He will double check but possibly twelve units.

**President Sachs:** In order to bring more awareness about this topic, he asked President Suarez to address this in the upcoming town halls. He also asked division senators to address that in their division meetings.

**Senator 6:** Should we consider the timeline by which this experience was previously done because many things have changed today versus sixty years ago. A nurse today does things a little differently than decades ago. OCC wants to make sure it maintains that guideline or additional support as possible.

**President Sachs:** It is his opinion that there is no way there will be a blanket policy that works for the entire campus. There will be a lot of division or department nuances.

**B. Educational Master Plan – Sheri Sterner:**

The goal today is to provide a background on the Educational Master Plan Refresh and gather senators' thoughts, feelings, and feedback about OCC and what their vision for the future is. This session is for the Academic Senate and for faculty. She asked other guests to not participate because they will cover other areas at different times.

In the last master plan, we had five values, fifteen goals, and a number of objectives. Now there is one broad college goal for every value and from three to five more targeted objectives to carry out those goals.

Student and Employee Engagement is a new value to the college. There is a new value called Student and Employee Engagement.

All three colleges' goals and planning strategies feed into the District Strategic Plan. Then they make sure that their Educational Master Plans (EMP) are linking and aligning with the District. They are working on refreshing their next EMP which will go through 2027. Part of the program review process is to make those departmental goals that are going to make the departments stronger, but also to look at the college goals.

The program review process will now culminate in six-year planning strategies; there is a Midterm program review. There is also annual planning.

They are doing a "Refresh" because they are really not going to be changing anything structurally with the master plan like they did last time but looking for content changes that could change a value or objective. Today with this group they are going to look at a broad overview of the college goals and objectives and do a visioning session.

In the next stage of the process, they are going to be looking at internal and external data. Then they will take a look at the current plans and initiatives and where they are at with those such as Guided pathways and Student Equity Plans. Then they are going to culminate this with a review of the vision and mission to make sure that that is clearly representing who the intended student population is, make sure it represents the programs, and what the college is doing to support students.

In February and March, they are doing campus visioning. In April, the College Council will be pulling together all of the visioning information, the environmental scan information, where they are at with the college goals and objectives. Then, they will make recommendations that are going to come back for feedback. In May they will be at the point to make a final recommendation to the President. Then from June through August they will get approval by the Board of Trustees. Then they are going to work on aligning the college indicators and then come back to the campus in the fall to review that alignment and also do goal setting on those college targets that align with the master plan. They will be back in May and in the fall to carry out this process.

Over the last planning cycle 53% of the planning strategies were linked to a college goal, from 44% to 57% achievement levels, with the newest value having the lowest percentage. To show why some of the goals are not progressing on schedule they have pulled together the resource reasons. The first is the lack of human resources. The next one is either internal coordination within the department or external coordination across departments. The good news is when they look at technology and staff development those are cited less than 10% of the strategies. There are some barriers but they still have one year to carry out those plans as they are making the new plans. This is something

that they do want to reflect on as they start to think about where they want to go in the future so that they are minimizing barriers or addressing those issues now.

College Council will be digging into this data a bit more, but they wanted to give the campus just a broad overview about the current goals. Today they would like to get some feedback from the Senate and the faculty attending this session. They are using an amended process to what they did six years ago. They are trying to bridge the past to the future. They are going to ask three questions today. They are going to spend a lot of time on the first and the second ones on finding out what OCC is doing well. That represents the past but also links to the present and also with what is OCC not doing or could be doing better.

**Daisy Segovia:** They will collect ideas through a Jamboard demonstration (carried on and completed at the E-Board meeting). There will be a group discussion to clarify responses. Then they will do a poll to determine the most agreed-upon ideas and then discuss the results.

The first question was "What is OCC doing well?" The second question was "What is OCC not doing and/or could it be doing better?" Senators were given about ten minutes to enter their feedback on these two questions. After all the feedback was submitted Sheri Sterner grouped all the sticky notes based on their similarities and common themes with the help of the senators. The idea was to release a poll for each of the two questions with the common themes listed and have senators pick their top three. Then, provide the future board. However, most senators left the meeting and E-board continued on with this activity.

**Sheri Sterner:** Institutional Effectiveness will send out the survey to all faculty which will be available from April 5 to April 9. They will state that by participating in the survey, they will be able to be part of the next step, which is the future. They are going to come back to the Senate on April 13 to discuss common themes. From April 13 through April 16, they are going to send the participating faculty the future board. After that, they will integrate the feedback and have it ready for the College Council meeting on April 20. They will come back to the Senate, based on whatever College Council determines, either May 4 or May 11.

## 6. Adjournment of the Regular Meeting

**President Sachs** adjourned the meeting at 12:30 p.m.

## 7. Approval of the Minutes: April 6, 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	Motion 2	Senate Membership
Minutes 02/23/21	Minutes 03/16/21	Program Review Changes	
absent	absent	Aye	Alabi, Jessica A.: Senator-at-Large (2020-2023) 12:01 arrival
absent	absent	absent	Arismendi-Pardi, Eduardo: Senator-at-Large (2018-2021) 12:04 arrival
Aye	Aye	Aye	Barnes, Carol: Counseling Senator (2018-2021)
Aye	Aye	Aye	Boogar, Tyler: Math and Sciences Senator (2020-2023)
Aye	Aye	Aye	Connor, Sean: Senator-at-Large (2020-2023)
Aye	Aye	Aye	Cuellar, Eric: Senator-at-Large (2018-2021)
Aye	Aye	Aye	Della Marna, Jodi: Library & Learning Support Senator (2020-2023)
absent	absent	Aye	Denney, Matt: Technology Senator (2020-2023) 11:39 arrival
Aye	Aye	Aye	De Shano, Tina: Consumer Health Sciences Senator (2020-2023)
Aye	Aye	Aye	Drew, Rendell: Senator-at-Large (2020-2023)
Aye	Aye	Aye	Ely, Cyndee: Part-Time Senator (2020-2021)
absent	absent	absent	G'bye, Diogba: Part-Time Senator (2020-2021) 12:04 arrival
Aye	Aye	Aye	Gordon, Lee: Vice President, Senator-at-Large (2019-2022)
Aye	Aye	Aye	Kennedy, Marilyn: Secretary, Lite and Lang Senator (2019-2022)
Aye	Aye	Aye	Legaspi, Jodie: Athletics and Kinesiology Senator (2020-2023)
Aye	Aye	Aye	Lloyd, Doug: Parliamentarian, Senator-at-Large (2020-2023)
absent	absent	Absent	Means, Leland: Visual and Performing Arts Senator (2018-2021)
Aye	Aye	Aye	Neil, Jeanne: Business and Computing Senator (2019-2022)
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Aye	Aye	Aye	Pena, Max: Senator-at-Large (2019-2022)
Aye	Aye	Aye	Phillips, Clyde: Senator-at-Large (2020-2021)
Aye	Aye	Aye	Sachs, Loren: President, Senator-at-Large (2019-2022)
Aye	Aye	Aye	Stanton, Jordan: Social and Behavioral Sciences Senator (2019-2022)