

ORANGE COAST COLLEGE

Academic Senate Meeting | 1/28/20 | 11:30 am - 12:30 pm | Faculty House

Academic Senator Attendance			
Carol Barnes, Counseling	Present	Kelly Holt, at-Large	Present
Jamie Blair, at-Large, Vice President	Present	Darryl Isaac, Consumer & Health Sciences	Present
Cameron Brown, Athletics & Kinesiology	Present	Marilyn Kennedy, Lit & Lang, Secretary, PDI Chair	Present
Sean Connor, at-Large	Present	Doug Lloyd, Math & Sciences	Present
Eric Cuellar, at-Large	Present	Leland Means, Visual & Performing Arts	Present
Jodi Della Marna, Library	Present	Jeanne Neil, Business & Computing	Present
Matt Denney, Technology	Absent	Max Pena, at-Large	Present
Rendell Drew, at-Large	Present	Clyde Phillips, Student Services	Present
Cyndee Ely, Part-Time Faculty	Present	Loren Sachs, at-Large, President	Present
Diogba G'bye, Part-Time Faculty	Present	Jordan Stanton, Social & Behavioral Sciences	Present
Lee Gordon, at-Large, Parliamentarian	Present	Raymond Tu, ASOCC Representative	Absent
Anna Hanlon, Curriculum	Present		

1 **Guests (Optional & Voluntary Sign-In):**

2 Kevin Ballinger, Bob Fey, Jaki Kamphuis, Kate McCarroll, Madjid Niroumand, Angélica Suarez,
3 Bryan Harris, Jessica Alabi

4 **1. Preliminary Matters**

5 **A. Call to Order:**

6 **President Sachs** called the meeting to order at 11:32 a.m.

7 **B. Approval of the Minutes**

8 **Motion 1: Secretary Kennedy moved to** approve the December 10, 2019, minutes; motion
9 seconded; motion approved unanimously.

10 **C. Opportunity for Public Comment:**

11 Jessica Alabi, Cameron Brown, Rendell Drew, Madjid Niroumand, Clyde Phillips,
12 Angélica Suarez,

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

14 **Senator Isaac:** Announced opportunity for involvement in a Strategic Enrollment
15 Management (SEM) program.

16 **Curriculum Chair Hanlon:** We are currently in the process of participating in this SEM
17 program and creating a predicative model.

18 **Senator Isaac:** Asked if a faculty member could ask a sick student to leave the
19 classroom. **VPI Ballinger** stated that a faculty member has every right to ask a student to
20 go to the Student Health Center if they look like they have a fever or are obviously sick. A
21 senator suggested that faculty consider adding some room in their attendance policies
22 to allow for sick days and make ups for students.

23 **President Sachs:** Congratulated Senator Ely on the completion of her MBA.

24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67

2. Consent Agenda

- A. **Motion 2: Senator Barnes moved to** approve the consent agenda Minimum Qualification/Equivalency Committee; motion seconded; motion approved unanimously.
Adapted PE: Heather Pecora
- B. **Motion 3: Senator Kennedy moved to** approve the consent agenda Hiring Committee; motion seconded; motion approved unanimously.
Computer Science: Douglas Cole (4th member)

3. Officer, Senator, & Committee Reports

- A. **Academic Senate President – Loren Sachs:**
 - Last Board of Trustees Meeting, January 15:** The Golden Handshake and the hiring freeze were approved. In reference to the Golden Handshake, **Senator Kennedy** stated she has been asked by faculty about the Golden Handshake and the two-year credit and recommended that since some of the STRS credits have changed over the years that any faculty member considering this option should contact STRS directly to see how it will personally affect them before making a decision. **Senator Blair** noted that faculty considering the handshake should also review their retirement health benefits, as well.
 - District Consultation Council (DCC) Meeting:** Discussed enrollment management; the subcommittee requested a presentation from the three campuses on Guided Pathways and student retention. Jessica Alabi and Felipe Salazar were at the subcommittee meeting representing OCC.
One more thing that came out of DCC is a commitment from Chancellor Weispfenning to address a student inquiry of interest in a fire academy. This led to a plan to create a way for a student who may be viewing our OCC webpage to discover that although OCC does not have a program for this, Golden West does.
 - New Employee Orientation, last week:** There was a lighter turnout as opposed to the fall orientation.
 - Flex Day Sustainability Poster Session Deadline:** The deadline is February 3 to get your application in to the Flex Committee. President Sachs and Rich Pagel submitted a proposal to speak about the iPad project, quantifying what amount of paper might be saved and how carbon foot printing would be affected.
 - DCC Budget Subcommittee Meeting, last Friday:** Enrollment is dropping and the District is looking at staff, faculty, and administration quantitatively. After the College Budget subcommittee meets again, we'll report back on the full details and numbers.
- B. **Guided Pathways:**
 - Anna Hanlon:** Reporting from the taskforce level, the campus-wide meeting last Friday was well attended and Dr. Darla Cooper presented Student Success Redefined, a framework based on qualitative data from student voices and interviews. There was more collaborative work done between the groups in the meeting. The design teams are ready to start making recommendations and present deliverables.
 - Jessica Alabi:** In terms of onboarding, inquiry design, and implementation, we are in a unique position because of the administration's support. We are working with administrators who can implement changes on a departmental level. Some other

68 changes have to go through particular governance structures. Working with Felipe
69 Salazar, when things come up in onboarding, he can change something right away.
70 Ideas that come up with Navigate OCC, Felipe can implement them the next semester.
71 However, there are some changes that have to go through the decision making and
72 implementation process, such as recommendations for orientation changes.

73 The State Chancellor has his own Guided Pathways advisory council and Santa Monica
74 College was paid to create a report on how student engagement or redesigning the
75 student experience affected their Guided Pathways. They are presenting on February 13.
76 The ASCCC suggested that the State Chancellor's Council hear from more students than
77 just Santa Monica students; they heard OCC has Guided Pathways student
78 ambassadors, so our students were invited to speak to the State Chancellor's Advisory
79 Council. ASCCC was able to communicate to the State Chancellor that this process
80 should be more inclusive and that they should hear from other colleges and students.

81 Because OCC made such a quick move to get students engaged in our Guided
82 Pathways, I will be attending an Accreditation Institute to present on student
83 engagement, equity, and involving students in the accreditation process. ASCCC will be
84 holding a Guided Pathways Regional Workshop at Santiago Canyon College and I
85 would like the Senate to attend on March 20. The focus will be on strengthening local
86 implementation of Guided Pathways liaisons; defining the roles of counseling faculty,
87 paraprofessionals, and faculty advisors; and supporting faculty in data literacy and
88 coaching. In California, "advisors," which other states use, does not mean the same
89 thing as counseling.

90 **VPI Kevin Ballinger** noted that the design teams are starting to come up with
91 recommendations and that the administration is already responding to what the Senate
92 endorsed in the fall regarding the academic and career pathways. There is a product
93 called CourseLeaf that the District has adopted and that the VPI support staff is using to
94 put things together and that will be ready by June.

95 **Jaki Kamphuis:** One important thing from a faculty perspective is the importance that
96 faculty plays with students. Students see faculty most often. What can we do to
97 strengthen student success and encourage more faculty to join the team?
98

99 4. Unfinished Business

100 A. Constitution; Bylaws – Revisions and Additions Discussion—Academic Senate

101 **President Sachs** stated that one previously proposed change was the way the student
102 group was referenced [in the bylaws]. One of the things referenced and discussed [in
103 the Constitution] was the term "teaching faculty" that seemed to exclude part-time
104 faculty was not correct. Additionally, the model for the statewide Academic Senate
105 (ASCCC) also uses the term "faculty" as it relates to full-time faculty [To be a member
106 senate of the ASCCC, a "majority of full-time faculty members of a college or recognized
107 center have voted in favor of forming an academic senate (Title 5 §53202 (a))"]. The
108 way this was written, it's clear it was taken from the statewide Academic Senate's
109 guidelines [as per Title 5].

110 The Senate Members made these comments:

111 **Senator 1:** I also reviewed the whole Constitution and bylaws. The Constitution
112 references the "teaching faculty at OCC," who are establishing an academic
113 senate. Nowhere in the Constitution does it say that the full-time faculty are the
114 only members; it doesn't talk about membership at all. It's not excluding
115 anybody, it's saying the [full-time] teaching faculty are establishing a
116 representative body. The bylaws add to that by adding other members. The
117 Constitution is *not* wrong as it written now.

118 **Senator 2:** If you look at Section 2, Teaching Faculty, as it reads, it does specify
119 "teaching faculty" to mean all full-time certificated contract members. It's
120 actually naming in this document who it represents.

121 **Senator 1:** I looked at the entirety of the document several times. When it talks
122 about "teaching faculty," it says we are developing an organization; it doesn't
123 say anything about membership. It says this entity was formed by the teaching
124 faculty who are the full-time faculty, but it does not say anything about the
125 members. It doesn't list them specifically on purpose because if it did, every time
126 we wanted to alter the membership, we would have to revise the Constitution.
127 The bylaws are designed for that specificity, as they are altered more easily.

128 **Senator 3:** If you simply say full time faculty, part time faculty, and student, those
129 would be the basic categories that this body is inclusive of, correct? The union
130 contracts have categories and it would all fall in line. I would feel better if it stated
131 full-time and part-time.

132 **Senator 4:** Our contract stipulates different kinds of faculty and it clearly labels
133 them. If we change this [Constitution], it will affect everything in our bylaws so
134 that we will have to rewrite many parts of it. Article 1 in the bylaws states, "The
135 electorate shall consist of the faculty, as defined in Article 1 of the Constitution,
136 and the Senate shall be elected from the members of this body." That means that
137 all part-time faculty will be able to elect you as chairs and as senators. We have a
138 lot of part-timers who are not here a long time, many just a semester, so changing
139 the Constitution in this way would allow part-timers who are here for only a
140 semester and other part-timers who teach at other campuses to have voting
141 rights equivalent to a full-time faculty member who teaches here. As noted [in
142 the bylaws], part-time senators are *appointed* by the Senate; they are not
143 *elected*. Article 1, Section 5, states that "Candidates from the part-time members
144 of the Faculty shall receive notice in February that they may nominate themselves
145 for one of three part-time voting Senator-at-Large positions. All interested
146 nominees shall attend the designated meeting in February to present themselves
147 and be endorsed by the Senate for a one-year term of office." We endorse them,
148 they don't go through the electorate. The senates in the state that have diverged
149 from the ASCCC and changed their Constitutions have had to change their
150 bylaws in terms of who can vote in senatorial and chair elections and what those
151 voting rights are. Unfortunately, this proposed change creates a cascading
152 effect. I respect part-timers immensely and taught part-time for six years, but as a
153 part-timer I worked at three different colleges. This proposed Constitutional
154 change could allow part-timers to vote for part-time chairs and then evaluate
155 part-timers who are teaching.

156 **Senator 5:** To create a bridge between the two perspectives, Senator 1 is pointing
157 out that the full-time faculty are the creators of the entity; the Academic Senate
158 represents the full-time faculty. The full-time faculty have recognized and by
159 including the three part time Senators-at-Large, they have opened the door to
160 part-timers to participate in the global representation through the full-time faculty
161 senate. I have worked in the District as a part-timer and have never felt that the
162 Senate excluded part-timers; we have a voice and we are being included. At
163 Coastline part-timers were senators and department chairs. They outnumbered
164 the full-timer drastically. Part-timers have the opportunity to participate here at
165 the OCC Senate; we are not being excluded.

166 **Senator 2:** Does this make the part time faculty in the room included?

167 **Senator 6:** It's a matter of language. If you're opening the door for part-time to
168 participate in campus activities and senate, it's just a matter of language. It's
169 open for part-timers to participate.

170 **Senator 2:** Let me explain why this is important. We are inclusive; however, this
171 language comes from an era when full-time faculty were afraid of losing their
172 prominence to part-time faculty. If we have risen to a point of inclusion, then we
173 need to give an example of that in our constitution.

174 **Senator 5:** Do we need this definition? Can it just say "teaching faculty?"

175 **Senator 2:** The change must go out to the full-time faculty.

176 **Senator 1:** What are the ramifications if we change that language?

177 **Senator 4:** That language change will allow all part-time faculty to vote for chairs
178 and all senators, and some of you have more part-timers than full-timers in your
179 departments. The Constitution does not need changing to allow part-timer
180 participation and inclusion and all this rewording will take an immense amount of
181 time we could be devoting to other matters. Ultimately, though, we need to
182 speak to our constituents. I have spoken to some of mine, and those that I have
183 spoken to are concerned about this proposed change. We should be speaking
184 based on feedback from our constituents.

185 **President Sachs:** We should all be having division meetings in the next two to three
186 weeks so make sure this gets agendized at those meetings and get feedback from
187 the divisions. Here is the concern, if we endorse the change, it could be potentially
188 divisive because according to the definition it would only go out to the currently
189 defined full-timers. And if it's not ratified, that sends a bad message to the part-timers.
190 The consequences need to be considered.

191 **Parliamentarian Gordon:** As per our Constitution, only full-time faculty can vote on a
192 proposed change to the Constitution.

193 **Senator 2:** If we're going to ask the Senators to share this with colleagues and
194 divisions, it may be more beneficial to this body if we pick a point and discuss it.

195 **President Sachs:** We can focus on Article 1 and we can all agree that we need to
196 take out Golden West College in Article 2.

197 **Senator 5:** As an explanation, as part-timers we all “serve at the pleasure of the
198 department.” We do not have a guaranteed job. If you're working the fall
199 semester, you are not guaranteed the spring semester.

200 5. New Business

201 **A. Basic Skills Recommendations - Jaki Kamphuis:**
202 BSI Coordinator Jaki Kamphuis presented a report based on the
203 December 10, 2019, Basic Skills Committee meeting:

204 Over the course of the semester, the BSI Task Force members have met several
205 times to discuss the future focus and goals of the committee. The original focus
206 of the committee was on “basic skills” students which were narrowly defined as
207 those students enrolled in basic skills courses including ESL, English 98 & 99,
208 Math 005, 008, 010, 020, 030 & 045. The introduction of AB 705 by the State
209 significantly changed this definition. Some classes (Eng 98 and Math 005) were
210 eliminated from the class schedule offerings. Most other basic skills classes in
211 math and English were drastically reduced. With the elimination of placement
212 tests, students can now enroll directly into a transfer level courses (Eng 100,
213 Math 100, 115, 120, 160).
214 At the same time, the State instituted the SEA program (Student Equity and
215 Achievement) which combined BSI, SSSP and Student Equity funding into one
216 pot of money. Allocations now go directly to the District whereas BSI allocations
217 previously went directly to the college. According to the State Chancellor’s
218 website “Integrating these efforts into a single Student Equity and Achievement
219 Program advances our goal of demolishing once and for all the achievement
220 gaps for students from traditionally underrepresented populations”, and that “The
221 SEA Program requires colleges to implement the Guided Pathways framework
222 offering a clear path to a stated goal, to provide all students with an education
223 plan based on that goal, and to toss aside outdated and inaccurate placement
224 policies that are keeping far too many from completing their goals in a timely
225 manner”.
226 Based on these recent changes, the BSI committee agreed on the following
227 recommendation to the Academic Senate: The new focus of the committee
228 should be to provide the opportunity for faculty to share experiences and best
229 practices to work with underprepared students in a holistic manner. For the
230 purposes of the committee, an underprepared student is any student that
231 encounters obstacles that may impede academic success.

232
233 **Senator:** Our dilemma is how do we define basic skills students using AB 705 since
234 basic skills students are no longer defined based on their placement in a basic
235 skills class?

236 6. Adjournment of the Regular Meeting

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

238 **Approval of the Minutes: February 11, 2020**

239 **MINUTES:** First draft written by Michelle Ozuna, Administrative Assistant II, Human Resources.
 240 Revision of first draft and Senate-approved drafts written by Senate Secretary, Marilyn Kennedy,
 241 who also distributes the final Senate-approved version to the Chancellor, Board of Trustees
 242 members and secretary, union presidents, GWC and Coastline Academic Senate presidents,
 243 OCC College President and faculty as per OCC Senate bylaws.

244 **Voting Tallies Chart**

Motion 1	Motion 2	Motion 3	Senate Membership
Minutes 12/10/19	Consent: MQ/EQ	Consent: Hiring	
Aye	Aye	Aye	Barnes, Carol: Counseling Senator (2018-2021)
Aye	Aye	Aye	Blair, Jamie: Senator-at-Large (2018-2021)
Aye	Aye	Aye	Brown, Cameron: Athletics & Kinesiology Senator (2017-2020)
Aye	Aye	Aye	Connor, Sean: Senator-at-Large (2017-2020)
Aye	Aye	Aye	Cuellar, Eric: Senator-at-Large (2018-2021)
Aye	Aye	Aye	Della Marna, Jodi: Library & Learning Support Senator (2017-2020)
Absent	Absent	Absent	Denney, Matt: Technology Senator (2017-2020)
Aye	Aye	Aye	Drew, Rendell: Senator-at-Large (2017-2020)
Aye	Aye	Aye	Ely, Cynthia: Part-Time Senator (2019-2020)
Aye	Aye	Aye	Diogba G'bye: Part-Time Senator (2019-2020)
Aye	Aye	Aye	Gordon, Lee: Senator-at-Large (2019-2022)
---	---	---	Hanlon, Anna: Curriculum Chair (Non-Voting)
Aye	Aye	Aye	Holt, Kelly: Senator-at-Large (2017-2020)
Aye	Aye	Aye	Isaac, Darryl: Con. & Health Sciences Senator (2017-2020)
Aye	Aye	Aye	Kennedy, Marilyn: Lit & Lang Senator, PDI Chair (2019-2022)
Aye	Aye	Aye	Lloyd, Douglas Math & Sciences Senator (2017-2020)
Aye	Aye	Aye	Means, Leland Visual & Performing Art Senator (2018-2021)
Aye	Aye	Aye	Neil, Jeanne: Business & Computing Senator (2019-2022)
Absent	Aye	Aye	Pena, Max: Senator-at-Large (2019-2022) 11:40 arrival
Aye	Aye	Aye	Phillips, Clyde: Student Services Senator (2017-2020)
Aye	Aye	Aye	Sachs, Loren: Senator-at-Large (2019-2022)
Aye	Aye	Aye	Stanton, Jordan: Social & Behavioral Sciences Senator (2019-2022)