

# ORANGE COAST COLLEGE

Academic Senate Meeting | 04/07/20 | 11:30 am - 12:30 pm | Zoom Meeting

## Academic Senator Attendance

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

**Guests (via Zoom):** President Angelica Suarez, Vice President Kevin Ballinger, John Taylor, Charles Otwell, Renee DeLong, Rich Pagel, Tara Giblin, Charlene Reed, Rebecca Morgan.

## 1. Preliminary Matters

**A. Call to Order:**

President Loren Sachs called the meeting to order at 11:32 A.M.

**B. Approval of the Minutes:**

Minutes held for changes.

**C. Opportunity for Public Comment:**

No public comments were made.

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

**Senator Ely:** Commented on the Communities of Practice for Part-Time Faculty. All sessions will be continuing on Zoom. An email will be forwarded to part-time faculty and Senators.

**Senator Means:** Commented on course repeatability for certain ensemble classes so students do not lose the semester.

**Senator Drew:** Reported that a cancellation notice was sent out for the remaining of the two IMC meetings of the semester; however, a Zoom meeting in May could be scheduled to see where things are at.

Thanked and acknowledged John Taylor, Barbara Cooper, Charlene Reed and others for providing trainings and other resources in the transition to teach remotely.

## 2. Consent Agenda

**Motion 1: Senator Means moved to** approve the consent agenda; motion seconded; motion approved unanimously.

### **HIRING COMMITTEE for Instructor Kinesiology-Head Baseball Coach**

- a. **Hiring Manager:** Michael Sutliff
- b. **Committee Member:** Samantha Doucette
- c. **Committee Member:** Guido Sendowsky
- d. **Committee Member:** Kevin Smith
- e. **Fourth Member:** Jason Kehler

### **HIRING COMMITTEE for Vice-President of Instruction (VPI)**

- a. **Academic Senate Representative:** Eric Cuellar
- b. **Academic Senate Representative:** Loren Sachs

## 3. Officer, Senator, and Committee Reports

### **A. Academic Senate President –President Loren Sachs:**

Mentioned that yesterday they had the Academic Senate President's meeting with the Chancellor; the other two campuses are also being impacted in similar ways. Many of those issues will be on our Senate agenda today for discussion. President Sachs noted that there was a Senate Executive Board meeting last week and not a full Senate meeting, as he made the call that due to the constant changes coming from the State Chancellor, he wanted to wait for both clarity *and* accuracy. Additionally, not many classes have been lost and students and faculty remain healthy.

### **B. Guided Pathways – GP Coordinator Charles Otwell**

Reported that they are in the process of building the catalogue in CourseLeaf with Guided Pathways. They are going to do three levels on the pathway: the major pathways, program level, and the award level. They sent out a template for people to provide a brief description of each program to put it on the landing page. They also are asking for faculty contact information for each department. He asked Senators to have that information sent to Elizabeth and Melissa (who will be putting the catalogue together) by the end of the month.

### **C. Statewide Guided Pathways Representatives – No report**

### **D. Union/Bargaining Unit Report – CFE VP Rendell Drew:**

The Union had an Executive Board meeting last Thursday and covered the topic of COVID-19 and the quarantine; It was a good meeting. CFE asked the Senate if any faculty positions for hiring were being held back. **President Suarez** stated that we are still in the process of hiring and advertising, but things will take a little longer.

### **E. Curriculum Update – Curriculum Chair Anna Hanlon:**

The Curriculum Committee met this week. Meeting information is available through the Senate public web page. The curriculum specialists have been working very hard on the CourseLeaf catalogue to make this first publication accurate. They have a very tight timeline in terms of when it is going to be released to them for edits. They are going to send it out to the faculty program leads for their review and input, probably the 15th week of the semester.

**F. Board Policy and Administrative Procedure Subcommittee (BPAP) - Marilyn Kennedy:**

The BPAP Subcommittee met and will continue to meet on Zoom for the rest of the semester. There were no new policies, just policies from before the spring break that had already been reviewed and are now being moved forward.

## 4. Unfinished Business

**A. No unfinished business**

## 5. New Business

**A. Summer 2020, DE Addendums, and STLO – Curriculum Chair Anna Hanlon**

**Chair Hanlon** stated it is impressive how colleges have responded quickly to what is being called "Emergency Remote Teaching." OCC faculty did not have an opportunity to plan for the spring, but they have some time to plan for the summer. We need to keep students at the center of all faculty conversations as we move forward, considering equity and inclusion, part of the mission of the college. There are students who don't have Wi-Fi at home, who don't have computers, and who might have families that they now have to take care of. Faculty and administrators are trying to mitigate that for our students as they plan for the summer. The Curriculum Committee has looked at the summer proposal [presented to the Executive Board on April 1] and provided feedback. Online Faculty Coordinator Charlene Reed is also part of the proposal conversation, so there is a proposal being presented today based on that feedback.

There are a large number of courses in the GE and other areas, important for completion, that already have an established Distance Education (DE) addendum; additionally, the faculty have completed the Strategies for Teaching and Learning Online class (STLO) that is required to teach as a distance education instructor. However, there are some courses that do not have the addendum. Therefore, this proposal states that for this summer there might be a continuation of remotely taught, regularly scheduled on-campus classes, via some remote technology like Zoom. This synchronous instruction addresses the required *regular and effective* contact component between faculty and students.

Therefore, the new proposal says that there would be a temporary DE Addendum for this synchronous teaching situation. A Google form was created by Curriculum Specialist Elizabeth Page for this addendum submission to the Curriculum Committee for approval. The addendum would then be attached as a file to the COR for documentation. The faculty member would input the course name and number, instructor name, and identify the technology platform the instructor would use for synchronous instruction.

The Curriculum Committee relies on two things to move forward with the proposal, faculty professionalism in determining if offering their class via virtual instruction this summer will greatly compromise student learning, and a virtual office or landing page where students can connect with the instructor and have access to class syllabus and other resources and materials. Canvas is recommended as the platform, but faculty may use other platforms. Other questions on the Google form will ask for the instructor to note their plan for providing interaction among students (this could be done synchronously or asynchronously, as some instructors are using the discussion boards in Canvas), how an instructor will take attendance, and how students with disabilities will be accommodated.

Chair Hanlon asked for feedback, questions, or modifications on this new draft proposal.

**President Sachs** stated that the proposal is much more refined than what was there last week because of the changes in the guidance from the State Chancellor. About four weeks ago when this originally was starting to come up, Vice-President Ballinger had shared at the Senate meeting and we had voted to move forward with the blanket addendum for the remainder of the spring. The guidance that came from the Chancellor's office late last week was about summer specifically, that if you wanted to continue doing the emergency remote teaching at your college, you had to have a plan for those classes that did not have the DE Addendum. What you are seeing here is our campus's response to that request.

**Chair Hanlon** noted that if for some reason we are allowed on campus in summer, we would be set to go either way because we would already have scheduled regular times.

**Senator 1** asked if summer course prioritization was still in the proposal, as that is not a Senate issue.

**Chair Hanlon** acknowledged that originally the proposal did have that included but that scheduling is not our purview, it's the administration's purview, so it was removed. This proposal is just addressing those courses that only want to do a virtual emergency remote teaching strategy during these times. This is for courses that don't have a full DE Addendum and the faculty have not completed the STLO. Most DE courses are asynchronous, but it doesn't preclude a DE instructor from teaching synchronously. This is for courses that don't have a [standard] DE addendum that really don't want a DE Addendum, but are trying to survive and serve students during these difficult times.

**President Sachs** stated that if we're going to schedule an on-campus class in the summer then to be assured that it's going to run, completing the emergency remote teaching addendum assures that; if we can return to campus in the summer, this won't alter that.

**Chair Hanlon** stated that in addition, if some faculty aren't planning on summer teaching, the addendum could be completed for the fall if we cannot return to campus. We can communicate to faculty a deadline if that is the case.

**Senator 1** asked if the DE addendum is by instructor, not course.

**Chair Hanlon** stated that the addendum needs to be attached to the COR, and if all instructors who are teaching that course in this emergency remote teaching method have to use the same platform, that would not be right, as each faculty member should be given the right to choose their own teaching platforms and styles. That's why it is by instructor. What we'll probably do is merge the different modalities into one addendum that we upload. I would appreciate any feedback.

**Senator 2** stated that right now a lot of students like to call, so the senator extended office hours and forwarded the phone from work to home so that students could call there. They are using email to ask questions about how to get going. They also interact with other students in breakout rooms. It's a self-paced, flipped classroom. They watch the videos at home, they interact in breakout rooms, so does all this count?

**Chair Hanlon** stated that yes, that counts, and then in the addendum you would outline that so that we have evidence that that's the plan.

**Senator 3** thanked everyone for the time and effort to move in a new direction of teaching, as it's very difficult putting in a lot of hours to get things done. The senator noted that in addition to the current emergency remote teaching, we should move forward and consider that hybrid classes are going to be something permanent in our teaching in case a similar situation occurs.

**Senator 4** noted that some of our students may receive incompletes for their clinical experience for the spring. Maybe we'll be able to continue in the summer, so should this addendum be filled out for those classes if they're continuing as to award grades for incompletes?

**Chair Hanlon** stated that this falls under a different set of circumstances as you're completing the spring course with your students in the summer as an incomplete because they had to do hands-on work. That does not apply to this addendum.

**President Sachs** shared that for summer clinical classes or internship classes, there are already mechanisms for that student interaction.

**Motion 2: Senator Isaac moved** to approve the newly presented proposal for Summer 2020 and DE Addendums; motion seconded; motion passed with nineteen ayes, zero nays, and two abstentions.

See Appendix at the end of these minutes for document.

#### **B. Recognition for Irimi Rickerson – Parliamentarian Gordon:**

**Parliamentarian Gordon** informed the Senate that Professor Irimi Rickerson is retiring at the end of the semester, and for much of the 1990s she was the Faculty Director of the art museum. She put on a number of innovative and important shows. I would like to have the support of the Senate for the idea of placing a plaque in the smaller of the two galleries in the Doyle Pavilion that would recognize Irimi Rickerson and her years of service as the OCC Art Museum Director.

**Motion 3: Senator Gordon moved** to approve the placing of a plaque in the student gallery in the Doyle Pavilion referencing Irimi Rickerson's years of service as Director of the OCC Arts Museum; motion seconded.

**Motion 4: Senator Means moved** to amend Motion 3 to include a consultation with the Director in terms of the size and placement of the plaque; motion seconded; motion approved unanimously.

**Motion 3** was approved unanimously with the inclusion of the approved amendment on motion 4 above.

#### **C. Grading Criteria**

**President Sachs** introduced the topic noting that repeatability is something that will be discussed at the Chancellor's office meeting later today as well as the grades of Pass/No Pass. Repeatability is a very big question and it could have a big impact on student engagement. It will be closely observed. As far as the Pass/No Pass, there is no desire to have any type of blanket policy regarding Pass/No pass at all. Right now, the directive would be that students may request Pass/No pass up to May 8. Faculty should be aware that Pass/No pass grading has a lot of other potential ramifications. The UCs and CSUs

are starting to look at these. At USC, for example, if students opted for Pass/No Pass, it would be listed on their transcripts as an unusual circumstance [as per the Corona Virus issue]. One of the concerns is about what will happen five years from now when this is farther back in history. Will people remember what happened and will the Pass/No Pass grades be looked at differently then? The recognition on transcripts is one way that that can be addressed.

Counselors need to be having conversations so that students make informed decisions based on what other institutions are doing. The hope is that there is some continuity and consistency.

## 6. Adjournment of the Regular Meeting

President Loren Sachs adjourned the meeting at 12:30 P.M.

## Approval of the Minutes: April 21, 2020

**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	Motions 3 & 4	Senate Membership
Consent	Summer 2020	IRINI RICKERSON RECOGNITION	
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)
Aye	Aye	Aye	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	Abstain	Aye	Gordon, Lee: Senator-at-Large (2019-2022)
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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)
Aye	Abstain	Aye	Pena, Max: Senator-at-Large (2019-2022)
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)

# APPENDIX

## Conditional Distance Education Addendum for Emergency Remote Teaching Orange Coast College Effective June 8, 2020 – December 12, 2020

The COVID-19 pandemic has necessitated the identification of alternative modes of delivery for courses traditionally taught face to face, moving classes to emergency remote teaching. This conditional DE addendum has been created in response to COVID-19 and the possibility that campus classrooms will not be accessible in summer and/or fall 2020. It contains the conditions to teach remotely as discussed and approved by the Academic Senate and Curriculum Committee.

This addendum provides evidence that faculty understand the requirements:

- to provide proactive, regular and effective/substantive contact between the instructor and students.
- to provide opportunity for interaction among students.
- to create a plan addressing access, ADA compliance, and equity as related to emergency remote teaching.

These instructional elements are necessary for effective remote instruction and are required by state, federal and accrediting agencies.

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### Conditions

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1. Classes will be published in the OCC schedule with the meeting day/time. This will ensure students have knowledge of the requirement of regular attendance during schedule meeting times.
2. Instructors will conduct class at scheduled times using synchronous technology such as Zoom, Canvas Conference, Google Meet, Microsoft Teams, GoToMeetings, or other video conferencing application that is accessible and free of charge to all students.
3. Instructors will use a platform such as Canvas, Google Suite, Microsoft Teams, or other that is accessible and free of charge to all students to create a virtual place for students before and after class time. It will contain the class syllabus and instructor contact information. It may also serve as a repository for instructional materials (handouts) and a place for assignment submission, discussions, and other student collaborations.
4. Instructors will provide opportunities for interaction among students. This could be achieved via general class discussions, breakout rooms within videoconferencing, group assignments, discussion boards, etc.
5. Instructors will take attendance as they would in a face to face class.
6. Instructors will complete a short online course focused on videoconferencing technology, access to technology, ADA compliance, and equity.

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### Addendum Information

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Note: If using the same videoconferencing technology for all courses, complete one addendum, listing all courses. If videoconferencing technology will be different across courses, please complete a separate addendum for each course

Instructor Name

Division

Course Department & Number - Name

*Instructors will conduct class at scheduled times using synchronous technology such as Zoom, Canvas Conference, Google Meet, Microsoft Teams, GoToMeetings, or other video conferencing application that is accessible and free of charge to all students.*

Describe how you will be conducting your synchronous class meetings.

*Instructors will use a platform such as Canvas, Google Suite, Microsoft Teams, or other that is accessible and free of charge to all students to create a virtual place for students before and after class time. It will contain the class syllabus and instructor contact information. (Note: Canvas is recommended: all students have access and it provides continuity across classes*

Describe how you will provide a virtual place for students to access class information such as syllabus, instructor contact information, and any other resources you choose to provide.

*Instructors will provide opportunities for interaction among students. This could be achieved via general class discussions, breakout rooms within videoconferencing, group assignments, discussion boards, etc.*

Describe your plan for providing interaction among students.

*Instructors will take attendance as they would in a face to face class.*

Describe your plan for verifying that students attend your synchronous lessons.

Accommodations for Students with Disabilities – How will the delivery of your course accommodate students with disabilities? Explain.