

ORANGE COAST COLLEGE

Academic Senate Meeting | 03/09/21 | 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>Literature & Languages, Secretary</i>	Present
Carol Barnes, <i>Counseling</i>	Present	Jodie Legaspi, <i>Athletics & Kinesiology</i>	Present
Tyler Boogar, <i>Math & Sciences</i>	Present	Doug Lloyd, <i>at-Large, Parliamentarian</i>	Present
Sean Connor, <i>at-Large</i>	Present	Leland Means, <i>Visual & Performing Arts</i>	Present
Eric Cuellar, <i>at-Large</i>	Present	Jeanne Neil, <i>Business & Computing</i>	Absent
Tina De Shano, <i>Consumer & Health Sciences</i>	Present	Charles Otwell, <i>Curriculum</i>	Present
Jodi Della Marna, <i>Library</i>	Absent	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 & Behavioral Sciences</i>	Present
Diogba G'bye, <i>Part-Time Faculty</i>	Absent	Stella Tsai, <i>SGOCC Representative</i>	Absent

Guests (Optional & Voluntary Sign-In): Kelly Holt, Jaki Kamphuis, Kate McCarroll, Renee De Long, Yilin Wang, Sheri Sterner, Michelle Grimes-Hillman, Nathan Jensen, Bob Fey.

1. Preliminary Matters

A. Call to Order: President Loren Sachs called the meeting to order at 11:30 A.M.; due to illness he handed the gavel to Vice-President Gordon to lead the meeting.

B. Opportunity for Public Comment: Nathan Jensen, Claudia Montoya-Andrews.

C. Approval of the Minutes:

Motion 1: Senator Kennedy moved to approve the March 02, 2021, minutes with minor corrections; seconded; approved.

D. For the Good of the Order Announcements:

Senator Cuellar: Invited faculty and community to a CLEEO event on March 22, 3 to 4:15 pm, vi Zoom, with Dr. Manuel Aguilar Moreno, CSULA, presenting on Mesoamerican Art and Culture and Ulama, "The Mesoamerican Ballgame," and its historical connections to contemporary games such as basketball, soccer, etc.

Senator Drew: Announced the next IMC meeting today, 1-2, to select a new faculty co-chair; there are about thirty members on the committee. They are talking about moving forward with social justice and cultural issues. Senator Drew noted that as the new Multicultural Center Coordinator, he is working closely with President Suarez and the Vice President of Instruction.

2. Consent Agenda

Motion 2: Vice-President Gordon moved to approve Elizabeth Blake as IPC Temporary Substitute for the CHS Division Representative Spring 2021; seconded; motion approved unanimously.

3. Officer, Senator, & Committee Reports

- A. **President's Report – Loren Sachs: Covid Vaccination:** An email came out yesterday from Union President Rob Schneiderman with links to register for the Covid-19 vaccine. It is recommended that if you want to get the vaccine, to get on as many lists as possible.
- B. **Guided Pathways Reporting – Jaki Kamphuis:** Stated that there is still room on the faculty focus group for Starfish for more members. It meets tomorrow at 8 a.m. and this is a chance for faculty to discuss what they wish to see happen with Starfish. If interested, respond to the email sent out from President Suarez's office or send an email to Erin Fitzgerald.
- C. **Statewide Guided Pathways Representatives:** No report.
- D. **Union/Bargaining Unit Report:** No report.
- E. **Board Policies and Administrative Procedures Committee (BPAP) – Marilyn Kennedy:**

Senator Kennedy noted that the Classified and Confidential are asking to add a member to the **AP 7120A Recruitment and Selection for Executive Management Employees**, which will make the committee a 14-member committee. The reason is to make it equivalent to the other policies.

Senator Kennedy presented the newest additions to the **AP 4105 Distance Education** policy per Zoom, cameras, and the Chancellor's letter about student privacy and the FERPA law. She presented this new additional paragraph that is currently proposed for an addition:

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 visual participation of students 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 use of the chat feature for attendance and discussion.

There is flexibility in terms of camera use with recordings and the District has been fairly flexible about that as long as we tell students ahead of time so there are no surprises, and they are clear at the beginning of the semester. We can still add to this policy and we might like to consider that if the faculty member and the student cannot agree on appropriate alternatives, the division dean be consulted for other alternatives for the student.

The District forwarded the Chancellor's letter regarding cameras and privacy and the College of the Canyons Guidance for synchronous classes and camera use policies. Our own District reaffirmed what we were already told last week and the week before, that faculty cannot have any images, sounds, or written identifiers of students in any recordings that they share with other students. Additionally, the District stated that

students cannot attend a different section of the same course because they are not officially in that class and due to safety and privacy issues. If faculty have concerns about that, possibly we should explore options that would be legally acceptable.

Senators noted that we should talk about this subject at the next meeting. If there is a real concern about keeping students enrolled during a transitioning period to an online platform and there are concurrent issues with camera use, that last item could discourage students.

Vice President Gordon said that because this discussion is not on the agenda that conversation will be deferred to the Executive Board meeting following the regular meeting through the same link. If senators would like to attend the E-board meeting, they can stay connected via the same link.

- F. **Budget Update – Cyndee Ely:** This item will be discussed next week with updates.

4. Unfinished Business

A. Tenure-Track Evaluation Discussion – Senate Discussion

Vice-President Gordon introduced Claudia Montoya-Andrews, who is responsible for working with the Vice President of Instruction's office, as well as this year's executive sponsor, Dean Kevin Henson, on the Tenure-Track Faculty Academy; this is the fifth year of the academy. They invite any faculty who are brand new to OCC in their first-year tenure review process. It is an academy that spans over two semesters. They meet the first Friday of every month in the spring and fall. They learn standards of excellence and student success, campus process and resources, teaching and learning, and more. This year they have about twelve new faculty going through the academy. She does not facilitate the actual sessions, but there are guest lecturers from across the campus who present. At the last academy, they had Dean Vergara who talked about Title IV and students' rights and responsibilities. They have had people present on Guided Pathways and Dr. Anna Hanlon is one of the presenters in one of the sessions. She asked if anybody had any questions.

The Senators had these concerns, comments, and questions:

- Online Coordinator Jamie Rossiter presented on best practices at other institutions on training provided to tenure-track committee members at other colleges. At OCC, there is the EEOC training for hiring but those on tenure-track evaluation committees do not have any kind of training with regards to culturally responsive pedagogy or things that might look different outside the box, but that are still very valuable and important to students.
- Are there any check-ins during the tenure-track process where a tenure-track faculty member might have forgotten what their rights are if they feel that they have some kind of problem going on?
- Suggested the CFE Union should strengthen the due process part of the tenure track policy. The union/administrative training session that the tenure-track evaluation committee are required to attend should look at nontraditional teaching and learning styles and make clear that the evaluations are about improving teaching and student learning.
- Between the Union, the Senate, and the Multicultural Center, they can schedule some training and bring in some different perspectives.

CFE President Schneiderman suggested that those union recommendations be emailed to him. The Union agrees with the District that they need to add equity training and will.

5. New Business

A. Senator at-Large Replacement for Jamie Blair:

Senator Kennedy stated that with Senator Blair's permission she wanted to share that Senator Blair is stepping down because her family has been severely impacted by COVID. While recovering, Senator Blair is also caretaking several other family members. Please keep them in your thoughts and prayers.

Dr. Arismendi-Pardi stated that he stepped in because he was asked to be a temporary replacement for Senator Blair, and he wanted to help the Senate and contribute. He thanked the Senate for their consideration.

Vice-President Gordon stated that the Senate needs consensus on designating Dr Arismendi-Pardi as the interim [rest-of -the-semester] replacement for Professor Blair for the reasons cited.

Motion 3: Vice-President Gordon moved to approve Dr. Eduardo Arismendi-Pardi to replace Senator Jamie Blair as Senator at-Large on the Academic Senate; seconded; approved.

B. Program Review Changes – Anna Hanlon & Kelly Holt:

Dr. Anna Stiles Hanlon stated that she is here with Kelly Holt, the other Instructional Effectiveness Faculty Coordinator, to share with the Senate the Institutional Program Review recommendations based on the Delphi survey.

Last fall they came to the Senate to request a move from focus groups to the Delphi method, a consensus-building technique. They solicited faculty who had participated in either comprehensive and/or mentoring program review, mostly two from each division. They had a very good response rate of 88% across all rounds. The analysis of the data was conducted by the Senior Research Analyst Davis Vo, Sheri Sterner who is the Dean of Institutional Effectiveness Research and Planning, and IE Coordinators Kelly Holt and Dr. Hanlon. It started out very qualitative, but they were involved to make sure that the faculty voice was heard. They both feel very confident that nothing was overlooked. That will be reflected in these results.

To provide an overview there is a 30-page report broken into three different areas: Comprehensive Program Review, Midterm Program Review, and Guided Pathways Framework and its relationship to Program Review.

The areas that have the "A" mean that those areas were addressed in the first round. The "Es" are areas that emerged from the responses to the open-ended questions addressing those areas that were identified previously. In order to get clarity, they included those themes and equipment questions in the second round. The second round included some open-ended questions, but a lot of them were questions on either agreement or ranking of options. In the second round, there were a lot of items that were included, and then they looked at the data and decided where they needed further clarity and consensus. There were just a few areas that were in the third round. After that they had enough consensus to then move forward and create the final report.

Kelly Holt stated that along with Dr. Anna Hanlon she would like the Senate to review the report and provide recommendations. There is a worksheet with just the recommendations that they were able to come to consensus on. There are lots of recommendations in the full 30-page report that is another area of resource that the Senate can use to provide feedback on an area recommendation. They would like the body to use that worksheet and provide them a binary response: One, do you agree or disagree that this is something

that the Faculty Coordinators should pursue in terms of implementation in Program Review or Midterm Program Review? That is something that they should be looking at. She asked the Senate to be a bit discerning in terms of what they find as high priorities on this list and maybe not so high. They would like to know from this body what things are top priority and what things can wait if they have to.

To summarize, faculty should have the 30-page report. If they see a recommendation that they would like to learn more about, that is available in the report. There are a lot of other recommendations in the report that they did not come to consensus on. The body can use that worksheet and send it out to their constituent groups. The worksheet is a guide for feedback.

On March 16, they would like to discuss the recommendations and get feedback from the body after they have had time to review the documents. Then, on March 23rd, they will take the final results of the feedback and get endorsement. They are vetting the recommendations with the Institutional Effectiveness Committee which met yesterday. They looked at the recommendations and they will be taking it to other groups for feedback, as well.

C. Dual Enrollment Presentation – Anna Hanlon & Felipe Salazar:

Dr. Anna Hanlon stated that dual enrollment is something they have been working on since the fall and has been talked about multiple times in the Senate; other collaborators are Felipe Salazar, Liz Parker (Foundation), and Sharon Connick. It is very collaborative across the wings and it demonstrates that if they want dual enrollment to work, they need to collaborate with Students Services. This was a project that had an external funder that helped to provide some resources to the students in need who were in the program.

Felipe Salazar, who oversees the Outreach and Onboarding, provided a shared definition of *dual enrollment* as an opportunity for high school students from ninth through the twelfth grades to take college courses and receive college credits, either at their high schools via agreement(s) between high school district(s) and community college(s) or simply taking college courses at a community college.

Dr. Anna Hanlon stated that in the past they thought about dual enrollment with relationships to agreements with the different schools or the different districts. For this one, the pilot took a slightly different approach in working with the Orange County Department of Education (OCDE), where they had a meeting on another topic with their area that deals with their vocational programs. They tried to link their mutual pathways with the original focus on E-sports and VR, as this was a very targeted pilot. It was trying to target students who would not normally go to college. They wanted to try to find some exciting entry-level exploratory courses so that these students could start to see themselves as college students. Some students really enjoy video games, so this might be the hook to get them involved at the college. Once they come here and they have success, they will see themselves as college students and hopefully progress on.

They capitalized on all of the courses being offered online due to COVID-19. This broke down all those physical campus barriers because the students were just enrolling in online courses. They did not have to transport them here. What they did was identify some high value courses. They are not trying to supplant their courses; they are giving them additional courses. They wanted them to be exploratory in nature and CTE-focused since they were working with Kathy Boyd who oversees their vocational programs. They worked together to create an onboarding system. This is where Felipe Salazar and his core team were just essential in terms of finding an easy way for them to enroll and be supportive in their venture. This was a collaboration in terms of the OCDE and OCC.

Felipe Salazar informed how students can take advantage of dual enrollment. Currently, courses are being offered to the whole county of high school students rather than making an agreement with one school. Many students want to come to OCC and take advantage of the resources and great programs. They have been able to advertise a small menu of classes to schools throughout the county. What they wanted to do is make sure that they have a concise and streamlined onboarding process. Previously, the students navigated the system by themselves; they would apply by themselves; they had to turn in paperwork with multiple signatures by themselves; they would register by themselves. They wanted to change and guide students through the process. They helped students with the application, but their office also processed the forms. They had a one-person point of contact whom the students met at the outset and that one person guided them through the whole process, both students and parents.

They also educated them on being new college students and what parents can and cannot do versus high school. What they have been able to do this past semester is emphasize coordinated check-ins, create an online orientation that really focuses on the differences between high school and college, and make students aware of the different resources and services that they have at their disposal, specifically tutoring and DSPS. This semester they will be piloting integrated counseling services working with the Counseling Division to provide specific workshops for students. Once they take one class at OCC, much like continuing students, they will continue to want to take more classes at OCC.

The COVID shutdown has eliminated a big barrier for a lot of students, which is the distance to get to OCC. This pilot program has allowed them to give students those resources that they may be lacking to take classes in the form of technology such as computers, laptops, hot spots, etc. There is potential to grow this within the county because students want to take classes at OCC.

Dr. Anna Hanlon concluded that the Pilot Program helped them grow in areas where they did not have representation previously. Students want to come here. CTE areas are really untapped. There are ways to create pathways from high school to college and target those students who are interested in vocational programs. This pilot supported the Guided Pathway framework because they took already-identified pathways and linked them to OCC's. This provided a streamlined connection for the students to come directly to college. By targeting a few select classes that fall was really helpful for the students and they had some support from the faculty who are teaching these classes.

They are going to be refining their collaboration with OCDE on this focus outreach. They are going to think about how to increase the parents' involvement. It also helps support the students in terms of their desire to come to college. One of the main reasons to bring this to the Senate is to share and be transparent, but also because it is important for faculty to be part of this very actively. Felipe Salazar and Student Services have a wonderful core team to help support the students in terms of getting enrolled and once they get here, she recommends that the Senate consider an advisory group from the instructional side of the house to work in collaboration with Student Services to help grow this program. They are looking for faculty who want to participate and offer courses. They are looking for all students, but they are really trying to target those students who would not normally see themselves as college students. If anybody is interested, they can reach out to Dr. Anna Hanlon or Felipe Salazar.

6. Adjournment of the Regular Meeting

Vice-President Gordon adjourned the meeting at 12:30 p.m.

7. Approval of the Minutes: March 16, 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

Mot 1	Mot 2	Mot 3	Senate Membership
Minutes 3/2/2021	Consent Agenda	Senator at-Large Replacement	
Absent	Absent	Aye	Alabi, Jessica A.: Senator-at-Large (2020-2023) 11:52 arrival
Absent	Absent	Aye	Arismendi-Pardi, Eduardo: Senator-at-Large (2018-2021) 12:02 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)
Absent	Absent	Absent	Della Marna, Jodi: Library & Learning Support Senator (2020-2023)
Absent	Absent	Aye	Denney, Matt: Tech Senator (2020-2023) 11:41 arrival, 12:17 departure
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)
Aye	Aye	Aye	Gordon, Lee: Vice President, Senator-at-Large (2019-2022)
Aye	Aye	Aye	Kennedy, Marilyn: Secretary, Lit and Lang Senator (2019-2022)
Absent	Aye	Aye	Legaspi, Jodie: Athletics & Kinesiology Senator (2020-2023) 11:37 arrival
Aye	Aye	Aye	Lloyd, Doug: Parliamentarian, Senator-at-Large (2020-2023)
Aye	Aye	Aye	Means, Leland: Visual and Performing Arts Senator (2018-2021)
Absent	Absent	Absent	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)