

ORANGE COAST COLLEGE

Academic Senate Meeting | 09/22/20 | 11:30 am - 12:30 pm | Zoom Meeting

Academic Senate Member Attendance

Jessica A. Alabi, <i>at-Large</i>	Present	Lee Gordon, <i>at-Large, Vice President</i>	Present
Carol Barnes, <i>Counseling</i>	Present	Marilyn Kennedy, <i>Lit & Lang, PDI Chair, Secretary</i>	Present
Jamie Blair, <i>at-Large</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>	Present
Tina De Shano, <i>Consumer & 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 & Behavioral Sciences</i>	Present
Diogba G'bye, <i>Part-Time Faculty</i>	Absent	Stella Tsai, <i>SGOCC Representative</i>	Absent

- 1 **Guests (Optional & Voluntary Sign-In):** Arabian Morgan, Pam Walker, Rebecca Morgan,
- 2 Renee DeLong, Rich Pagel.

3 1. Preliminary Matters

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

5 **B. Approval of the Minutes – September 8 & September 15, 2020:**

6 **Motion 1: Senator Kennedy moved to** approve the September 15, 2020, minutes with a
7 minor correction; motion seconded; motion unanimously.

8 **Motion 2: Senator Kennedy moved to** approve the September 8, 2020, minutes; motion
9 seconded; motion approved.

10 **C. Opportunity for Public Comment:** Eric Cuellar, Katie McCarroll, Rendell Drew.

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

12 **Senator Kennedy:** Reiterated Katie McCarroll's public comment [from the Literature and
13 Languages division]. There is a letter circulating [about the new building being built right
14 now], expressing concerns about the lack of healthy air circulation and operable
15 windows (they cannot be opened) in response to COVID-19 health concerns and various
16 other health and safety reasons.

17 **Senator Ely:** Reminded the faculty that the Communities of Practice for Part-Time Faculty
18 session that was scheduled for week three has been rescheduled for this Thursday
19 [September 24th], focusing on using online resources to create community within the
20 classroom. Faculty can register through Cornerstone; the link will also be in the weekly
21 email.

22 **Senator Barnes:** Made the Senate aware that Counseling has availability for counseling
23 appointments, so encourage faculty to send students now before the spring schedule
24 comes out, before the big rush for registration begins.

25 **2. Consent Agenda**

26 **Motion 3: Senator Kennedy moved to** approve the consent agenda; motion seconded; motion
27 approved unanimously.

28 **3. Officer, Senator, & Committee Reports**

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

- 30 • **Facilities Meeting/Windows in New building:** President Sachs stated that during
31 the meeting last week Michael Mandelkern made a comment reiterating his
32 faculty's desire for operable windows. President Sachs wanted to make it clear
33 that the statement that he made was that air quality needed to be considered
34 for all faculty and all buildings on campus; it was not meant to be belittle the
35 request from the Literature and Languages and Behavioral Social Sciences
36 faculty to have operable windows reexamined for the new building, but rather
37 that the concerns for air quality should also be looked at globally across the
38 campus, as well.
- 39 • **IPC:** The first IPC meeting of the year was last week. There is a change in
40 membership being requested by IPC. This will be on the agenda next week for
41 discussion, then for voting the following week.
- 42 • **Statewide Plenary:** The ASCCC Plenary (November 5-7) is remote this year and
43 the cost is lowered substantially. The E-Board typically but due to lowered costs it
44 would be good to have one or five other senators attend. Those interested
45 should contact Beatriz Rodriguez, Assistant to the Academic Senate. If there are
46 more than five senators interested, there will be a random draw and then
47 confirmation of wish to attend to ensure that the proper paperwork can be
48 processed to get the early bird registration, which allows more folks go.
- 49 • **Sign-In Form for Guests at Senate Meetings:** President Sachs stated that there is a
50 google form for guests to officially sign in [to be listed on the minutes]. The link
51 was sent via chat.
- 52 • **Meetings Practices:** Based on *Robert's Rules*, the E-board is asking Senate
53 members to limit referencing other members of the body, unless they are co-
54 presenters, so that there is no confusion or conflict as to whether or not co-
55 endorsement is intended. The challenge is that there are only 40 to 45 minutes a
56 week to get through business, so after somebody has spoken on a topic, whether
57 it is in support of or in opposition to, we will let anyone who has not had a
58 chance to speak yet address the Senate, then you can speak again. Also, if
59 three people that have effectively supported the original statement then we will
60 ask for an opposing view and then move the items forward to stay within the
61 time frame. This is a process to clean up the meetings and make them more
62 efficient [as per *Robert's Rules*]. President Sachs asked the body to be patient
63 and we will work together, and to please reach out to President Sachs if there is
64 something that needs to be addressed.

- 65
- 66 **B. District Hiring Policy Update – Secretary Kennedy:** Submitted a written report to the
67 Senate Administrative Support and the Senate attendees [see appendix at the end of
68 these meeting minutes for the full, unabridged report with demographic data charts]

69 that covers everything that happened at the Board Policies and Administrative
70 Procedures (BPAP) Committee meeting last week. It will also have other items that will
71 be brought back next week for discussion.

72 **AP 7120C Faculty Hiring –Revision, Update:** There are a variety of legal and policy
73 references: Cal. Regulation 53001C; BP 3420; and the [State] Chancellor's Report 2020
74 Vision for Success Diversity, Equity, and Inclusion Task Force.

75 The new policy has been updated to ensure that there is diversity all throughout the
76 hiring process. The major changes are these:

- 77 **1.** The college president or designee can disapprove (actually *approve*) of a
78 search committee and adjust it with the Academic Senate. The reasons for this
79 stated on the proposed policy proposal right now are for diversity, but there
80 have been concerns in the Senate and also from my division, as well, that it
81 allows a future, unknown president to misuse the policy to replace a person or
82 pull somebody from a committee to load a committee at some other time [for
83 personal or preferential reasons not related to diversity].
- 84 **2.** There are HR EEO diversity checks at each step, but those are policy procedures
85 that are in place now. At the conclusion of each step in the search process, HR
86 EEO will review recommendations to ensure there is no adverse impact to
87 disproportionately impacted groups with the options of going back for re-
88 inclusion under search or discontinuous.
- 89 **3.** The college president may add additional faculty or administration to *selection*
90 committees (the final committee that selects from the final group of forwarded
91 candidates]. No justification was provided for this in the current interim policy.
92 Therefore, they could add administrators or faculty for any reasons at all.
- 93 **4.** The CFE president requested we consider giving higher weight to tenured faculty
94 over tenure track for placement on search committee, reasoned that there was
95 a problem in counseling about this and the committee was not diverse enough
96 [per 9-18-2020 emails to Senate representative]. That is something to think about.
- 97 **5.** There is a change proposed to allow a part-time search committee to be made
98 up of the division Dean and either one or two faculty members. The campuses
99 are currently doing that, but this would broaden it to one or two faculties.

100 Charts with Data: At the end of the report are charts with the race/ethnicity census of
101 students compared to faculty [from fall 2018]. Also included is the chart presented to the
102 Senate a few weeks ago showing the disproportionately impacted students.

103 Next week we will review the updated the policy proposal so please ask your divisions
104 about the five points presented.

105 **4. Unfinished Business**

106 **A. President's Taskforce in Equity and Inclusion; Selection Criteria for Faculty Volunteers – All** 107 **Senate Discussion** 108

109 **President Sachs:** Last week the Academic Senate started on the selection criteria for
110 Senate membership on the Taskforce. Some of the criteria previously discussed includes
111 background or training in equity, diversity and inclusion; a demonstrated commitment;
112

113 and one representative per division to broaden the educational experience that faculty
114 are representing on that Taskforce. There was a question if that would include Student
115 Services and Specific Counseling. The answer is potentially yes but that is something that
116 can be talked about as we move forward.

117 **Senator 1:** Are we trying to determine what selection process we are developing
118 or criteria for the four people?

119 **President Sachs:** That would be a combination of both because if we have a criterion of
120 the people that we are looking for, then that would be in the call out and then we
121 would have the selection of that grouping once we had the interested candidates.

122 **Senator 1:** The criteria should definitely be that people should have an interest in
123 being involved and should have some experience in equity and diversity. They
124 should read the mission of the Taskforce and understand the seriousness of it.
125 People should not get involved if they are not committed to the work or if they
126 are going to sabotage the work. If people are not interested in OCC changing or
127 it becoming more inclusive and closing equity gaps, then this is not the taskforce
128 to get involved in. That is said in a very honest way because the entire campus is
129 not interested in that work. There has been equity training in the past in which
130 faculty were having to get paid \$800 to attend and even then some did not go.
131 We do not do a lot of equity work on the instructional side. This is not a popular
132 topic for faculty, so the hope is that people who are truly interested are the ones
133 who want to volunteer. It is also important to have someone who is experienced
134 with budgets.

135 **Senator 2:** It is important to have integrity in regards to keeping the composition
136 of this taskforce together. We need to ensure how we evolve and grow at
137 Orange Coast College and how the community needs are addressed so that it
138 looks to the present and the future. The integrity of this taskforce or future
139 committees will be integral in regards to contributing to the college success not
140 only the current success, but also to maintain that in the future.

141 **Senator 3:** The four representatives should demonstrate commitment and
142 background in community organizations, various leadership roles, educational
143 backgrounds, associations, teaching or administrative roles. Those are important
144 things that are desirable. At the same time, it is important not to create any
145 roadblock for anyone who has a true desire to serve and someone who can
146 really get up to speed and have that true commitment—those who have a true
147 heart and a desire to serve—maybe list these under “desirable.”

148 **Senator 4:** Having in-class experience working with students that fit within equity is
149 critical and the background is that you are there in the classroom. It is in the
150 classroom where the understanding of certain needs is experienced. It is all
151 important, but that classroom experience would be very valuable to the
152 committee.

153 **Senator 1:** Informed that she has an extensive background in equity, anti-racism,
154 inclusion, and diversity, and a masters and a PhD in stratification inequality, race
155 and ethnicity. That is not what she meant as what should be the criteria. As
156 community college instructors, we all have a sense of experience by working
157 with the populations we work with. It would not be fair, for example, in bringing
158 someone from ethnic studies or social sciences, who do this work all the time and
159 then only pulling from there. She would not exclude anyone who does not work
160 in a discipline that that is focused on race and ethnicity. She does mean, though,
161 that some have more experience on campus in working with Guardian Scholars,

162 EOPS, but would not exclude anyone who does not work in a discipline that is
163 focused on race and ethnicity.

164 **Senator 5:** We should be looking at the individuals to represent faculty in the
165 Taskforce to take into consideration the history of the campus, the legacy. The
166 legacy that has been established and the new legacy that will be established.
167 The candidates would need to look for change in the future, look to support the
168 direction in the future of expanding what the current President is trying to
169 accomplish. It is important to understand the history to make a change.

170 **President Sachs:** Requested that Rebecca Morgan, along with other faculty members
171 who would be willing to work with President Sachs and Rebecca Morgan, to take the
172 ideas being discussed and put together the "desirable qualifications" and then bring
173 that back to the body. The body would then discuss what the "desirable qualifications"
174 would look like. If there is consensus on that then the Senate can move forward with a
175 call out to solicit participation.

176 **Director of Human Resources – Rebecca Morgan:** Emphasized that it is not the
177 purview of HR to select committee members for a taskforce unless she is only
178 being asked for her expertise on something. She will only provide support in
179 crafting HR type of language.

180 **Senator 2:** Clarified that on his previous comment he wanted to emphasize the
181 importance of community engagement.

182 **President Sachs:** Said that any senators interested in working on the selection criteria to
183 let him know by end of day on Wednesday, September 23rd. He will work with Beatriz
184 Rodriguez, Assistant to the Senate, to send out an announcement. It will be limited for
185 Senators at this point.

186 **Senator 3:** Volunteered to discuss the selection criteria.

187 **Senator 1:** Question for President Sachs; do you want us to wait before we discuss
188 the selection process?

189 **President Sachs:** Yes, once the desirable qualifications have been established, the
190 selection process can be discussed.

191

192 **B. Equity and Inclusion Resolution – Senator Eric Cuellar:**

193 **President Sachs** opened the discussion and referenced a senator who had attempted
194 to address his constituent's concerns for this item in for the "Public Comments and asked
195 him to speak first to open the discussion:

196 Whereas, OCC is striving to embrace an antiracist and an anti-privilege attitude as
197 evidenced by announcement on the OCC Website;

198 Whereas, the college's website reference to BLM is well intentioned, a true commitment
199 to ethnic and cultural diversity, as well as racial equity requires action and policies that
200 sustain and uphold claims of support of BLM and others who are disadvantaged;

201 Whereas, the future administrative and faculty leadership of OCC should ideally mirror
202 the students we enroll and serve and who are, mostly, financially and educationally
203 disadvantaged;

204 Whereas, the best way to demonstrate a true commitment towards being an inclusive
205 institution that values diversity and culture is to have search committees that are
206 equitable, inclusive, and diverse;

207 Whereas, culturally diverse administrators and faculty would be much more highly likely
208 to attract highly-qualified future administrators, faculty, and students who are ethnically,
209 culturally, and socio-economically diverse;

210 Be it Resolved, that all future administrative as well as faculty search committees be
211 ethnically and culturally diverse and comprised of individuals, within those search
212 committees, who are—themselves—ethnically and culturally diverse;

213 Be it Further Resolved, that the composition of any future search committees be
214 inclusive and reflective of the diverse voices that OCC claims to want to support and
215 welcome.

216 **Senator 6:** Commented that he has had a lot of people express concerns about
217 the resolution regarding the line (18 of the original document) that includes the
218 word “themselves.” One person said that that means a whole lot more work for
219 individuals who fit that criteria. Other people said that this is an HR issue and that
220 they have not only federal, state, local, county, but district policies dealing with
221 discrimination. Because he has not received everyone’s feedback, he needs
222 more time before he can represent his division, but as of now, his vote is *no*.

223 **Senator 7:** Expressed his deepest support for the Black Lives Matter movement
224 referenced in the resolution and the heartbreak that he feels for the families that
225 have been destroyed by racism and the violence incited by racism. Any words
226 would ultimately fall short. He can understand the need for action, but his
227 constituents have concerns about the resolution. He feared speaking out today
228 as he is new to the Senate. He hopes that his comments are not taken as
229 opposition to equity and change as he supports equity and change but wants to
230 work on determining the best policies and if needed, the best resolution. Some of
231 the concerns center on the practical implementations of the resolution. If there is
232 not a diversity of volunteers for a committee, will certain faculty be compelled to
233 participate over those who have volunteered? In order to satisfy the
234 requirement, could that mean faculty outside of a discipline would have priority
235 over faculty within the discipline? Currently, there is a voting system within the
236 department for faculty hiring committees. If there is a surplus of volunteers, then
237 they pull the names from the hat for campus-wide committees. If this policy were
238 enacted, it may increase the representation of certain disenfranchised groups
239 on committees but would cause an inequity on an individual faculty member’s
240 chance to serve on a hiring committee. Lastly, most of these demographics are
241 self-identified. How will it be determined what constitutes as ethnically and
242 especially culturally diverse? Diversity is important in any institution and the
243 college serves the students and community best when it has a diversity of
244 backgrounds and experiences. His constituents do not feel that the resolution in
245 its current form is the right step to do that, but many would be open to a revised
246 version of the resolution with some of these details fleshed out. Until that time, he
247 will be voting against the resolution for the simple reason that he represents his
248 division. He hopes that regardless of whether this resolution passes, a larger
249 investigation and conversation can be continued into the [hiring] committees’
250 selection practices and work with HR and institutional effectiveness to collect
251 data on the topic. If there is a more detailed resolution, he will take it back to his
252 division for their review.

253 **Senator 8:** The hiring policy presented earlier in this meeting dealt with much of
254 this and it has been vetted by District legal. Additionally, my constituents sent
255 eloquent responses to this proposed resolution. There were concerns regarding
256 the legality of parts of it, but if wording and clarity are simply the issue, that can
257 be worked on. There was a suggestion that the reference to Black Lives Matter
258 should be more strongly represented in hiring committees' political make-up.
259 Others wanted more variety of backgrounds/experiences/viewpoints on diversity
260 delineated or clarified. Many people asked about how a person's ethnicity is
261 identified, one saying, "there may be situations where an administrator can look
262 at a person and conclude 'oh, that person is a particular race' but I don't think
263 it's always possible to look at someone and conclude 'he is Hispanic or she is part
264 Asian on your mother's side or she's bisexual.'" Another expressed discomfort with
265 having to out anybody in terms of sexuality as an identifier to be on a search
266 committee; that person did not believe that the college was gathering data
267 about that but that it should be very careful not to put that on applications or
268 request that from people. Overall, they thought the intent of the resolution as
269 good, but it might help to have it some areas worded more clearly. For example,
270 there were two definitions of diversity read today earlier in the meeting that were
271 put into legal documents: one of them was from the board policy which was
272 from the Ed Code, another was from the District hiring policy which was just
273 vetted for language from District legal, and the third was from the [State]
274 Chancellor's memo from a student representative. All three definitions should be
275 considered, as well. This might define diversity a little more clearly and help
276 people in understanding.

277 **Senator 1:** In sociology, students are taught how to identify systemic racism and
278 institutional discrimination. It is interesting we are pretending about how this
279 resolution is about Black Lives Matter when it is really not. There are two lines that
280 say, be it resolved that faculty search committees be ethnically and culturally
281 diverse; this resolution is not about Black Lives Matter. It is about diverse faculty
282 hiring committees. It is interesting that the college will take this and pretend it is
283 all about Black Lives Matter when it is not. It is interesting how we will pretend that
284 we do not know how to diversify our college but for years, we have known how
285 to keep it white. We are part of the problem. We very well know that structural
286 inequality is part of a systemic problem. This is the problem when we pretend that
287 we do not see the issue. The issue is that white people hire white people and I
288 have to call that out. It has been part of our problem for decades and for years.
289 When you do not have diverse hiring committees, you do not hire diverse
290 people; we have been called out on it on accreditations. Many community
291 colleges have. When you do not have diverse hiring committees and you do not
292 have diverse call outs, it is a human resource issue, which I have also pointed out.
293 When your human resources department does not put the call outs of what we
294 are trying to hire for in diverse newspapers, list serves, we do not get people
295 applying. Even when we get people applying, when we do not have diverse
296 hiring committees, many studies (implicit hiring training) know that people hire
297 white men with Cs before they hire black men with As. They will hire a white man
298 with criminal records before they hire black men without them. I am not really
299 sure why we are pretending this is about Black Lives Matter because all the
300 *whereases* are not the resolution; the two last sentences are. I am frankly
301 surprised that educators are pretending this is about Black Lives Matter. While I
302 was not in the Senate many people who are spent a lot of time talking about
303 nepotism. When I asked if they were was talking about nepotism because
304 people were being hired who were relatives and friends, they were actually

305 talking about nepotism so their friends and relatives could be hired. When I
306 pointed out that was weird, someone said that was cronyism. I am pointing out
307 that this Senate and this college has spent very little time talking about equity,
308 diversity, and anti-racism. It still wants to spend very little time talking about
309 diversity, inclusion and anti-racism but spends a lot of time talking about things
310 that do not trickle down to student success and issues of disproportionately
311 impacted students, like hiring diverse faculty does. I am frankly very surprised that
312 educators are trying to act like these two *Be it resolved* lines are really not the
313 issue at hand.

314 **Senator 9:** The resolution was presented at the last Counseling meeting last week
315 and we did a poll. Total participants were sixteen. In favor were ten, and against
316 were six. This is for whomever answered the poll. A couple of them abstained
317 because they had more questions than answers; they would like further
318 discussion or perhaps another meeting. Another one indicated that the
319 resolution implies that faculty are not a diverse group.

320 **Senator 10:** I received eight responses from our division. One of the faculty
321 members quoted Ruth Bader Ginsburg, "*fight for the things you care about, but*
322 *do it in a way that will lead others to follow you.*" This was a very good way to
323 kind of segue into just a few remarks. One paragraph talks about diversity within
324 hiring committees and as such if we had diversity within hiring committees, then
325 we would naturally attract diversity in possible candidates. They was not
326 supported in my division. One of the constituents said that when it comes to
327 equity and outcome, there can be no assurances of equality if the goal is to
328 seek the most talented and competitive professionals we can. There is no way to
329 determine in advance how demographically diverse the finalists in the applicant
330 pool will be unless the process is manipulated in some way. Such manipulation,
331 no matter how well intentioned, is discrimination. Another comment was to take
332 BLM out of the resolution if we do not support them and to strike the sentence
333 because as a public institution, we should not be endorsing BLM in any way; the
334 letters *BLM* do appear in the resolution. Overall, we like the tone and the goal of
335 the resolution, but just to give you a little other side of the picture, my concern is
336 that even if good faith efforts are followed, it is possible that there may be a
337 complaint by some group that was left out. I would change it from a specific
338 requirement of equity inclusion to something along the lines of "a good faith and
339 diligent effort criteria." After reading this over maybe twenty times I come away
340 feeling like I am the bad guy, I am biased. I am the problem. In my years here, I
341 have never seen or heard of a problem with equality, diversity, or equity. That is
342 not to say they do not exist. Can I not sit on hiring committees because I am
343 white, and I am not disadvantaged?

344 **Senator 11:** I completely agree with the announcement on the OCC website
345 referred to in the resolution and the sentiment behind the resolution that we
346 should promote diversity in hiring committees. I believe that diversity in
347 backgrounds and opinions can strengthen a decision-making body. Hiring
348 committee formation is a topic that is of deep interest to faculty and we should
349 proceed with caution when approaching a change to our hiring committee
350 formation process. I am concerned that the current resolution will be used to
351 change the formation of faculty hiring committees by removing decisions from
352 the discipline faculty. I trust that faculty at OCC have the best intentions when
353 forming hiring committees. Our current process for forming administrative hiring
354 committees is based on the principle of equal opportunity. I am concerned that
355 the current resolution will disrupt this process and may undermine the principle of

356 equal opportunity. This resolution comes from a sincere desire to correct a
357 problem; the best way to approach the solution to the problem is with thoughtful
358 discourse and careful study. The Orange Coast College President is in the
359 process of forming a task force on equity and inclusion. I believe this task force
360 will work together with the Senate to carefully define policies that support the
361 goal of this resolution without undermining faculty purview or the principle of
362 equal opportunity. We should hold off on passing a resolution prematurely. We
363 should spend the time to do the necessary due diligence and ensure that any
364 resolution or policy supports our faculty.

365 **Senator 3:** I want to ask for an extension of this conversation and that this item is
366 moved up higher in the agenda because this is just a perfect example of what
367 we are talking about. It is never a problem until it becomes a problem. This
368 academic senate body is the body of the faculty leadership of this college. We
369 have a resolution here that has obviously ruffled a whole lot of feathers. I was not
370 the author of the resolution, but I do support what it is trying to say; we can
371 wordsmith the resolution. I think the author of the resolution, who could not get a
372 word in, should set it up. I would like to make sure that we bring this back next
373 time with plenty of time to discuss it. We are at a critical juncture here at OCC.
374 Now whatever your views are on Black Lives Matter, racial injustice, social justice,
375 if one wants to take the ostrich approach and stick their head in the sand, "oh
376 there are no problems here," then there are no problems, but the reality says
377 differently. We are in the process right now of making a paradigm shift here at
378 OCC. You just heard mentioned the President's Taskforce that is very important.
379 Yes, we have many processes working. What is all this training about that is going
380 on? If anybody truly knows me as a Christian, I am the healer here. The reality is
381 we need to move this up and have a full Senate discussion and maybe President
382 Sachs we can have a dedicated Senate or a special meeting. We need more
383 time to discuss this because it always seems to get pushed back as the last thing
384 you know on the agenda, and that is very telling in itself.

385 5. New Business

386 **A. Credit for Prior Learning (CPL) – Curriculum Chair Charles Otwell:** Did not get to present,
387 so will be carried over to the following meeting on September 29th.

388 6. Adjournment of the Regular Meeting

389 President Sachs adjourned the meeting at 12:34 P.M.

390 Approval of the Minutes: September 29, 2020

391 **MINUTES:** First draft written by Beatriz Rodriguez, Administrative Assistant to the Senates. Revision
392 of first draft and Senate-approved drafts written by Senate Secretary, Marilyn Kennedy, who also
393 distributes the final Senate-approved version to the Chancellor, Board of Trustees members and
394 secretary, union presidents, GWC and Coastline Academic Senate presidents, OCC College
395 President and faculty as per OCC Senate bylaws.

396

Voting Tallies Chart

Motion 1 09/15/2020 Minutes	Motion 2 09/08/2020 Minutes	Motion 3 Consent Agenda	Senate Membership
Aye	Aye	Aye	Alabi, Jessica A.: Senator-at-Large (2020-2023)
Aye	Aye	Aye	Barnes, Carol: Counseling Senator (2018-2021)
Aye	Aye	Aye	Blair, Jamie: Senator-at-Large (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)
Aye	Aye	Aye	Denney, Matt: Technology Senator (2020-2023)
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, Literature and Languages 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)
Aye	Aye	Aye	Means, Leland: Visual and Performing Arts Senator (2018-2021)
Aye	Aye	Aye	Neil, Jeanne: Business and Computing Senator (2019-2022)
--	--	--	Otwell, Charles: Curriculum Chair (Non-Voting) (Open)
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: Soc & Beh Sciences Senator (2019-2022)
---	---	---	Tsai, Stella: SGOCC Representative

398

399

Appendix

400

[District Consultation Council Board Policy and Administrative Procedure \(BPAP\)](#)

401

[Subcommittee Report](#)

402

Submitted by Marilyn Kennedy to OCC Academic Senate on September 22, 2020

403

404

405

406

[AP 3550: Drug- Free Environment and Drug and Alcohol Abuse Prevention Program](#): Review of fines to ensure accuracy. The policy changes when the Vice-Chancellor sends out a notice of BP 3550 to all enrolled students from the first week of the semester to the fourth. The policy also changes from three college committees to one district committee to conduct a biennial review of BP 3550.

407 **AP 5910 Sexual Misconduct—Revision, Update:** In the last policy update an appeals section was added and expanded. The
408 Dept. of Education now requires a school to offer both parties an appeal from a determination regarding responsibility or a
409 dismissal of a formal complaint or allegations on the following bases (a school may offer an appeal equally to both parties on
410 additional bases):

- 411 1. procedural irregularity that affected the outcome
- 412 2. new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal
413 that could affect the outcome
- 414 3. the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias that affected the outcome.

415 **CCCD Proposed Appeals Process in New Policy:** it meets the mandates of above. Allows ten business days for a written appeal
416 to be submitted. The Title IX Coordinator appoints three trained employees to the Appeals Committee as long as they do not
417 have any conflicts of interest. Provides a three-day response time for a respondent to reply to an appeal if it involves them. At
418 this juncture, the non-appealing party may raise new grounds for appeal. The proposed policy does not yet stipulate a
419 designated length of time for the Appeals Committee (AC) to review the appeal. When the AC decides by a majority vote (2 out
420 of 3) and with a preponderance of the evidence standard (just over 50%), it has five business days to submit its finding to both
421 parties.

422 **AP 7120C Faculty Hiring—Revision, Update:** (Cal Regulation 53001c—referred to in BP 3420) Equal Employment Opportunity.
423 "Equal employment opportunity" means that all qualified individuals have a full and fair opportunity to compete for hiring and
424 promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels
425 and in all job categories listed in section 53004(a).

426 **CCCD Board Policy 3420 Equal Employment Opportunity:** "The District is committed to employing qualified
427 administrators/managers, faculty, and staff members who are dedicated to student learning and success. The Board recognizes
428 that diversity in the academic environment fosters awareness, promotes mutual understanding and respect, and provides
429 suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals
430 of equal opportunity and diversity, and provide equal consideration for all qualified candidates. Ensuring equal employment
431 opportunity also involves creating an environment which fosters cooperation, acceptance, democracy, and free expression of
432 ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected
433 from discrimination by this subchapter."

434 **From page 35, Student Board of Governors Student Member, Published in the State Chancellor's Report 2020 Vision for**
435 **Success Diversity, Equity and Inclusion Task Force:** "As a collective community of individual colleges, we are invested in
436 cultivating and maintaining a climate where equity and mutual respect are both intrinsic and explicit by valuing individuals and
437 groups from all backgrounds, demographics, and experiences. Individual and group differences can include, but are not limited
438 to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual
439 orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner
440 status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by
441 federal, state or local law or ordinance or regulation. We acknowledge that the concept of diversity and inclusion is ever
442 evolving, thus we create space to allow for our understanding to grow through the periodic review of this statement."

444 **The policy overall has been updated to weave in ways throughout the hiring process to include diversity in hiring and notes**
445 **that all applicants for faculty positions shall include in the applications** "evidence of responsiveness to, and understanding of
446 the racial, ethnic, disability, gender identity, sexual orientation. Socioeconomic, academic, and cultural diversity within the
447 community college student population, including students with different ability statuses (e.g. physical and/or learning) as these
448 factors related to the need for equity-minded and inclusive practices within the classroom."

449 **Here are major changes: (1) The College President Can Disapprove of a Search Committee and Adjust It with the Academic**
450 **Senate:** The College President or designee will review the search committee and has new power to approve or disapprove of a
451 committee for lack of diverse backgrounds and/or experiences. The President or designee may collaborate with the Academic
452 Senate to adjust the Search Committee composition. (2) **HR/EEO Diversity Checks at Each Step:** At the conclusion of each step
453 of the search process, HR/EEO will review recommendations to ensure there is no adverse impact to disproportionately
454 impacted groups with the options of going back for re-inclusion, a new search, or a discontinuance. (3) **College President May**
455 **Add Additional Faculty or Administration to Selection Committees.** No justification is provided. (4) **Special Request by CFE**
456 **President for the Policy:** The CFE President requested consideration to give tenured faculty priority over tenure-track faculty
457 for placement on a search committee. There was apparently a problem in counseling about this and the committee was not
458 diverse enough. (5) **Part-Time Hiring:** A change proposed to allow a part-time search committee to be made up of the division

459 dean and one (or two) faculty members, right now it stipulates two. This is to accommodate what may be
 460 differences/preferences across the District colleges.

461 Below are charts comparing student and faculty race/ethnicity percentages in fall of 2018—taken from OCC College Atlas.

Table II.3: OCC Students by Race/Ethnicity at First Census Fall 2008 - Fall 2018

Number	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Black or African American	466	435	403	366	317	379	350	371	355	372	364
Asian/Pacific Islander	6,453	6,560	6,370	5,431	4,753	4,886	4,747	4,969	4,828	5,085	5,230
Hispanic/Latino	4,838	5,667	6,309	6,494	6,534	7,192	7,420	7,576	7,467	7,757	7,500
American Indian or Alaska Native	169	141	103	82	62	53	52	47	41	45	50
White/Non-Hispanic	10,572	10,849	10,191	8,759	7,616	7,606	7,389	7,477	7,285	7,125	6,552
Two or More Races*	N/A	491	737	796	780	896	929	973	968	986	965
Unknown/Other	2,617	1,804	920	1,216	1,349	1,122	1,003	882	925	922	586
Total Headcounts	25,115	25,947	25,033	23,144	21,411	22,134	21,890	22,295	21,869	22,292	21,247

Percent	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Black or African American	1.9%	1.7%	1.6%	1.6%	1.5%	1.7%	1.6%	1.7%	1.6%	1.7%	1.7%
Asian/Pacific Islander	25.7%	25.3%	25.4%	23.5%	22.2%	22.1%	21.7%	22.3%	22.1%	22.8%	24.6%
Hispanic/Latino	19.3%	21.8%	25.2%	28.1%	30.5%	32.5%	33.9%	34.0%	34.1%	34.8%	35.3%
American Indian or Alaska Native	0.7%	0.5%	0.4%	0.4%	0.3%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
White/Non-Hispanic	42.1%	41.8%	40.7%	37.8%	35.6%	34.4%	33.8%	33.5%	33.3%	32.0%	30.8%
Two or More Races*	N/A	N/A	2.9%	3.4%	3.6%	4.0%	4.2%	4.4%	4.4%	4.4%	4.5%
Unknown/Other	10.4%	7.0%	3.7%	5.3%	6.3%	5.1%	4.6%	4.0%	4.2%	4.1%	2.8%
Total Percent Headcounts	100%	98%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: OCC MIS Student Enrollment data, Fall 2008-Fall 2018

Table VI.4a: OCC Full-time Faculty Race/Ethnicity Fall 2009 - Fall 2018

Full-time Faculty	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
White/Non-Hispanic	75.8%	73.8%	73.9%	73.7%	73.1%	74.0%	72.0%	71.3%	70.0%	70.5%
Asian/Pacific Islander	7.3%	7.4%	7.6%	7.7%	7.9%	7.7%	8.5%	10.3%	11.7%	11.4%
Black/African-American	3.7%	3.9%	4.0%	4.0%	4.1%	4.1%	4.5%	3.8%	2.9%	2.6%
Hispanic/Latino	10.3%	11.3%	10.8%	11.3%	12.0%	11.4%	11.8%	11.5%	9.9%	10.0%
Native American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.4%	0.8%	0.8%	0.8%	0.8%	0.8%	0.8%	0.4%	3.3%	3.3%
Unknown/Other	2.6%	2.7%	2.8%	2.4%	2.1%	2.0%	2.4%	2.7%	2.2%	2.2%
Total Headcount	273	256	249	247	242	246	246	261	273	271

Table VI.4b: OCC Part-time Faculty Race/Ethnicity Fall 2009 - Fall 2018

Part-time Faculty	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
White/Non-Hispanic	75.1%	75.6%	75.5%	78.1%	74.5%	72.4%	71.0%	71.9%	67.7%	60.7%
Asian/Pacific Islander	11.5%	11.2%	10.9%	9.4%	11.0%	11.5%	13.2%	13.7%	14.8%	13.0%
Black/African-American	1.3%	1.3%	1.2%	1.7%	1.2%	1.5%	1.7%	1.2%	2.3%	2.8%
Hispanic/Latino	8.0%	7.6%	8.1%	7.2%	9.6%	10.5%	10.9%	10.2%	10.2%	13.0%
Native American	0.4%	0.4%	0.5%	0.6%	0.5%	0.6%	0.6%	0.9%	0.4%	0.0%
Two or More Races	N/A	0.0%	0.0%	0.3%	0.2%	0.2%	0.0%	0.2%	0.8%	5.4%
Unknown/Other	3.7%	3.8%	3.8%	2.8%	2.9%	3.2%	2.6%	1.9%	3.8%	5.0%
Total Headcount	461	472	421	360	408	468	469	430	520	499

OCC Student Groups/Populations That are Disproportionally Impacted on Key Metrics

Subgroup	ACCESS		RETENTION		MATH/ENGL		COMPLETION		TRANSFER	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
American Indian or Alaska Native					Female		Female	Male		
Asian	Female									
Black or African American	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Filipino	Female						Female			
Hawaiian or Pacific Islander			Female		Female		Female		Female	
Hispanic or Latino	Female			Male	Female	Male		Male		Male
Some other race	Female	Male							Female	Male
White	Female		Female			Male				
Disabled					Female	Male				
Economically Disadvantaged										
First-Generation			Female	Male	Female	Male		Male	Female	Male
Foster Youth	Female	Male						Male		
LGBT			Female	Male	Female	Male	Female	Male	Female	
Veteran	Female					Male				

Note. Student groups/populations where there are disproportionate impact in the Student Equity Plan key metrics are highlighted.

PUBLISHED BY OCC OFFICE OF INSTITUTIONAL EFFECTIVENESS
DATE AUGUST 25, 2020

