

ORANGE COAST COLLEGE

Academic Senate Meeting | 2/25/20 | 11:30 am - 12:30 pm | Faculty House

Academic Senator Attendance

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

Guests (Optional & Voluntary Sign-In):

Kevin Ballinger, Nathan Jensen, Jaki Kamphuis, Kate McCarroll, Rich Pagel, Angelica Suarez, John Taylor

1. Preliminary Matters

A. Call to Order:

Vice-President Blair called the meeting to order at 11:32 a.m.

B. Approval of the Minutes

Motion 1: Secretary Kennedy moved to approve the Feb. 18, 2020, minutes; motion seconded; motion approved unanimously.

C. Opportunity for Public Comment:

Jessica Alabi, Kevin Ballinger

D. For the Good of the Order Announcements:

Senator Cuellar: CLEEO 8.0 will begin its lecture series on March 3 in the Multi-Cultural Center with Dr. Richard Griswold del Castillo from San Diego State University on the Struggle for Land & Citizenship and The Treaty of Guadalupe Hidalgo. March 12th will have members of the CSU Long Beach Multicultural Center for a workshop entitled Paving the Pathway: Life After Transfer. The workshop will be informing students on how to prepare for their upper division coursework and peer mentoring opportunities.

Senator Ely: Communities of Practice for Part-Time Faculty is sponsoring a faculty day at the women's softball game this Saturday at 10:30 a.m. at the softball field; everyone is invited.

Senator Phillips: Starting our Real to Reel series this Friday by taking students to Netflix, the first in the series. Tomorrow the IMC, EOPS office, Global Engagement Center, and UMOJA are hosting Dr. Karenga.

Senator Drew: The Multi-Cultural Center has programs that have been instituted on a regular basis and are really highlighting the contribution and the purpose of the Multicultural Center. It is truly a place for everyone on campus including faculty, administration, staff, students – everyone. Special thanks to UMOJA, CLEEO, Professors Stanton and Alabi, and our new president, Dr. Suarez.

Secretary Kennedy: We have hired a new Senate supper staff person to replace Ricky Goetz-- and Michelle Ozuna who has been filling in. We hired an outstanding person, Beatriz Rodriguez who will be starting on March 9th. A bit thanks to the hiring committee.

Senator Brown: Requested that VPI Ballinger's public comments agenda item request regarding adding a new tenure-track faculty hire in order to replace John Altobelli's position be placed on next week's agenda. The Athletic Department is in talks with each team to retire John Altobelli's number #14 from every sport.

President Suarez: VPI Kevin Ballinger will be retiring. As part of the Chancellor's Cabinet approval process to accept that decision as soon as possible, we wish to start a national search right away and get the committee together. We did get approval to move forward with the process.

2. Consent Agenda

Motion 2: Senator Means moved to approve the consent agenda; motion seconded; motion approved unanimously.

- A. **Coast Colleague of the Year Raters: Full Time:** Jeanne Neil and Sean Connor. **Part-Time:** Daniel Boya-Lane, Jackie Strobel, Kim Tu, Leland Paxton, Nguyet Thomas, Noushin Seddighzadeh, Will Hare.
- B. **MQ/EQ Committees: Dance:** Rachel Berman.

3. Officer, Senator, & Committee Reports

A. Academic Senate President – Loren Sachs (absent)

No president report.

B. Guided Pathways:

GP Intervention Coordinator Jaki Kamphius: Announced that this week will be the first intervention team meeting on Friday. We'll be talking about breaking up into work groups to be more efficient, getting some things done and making recommendations at some point during the semester.

GP Pathways Coordinator Jessica Alabi: Presented at the Accreditation Institute and they have been talking about how to integrate Guided Pathways into accreditation and on engaging students in accreditation, as students are required to participate. Accreditation agencies won't be evaluating us on Guided Pathways but we do not wish to duplicate our efforts. We can look at new ways to approach it and make it a more meaningful process.

4. Unfinished Business

None.

5. New Business

A. Guided Pathways Task Force Update – Anna Hanlon & Steve Tamanaha

The start the discussion for endorsement Anna Hanlon and Steve Tamanaha referenced the [SOAAA-Scale of Adoption Assessment](#) in the Boards Docs, a report that the Guided Pathways Task Force submits after reaching out to the different constituency groups on campus; it includes the work the design teams have done. The report is sent to the state and requires the Academic Senate president's signature. The state is asking us for a check in on our progress. The prompts are aligned with the pillars of Guided Pathways. The first one is to identify/clarify the path, get the students on the path, keep the students on the path and ensure learning. It addresses and reports the work the design teams have accomplished. This is what we *have* done and *not* what we're going to do.

There are four main parts showing our progress since last year. All of our decision-making processes right now are not decisions to do something but decisions to make recommendations following our period or inquiry; we will review the recommendations on what to do as a campus, including the Senate.

The Scale of Adoption is really the assessment of where we are based on five levels: not occurring, not systematic, planning to scale, scaling in progress, and at scale. The Career and Academic Pathways design team are in the middle of these measures because we're in the process of mapping it all out.

The design team and each individual instructional program was part of that. The counseling staff met with each instructional program, both career and major/transfer program, and talked about mapping. The counselors and program faculty will review all the maps for accuracy by the end of this spring.

Some of the barriers we are running into is that the college website doesn't have the capacity now to put all of these things out to the public yet. Some of the other teams are waiting for this, particularly the outreach team as they want to go to the high schools and say these are our programs and pathways and we want them to join, but we haven't gotten to that point yet.

How do we involve our students through this process? We reported on that, too. You can see all of the things that we did from the very beginning when we started as to how we engaged students.

The section after that is what we consider a success story and this is how we are working with the Academic Senate, the faculty, and all of the career and academic pathways, and our overall structure of reports to make sure the programs were represented.

VPI Ballinger: The least amount of work is on the fourth pillar. That's on purpose. The fourth one is something we'll have to end up tackling when we're ready. Ensuring Learning is more of an alignment with our programs'/college's main outcomes.

Today we've been reporting our work with assessment and outcomes, program SLOs, and institutional-level SLOs. The piece that's missing is the professional development for faculty (not PDI) regarding research and evidence-based practices that we incorporate to increase student-level success with the GP structure. It could be part of Flex Day sessions. If the Senate has an approach that the senate would prefer, please let us know.

If you look at our budget (see below), most will be spent on instructional salaries; mainly for our coordinators who have release time to do it; and also, for any faculty doing the mapping part, redoing the programs, making sure everything is correct. The next item might be more of a professional development, we send people to conferences and we're always open to that.

Total Budget		\$424,569 for Year 1							
Code	Description	Amount	YTD			Encumbered		Remaining Available	
1000	Instructional Salaries	\$ 131,000.00	\$ (63,051.00)			\$ (43,948.00)	Release Time	\$ 12,408.00	
				\$ 48,025.00	Release Time	\$ (11,593.00)	INT Meetings		
				\$ 15,026.00	Meetings/Workshops				
2000	Non-Instructional Salaries	\$ 25,000.00	\$ -			\$ -		\$ 25,000.00	
3000	Employee Benefits	\$ 46,791.00	\$ (20,734.00)			\$ (17,504.00)	Release Time	\$ 6,479.00	
				\$ 20,734.00	Benefits	\$ (2,074.00)	INT Meetings		
4000	Supplies and Materials	\$ 20,000.00	\$ (1,050.00)			\$ -		\$ 18,950.00	
				\$ 938.00	Supplies				
				\$ 112.00	Printing				
5000	Other Operating Expenses and Services	\$ 201,778.00	\$ (10,190.00)			\$ (1,322.00)	Retreats	\$ 188,366.00	
				\$ 4,273.00	Meetings	\$ (1,900.00)	Conferences		
				\$ 5,917.00	Conferences				
6000	Capital Outlay	\$ -	\$ -			\$ -		\$ -	
Orange Coast College Total		\$ 424,569.00	\$ (95,025.00)			\$ (78,341.00)		\$ 251,203.00	
Total Budget		\$509,483 for Year 2							
Code	Description	Amount							
1000	Instructional Salaries	\$ -	\$ -						
2000	Non-Instructional Salaries	\$ -	\$ -						
3000	Employee Benefits	\$ -	\$ -						
4000	Supplies and Materials	\$ -	\$ -						
5000	Other Operating Expenses and Services	\$ -	\$ -						
6000	Capital Outlay	\$ -	\$ -						
Orange Coast College Total		\$ -	\$ -						

Senator 1 noted that there needs to be a discussion on the decision-making process for spending the money. How is that decision made, who is on the committee, who's making the decisions? At another time, maybe we can bring that back and talk about it.

VPI Ballinger: So, for the conferences, we sometimes need to pull together teams and we have been sending that information out on the Senate website if anyone has been interested in joining us.

When the design teams met, the process was agreed upon; the design teams are really the ones who recommend what to do and from those recommendations that's where we'll draw the (financial) resources to do those things. If you have a great idea of what you want to do that will involve some money, join that corresponding design team and they will push it through and get consensus on it.

Senator 2 asked what "Other Operating Expenses/Services" included in the budget?

Paper and supplies (operating expenses). If you have an idea for a project, our preference is that you go to the design team for that area, including #4. In order for a project to be good for the whole college, we want you to be involved with a design team.

Motion 3: Senator Ely moved to endorse and approve the SOAAA: The Scale of Adoption of Assessment progress report; motion seconded; motion approved unanimously.

B. Increasing Engagement – John Weispfenning, Ph.D., Chancellor

Vice-President Blair introduced Chancellor Weispfenning.

Chancellor Weispfenning greeted the Senate and noted that his topic is not increasing engagement but on what is happening right now in the district with the early retirement program, the aftereffects of it, and preparation of the budget. He wanted to answer questions about how this will play out.

He understood that the Senate had looked recently at some of the numbers that have come through the District Consultation Council Budget subcommittee and consultant. He presented numbers to the Senate that he had accessed and noted that every set of numbers has its own qualifications:

- Enrollment numbers from all spring semesters since 2015: FTES, full-time equivalent students in credit, non-credit, resident, out-of-state, and international categories all together are **down** in the district by 10.4%.
- Headcount, or how many different students come to us as a district, was **down** 6.8%.
- Enrollments, how many seats were being claimed in our classrooms, are **down** 9.7%
- Fill rates have **declined** by 5%.
- Number of sections have **increased** by 5.8%
- On the staff side going back to 2014-2015, our part-time faculty numbers have **increased** by 1%, our full-time faculty members have **increased** by 6.3%, and our staff, which includes administrators, has **increased** by 9.2%. Salaries have **increased** by 22.2% and benefits have **increased** by 27.1%.

The student numbers are going down and the cost numbers are going up. Some people are concerned that maybe the early retirement program, we waited too long to do, or maybe we're doing it too soon.

We've known these trends were going in these directions for some time. Had we come to you two years ago with "we think these trends are going to do this and we're going to try and offer some things," no one would have been happy at that point. Part of the reason why we waited was we had a new funding formula coming from the state, the Student-Centered Funding Formula. Before this was put into effect in the summer of 2018, they predicted we would get an additional \$8 million the first year and then an additional \$20 million the second year. Neither of those came into fruition.

Our best guess now is that the funding formula will stay in place with only minor changes for the next several years. We have to now realign and get the size of our workforce down to where the students are at and where the students are going.

Looking at the demographics for Orange County, high school graduation numbers continue to fall through 2030. In 2008-2010, during the great recession, people put off having kids and there was a noticeable dip in the birth rate. We're not seeing a lot of room in our local populations to bring back our student numbers.

The adult population, why don't we pull in more working adults? The same reason it's hard right now to recruit 17-year-olds out of high school is why it's hard to recruit working adults into our classes. The economy is on an unprecedented string of positive growth. No one thought the market would do what it's doing right now, where it's been growing since 2010. Will it turn around at some point, sure, and when it does, some of those working adults will come back to us. And some of the 18-year-olds who finished high

school who might otherwise go into the workforce, will be coming to us and we'll see the numbers change. I fully thought we'd have a recession by now, when I came in as Chancellor. We were watching the funding formula, watching the economy, and we're at a point now where we need to do something.

The early retirement program is the one way we could do this that is least painful to the District because it honors the contributions of our long-serving employees and it says we appreciate what you've done for the District. And if it's the right time for you to think about leaving, here's something that will help you make your way into retirement. To be very frank, my expectation is that the early retirement program is probably most effective for those people who were probably going to retire anyway and then the people who were planning on retiring in a year, and at most, maybe two years out. I doubt we'll draw many people out much beyond that of their own personal timeline. This is the way of accelerating some retirements maybe by a couple of years.

When we first began talking about an early retirement program, it was really being designed for classified staff since most of the growth costs were there. As I looked at it, I said it wouldn't be fair to offer that to classified staff and not have something for faculty also. We did not need to offer it to faculty because the expectation is that almost all of the faculty who take advantage of this will be replaced. Maybe not as quickly as it might have been because our student numbers are down so far, but over time we expect to be replacing faculty. But if we're going to be offering an incentive and have people retiring from the classified staff and management retire with an incentive and have faculty retiring and don't get an incentive, that didn't seem right.

Senator 1: The people who have asked me questions about the retirement incentive have indicated a couple of things that might be helpful to you in the future. The number one thing I have heard is that when the retirement benefits for medical were cut during the last union negotiations that put a damper on people retiring past that deadline, and faculty weren't even consulted about those cuts. Correcting that might push people over into retirement if that were reinstated. The second thing is that I appreciate you including the faculty in the incentive but some other colleges more routinely offer golden handshakes. Maybe this needs to be more routine and not such a big flash.

Senator 2: The other week in the Senate we were talking about a magical number, do we have any kind of inclination what the number is at this point?

There are so many variables involved that the number of people who take the incentive is one factor. The other level is what salary level they're at because it's actually getting more to a dollar number than a particular number of people. The dollar number last year, we ended the year as a District at \$1.8 million in the red. All else being equal if we project that forward, that will grow a little bit every year. We need to at least have ongoing savings from this of \$1.8 million per year, beyond the cost of the program. We know the enrollment numbers will slip for the next several years. We need to see that number grow deep enough so we don't have to do this every year. One thing we do know about these kinds of programs is that they become less effective if you do them over time. My hope is that we save enough this time so we become stable and move forward without having to induce this kind of angst, concern, reorganization that's going to have to happen.

Senator 2: If you have an even number or too many faculty higher salary rates over here versus your classified?

Let's say I'm losing groundskeepers and managers. If I lose a lot of groundskeepers, their salaries don't equal the same. That's where the calculations come into it. Once the

letters come back to the District, which will be on April 17, we'll sit down and do some deep analysis and do it very quickly. We'll have to look at what the savings could be projected from that. And then we have to look and see where the vacancies are going to open up. One of the things I have been clear about from the beginning with the management team is that this is not just a dollars and cents exercise, we also need to make sure we have the requisite talent and depth we need to continue to operate as a District. If we have a program where I have eighty percent of key areas leaving, that may be enough where we say we can't sustain through that.

Senator 2: What I'm hearing from some faculty is that this whole thing sounds like a contingency based on the numbers and now based on the faculty.

Absolutely. It's very much up in the air and that contributes to the unease that people have.

Senator 3: Aren't you concerned that you don't know which way it's going to throw the 50/50 rule? What if more classified retire than faculty or more faculty than classified how are you going to handle that?

If we get to the point where more faculty retire than classified and the numbers are otherwise acceptable, it means we would accelerate some rehires on the faculty side. The 50% law is law, we're not going to violate it.

Senator 1: Someone asked me if the retirement incentive could relate to someone who is a part-timer; there are two kinds of part timers: someone who is a permanent part-time employee and there are faculty who have been part time for twenty or thirty years.

Right now, the answer is no. We envisioned this as a way of reducing full-time employee numbers.

Senator 4: We have been asked to look at strategies to talk about ways we can handle this downturn and still maintain our professionalism on this campus and I'm sure at other campuses they are talking similarly, but is the District concerned what they can do? Strategies that may help in this situation.

All aspects of the District are on the table. I have asked the presidents of the colleges to use the governance system that already exists and if it needs to be supplemented in some way, they will do that in a way that is collaborative and honors our participatory governance system. But to really work with the colleges to talk about on what could change, what needs to change, how do we adapt through this period. We'll be doing a similar process at the District.

The classified staff are very concerned that they're going to be shut out of that process. I have worked to reassure them they're a key piece to this process as well. I was meeting with the Classified Senate at Coastline about a month ago and someone said in our office we employ eight people but there's a piece of software that costs \$20,000.00. We could do with fewer people if we had the software. That's the kind of information that I don't have. And presumably the feeling is that we can't spend \$20,000.00 on software but we'll continue to employ eight people. This is an opportunity for us to look at that and say can we do this? If we get retirements in that area, rather than rehiring three or four more people, could we use software to help automate a process?

It's important that everyone participates in these conversations. And the District is not immune from this. We're going to have people retiring out of the District, too. When you go through your processes on campus to request a position for classified or management, the faculty process will continue to operate the way it has operated, but for the other positions, those come forward to the Chancellor's Cabinet and I know they

are undergoing additional scrutiny on campus and additional scrutiny at the District office as are District positions. We're going to be reporting those out— what gets approved and report out publicly—we want that to be a transparent process and we want everyone to see where positions are going. We had some positions that came up at Cabinet yesterday and there were positions that were absolutely critical.

As to concerns and complaints about HR policies changing and affecting the hiring of tutors, I wish I had a solution and I understand the frustration. There are some areas on campus that are really challenged, that's one, the childcare center is another, public safety, culinary. What I would clarify is that these aren't new rules. We just never paid attention to them before. We hired hourlies and we kept them around for twenty years and called them temporary. We were not doing the right thing.

The state of California cares deeply about its residents and those who have jobs and wants to protect them and it has some crazy personnel rules, and that's for everybody's benefit. It creates situations where you think, "How in the world can we make this work?" And that's the situation we're in right now, trying to come up with workarounds that will be in compliance and allow us to correct things we have not done correctly in the past.

Senator 3: There are instructional programs like AB 705 and tutoring, it's affecting instruction, too. There's been a rule that you can't change a status mid-year. From our point of view, we don't know if it's just a new guideline HR has or it's the law. We also would like and sometimes feel that the District doesn't understand our needs and there is this lack of communication. They're over there trying to do their job the best they can without seeing the repercussions. Is there a way, especially for HR, where there could be joint committees where they meet with the faculty, we have that type of dialogue, then they can brainstorm within the constraints of the law to try to help us more? The day before school starts, we get new phones, you can't call students back. It's stuff like that that's making our lives difficult here.

I feel your pain. It's not a state rule that you can't change status in the middle of the year. Previously people were hired as hourlies at any point, changed at any point. So, you had all these different start dates and end dates and that made it difficult to track. That was part of the reason why people were twenty years as temporary employees. The idea is if we can get them aligned, we have a better shot at controlling and tracking who's in a first year, who's in a second year, who needs to move to a different assignment. That's not insurmountable but that was the logic behind that; there may be some room for exceptions, though. HR is working to overcome a number of challenges that have been there for a long time. We're making progress but it's coming slowly. You're absolutely correct in what you're diagnosing as the problem and what would help and we'll continue to work on it.

Vice-President Blair thanked Chancellor Weispenning.

6. Adjournment of the Regular Meeting

Vice-President Blair adjourned the meeting at 12:33 p.m.

Approval of the Minutes:

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

Voting Tallies Chart

Motion 1	Motion 2	Motion 3	Senate Membership
Minutes 2/18/20	Consent	GP Report Endorsement	
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	Aye	Aye	Gordon, Lee: Senator-at-Large (2019-2022)
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Absent	Absent	Absent	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	Aye	Aye	Pena, Max: Senator-at-Large (2019-2022)
Aye	Aye	Aye	Phillips, Clyde: Student Services Senator (2017-2020)
Absent	Absent	Absent	Sachs, Loren: Senator-at-Large (2019-2022)
Aye	Aye	Aye	Stanton, Jordan: Social & Behavioral Sciences Senator (2019-2022)