

ORANGE COAST COLLEGE

Academic Senate Meeting | 5/21/19 | 11:30 am - 12:20 pm | Faculty House

Senate Attendance

Members	Attendance	Members	Attendance
Carol Barnes , <i>Counseling</i>	Absent	Kelly Holt , <i>at-Large</i>	Present
Jamie Blair , <i>at Large</i> <i>Vice-President</i>	Present	Darryl Isaac , <i>CHS</i>	Present
Cameron Brown , <i>Athletics & Kin</i>	Present	Marilyn Kennedy , <i>Lit & Lang, PDI</i> <i>Secretary</i>	Present
A.J. Brown , <i>ASOCC</i>	Absent	Doug Lloyd , <i>Math and Sciences</i>	Present
Eric Cuellar , <i>at-Large</i>	Present	Leland Means , <i>Visual & Performing</i>	Present
John Dale , <i>Library</i>	Present	Jeanne Neil , <i>Business & Computing</i>	Present
Matt Denney , <i>Technology</i>	Present	Clyde Phillips , <i>Student Services</i>	Present
Rendell Drew , <i>at-Large</i>	Present	Irini Rickerson , <i>at-Large</i>	Present
Cynthia Ely , <i>Part-Time Faculty</i>	Present	Brent Rudmann , <i>Soc & Beh Sciences</i>	Present
Lee Gordon , <i>at Large</i> <i>Immediate Past President</i>	Absent	Loren Sachs , <i>at-Large</i> <i>President</i>	Present
Anna Hanlon , <i>Curriculum</i>	Present	Will Thai , <i>Part-Time Faculty</i>	Absent

Guests: Dig G'Bye, Sheri Sterner, John Taylor.

1. Preliminary Matters

A. Call to Order:

President Loren Sachs called the meeting to order a 11:30 a.m.

B. Approval of the Agenda:

Motion 1: Senator Kennedy moved to approve the agenda; motion seconded; motion approved unanimously.

C. Approval of the Minutes – May 14, 2019:

Motion 2: Secretary Kennedy moved to approve the May 14, 2019, minutes with minor changes; motion seconded; motion approved unanimously.

D. Opportunity for Public Comment:

Public comments were made by Tara Giblin and Senator Rendell Drew,

E. For the Good of the Order Announcements:

No announcements were made.

2. Consent Calendar

Motion 3: Senator Means moved to approve the Consent Calendar for the tenure-track review committees, motion seconded, motion approved unanimously.

A. Tenure-Track Review Committees/Replacements for Ongoing Review Committees:

1. Luis Miranda – Counseling Division: Shauhin Davari (Outside of Discipline Replacement)
2. Tabitha Liang – Consumer & Health Sciences: Sherana Polk (Outside of Discipline Replacement)

B. Tenure-Track Review Committees/New Hires:

Division	Position	Name	Dean	Hiring Committee Rep (Select One)	Within the Discipline Rep	Outside the Discipline Rep
VPA	Film/Television	Matthew Newman	Larissa Nazarenko	Kevin O'Hara	Erik Forssell	Gabriela Ernsberger
SBS	Psychology	Melissa Ferguson	Kevin Henson	Jarren Gonzalez	Olga Perez Stable	Genevieve Zuidervaart
SBS	History	Jon Mochizuki	Kevin Henson	Brent Rudmann	Rendell Drew (replacing Patrick Coaty – on leave)	Loren Sachs
LLS	Librarian	Erin Gratz	John Taylor	Jodi Della Marna	Lori Cassidy	Laura Behr
CHS	Hospitality, Travel and Tourism	Tina DeShano	Jane McLaughlin	Brenda Shine	Melissa Simpson	Arabian Morgan
CHS	Food and Nutrition	TBD	Jane McLaughlin	Beth Blake	Melissa Simpson	Guido Sendowsky

Motion 4: Senator Means moved to approve the Consent Calendar for the Institutional Effectiveness Coordinators; motion seconded; motion approved unanimously.

C. Institutional Effectiveness Coordinators:

1. Anna Hanlon
2. Kelly Holt
3. Rodney Foster

Motion 5: Senator Isaac moved to approve the Consent Calendar for Program Viability for Electronics; motion seconded; motion approved unanimously.

D. Program Viability - Electronics:

1. Jaime Gomez

Motion 6: Senator Ely moved to approve the Consent Calendar for the Summer Committee Faculty Pool; motion seconded; motion approved unanimously.

E. Summer Committee Faculty Pool [additions]:

1. Hilary Cisco Reuter
2. Lee Gordon

Senator Neill requested that her name be removed from the Curriculum Committee Consent Calendar; her name was removed. **Motion 7: President Sachs moved to** approve the updated Consent Calendar for the Curriculum Committee Division Representatives; motion seconded; motion approved unanimously.

F. Curriculum Committee Division Representatives:

1. Technology – Michael Lannom
2. Consumer & Health Sciences – Tabitha Liang

Motion 8: Senator Kennedy moved to approve the Consent Calendar for the IPC representatives; motion seconded; motion approved unanimously.

G. IPC Representatives:

Faculty Division Representatives				
Business & Computing	1	Faculty	Arabian Morgan	Fall 2019-Spring 2021
Consumer Health & Sciences	1	Faculty	Lauren Becker	Fall 2019-Spring 2021
Counseling	1	Faculty	TBD	Fall 2019-Spring 2021
Library & Learning Support	1	Faculty	Ward Smith	Fall 2019-Spring 2021
Literature & Languages	1	Faculty	Laurie Barton	Fall 2019-Spring 2021
Mathematics & Sciences	1	Faculty	Mariana Voicu	Fall 2019-Spring 2021
Kinesiology & Athletics	1	Faculty	Guido Sendowsky	Fall 2019-Spring 2021
Social & Behavioral Sciences	1	Faculty	Charles Otwell	Fall 2019-Spring 2021
Technology	1	Faculty	Stanley Harriman	Fall 2019-Spring 2021
Visual & Performing Arts	1	Faculty	Tom Bruno	Fall 2019-Spring 2021

3. Officer, Senator, & Committee Reports

A. Academic Senate President – Loren Sachs:

1. **IPC:** There is a seat open on IPC for a Senator-at-Large from the Academic Senate; usually these representatives are not specific to a type of Senator but opened to any faculty appointed by the Senate, so there was most likely an error in that identification. The Senate will be sending out a call for representatives in the fall to all faculty for this open seat and encouraged Senators to apply, but it will be open to any faculty member.

Vice President Blair suggested that we clarify how this occurred by talking with President Ballinger and then following up in the fall by adding this to the agenda if need be, to consider amending this in the Decision-Making document.

2. **Outgoing Senators:** President Loren Sachs presented outgoing Senators, Brent Rudmann and John Dale, with certificates of recognition honoring them for their time of service in the Academic Senate.

- B. VP Blair: OCC Feature in *The Epoch Times*:** Vice President Blair reported that Orange Coast College was featured in an *Epoch Times* article regarding the: [Second Amendment Presentation by Lt. Col. Allen West](#) that Senator Drew helped put together.

- C. Professional Development Institute – PDI Chair Marilyn Kennedy:** PDI Chair Kennedy asked the Senators to encourage their division tenure-track review committee members to talk to their tenure-track faculty consider about applying for PDI salary advancement credits for their professional development plans. If they are unsure what they can do with PDI, they can contact PDI Chair Kennedy directly for further assistance.

We will have extra funds for conferences next year due to rollover funds; these monies can be used to fund more conferences, raise the cap, or to send a group to a special focus conference.

Dean John Taylor inquired about a possible second application/funding grant for coordinators to tap into for coordinator-related conferences.

Chair Kennedy stated that there are PDI President funds for those types of conferences, but if the request is to allow those faculty to apply for extra funding if their funds were already depleted, that idea can be reviewed by the Conference Subcommittee in the fall.

A senator asked if there was a change in the definition of what is a conference or professional meeting, as in the arts there are events that are not titled conferences that faculty request funding that sometimes do not get approved.

Chair Kennedy stated that happens infrequently, but the event applied for has to be a conference, professional meeting, or a class that is not a personal event (such as a private gathering at someone's house or elsewhere) and that the applicant has to explain and defend the attendance as relevant to their teaching/discipline, not just an experience for personal growth.

A reminder that classes were added to the PDI conference funding several years ago [during interest-based negotiations], so faculty can apply for class funding now.

D. **Transparency Committee – Chair Clyde Phillips:** The committee may meet in the summer if there is an urgent need; we will report further after our next meeting.

E. **Literature & Languages Division – Literature and Languages Senator Marilyn Kennedy, ESL Advisors/Chairs Laurie Barton and Diane Colvin:**

Senator Kennedy read two reports on behalf of faculty members from the Literature & Languages Division regarding AB 705 guidelines:

From the ESL Department:

“-On 4/18/19, the State issued ESL guidelines making it clear that ESL students are **foreign language learners requiring additional language training** before they can succeed in transfer-level English. It also states that "Default Placement Rules for English are **only required for students who have four complete years of high school data**"---and it upholds continued use of the ESL Placement Test and the ESL course sequence.

-High-level administrators at the College have insisted that all students--including English language learners--be given access to transfer-level English. This disregards the state guidelines on ESL issued by Alice Perez, Vice Chancellor, on 4/18/19.

-The ESL department believes that such a policy will prove very difficult for English instructors and will result in many students wasting time and money on courses for which they are not prepared. It could also place an unreasonable burden on ESL Advisers as they deal with students referred to them by English faculty who are overwhelmed by language learning needs.

-The State has required colleges to "accurately and appropriately advise English language learners of their options to access transfer-level composition or academic credit ESL coursework." The ESL department believes access to transfer-level composition should be given to ESL students with a score of English 100 on the ESL Placement Test or to those who have successfully completed ESL 099. (Current research indicates that students who pass ESL 099 have an 80% success rate in English 100.) The ESL department has always supported the use of multiple measures for all students, such as diagnostic testing during the first week of classes and challenge testing for those who believe they can succeed at a higher level than indicated by the ESL Placement Test.

-Since College funding is also tied to student success, it is imperative that English language learners be encouraged to complete the additional language training the State has recognized as essential to their preparation for transfer-level English. The ESL guidelines issued in April 2019 state clearly that **"AB 705 is not intended to place all English language learners into transfer-level composition."** The guidelines also affirm that the Default Placement Rules for English "are not appropriate for the majority of students seeking ESL instruction as these students do not have four years of US high school information." Therefore, the ESL department urges the College to serve the best interests of ESL students by not misapplying the Default Placement Rules of AB 705."

From the English Department:

"The English department would like to respond to the recent Administration decision to ignore ESL's right to use the placement exam for students who have not completed four years of high school.

The April 2019 memo from the Chancellor's office states:

"The Default Placement Rules for English are only required for students who have four complete years of high school data. The Default Placement Rules for English are not appropriate for international students who are English language learners and are best served by being directed to the ESL placement process."

We support the ESL department in their endeavor to prepare English-proficient students for English 100 and disagree with the OCC Administration's decision—without ESL consent—to allow open access to English 100. A policy that allows ESL students who have not completed four years of high school to enter English 100 in the fall does a disservice to these students because they are unlikely to succeed. This policy is unduly motivated by fears of enrollment loss—of which there is no evidence. As a college, we need to make decisions that protect the integrity of our programs and prepare students for future success. If allowed to enroll, most of these students will realize through a diagnostic exam or the first graded assignment that they are not prepared for this level of writing in transfer-level English. This unfairly wastes student time and money, not to mention ESL and English departmental resources. The addition of non-proficient students into English 100 during this period of curriculum and pedagogical transition will only weaken the college's success outcomes."

President Sachs stated that this is a complex problem overall and he would like to bring this back as an agenda item in the fall so that it can be given more discussion/decision time. It might require the creation of a task force with representatives from faculty from ESL, English, and the Administration. As a note, ESL can still use placement tests through the next academic year.

A senator asked if ESL is developing any kind of placement model in lieu of a test?

Senator Kennedy stated she will ask ESL and report back.

Curriculum Chair Hanlon stated that the guidance given to ESL is very confusing because not only do we have to deal with AB 705 but also AB 1805 and the intersection of the two. She has written to the State Chancellor's office for clarification.

ESL Advisors/Chairs Laurie Barton and Diane Colvin provided more information on this issue and the reports:

Professor Barton stated that she has been an ESL advisor and faculty member for 20 years and has vast experience working with those students who do not agree with their placement tests.

President Sachs reiterated that because this is a multifaceted and complex topic and that we cannot make an action statement today because it is not agendaized for that; we can add this topic as an action item on one of the first meetings in the fall semester, with the suggestion of an Academic Senate task force with representation of faculty from ESL, English, and members from the Administration.

A senator asked that because the ESL placement tests will no longer be allowed after July 2020, have you stated looking at an alternate placement model?

Professor Barton stated that she believes the placement test will be replaced with an alternative by the State because the nature of ESL students is not going to change, they are still going to be foreign language learners.

Another senator posed that if a student at this time does not place into English 100, do you have other courses that you recommend?

Professor Barton stated, yes, there is a whole sequence of credit ESL courses. She stated that they do currently have a non-credit ESL program in place and running at OCC.

Another senator asked if the international students must complete the Test of English as a Foreign Language (TOEFL); the Global Engagement Center does assess international students' TOEFL data and they must reach a certain score to study at OCC; however, they still must take the ESL placement test to take ESL courses.

Professor Barton stated that she likes the idea of the task force but believes fall is too late to implement it, as there are students who were told they are allowed to take transfer-level (advertised on website); this was posted before the ESL guidelines were mandated from the State. If we do not address this now, there will be a lot of students in ESL placing themselves inappropriately.

A senator asked if the decision to advertise that ESL students can take transfer-level courses in the fall was passed by shared governance, because there was a similar situation in Mathematics that was able to get turned around.

Professor Barton stated that they were never consulted about this ESL placement messaging being advertised to students.

Senator Kennedy stated that if this is urgent, the E-Board might be able to meet in the summer to address this.

Professor Barton read an excerpt from the [April 18, 2019 Memo from the state Vice Chancellor's Office regarding ESL guidelines](#):

"AB 705 is not intended to place all English language learners (ELLs) into transfer-level composition, to eliminate credit ESL offerings, to shift all credit ESL offerings into noncredit, to eliminate credit ESL courses that are not designed to lead to transfer composition, or to eliminate elective, support courses focused on specific language skills which are not part of the credit ESL sequence leading to transfer-level composition."

An administrator asked if the administration was asked to amend the messaging on the website since the memo from April 18th?

Professor Barton stated that she created a flyer for use in the Literature and Languages Building and was told to remove it within a few days; that directive was followed by a meeting with administrators and all agreed that we need to go back to the letter the college sent to all students in the fall. Then we were told that the VPSS was not open to that, no, the original letter was not going to be changed, then there was some movement on that stance.

Curriculum Chair Hanlon stated that her impression was that we struggled with this intersection of AB 705 and AB 1805 because if we are in violation of AB 1805, we will potentially lose our student equity funds. She believes that the Vice President of Student Services is acting on an interpretation of AB 1805 not AB 705, in informing students of their right to access.

Vice President of Instruction Tara Giblin stated that it is her understanding that a new communication is coming for your viewing that will communicate how the website will be updated so that students will be shown their options to transfer-level or ESL courses. The website as it is right now will be updated. She will find out if faculty have any input as to the wording.

Professor Barton thanked VP Giblin.

Two senators stated that this mirrors what happened in Math and they eventually had it rewritten; they worked on it quite a while over a number of revisions, and most, but not all, of their suggestions were incorporated.

A senator asked if there is a place a prospective student can go to that informs on what is might happen if the prep class is skipped by the student who goes straight to the 100 series?

Professor Barton stated that English and ESL are working on that.

President Sachs stated that we will follow the website revision, work as an E-Board with the various affected departments in the summer, and will bring back these reports to the Senate in the fall.

A senator said that this is a bigger issue in that the VPSS is not understanding shared governance. This is the second time this has happened, part of it is even curriculum. At some point this needs to be discussed with our Vice President and our new incoming President.

Professor Barton stated that the Global Engagement Center has about fifteen international students on any given day requesting to take English at one of the other colleges. She believes that the administrators are concerned that if we uphold what the State is recommending that students will go elsewhere.

It was stated by a senator that this has not happened in Math, and in Mathematics, their research demonstrates that 57% of the colleges implementing this in the fall plan to require support for their courses. Also, the most successful colleges have shown their success increased from 10%-60+% throughput by requiring support, such as Cuyamaca College. Math had to work hard with administrators to get this approved, we thank you all for your support, and we will support Literature and Languages in this.

4. Adjournment of the Regular Meeting

President Loren Sachs adjourned the meeting at 12:20 and wished all the Senate members a good summer.

Approval of the Minutes: August 27, 2019

MINUTES: First draft written by Ricky Goetz, Senate Administrative Secretary. Revision of first draft and Senate-requested changes draft written by Senate Secretary, Marilyn Kennedy, who also distributes the final Senate-approved version to the Chancellor, Board of Trustees members and secretary, union presidents, GWC and Coastline Academic Senate presidents, OCC College President and faculty as per OCC Senate bylaws.

Voting Tallies Chart

Motion 1	Motion 2	Motions 1-2	Motions 3-8	Senate Membership
Agenda	Minutes	Consent	Consent	
Absent	Absent	Absent	Aye	Barnes, Carol: Counseling Senator (2018-2021)
Aye	Aye	Aye	Aye	Blair, Jamie: Senator-at-Large (2018-2021)
Aye	Aye	Aye	Aye	Brown, Cameron: Athletics & Kinesiology Senator (2017-
Aye	Aye	Aye	Aye	Cuellar, Eric: Senator-at-Large (2018-2021)
Aye	Aye	Aye	Aye	Dale, John: Library Senator (2017-2020)
absent	absent	absent	Aye	Denney, Matt: Technology Senator (2017-2020) 11:39
Aye	Aye	Aye	Aye	Drew, Rendell: Senator-at-Large (2016-2019)
Aye	Aye	Aye	Aye	Ely, Cynthia: Part-Time Senator (2018-2019)
absent	absent	absent	Aye	Gordon, Lee: Senator-at-Large (2016-2019)
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Aye	Aye	Aye	Aye	Holt, Kelly: Senator-at-Large (2017-2020)
Aye	Aye	Aye	Aye	Isaac, Darryl: Con. & Health Sciences Senator (2017-2020)
Aye	Aye	Aye	Aye	Kennedy, Marilyn: Lit & Lang Senator, PDI Chair (2017-2020)
Aye	Aye	Aye	Aye	Lloyd, Douglas Math & Sciences Senator (2017-2020)
Aye	Aye	Aye	Aye	Means, Leland Visual & Performing Art Senator (2018-2021)
Aye	Aye	Aye	Aye	Neil, Jeanne: Business & Computing Senator (2016-2019)
Absent	Absent	Absent	absent	Phillips, Clyde: Student Services Senator (2017-2020)
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Absent	Absent	Absent	Aye	Rickerson, Irini: Senator-at-Large (2018-2021) 11:39 arrival
Aye	Aye	Aye	Aye	Rudmann, Brent: Social & Beh. Sciences Senator (2017-
Aye	Aye	Aye	Aye	Sachs, Loren: Senator-at-Large (2016-2019)
absent	absent	absent	absent	Thai, Will Part-Time Senator (2018-2019)
				Part-Time Senator Vacant (2018—2019)
				Senator-at-Large: Vacant (2017-2020)
				Senator-at-Large: Vacant (2017-2020)