

ORANGE COAST COLLEGE

Academic Senate E-Board Meeting | 03/31/2020 | 12:30 pm - 1:30 pm | Zoom

Academic Senator E-Board Attendance

Jamie Blair, <i>at-Large, Vice President</i>	Present	Marilyn Kennedy, <i>Literature & Languages Senator, Secretary</i>	Present
Lee Gordon, <i>at-Large, Parliamentarian</i>	Present	Loren Sachs, <i>at-Large, President</i>	Present
Anna Hanlon, <i>Curriculum Chair</i>	Present		

Other attendees:

Cyndee Ely, Eric Cuellar, Doug Lloyd, Rendell Drew, Tara Giblin, Sean Connor, Rachael Berman, Carol Daily, Jane McLaughlin, and Daniel Shrader.

1. Preliminary Matters

- A. **Call to Order:** President Loren Sachs called the meeting to order at 12:32 PM.
- B. **Approval of the Minutes:** No minutes for approval
- C. **Opportunity for Public Comment:** No public comments were made.
- D. **For the Good of the Order Announcements:** No announcements

2. Consent Agenda

No consent agenda items.

3. Officer, Senator, & Committee Reports

A. Academic Senate President's Report – President Loren Sachs:

New Senate Public Web Page for Updated, Accurate Information During This Crisis:

President Sachs requested that Senate administrative support staff persons, Ricky Goetz and Beatriz Rodriguez, develop a page/landing spot on the public Senate web page for accurate information from the Chancellor's office and the State regarding this emergency as they pertain to the Senate's 10 +1 issues, in order to have a place where OCC faculty can go for reliable information.

For example, this morning an email was sent to the Senate members on the emergency changes that were made to the Brown Act by the California Governor which allows the Senate to conduct meetings through an online platform. That will be posted. In addition, the State Chancellor's website posts guidance and executive orders which cover many items on today's agenda, such as the Distance Education Addendums for the summer, pass/no pass, etc., and it is very helpful to see the original documents in context and in their entirety. Some of these documents get updated and change statewide, so providing a connecting link to the Chancellor's office would allow OCC faculty to have a one-stop place to see these updates directly.

Online Forums: President Sachs acknowledged some senators were present at the Zoom forums that took place over the past few days and noted that it is important to encourage people to participate; these forums are a great way to exchange ideas.

Campus Calendar, Distance Addendum, Graduation, and End-of-Year Activities: The information from the forums is that the campus will be closed until the end of the school year; all of the end-of-year activities are off the table, but there are conversations about doing some of these activities virtually. The current distancing addendum is for the spring. There could be another addendum for the summer. Curriculum Chair Anna Harlon has a proposal for that.

Allied Health in Critical Sectors: The governor put out an announcement recognizing certain Allied Health professionals in critical sectors. The campus is identifying those areas. There could be very limited access to some areas of the campus.

Senate Meetings and Zoom: Regular Senate meetings will continue online via Zoom next week. They are probably going to be shorter.

VPI Hiring Committee Senators: Eric Cuellar and Loren Sachs were selected (per a recorded video of the “hat” selection) as the senators on hiring committee for VPI.

Division Senator Elections: Division Senators [Athletics & Kinesiology, Library & Learning Support, Technology, CHS, Math & Sciences] need to be selected as soon as possible. Senate Administrative Staff person, Beatriz Rodriguez, will be reaching out to the divisions that have held elections to receive the names.

Coordinator Positions: There are some coordinator positions that will be opening up due to some current coordinators stepping down, in particular, the Online and BSI coordinators. At the last OER meeting Marissa Archibald was elected for OER.

Pass/No Pass: The pass/no pass will be tracked to see what it is decided statewide. However, the 30 % deadline is no longer going to be enforced. Communication from USC is that it will take pass/no pass for up to a week after the semester ends. There will not be penalties with pass/no pass. President Sachs acknowledged a comment that a “D” is a passing grade at some institutions, and so there are still too many questions to make a statement. We will wait a couple of weeks to see where this falls and monitor other universities.

[[Link to AP 4230 Grading and Academic Symbols](#) which shows these grade definitions: A=Excellent, 4 pts; B=Good, 3 pts; C=Satisfactory, 2 pts; D=Passing, 1 pt. and less than satisfactory; F=Failing, 0 pts; P=Pass at least satisfactory; units awarded, not counted in grade point average; NP=No Pass, less than satisfactory.]

He also noted in response to a question that it is clear there should be a statement drafted as per Pass/No Pass, but that we should wait to see how this plays out at the state level. When the time comes, we will work on the wording, etc.

Curriculum Chair Hanlon noted that there is a new grade [new in that it is now available for every student as an option this semester due to the Corona Virus situation—see AP 4230 Grading and Academic Record Symbols for its history], an EW (Excused Withdrawal), that is being implemented for this semester. It will not be computed in students' GPA or cause them to get placed on academic probation.

B. Academic Senate Vice-President's Report – Vice President Jamie Blair:

VP Blair emphasized the necessity of updating student profiles and phone numbers and encouraged faculty to remind students to check their college email periodically as they tend to miss emails and many of them have forgotten their college passwords. Teachers need to have that information to contact them in case of an emergency.

C. Curriculum Chair's Report – Curriculum Chair Anna Hanlon:

Curriculum Chair Hanlon noted that their meetings will be held via Zoom. The next meeting will be on Wednesday. There will be discussion on summer schedules, addendums, etc. The Curriculum Committee has been very proactive and will continue to post on the website. In terms of faculty coordinators, we are going to be meeting on Thursday. Reach out if you have any questions about scheduling, etc.

4. Unfinished Business

No items listed.

5. New Business

A. Faculty Questions and Concerns:

Curriculum Chair Hanlon noted that with COVID-19, decisions are being made about how to teach students in a way that limits the spread of disease while maintaining the regular courses. There are discussions for the summer about also being virtual. The goal is to put students' success in the center and practice equity among students. Another requirement is the Distance Education Addendum. It outlines how faculty will teach an asynchronous or a Distance Education course in a manner that demonstrates regular and effective content, the contact among students, and all those things. Addendum are reviewed and endorsed by the online faculty coordinator, then Curriculum where it is also reviewed to make sure that there is rigor in it, and then it gets approved.

The process in place right now to teach a distance education course is that faculty will go through the STLO course. It teaches faculty not only how to use Canvas but also about pedagogy with regards to asynchronous instruction, how to maintain regular and effective contact, and how to engage students because you need to have interaction among the students in an asynchronous course.

Faculty have been working very hard in the last two weeks to learn technology. There's been some concern that if they want to teach online in the summer that they have to complete the rest of the STLO. In the spring there was no time to plan, only time to react, but faculty should plan for the summer.

The Curriculum Committee is trying to develop a strategy that honors the work of the Senate and Online Faculty Coordinator, based on past Senate decisions. Therefore, I have written a proposal [see Appendix at the end of these minutes]: Faculty who teach courses that use the new addendum and have also completed the STLO would be allowed to offer or have a course that is in our traditional asynchronous format, which requires specialized training; faculty can appreciate how much work it is to teach an online course.

For those faculty who teach courses under the new addendum who *have not* had the time to complete the STLO coursework can be allowed to do so if the teaching is

synchronous only, meaning that the class meets at a regularly scheduled time only online via Zoom or other technology.

The proposal is that instead of having everyone scramble to create an addendum for potentially summer only, faculty will be allowed to teach synchronously during the scheduled times to do so via technology.

The times and schedule will be posted, and faculty would not have to complete the STLO. Hybrid or online courses that were approved to be taught asynchronously could still be taught by any instructor who has taken the STLO course. A list of courses could be taken to the Curriculum Committee for approval so that the process continues just like the Senate has set it up but with some flexibility with the current situation.

Secretary Kennedy: The proposal also states that courses with DE addendums should be given priority. How does that play out and isn't that a scheduling issue?

Parliamentarian Gordon: Yes, the issue or priority is a concern. Honors instructors have often chosen not to file DE addendum for their courses because they don't want their courses to be offered online. This summer is an exceptional situation. We have thirty students who need to take an honors class because they need fifteen honors units to get certified. If DE courses get priority that means that some honors courses and faculty will be moved to the bottom of the list for summer because of that phrase; that does not seem reasonable.

Chair Hanlon: I was told that the summer schedule was published but that it could be changed, so this is an opportunity to look at the courses being offered. However, if you're saying that students need honors courses to complete a certificate, those courses *would not* be at the bottom of this list; they would go to the top.

Parliamentarian Gordon: Even if they weren't required, I do not think it is reasonable to say because faculty did not file a piece of paper for the summer, they are going to move to the bottom of the priority list.

Chair Hanlon: Since this is a proposal and we are discussing aspects of it then maybe that line should be stricken. This is reasonable because we should look at those courses that are required for students to complete courses or programs. There are some programs that require courses in the summer, such as Allied Health programs.

VP Blair: What is STLO? If you don't have a DE and you can't do an STLO, it is still okay to teach the class if you do it synchronously? This needs to be clarified.

Chair Hanlon: STLO means Strategies for Teaching and Learning Online. That is the course that you take, the online course, that is taught by the DE faculty coordinators. It covers the requirements for asynchronous DE instruction. If you have a DE addendum you can do synchronous, as well.

Secretary Kennedy: There are many different methods of teaching online, but using a camera and microphone aren't equivalent to online asynchronous online teaching—that is remote synchronous teaching. The faculty right now are doing a variety of things to learn to teach online and it varies from professor to professor, so I would really like to see some ideas considered that adjust to what faculty have learned or self-taught themselves. Instead of requiring the complete STLO to teach asynchronously, there might be a challenge test, information sheet, or mini-workshop(s). Many faculty who wish to teach asynchronously may have already learned what they need to know. My point is that a revision or another offering to the STLO so that is shorter and offers a mini version of the things we need such as ADA, DE, regular and effective, should be considered so that faculty can do this quickly if they have already acquired the knowledge necessary.

Chair Hanlon: I would just request that whatever we do honors the work of the past. We don't want to reduce the value of the work that has been done historically. We will consider all options.

Secretary Kennedy: I think we're on the same page in terms of student focus, quality, and respect for past work, but I think a lot of professors do well or prefer self-teaching. Just as students have different learning styles, we do, too. We can do that and not disrespect the work that has been done.

President Sachs: There is misconception by some about the STLO; the STLO is a standalone module. You meet with Coordinator Reed or one of her representatives at the beginning and at the end and the rest of it is self-paced. There's talk about it taking eighteen hours but the reality is if you have embraced this, this goes to Secretary Kennedy's statement, you have been learning some of these things.

The only piece on the back end of it would be the pedagogy, the asynchronous aspect, and some of those other pieces that you would need to do.

I would argue that for the amount of work that 90% of the faculty have put into this process in the last three weeks, it has been way more than the eighteen hours, and it would be a small piece to actually just go through the steps. Now, would it look a little bit like busy work for some folks? Potentially, but it would allow everybody to be equitable.

If you remember, we created this because of matters with financial aid. At some point with the crisis going on, the chances of auditing aren't great, but we run the risk of getting audited later and having problems. I think there is a middle ground here and I don't think it disrespects anybody, as the process exists and clearly states if you look at the IIC website that it's self-paced.

Parliamentarian Gordon: I participated in two days of IIC instruction. It was twelve hours about instruction, and it overlapped with what Strategies for Teaching Learning Online is doing in terms of faculty effort. It seems to me it would be reasonable to give acknowledgement in terms of the summer instruction for people who have already done this unexpected activity last week.

Chair Hanlon: I don't know what people have been doing, so if I disrespected anyone, I apologize. At the end of all this is our common goal to create quality courses for students. While we abide by standards for DE required by the federal government and the ACCJC, the standards are about continuous improvement and ensuring quality education. The Federal Government does not want to pay for subpar courses.

President Sachs: What I would like to propose is to reach out to Online Coordinator Reed and ask her, based on the offerings that were made available to people over the last two weeks, what parts of those offerings are on the curriculum for the STLO course so that we can maybe create a checklist?

I know I referenced the financial aid and previous issues, but I think we need to face the reality that a lot of hours have been poured in. I think creating a challenge test environment, I'm not opposed to the idea, but I think that creates even more work for the IIC, which currently we're still working like crazy on.

But if you look at those modules, there are elements of it, if you could show Coordinator Reed, she can see that you are doing those things or have done those things. I think that with the training that was made available to this point, with the things that we have created and done and learned on our own by looking at other resources, faculty can show evidence of those pieces, and in reality, get certified. I don't think it's as big of a

leap as it's being made out to be if we can find a way to evaluate the individual progress.

Chair Hanlon: I agree.

President Sachs: Chair Hanlon has come up with a very fair alternative. Let's go to a progress report and then we will figure out the rest.

VP Blair: Can you please make sure it is a conditional addendum for the summer only?

Anna Hanlon: Yes, conditional for the summer and then the Senate can reevaluate what they want to do in the fall.

President Sachs: This needs to be discussed more next week. It will be on top of the agenda.

B. **Senate Budget:** No items listed.

C. **Program Review and Senate Committee Reports Discussion:** No items listed.

6. Adjournment of the Regular Meeting

President Loren Sachs adjourned the meeting at 1:34 PM.

7. Meeting Minutes Approved: April 14, 2020

President Loren Sachs adjourned the meeting at 1:34 PM.

APPENDIX

Proposal to the Academic Senate Executive Board Response to COVID-19 Limitation on Campus Access and Summer 2020 Schedule of Classes

Submitted by Anna Hanlon, MS., MPH, EdD, Curriculum Chair

Summary

Orange Coast College Academic Senate has established process for distance education (DE) courses, including a DE addendum that is reviewed and endorsed by the Online Faculty Coordinator and approved by the Curriculum Committee. Instructors assigned these courses are required to complete a faculty professional development course, *Strategies for Teaching and Learning Online* (STLO).

To deviate from these processes when there is time to plan is not desired or appropriate, as there is the potential of compromised standards that impact student success and equity.

The Academic Senate should work with the College Leadership to establish a priority for course offering for the summer 2020 term. ~~Course with DE addendum in place should be given priority.~~ [Struck during this E-Board meeting.]

Courses without DE addendum and/or instructors who have not completed the required professional development may be offered remotely via online technologies under the condition that the course is

offered as synchronous instruction at regularly scheduled times that are published in the schedule of classes. A conditional DE addendum will be endorsed by the Curriculum Committee for these courses.

Background

With the COVID-19 pandemic, California has ordered all non-essential workers to stay at home and has closed all schools through the end of the spring semester. On Sunday, March 15th, the Coast Community College District sent a notice suspending all courses, including distance education, until March 30. Since that time all District sites have been closed to the public until further notice. Much work has been accomplished over the past two weeks as classroom faculty move to a technology solution to complete the spring semester. There is speculation that OCC may not be accessible during the summer, leaving the option of offering only DE courses.

Role of the Senate

The faculty have purview over academic and professional matters (10+1). The Orange Coast College Academic Senate has always taken seriously the responsibilities the law provides to assure its students receive an exceptional educational experience. As we move into new, everchanging circumstances, we must remember to put our students in the center of all decisions. This is what distinguishes us from other institutions that may allow extraordinary circumstances to obscure their judgments, resulting in decisions that dilute the college's established standards.

We did not have an opportunity to plan for spring, but we have over 9 weeks to plan for summer. Moving forward, I implore my colleagues to continue to genuinely keep students at the center of any decisions related to changes in our operations brought about by COVID-19.

The established processes to create DE courses have been created by the Academic Senate from the beginnings, establishing the requirements for DE addendums and faculty training. The Online Advisory Board is a standing committee of the Academic Senate, established to help assure quality in distance education courses. The DE Faculty Coordinator position, approved by the Academic Senate, oversees the implementation of DE, including pedagogical and technical considerations, federal requirements, and accreditation standards. The Academic Senate has required all faculty teaching DE to complete a professional development course which covers not only technology, but also pedagogical elements important for successful online teaching. The DE Faculty Coordinator teaches the required STLO course and reviews all DE addendums prior to their placement on the Curriculum Committee's agenda.

The Curriculum Committee is a standing committee of the Academic Senate, with its original bylaws established January 21, 1986. The mission statement of the committee begins with, "The Curriculum Committee of Orange Coast College promotes academic excellence and curricular rigor, ensuring that all college courses and programs adhere to state regulations and the policies of the District." The Curriculum Committees' role with regards to DE to review of DE addendums, assuring that faculty have provided clear explanations of how they will provide proactive, regular, and effective contact with students. Additionally, faculty identify their methods for supporting student-to-student contact within their DE courses.

Synchronous versus Asynchronous

While the law allows for DE courses to be provided either asynchronously or synchronously, most often classes are asynchronous. Title 5 requires regular and effective contact between the instructor and students, and among students. (Title 5, Chapter 6, Subchapter 3, Article 1, section 55204). *Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.*

On March 13, 2020, a memo from the Chancellor's Office indicated if courses are delivered synchronously during regularly schedule times, the college can use the accounting method used for census courses. This leads to an option for instructors who are unable to complete the STLO as required due to the current circumstances.

While it is possible for a distance education course to be assigned to one of the other attendance accounting procedures (weekly census, daily census, or positive attendance), one of the requirements to be assigned these procedures is that instruction must occur at each scheduled class meeting and students and instructor must be able to interact during the class session via some sort of communication technology, meaning the instruction must be synchronous. (Navarette 2020, p.2).

DE and Equity and Virtual Learning

There is evidence that DE courses further marginalizes students from underserved populations and that these students do not achieve at the same rate. Further, there is recent research that has elucidated factors important to these students' success and retention in DE and virtual courses. Namely, faculty need to be intrusive; relational; culturally-relevant and affirming; community focused; and race conscious (Harris & Wood, 2020).

Proposal

The Academic Senate shall develop a framework to evaluate scheduling decisions for the summer 2020 semester. This framework foundations will be maintaining course rigor, students' completion of educational goals, and equity in outcomes.

1. Determine which courses are most critical to students during a summer term.
 - a. Courses within the established course sequencing of a program that require summer
 - b. Courses required for completing certificates and degrees
 - c. Courses required for fall 2020 transfer
 - d. Additional courses that do not meet one of the above criteria
2. Identify the course from above that have existing DE addendums. Assign to instructors who have completed the STLO as required by the Academic Senate.
3. Courses that do not have a DE addendum and are assigned instructors who have not completed the STLO could be scheduled as synchronous.
 - a. Students would be expected to attend virtually as they would if the course were held on campus. This would remedy the requirement for regular and effective contact between instructors and students and among students.
 - b. A conditional DE addendum would be completed by faculty. It would provide their technology strategy along with their plan for student engagement.
 - c. The faculty would not be required to complete the usual STLO. However, information on equity in virtual classrooms will be provided.

References

- Harris, F. & Wood, J. L. (2020). *Employing equity-minded and culturally-affirming teaching practices in virtual learning communities*. [Webinar] https://youtu.be/aMrf_MC5Cok
- Navarette, L. (2020). Novel coronavirus (COVID-19) guidance -- Attendance accounting implications and approved exceptions [Memorandum FS 20-01] California Community College Chancellor's Offices. <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/COVID-19/fs-20-01-covid-19-attendance-accounting-guidance-related-to-course-conversions-to-distance-education.pdf?la=en&hash=ABA1095DF41F573D385A573858C0B5E5D8F7E0F1>
- Orange Coast College (2018). *Curriculum Committee handbook*. OCC Portal https://occpportal.orangecoastcollege.net/Committees/ccm2/Governing%20Documents/Curriculum%20Committee%20Handbook_2018_2020.pdf
- Orange Coast College (2016). *Online Advisory Board bylaws*. OCC Portal <https://occpportal.orangecoastcollege.net/Committees/oab/Shared%20Documents/Forms/AllItems.aspx>