ORANGE COAST COLLEGE

Academic Senate Meeting |09/01/20 | 11:30 am - 12:30 pm | Zoom Meeting

Academic Senator Attendance			
Jessica A. Alabi, *at-Large*	Present	**Lee Gordon,** *at-Large, Vice President*	Present
Carol Barnes, *Counseling*	Present	**Marilyn Kennedy,** *Lit & Lang, Secretary, PDI Chair*	Present
Jamie Blair, *at-Large*	Present	**Jodie Legaspi,** *Athletics & Kinesiology*	Present
Tyler Boogar, *Math & Sciences*	Present	**Doug Lloyd,** *at-Large, Parliamentarian*	Present
Sean Connor, *at-Large*	Present	**Leland Means,** *Visual & Performing Arts*	Present
Eric Cuellar, *at-Large*	Present	**Jeanne Neil,** *Business & Computing*	Present
Tina De Shano, *Consumer & Health Sciences*	Present	**Charles Otwell,** *Curriculum*	Present
Jodi Della Marna, *Library*	Present	**Max Pena,** *at-Large*	Absent
Matt Denney, *Technology*	Present	**Clyde Phillips,** *at-Large*	Present
Rendell Drew, *at-Large*	Present	**Loren Sachs,** at-Large, President	Present
Cyndee Ely, *Part-Time Faculty*	Present	**Jordan Stanton,** *Social & Behavioral Sciences*	Present
Diogba G'bye, *Part-Time Faculty*	Present	**Stella Tsai,** *SGOCC Representative*	

Guests (Optional & Voluntary Sign-In): President Angelica Suarez, Arabian Morgan, Bob Fey, Dr. Eduardo Jesus Arismendi-Pardi, Jaki Kamphuis, John Taylor, Katie McCarroll, Larissa Nazarenko, Madjid Niroumand, Pam Walker, Rebecca Morgan, Renee DeLong, Rich Pagel.

1. Preliminary Matters

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

B. Approval of the Minutes – August 25, 2020:
Motion 1: Senator Kennedy moved to approve the August 25, 2020, minutes; motion seconded; motion approved.

C. Opportunity for Public Comment:

Jaki Kamphuis, Dr. Rendell Drew, Jaime Rossiter

D. For the Good of the Order Announcements:

Senator Ely: The Communities of Practice for Part-Time Faculty will be sending out weekly emails to all faculty on Wednesdays. The purpose of this is to reach out to all faculty. This week's email includes a four-minute video on movements. Other emails will include instruction, pedagogy, technology, leadership, blurb articles, etc.

2. Consent Agenda

No items.

3. Officer, Senator, & Committee Reports

A. Academic Senate President – Loren Sachs:

- **Senate Protocol:** Asked Senate members not to use the chat function for discussion—chat is not recorded in the minutes. The minutes reflect dialogue; however, they do not capture conversations happening through the chat. This is based on consultation with the other two District College Academic Senate Presidents, our Parliamentarian, and the Brown Act. [Use the *raise hand* feature in Zoom.]
- **ARR Planning Cycle:** The planning cycle for the coming year starts this week; IPC will be starting in the next few weeks. Due to the remote situation last spring, the only ARRs that got looked at were related to Perkins Grant Funding. The process was undertaken and completed. The process for the regular ARRs will begin this month.
- **Chancellor's Cabinet/Faculty Hiring:** There will be no faculty hires this year in the District. Some of the retirements were from one-person programs, so we are going to seek some clarification on that. As a campus, we are trying to figure out exactly what that means so that we can move forward. **President Suarez** agreed that if we have programs where a one-person program had a retirement, we will be looking at those as possible exceptions for replacement depending on accreditation requirements.
- **College Council/Faculty Service Opportunities/VPI Position:** Today we will vote for the Equity and Inclusion Task Force that President Suarez spoke about last week. Currently, there are four faculty members and the faculty coordinator for IMC on the task force. At E- Board last week, there was a request, already forwarded to President Suarez, to expand the membership to six faculty, plus the faculty coordinator from IMC. President Suarez will share that request today at College Council. The Senate will be looking for four to six faculty members willing to serve. **Senators Blair and Alabi** asked for an agenda item next week regarding the Equity Committee and its makeup.

  Some things are being finalized for the permanent VPI position. The Senate will put out a call for participants on that search committee, probably by the end of next week. There is also a Guided Pathways Coordinator on the curriculum side with an open position.
- **Budget:** Senator Ely will give an update on the budget in two weeks.
- **Distance Education:** There have been conversations between faculty at the three colleges about having different policies and procedures on distance education training. **Senator Gordon** noted that there are two important issues. One is the specifics about how we are going to deal with the qualifications and the second is our relations with the other colleges.

B. Multicultural Center Update – Rendell Drew: Reported that faculty members are asking when the Equity Committee will be addressed in the Senate. There are things that are currently moving forward, such as the development of a Multicultural Center Coordinator position.

4. Unfinished Business

None.

5. New Business

A. **Emergency Remote Teaching Addendum (ERT) – Curriculum Chair Charles Otwell:** The Chancellor's Office will not be extending the Blanket Emergency Remote Teaching Addendum at this point. The Chancellor's office expects to have everything completed by December 30, 2020, and Dr. Serban may be asking for a full DE addendum in place for every course that is going to be taught in a distance modality. The Chancellor wants to make sure that there are no questions about the differences between the ERT Addendum and a full DE addendum and what the emergency processes are, so he will ask to postpone the voting of extending the emergency procedure until they can clarify. The curriculum staff will have a meeting with OCC VPI Walker on Thursday.

- **Senator 1:** Commented that we are still in an extraordinary situation and we are responding to it. There are many college programs which will have no problem with filing a DE Addendum if they have not already done so. However, there are programs which see this as an administrative control mechanism. There are programs which will prefer not to be online programs when we return to a classroom setting, and one way of assuring that a program does not become an online program is to not file a DE Addendum. One thing that the District is apparently doing, is taking away from the faculty what is meant to be the faculty's right to decide if a program will be permanently online. It sounds like the District is usurping that, if the District is saying "you have no choice. You either file that DE Addendum or you cannot offer instruction," even giving the extraordinary situation that we are in.

Curriculum Chair Otwell noted this as a valid concern, but that there has been no missive from the District that we *must* do this, but rather only a statement in a meeting that the curriculum staff attended. However, it is very easy to turn off the DE portion of the addendum once we come back to campus; it is just a radio button on Curricunet.

- **President Sachs:** A DE addendum is a lot of work; it is not just for the Curriculum Committee, but all of those classes that have to be vetted, and all of the faculty who have to create them.
- **Senator 2:** I deeply agree with the senator's concerns. In the Math and Science Division, the faculty of these programs believe strongly against having a fully online presence, except in this emergency situation. I know that having to make a DE, if that ends up being what is asked of us, would be something that would make a lot of faculty members very uncomfortable because they do not want to worry about what would happen when this ends. That is not something that many of us believe in for our programs.
- **Student Rep:** If faculty do not file a DE Addendum, is the District is going to transfer a program to an online program?
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- **President Sachs:** No. This is faculty purview. When we look at the synthesis, there are courses that are very well suited to an online format, potentially. However, there are other courses that may not be as online friendly or as robust and valuable. We as the faculty get to make that choice. That is a great thing about being part of the educational profession in California. Part of curriculum is how you deliver the curriculum. When we look at the DE addendum, a large part of that DE addendum is assuring the Curriculum Committee, which is made up predominantly of faculty, that the content and rigor are going to meet the expectations of the college. If you have to go through all of that extra work, it changes the dynamic for an emergency situation. There are some faculty who are probably going to transition some of their classes to fully online as we come out of this because they have seen that it works. They found that there is a value and they expanded the potential number of students who can participate. However, there are other faculty members that will never do online teaching again because it is just not the same. We as faculty should have the right to make that decision.
- **Senator 3**: I want to echo what you are saying but bring it to a lower level of pedagogy and academic freedom. If you ideologically do not agree with delivering your material online, it is a slippery slope. I think that when you are writing a DE you actually have to write really good ways of delivering online for it to get approved by the Curriculum Committee, so you write a very convincing DE. You cannot undo that. Once it is on paper, it is approved. I think it is a slippery slope to require an actual DE when not an emergency.
- **Senator 4**: It may be time for a new Senate resolution. This is a slippery slope and it is even affecting the evaluation process. How are we to evaluate an online instructor? We are going through all this training ourselves. I am afraid that there is going to be some infringement of the 10 + 1. Are there best practices?
- **President Sachs**: I am cautiously optimistic that next academic year we will have some presence back on campus. Is it going to be fully? I do not know. Part of the challenge is that we have to plan without really having even remotely all the facts. CFE President Rob Schneiderman and CFE Executive Director Bob Fey are going to be here next week to talk about the evaluation issue. This particular issue and argument definitely falls more towards our 10 + 1 side of the house versus the bargaining unit side of house. The other two academics senates are equally concerned. We will see how the next week goes. Curriculum Chair Otwell is going to bring this back next week. It sounds like they have an additional meeting. We will have more detail. If we need to do resolution, then the body has the choice.
- **Senator 5:** We are trying to close the gap for equity. It is the students in the equity category who are dropping out the most with remote learning; there are stats to show it. I am concerned about that. They are just going to be left behind.

B. Credit for Prior Learning (CPL) – Curriculum Chair Charles Otwell:

There are many students who have college-level skills and knowledge gained outside of the classroom, either in industry, government, public service, or military. About twenty years ago there was a program for assessment for prior learning. CPL is essentially that sort of idea. It is college credit awarded for college-level skills and knowledge learned outside of the classroom. It could be military training, industry training, government training, civic activities, or various kinds of work-based learning. It is not awarded for

knowledge and skills that are already being awarded credit in an educational institution.

Students who earn credit for prior learning get a jumpstart on their education. They seem to be more likely to finish degrees and they accumulate more credits to coursework than their counterparts. They also save time to completion and so it might help the college with the student-centered funding formula. It seems that the state's focus in the past was on military experience and excluded the vast majority of the workforce. There are many people who are employed in a variety of occupations where their work and learning might be valued as credit for prior learning. Moreover, more than half of the target population are people of color. Using credit for prior learning will help students towards degrees and certificates and might help reduce the equity gaps.

[Chair Otwell share the Board of Trustees AP 4235 on credit by examination.] It might be advisable to just expand AP 4235 Credit by Examination to include some of these components, such as a definition of credit for prior learning, the establishment of faculty purview over the assessment and awarding of credit, and the methods allowed for it. There is much more than just evaluation of a joint services transcript, such as International Baccalaureate, industry certifications, and portfolios of work, for instance. Awarding and transcribing of credit might include policy review protocols.

The potential stakeholders could be discipline faculty, counselors, administration allies, the CTE dean, the IE coordinators, Veteran's Services, Records staff, the IT Director, the Senate President and Senate VP, the Curriculum Chair, the Professional Development Institute Chair, the articulation officer, the Transfer-Center Coordinator, and Financial Aid. The old Assessment of Prior Learning program had a member from Religious Studies, a member from Political Science, and a few other people from other disciplines.

> **PDI Chair:** If faculty are interested in learning more about this as it pertains to professional development in their disciplines, faculty can apply for a few $500 or $1000 stipends. We have a few of them to do these kinds of activities.

Curriculum Chair Otwell stated is that what the Chancellor's Office wants from us is an expanded AP by the end of the year [December 2020]. What we might want to look at is, if we think that this will help us reduce equity gaps, for instance, we might look at expanding the ways in which we assess prior learning. We can look back at some of the old materials and the old programs that we had. There are some crosswalks from certificates, for instance, to courses that are available now. There is a task force at the state that is working on this, a pilot program of crosswalks in certain areas. This does not replace the Credit by Exam. It would be in addition to it, alongside Credit by Exam, is my understanding.

> **Senator 6:** We do not have Credit by Examination. we only have Challenged Exams and that means that it is like a placement test replacement. I am not sure if it still around. I just want to clarify that.
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> **President Sachs:** By the end of the end of the year [December 2020] the new district policy has to be in place. The idea by getting all of these people together to work on the policy is to also stimulate the different divisions and departments on what they might want to undertake. That is entirely our purview. English can do something completely different than Math, something completely different than Allied Health. In fact, when President Suarez and I were talking about this, I thought this would be a great potential opportunity but as a flex day for divisions or departments to get together and hash out some of these instruments they may want to pursue. The it would fall to the divisions and the disciplines to do their work to make it happen. There is no "it has to be one thing for anybody." It

has to be able to be defended. If you are going to use this instrument then you need to explain why.

Senator 2: The idea on this on the surface level is fantastic. If you give students credit at not only gets them a jumpstart on their education, but it also attracts them back into school or to our school in the first place, so it is a recruitment tool. I have seen credit for prior learning in a couple of different ways. One of the big issues that I think we would have to figure out, is what is that credit looks like, are students getting credit for classes that we already have on the books, are we creating new classes for just those students who come in? That is something that we would have to work out. Do we want to create a new class for these students or are they getting credit for the class that we have? Are the students going to pay for it when they come in, are they going to give us a check and get the credit, or do they get the credit for free?

Curriculum Chair Otwell: The way the AP is written right now we can do credit by exam for courses that are active courses in our catalog. The AP also says we are able to charge a fee and the fee cannot be more than the registration for the class that they would get credit for. We might ideally really want to charge them less right since they are just really having a portfolio assessed or whatever it is. For instance, if we did an AP exam or something like that, we could write whatever instruments we used and we could charge a fee for students taking notes.

Senator 3: We already give credit for prior learning when a student says they took a class at another college and they want to get credit for it. We do it based on a syllabus and they know some of the stuff but maybe not all of the stuff. Part of that is taken care of by the student already having a grade at that college. We do not know how much that student knew in that class, but they passed the class. I was thinking, what would we be giving the students so they could check off what they think they know before we give them the test in the class in order to give them credit for the class? As a chair, I already give students credit for classes when they say, "*hey, I took this Gender Studies class somewhere else. It wasn't the same name, but here is the syllabus. Can you give me credit?*" I just wanted people to think about, we already do something like this, but it is not really the same because it is like a class that they took somewhere else. I can see us kind of just transferring that to another document and having them take a test.

President Sachs: Students in Allied health, take a lot of classes and ROPs that do not get college credit. The transcripts do not get evaluated the same way. I think for us to create mechanisms that are already being used, this is an opportunity. There is a lot of tech stuff out there where they are not college classes and so finding a mechanism to give them some credit because they have already Learned X, Y and Z skills, that is also kind of this opportunity. There is already a mechanism for giving credit for taking a class that has the same syllabus, but it is called something different.

Senator 4: I have worked at a local university where we did a lot of this and echoing with some of the things that my colleagues are saying about how do you evaluate it. I fully support moving forward with the CPL at this college. We already have processes and there are a lot of ways that we can solidify the experience at the academic level for the individual and their competency levels.

6. Adjournment of the Regular Meeting

President Sachs adjourned the meeting at 12:29 P.M.

Approval of the Minutes: September 8, 2020

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

Voting Tallies Chart

Motion 1 Minutes 8/25/20	Motion 2 Consent Agenda	Senate Membership
Aye	Aye	Alabi, Jessica: Senator-at-Large (2020-2023)
Aye	Aye	Barnes, Carol: Counseling Senator (2018-2021)
Aye	Aye	Blair, Jamie: Senator-at-Large (2018-2021)
Aye	Aye	Boogar, Tyler: Math & Science Senator (2020-2023)
Aye	Aye	Connor, Sean: Senator-at-Large (2020-2023)
Aye	Aye	Cuellar, Eric: Senator-at-Large (2018-2021)
Aye	Aye	De Shano, Tina: Con. & Health Sciences Senator (2020-2023)
Aye	Aye	Della Marna, Jodi: Library & Learning Support Senator (2020-2023)
Aye	Aye	Denney, Matt: Technology Senator (2020-2023)
Aye	Aye	Drew, Rendell: Senator-at-Large (2020-2023)
Aye	Aye	Ely, Cynthia: Part-Time Senator (2020-2021)
Aye	Aye	Diogba G'bye: Part-Time Senator (2020-2021)
Aye	Aye	Gordon, Lee: Senator-at-Large (2019-2022)
Aye	Aye	Kennedy, Marilyn: Lit & Lang Senator, PDI Chair (2019-2022)
Aye	Aye	Legaspi, Jodie: Athletics & Kinesiology Senator (2020-2023)
Aye	Aye	Lloyd, Douglas: Senator-at-Large (2020-2023)
Aye	Aye	Means, Leland Visual & Performing Art Senator (2018-2021)
Aye	Aye	Neil, Jeanne: Business & Computing Senator (2019-2022)
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Absent	Absent	Pena, Max: Senator-at-Large (2019-2022)
Aye	Aye	Phillips, Clyde: Senator-at-Large (2020-2021)
Aye	Aye	Sachs, Loren: Senator-at-Large (2019-2022)
Aye	Aye	Stanton, Jordan: Social & Behavioral Sciences Senator (2019-2022)