ORANGE COAST COLLEGE

Academic Senate Meeting | 11/16/21 | 11:30 am - 12:30 pm | Zoom Meeting

Academic Senator Attendance			
Jessica A. Alabi, *at-Large*	Present	**Lee Gordon,** *at-Large, President*	Present
Eduardo Arismendi-Pardi, *at-Large, Parliamentarian*	Present	**Marilyn Kennedy,** *Lit & Lang, PDI Chair, Secretary*	Present
Jason Ball, *Part-Time Faculty*	Present	**Jodie Legaspi,** *Athletics & Kinesiology*	Present
Carol Barnes, *Counseling*	Present	**Doug Lloyd,** *at-Large*	Present
Tyler Boogar, *Math & Sciences*	Present	**Leland Means,** *Visual & Performing Arts*	Present
Nina Calabretta, *Part-Time Faculty*	Present	**Jeanne Neil,** *Business & Computing*	Absent
Sean Connor, *at-Large*	Present	**Charles Otwell,** *Curriculum Chair*	Present
Eric Cuellar, *at-Large*	Present	**Max Pena,** *at-Large*	Present
Jodi Della Marna, *Library*	Absent	**Clyde Phillips,** *at-Large*	Present
Matt Denney, *Technology*	Present	**Loren Sachs,** at-Large, *Immediate Past President*	Present
Tina De Shano, *Consumer & Health Sciences*	Present	**Jordan Stanton,** *Social & Behavioral Sciences*	Present
Rendell Drew, *at-Large, Vice-President*	Present	**Katherine Smith,** *ASOCC Student Representative*	Present
Cyndee Ely, *Part-Time Faculty*	Absent		

Guests (Optional & Voluntary Sign-In): Jeanette Grimm, Kelly Holt, Jenny Chaiyakal, Jaki Kamphuis, Kate McCarroll, Michelle Grimes-Hillman, Anna Hanlon, Bob Fey, Rebecca Morgan, Sheri Sterner, Renee De Long.

1. Preliminary Matters

A. Call to Order: President Lee Gordon called the meeting to order at 11:30 A.M.

Motion 1: **Senator Arismendi-Pardi moved to** reorder the agenda and put New Business at the top and reverse the order starting with item 5B, then 5A; seconded; approved.

President Gordon stated that "with respect to votes, we have a memo from the general counsel of the District that it is permissible for the presiding officer to state that they wish their votes to be recorded as an abstention without saying the words "I abstain" each time so that the votes of the presiding officer, unless breaking a tie, or otherwise indicated, are to be recorded as abstention."

2. New Business

A. Results of Full-Time Faculty Hiring Prioritization – Sheri Sterner & Lee Gordon

Sheri Sterner provided a recap of the Full-Time Faculty Hiring Prioritization process.

Membership, Rankings and Round 1: The IPC Hiring subcommittee is comprised of the division deans, division faculty IPC reps, the Senate President, and Vice President of Instruction. They all contributed to the rankings. There are two rounds of rankings. The first round occurs after each of the faculty departments on campus are given an opportunity to submit a request for a full-time faculty hire, and that request is done in a three to four-week window and is based on the subcommittee's prescribed set of data and response form which looks at things like department characteristics, department faculty composition, the number of full-time to part-time faculty, and FTEs generated. It is a standard set of data and questions. There is an opportunity at the end for each dean

to provide feedback to incorporate into the responses. Once those responses are submitted, the IPC subcommittee does round one of the ratings based on reviews of the submitted documentation and they also have access to the data via the Faculty Hiring Dashboard. There are additionally four impact questions that receive yes or no answers, based on that particular position: justification, compelling evidence, impact on the department, and if the program would be in jeopardy if they did not receive that full-time faculty hire. At the end of round one scoring is done with up to 40 points possible per position.

Round 2: Each requested faculty position has a representative from that department who gives a three-minute presentation; if the department requested two positions, they are given four minutes. At the conclusion of those presentations, the IPC Hiring subcommittee members rate each position based on a one to ten rating system.

Collecting Scoring, Validation of Process, and Ranking Creation: The two rounds of scoring, with a potential total of 50 points each are put together, and rankings are made. Sheri Sterner does the back end of the process putting the information together in her office (not her researchers), which is confidential. She runs checks on the data for any abnormalities and to validate the data to make sure it is being recorded correctly and that there is no evidence of anyone "gaming the system." She discusses the details with the two IPC Hiring Subcommittee co-chairs, the Academic Senate President and the Vice President of Instruction. This scoring showed no evidence of abnormalities and so the data went forward to the IPC subcommittee for review. IPC looks at the data and then they discuss it and then make their final recommendations. Sheri Sterner displayed the rankings:

Orange Coast College
Instructional Planning Council - Faculty Hiring 2022-23: FINAL Results - Cut Off at 11
Total Number of Respondents (Round 1 & Round 2) = 22 (100% response rate)

Positions below are ranked by the combined score from rounds 1 and 2 (R1 + R2 RANK).

The average standard deviation for each total score was approximately 12 points. The average difference between each total score was similar at 13.7 points.
Two bands were created based on the range of scores around postion 11 following the a liberal interpretation of the standard deviation/average difference @ 13.7 points: light blue (<1 standard deviation/average difference from 11th position), medium blue - none (<2 standard deviations/average difference from 11th position).

Position	Totals/Ranks Round 1 & Round 2					Round 1 & Round 2 Statistics					Round 1 Impact Results			
	R1+R2 Rank	R1 Rank	R1+R2 Score	R1 Score	R2 Score	R1+R2 Mean	R1+R2 Median	R1+R2 StDev	R1+R2 Min	R1+R2 Max	Justification (% Yes)	Compel (% Yes)	Impact (% Yes)	Jeopardy (%Yes)
Computer Science (Position 1)	1	1	924	740	184	42.00	46.00	10.26	13	50	95%	95%	77%	36%
Counselor - Athletes	2	2	887	721	166	40.32	45.50	11.79	12	50	91%	91%	73%	50%
Math (Position 1)	3	3	880	705	175	40.00	41.50	9.64	11	50	100%	100%	55%	32%
Aviation Maintenance (Position 1)	4	4	874	705	169	39.73	41.00	7.64	21	50	100%	100%	59%	23%
Electronics	5	6	867	691	176	39.41	44.00	11.48	15	50	91%	82%	68%	50%
English	6	5	862	697	165	39.18	44.00	12.84	11	50	100%	95%	59%	23%
Physiology	7	7	831	662	169	37.77	40.00	10.08	14	50	100%	100%	68%	32%
Ethnic Studies (Position 1)	8	9	808	638	170	36.73	40.50	13.74	6	50	55%	68%	59%	36%
Art History	9	8	805	661	144	36.59	40.00	12.76	2	49	100%	91%	45%	18%
Early Childhood Education/Human Development	10	11	791	629	162	35.95	39.50	11.17	11	50	100%	86%	55%	27%
Counselor - General	11	10	783	637	146	35.59	37.50	10.70	16	50	95%	91%	55%	32%
3D & Sculpture	12	13	774	616	158	35.18	35.00	12.99	2	50	100%	95%	50%	41%
Philosophy	13	12	770	624	146	35.00	37.00	10.34	6	47	100%	91%	45%	14%
Engineering	14	15	753	600	153	34.23	35.00	11.64	10	50	95%	91%	45%	18%
Adapted Kinesiology	15	14	745	607	138	33.86	35.50	10.53	10	50	95%	91%	45%	36%
Professional Mariner	16	17	740	593	147	33.64	32.50	11.25	13	50	91%	82%	45%	36%
Astronomy	17	16	739	600	139	33.59	36.00	11.69	10	47	95%	91%	45%	23%
Yoga	18	18	722	590	132	32.82	32.50	10.01	11	50	95%	82%	50%	27%
Communication Studies	19	20	713	578	135	32.41	31.00	11.14	11	50	100%	86%	45%	18%
Piano	20	21	713	574	139	32.41	31.50	13.23	2	50	91%	82%	50%	36%
Hospitality, Travel & Tourism	21	19	709	582	127	32.23	32.00	10.93	17	50	91%	86%	59%	36%
Accounting											91%	77%	36%	23%
Asst Basketball Coach											95%	77%	45%	23%
Asst Football Coach											95%	86%	32%	18%
Aviation Maintenance (Position 2)											55%	59%	50%	32%
Aviation Science											91%	77%	36%	18%
Biology											95%	95%	27%	14%
Chemistry (Position 1)											86%	68%	32%	18%
Chemistry (Position 2)											100%	73%	41%	27%
Computer Science (Position 2)					Ranking and Ratings Suppressed; Positions Alphabetized						91%	77%	18%	9%
Construction											86%	68%	32%	18%
Dance											86%	68%	27%	14%
Ethnic Studies (Position 2)											82%	68%	23%	9%
Fashion Technical Design											91%	82%	41%	5%
Interior Design											55%	59%	23%	14%
Math (Position 2)											86%	82%	18%	9%
Medical Assisting											82%	45%	23%	5%
Psychology											91%	73%	14%	5%
Theatrical Design											82%	73%	27%	9%

A request was made to the IPC to provide the impact ratings or the impact results, so that each of those positions know the subcommittee's impression of what they submitted to help them in potential future submissions. Highlighted in orange is the 11th ranking, which is the last ranking for the available eleven positions. There were thirteen positions, but two of those positions were already hired based on last year's list. The light blue represents positions that were within one standard deviation of the 11th position. Anything in the darker blue is within two standard deviations and that is a typical part of the process that her office provides to give the subcommittee a sense of what scores might be that are statistically similar. The subcommittee decided to accept the top eleven for recommendation and those eleven positions will be sent to the College President who will make the final decisions. They also provide some descriptive statistics and some measures of central tendency to give some additional information about what the minimum and maximum standard deviations are for the position. The impact ratings provide additional information about a qualitative look at the request.

President Gordon: Thanked the Office of Institutional Effectiveness and the Office of Instruction for all their support in the Full-Time Faculty Hiring Prioritization process.

Senator Drew: Asked why general justifications for positions for rounds 1 and 2 are 10, 11, and 15, but Ethnic Studies is 6 and Art History is 2.

Sheri Sterner: Explained that column RI+R2 Min is the lower score given from an IPC subcommittee member or members.

Senator Phillips: Asked what was the criteria that IPC subcommittee members were using to score by.

Sheri Sterner: There is a step form from the IPC subcommittee. In the first round, the members are asked to look at the justification from the faculty. Then they are free to give one to 40 points. There are no restrictions on what they provide. They read the request and assign a number of points from one to forty. She shared one of the requests on the screen. That is what the faculty are asked to complete. Based on that feedback they assign a point total. They are asked about the department characteristics, the position characteristics, and then the position justification. There are some suggestions of the data that correlates to each of those areas that are given to the faculty. This is one where in department characteristics, they talk usually about the composition of the part-time and full-time faculty. Then position justification is about the composition or the characteristics in the department. There is data to support that, but faculty are free to pull in additional data to contextualize their request.

President Gordon: Emphasized that there were two different scoring opportunities for the members of the subcommittee. The first was based on the written material that Dr. Sterner illustrated. That was worth up to 40 points. Then the second was based on the oral presentations. That was worth up to 10 points for a total of 50 points maximum.

Senator Ball: Asked if it is possible to see the disaggregation between management preference and faculty preference.

Sheri Sterner: Stated that they typically do not publish that data. If that is something that the subcommittee wants published, then they can take that request to the subcommittee, as that is something that she looks at behind the scenes and discusses with the co-chairs.

Senator DeShano: Asked if the percentage of full-time to part-time in the department was taken into consideration.

Sheri Sterner: Stated that they do consider that. That is part of the data set that is linked to one of the questions that faculty are asked to respond to. It is up to the faculty putting the request in to put that data in the request. Typically, that is something that is done. The committee also does have access to the dashboard. It is up to the committee member the extent to which they pull from the narrative or pull from the data.

Senator Arismendi-Pardi: Asked how the criteria is described in terms of what kinds of variables are used in the description.

Sheri Sterner: Shared her screen and stated that faculty hiring is managed in the TracDat system. There are three narrative areas. There are a couple of sections listed such as department characteristics, data and trends provided by institutional research as appropriate, the specific number of a question while responding, the number of full-time faculty members in the department and in the past three academic years, part-time faculty FTE equivalencies in each of the past three academic years, LHE taught by part-time faculty and in each of the last three academic years, percentage of instruction taught by part-time faculty and in each of the past three academic years and then the number of FTEs generated. Those are the data points for the department characteristics that are being asked of the faculty member to discuss and add context to.

Senator Ball: Stated that he wants to assume good faith because there were serious holes in some of those departments and lot of practical concerns. Not knowing any of that, he is somewhat concerned that the prioritization seems to reflect the trend in higher education of divesting from social sciences and humanities towards STEM, as if they are opposing priorities. Not knowing any of the background of this, all he can see is the list. He expressed concern about their potential participation in that trend.

B. **Plenary Reports – Jessica Alabi & Lee Gordon:**

President Gordon: The Orange Coast Senate sent Senator Alabi and himself to the plenary. They were able to participate virtually, which reduced the cost to the Senate somewhat. The Senate has one voting delegate and he voted on behalf of the Senate. The list of adopted resolutions is on the statewide academic senate web page. The list shows how the votes went on each of the items. He voted with the majority on every resolution. To see how he voted, look at the endorsed resolutions. They line up with his vote. With respect to the significant amendments, there was one vote on his part that was a variance with the majority. That was on a particular item with respect to an issue of equity concerning STEM. The proposal was to amend it to the acronym STEAM to add the arts. He voted in favor of that amendment, meaning that he voted in favor of changing the term STEM to STEAM on this particular equity issue. That was the only significant vote on his part that varied from the majority that were implemented.

Senator Alabi: Stated that they had an enjoyable time representing Orange Coast College. They tried to advocate for a senator who contacted them about STEAM. She wished Senator Means would have been there because a lot of people representing STEM did not understand what is going on in the market and that more and more parents are sending their children into the arts just like they are sending them into STEM. There needs to be an understanding that there are *creatives* who are really changing the market with innovation. Senator Means made a great presentation to really help people understand why arts innovation and appreciation for the arts are so important for engineers, mathematicians, architects, etc. She tried to make that presentation, as well. In regards to the Hyper Flex resolution Senator Kennedy asked about, it turns out that that was really about apportionment and that resolution passed. They currently do not have a way of being paid for other types of modalities other than online and in-person. They are trying to make sure that there is a way to get hybrids centralized so that

they can understand how to be paid for that particular modality, any type of modality that is outside of all online or in person. In order to have it apportioned properly, they have to outline the structure of how it is taught. It was a dynamic discussion, and a lot of the discussions and sessions were on equity. There were a lot of majority discussions and a lot of Area F discussions. She encouraged senators to look at the adopted resolutions and those that failed. She thanked the Senate for its support on sending her to plenary and encouraged senators to get involved in the statewide academic senate.

Senator Kennedy: Pointed out that in the IPC Hiring rankings, the performing arts got the lowest scores on the rankings and supports including the Arts in STEM. There is research that shows how artistic creativity helps people think and affects their ability to do other activities like writing.

Senator Means: Thanked Senator Alabi and President Gordon for the work done and for supporting the STEAM idea. It may be an uphill battle, but there is more data out there.

Senator Arismendi-Pardi: Commented that he is disappointed that the STEAM idea did not go through. He believes that people in the performing arts and people in the STEAM fields need to collaborate to close the gap between these two entities. In his field of ethnomathematics, he has been trying to connect STEM with the humanities and the arts. He agrees with Senator Kennedy.

3. Preliminary Matters (*Continued*)

B. **Opportunity for Public Comment:** Anna Hanlon

C. **Approval of the Minutes:** *Motion 2:* **Senator Kennedy moved to** approve the November 9, 2021, minutes; motion seconded; motion approved.

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

ASOCC President - Katherine Smith: Invited senators to the Student Forum with administration scheduled on Friday, November 19, 11 am. The Zoom link can be found on the OCC website or on Instagram. Administration will be answering questions on vaccine mandates, mask protocols, testing, etc. All students and faculty are invited. It is a chance for students to either address concerns or hear back from questions that have already been pre-submitted by students.

Senator Connor: The Speech and Debate team is doing great. They are doing tournaments this semester already. One of the former students came back and is currently recording a podcast where he is following around the speech team. It is called Soap Boxers. It is an excellent podcast, and he does a great job of production. He is answering questions about what the OCC speech team does, what the culture is like, etc. He is interviewing both students and faculty. The podcast is available on Spotify or Apple Podcasts. The podcasts are about 20 minutes long and are released weekly.

Senator Phillips: Reiterated that Umoja has a presentation this Thursday from 2-3:30 pm, virtual, on Disrupting Racism through the Arts with Dr. with Ron McCurdy. He can send out the flyer for those that have not seen it.

Senator Kennedy: Encouraged people to attend the Student Forum. Shared that she received division feedback about the EQ committees; some faculty were unaware they were on the list. Additionally, she was informed that there were three members on their EQ committees, but they were not all listed. Wherever that list originated, the names, consent of those listed, and the accuracy of the list should be checked before being placed back on the Consent Calendar.

4. Officer, Senator, & Committee Reports

A. President and Vice President's Report:

Vice President's Report – Rendell Drew: Reported that President Suarez addressed an email to College Council. It is about recommendations for funding for ARR. It thanked the IPC for prioritizing the requests. The President's Cabinet completed the recommendations for this year's ARRs.

President's Report – Lee Gordon: Reported that at the most recent meeting of the Accreditation Coordinating Committee (ACC), a topic was discussed that could have some significance on the operations next semester. It is his understanding, that unless something changes next semester when we are scheduled to be more than half returned to campus, there will be two IT personnel on site at OCC to support the entire campus operation. That is a very significant change from what they had available when last they were at the full strength before the COVID era. This is a significant change that is coming. He will be inquiring further as to whether or not this decision will stand. It is his understanding that this is not an action of OCC administrators. OCC administrators did not plan for a situation where they would have only two staff support on site at OCC for the entire campus. Therefore, the locus resides at the District. He will try to get more information on what the current state of affairs is and what if anything, can be done to improve it.

B. Guided Pathways – Senator Alabi: Felipe Salazar and she put together a proposal and presented it to the Onboarding Design Team who have been front line workers in Watson Hall. They still need to get feedback from their team on the proposal. They will meet a couple more times and after that, they will bring it to the Task Force and then the Senate.

C. International Multicultural Committee (IMC) : Rendell Drew
Reported that last week the IMC had a meeting with Vice President of Instruction Michelle Grimes-Hillman. They are working together on developing a form to schedule events. It is an interactive form that connects to 25Live. He also would like his colleagues, Eric Cuellar and Nate Jensen from the IMC, to provide a report to the Senate before the end of the semester.

5. Unfinished Business

Faculty Handbook Subcommittee – Vice President Drew: Stated that he sent a memo to the Academic Senate of the members who volunteered and were Senate approved to serve on the Faculty Handbook Subcommittee: Eduardo Arismendi-Pardi, Jason Ball, Eric Cuellar, Leland Paxton, and Rendell Drew. Senator Drew has already reviewed the handbook by sections. The Faculty Handbook is intended to provide an overview of the college and to familiarize the faculty of support services' policies and procedures. It contains many helpful resources which can be described as operational in nature, which may not pertain to faculty's purview.

Along with the VPI, they are developing strategies to go through the handbook and ascertain those faculty purview areas and the subcommittee will focus on those areas. He clarified that the Academic Senate is not trying to take over the handbook responsibility from the Office of Instruction. Additionally, the handbook is not a Union contract, and it does not, in any way, supersede the faculty contract.

There is a whole section that he would like Union representatives to look at and make sure that it is updated, especially with new COVID restrictions and requirements. The

handbook updates will take from now through the next semester. There is no specific date yet. They are working with the VPI as per scheduling and working together.

Senator Arismendi-Pardi: Suggested to change the name from Faculty Handbook to College Handbook. The word *faculty* could confuse people in the future into thinking that the Faculty Handbook is actually a contractual document. It is not. It is an operational document so if it is operational, it should apply to all the people that work at Orange Coast College, therefore it should be named the College Handbook.

6. Adjournment of the Regular Meeting

President Gordon adjourned the meeting at 12:23 p.m. and announced that the Executive Board will meet on this same Zoom link at 12:30 and will set the agenda for next week. He extended an invitation to attend. He also noted that traditionally the Senate leaves open the possibility of having a meeting on the last Tuesday of this semester in the event that something would come up so there is no final decision on that yet, but will be decided at the December 7th Executive Board meeting.

7. Approval of the Minutes: November 23, 2021

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 Reordering Agenda	Motion 2 11/9/21 Minutes	Senate Membership
Aye	Aye	Alabi, Jessica A.: Senator-at-Large (2020-2023)
Absent	Aye	Arismendi-Pardi, Eduardo: **Parliamentarian**, Senator-at-Large (2021-2024)11:41 arrival
Aye	Aye	Ball, Jason: Part-Time Senator (2021-2022)
Aye	Aye	Barnes, Carol: Counseling Senator (2021-2024)
Aye	Aye	Boogar, Tyler: Math and Sciences Senator (2020-2023)
Aye	Aye	Calabretta, Nina (Part-Time Senator (2021-2022)
Aye	Aye	Connor, Sean: Senator-at-Large (2020-2023)
Aye	Aye	Cuellar, Eric: Senator-at-Large (2021-2024)
Absent	Absent	Della Marna, Jodi: Library & Learning Support Senator (2020-2023)
Aye	Aye	Denney, Matt: Technology Senator (2020-2023)
Aye	Aye	De Shano, Tina: Consumer Health Sciences Senator (2020-2023)
Aye	Aye	Drew, Rendell: **Vice President**, Senator-at-Large (2020-2023)
Absent	Absent	Ely, Cyndee: Part-Time Senator (2021-2022)
Abstain	Abstain	Gordon, Lee: **President**, Senator-at-Large (2019-2022)
Aye	Aye	Kennedy, Marilyn: **Secretary**, Lit and Lang Senator (2019-2022)
Aye	Aye	Legaspi, Jodie: Athletics and Kinesiology Senator (2020-2023)
Aye	Aye	Lloyd, Doug: Senator-at-Large (2020-2023)
Aye	Aye	Means, Leland: Visual and Performing Arts Senator (2021-2024)
Absent	Absent	Neil, Jeanne: Business and Computing Senator (2019-2022)
--	--	Otwell, Charles: Curriculum Chair (Non-Voting) (Open)
Aye	Aye	Pena, Max: Senator-at-Large (2019-2022)
Aye	Aye	Phillips, Clyde: Senator-at-Large (2021-2024)
Absent	Aye	Sachs, Loren: Senator-at-Large (2019-2022) 11:49 arrival
Aye	Aye	Stanton, Jordan: Social and Behavioral Sciences Senator (2019-2022)