

ORANGE COAST COLLEGE

Academic Senate Meeting | Feb. 21, 2023 | 11:30 am - 12:30 pm | Student Union 214/Zoom Link: <https://cccd-edu.zoom.us/j/82604795285?from=addon>.

Academic Senate Member Attendance

Jessica A. Alabi, <i>at-Large</i>	Present	Rendell Drew, <i>at-Large, Vice President</i>	Present
Jason Ball, <i>Part-Time Faculty</i>	Present	Cyndee Ely, <i>Part-Time Faculty</i>	Present
Carol Barnes, <i>Counseling</i>	Present	Lee Gordon, <i>at-Large, President</i>	Present
Nina Barrios, <i>Part-Time Faculty</i>	Present	Marilyn Kennedy, <i>Lit & Lang, Secretary</i>	Present
Tyler Boogar, <i>Math & Sciences</i>	Present	Jodie Legaspi-Kiaha, <i>Athletics & Kin</i>	Absent
Eric Budwig, <i>Technology</i>	Present	Doug Lloyd, <i>at-Large</i>	Absent
Irving Chavez Jimenez, <i>at-Large</i>	Present	Jeanne Neil, <i>Business & Computing</i>	Present
Eric Cohen, <i>at-Large</i>	Present	Lori Pullman, <i>Curriculum Chair</i>	Present
Sean Connor, <i>at-Large</i>	Present	Loren Sachs, <i>at-Large</i>	Absent
Eric Cuellar, <i>at-Large</i>	Present	Katherine Sheehan, <i>Visual & Per. Arts</i>	Present
Jodi Della Marna, <i>Library</i>	Present	Jordan Stanton, <i>Social & Behavioral Sciences</i>	Present
Tina DeShano, <i>Consumer & Health Sciences</i>	Present	Brooke Mai Ha - <i>ASOCC Student Representative</i>	Present

Guests (Optional & Voluntary Sign-In): Kate McCarroll, Jeanette Grimm, Anna Hanlon, Rebecca Morgan, Sheri Sterner, Irene Naesse, Robert Schneiderman, Kisha PC Champion, Dr. Eduardo Jesus Arismendi-Pardi.

1. Preliminary Matters

- A. **Call to Order:** President Lee Gordon called the meeting to order at 11:30 A.M.
- B. **Opportunity for Public Comments:** Eric Cuellar, Eduardo Jesus Arismendi-Pardi, Irene Naesse, Kate McCarroll.
- C. **Approval of the Minutes: Motion 1: Senator Kennedy moved to approve** the minutes from the February 14, 2023, meeting; motion seconded; motion approved [See voting tally chart at the end of these meeting minutes].
- D. **For the Good of the Order:**

Senator Ely: Reported that the Statewide Academic Senate is having the regional meeting for part-time faculty this Friday from 12:30 to 4:40pm. She will be attending.

President Gordon: Reported that the Statewide Academic Senate asked him to give a presentation on Academic Freedom next month. He will be presenting on this.

2. Officer, Senator, & Committee Reports

A. **President and Vice Presidents' Reports:**

1. **President's Report: Lee Gordon**

- **Flex Day:** Thursday is Flex Day, and you can look up available courses on Cornerstone.
- **Mendez v. Westminster:** Tomorrow, the Multicultural Center, the Global Engagement Center, and the President's Office are sponsoring a campus event on *Mendez v. Westminster*, built around Prof. Judd's law class. The event will be in Science Hall from 9:30 until 11:00 followed by a reception in the

Multicultural Center. The five plaintiffs were Gonzalo Mendez, William Guzman, Frank Palomino, Tomas Estrada, and Lorenzo Ramirez. The attorney was David Marquez. The Speakers will include Sylvia Mendez, Janice Munemitsu, and Chancellor Yamamura. .

- **Today's Senate Meeting Overview:** Today's agenda includes a discussion on copier access for faculty, and a briefing on data coaching from Prof. Hanlon. We will begin New Business with a debate on full-time faculty hiring prioritization rankings. Last week, the Coast District put on a presentation on fiscal prospects going forward. The message of District officials was one of District expenses exceeding District revenues. The District officials offered no detailed, specific actions in response to the financial shortfall they are predicting. I assume that in the austerity the District administrators are calling for, they are unlikely to authorize new full-time faculty hiring positions. The question before the Senate today is, if we stipulate there will be no new hiring next year, should the IPC subcommittee go through the full-time faculty hiring prioritization rankings anyway? For the current academic year, although we presented the administration with our list of hiring prioritization rankings, District administration told us there would be no new hiring. We will begin today's debate with the Part-Time Faculty Caucus, who will present the arguments in favor of going through with the hiring prioritization process. Then Senator Connor will present arguments in favor of opting out of the process this year. Following these presentations, we will have a roll call vote on remaining in the process or opting out.

2. Vice President's Report: Rendell Drew

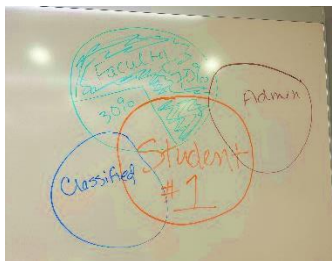
Emphasized the *Mendez v. Westminster* event. The IMC Committee decorated the Multicultural Center and set up a table for book signing. This is the case that helped to overturn the 1954 case of *Brown vs Board of Education* that desegregated schools.

- B. **Budget Update – Senator Ely:** Pointed out that that the Budget Townhall was well attended and very informative. As she walked out of it, she felt that our charge was to be creative, innovative, and stay aware and on top of things.

3. New Business

A. **Full-Time Faculty Hiring Prioritization Ranking – Part Time Faculty Caucus (8 minutes) & Sean Connor (8 minutes):**

Point of Order: President Gordon stated that Vice-President Drew would serve as timekeeper as Parliamentarian Barrios is part of the Part-Time Faculty Caucus who will be presenting.



Affirmative Argument for: Part Time Faculty Caucus (Remain):

Cyndee Ely stated she does not have a background as a debater, but she is a passionate educator. She is passionate about the value of education, and all that goes into making and sustaining that value and quality from funding, costs, instruction, innovation, and mostly being truly student-centered. She displayed the following diagram: The student is number 1. That is the center of everything that they do.

Faculty, classified, and administration all touch that student in some way, but faculty have the greatest daily constant interaction. Part-time faculty do not have protection. If they speak up, they risk their jobs. All faculty, part-time and full-

time, need to support going through the full prioritization process. It is an important aspect of everything that they do. It is the purview and responsibility of the faculty. Our programs, processes, administration, classified workers, and most of all our students deserve fully committed and dedicated faculty who are dedicated to all processes of the college. Faculty are in the front lines. If faculty give up something or indicate by lack of participation that the process is not worthwhile for any reason, they will not get it back. The process may not be exactly what all faculty would like to see, but they risk losing the right and the opportunity to change the process in the future. Shared and participatory governance needs faculty at the table. If there are not enough full-time faculty to do the necessary and required work, it will not happen. While part-time faculty are very grateful for the opportunities to participate and have their voices heard, it is not their job. It is not on their job description as it is in the full-time faculty job description. The full-time faculty are also compensated and expected to be a part, and programs and instruction will only be done by the few. Funding is a big issue. Ninety percent of the District budget and OCC budget is labor. But is it the foundation of a good solid budget to get the most bang for your buck? How is this good stewardship of the funds, if we are shirking responsibilities and we have fewer people to do the work that's necessary to keep the student number one?

Senator Ball: As a body, the job of the Senate is to come up with the general political positions of the faculty. That is the representative function, and the most basic position of organized faculty politically should always be for more faculty. For ethical reasons, it is the responsibility to continue to rebuild the society we are in by bringing new blood into the profession of teaching. From the perspective of larger political issues, things like the de-prioritization of public higher education, the growing gap between the ratio of instructional and non-instructional spending, and nationwide trends call the question whether or not public education will survive. Those who that have been in higher education for more than a decade, especially since 2009, have seen education slowly change, have felt it being eroded away. Moments like this we can feel the tipping point. How close we are to getting to a very dangerous position. As someone in their late thirties who came into the profession basically at the worst time possible after the 2008 financial crisis, where most of the talented educators he has known in his generation have already left because making less than \$25,000 for years is not do-able, so much talent has already left the profession. What are we going to do? If faculty do not protect the processes we already have, and do not try and expand them and strengthen them, they are complicit in a shift towards the part-time contractual labor model. The national trend is against tenure and labor protections. If faculty do not protect the hiring process, they will be in a worse political position to fight for hiring later. If faculty go forward with a hiring process, not only is it possible that there are budgetary changes and other political shifts that faculty could take advantage of, if they do not go through the process, they could lose those opportunities. More importantly, faculty will lose the opportunity to say and set up what they know is coming in the coming years, the situation where faculty are already fighting to protect this profession. Faculty will not have to pivot because they have been there saying that they need more people. They should be in control of who chooses those people, and these are the departments that they want.

Parliamentarian Barrios: Is going on her fourth year as a teacher, in her late twenties, and at the beginning of her career as a teacher. Being a part-timer is looking bleak. Full-time positions are few and far between and being a career adjunct is becoming less and less sustainable. Last semester she taught six classes alongside being one of the interim coordinators at the Success Center. She worked over a full-time load with no benefits and no protections. She taught at Santiago Canyon last semester but not this

semester because they do not have classes for her. She announced that this is her last semester at OCC as she is moving out of state because she cannot afford to live in California anymore. She could see a future at OCC for herself if they wanted to hire full-time faculty, but they are not, and other colleges are not, either. Even though she will not be at OCC any longer, she advocates for the future of OCC for students, classified employees, and part-timers, because if they do not see a future here, they will continue leaving. California has not been a good place to pursue teaching due to the high cost of living. If OCC is going to say that we are a student-centered institution that cares about diversity, equity, inclusion, and accessibility, maybe OCC could think of our faculty in doing that, too.

Negative Argument: Sean Connor (Opt Out): Stated that he does not represent all faculty. He does represent himself, his department, and his division, which is Literature and Languages division (specifically Communication Studies). He empathizes with the part-time caucus for the hiring process. He does not think this is a discussion about whether or not OCC should hire full-timers; OCC should absolutely be hiring more full timers. That would be what most faculty would advocate for and that would ease a lot of the burdens of the part-timers and the work that they put in. The discussion is if faculty should do and participate in work that goes nowhere. If there is funding, faculty should absolutely advocate for prioritization. However, the process is not going to go anywhere long term; there still will be a prioritization; there will still be an Instructional Planning Council (IPC). That is not going anywhere. The decision to opt out is not making that council go away. He thinks that they are rather trying to communicate to administration for faculty members, and even to students, that they will not participate in what is effectively functional busy work. They are not changing the process in any sort of fundamental way; the process remains. What they are saying is that without funding the process does not make a lot of sense at this time. This is in the specific moment a decision that they are making as opposed to a long-term decision that has bigger impacts. He clarified that he is not in IPC, nor has he been. He does have colleagues that have been on the committee and spoke to them about what the process looks like to gain their perspectives.

It is in the best interest of students, in the best interest of faculty, and the best interest of the college at large, that the Academic Senate should decide--*again contingent upon actual funding*--that they opt to not participate in the full-time faculty prioritization process. *In other words, if there is funding, faculty should absolutely prioritize.* That is a great decision. If there is no funding, then faculty and the Academic Senate should not support the full-time faculty prioritization process. As suggested by a former IPC member, they knew how much funding there was and how many positions could be funded and this past year they knew going in they had zero positions, yet they did the prioritization process as previously seen and approved in the Senate. The list of prioritizations was approved knowing that there was no funding for new hires. Furthermore, as was indicated by the former IPC member, that list from this past semester does not go beyond that point. That is not used in any future debate. It is a blank slate every year. They are making new decisions with new requests every single year. This year the budget is similar, if not worse than, last year. Logic would permit to assume that there will likely be no hiring this year, as well.

There are two primary reasons to opt out: one practical and one in principle. (1) *Practically*, they are spending time, energy, and resources to solicit requests for hiring. Faculty prepare and submit those requests. The IPC does their initial ranking then the departments will send their representatives to make their pitches again for their requests. Then the IPC will deliberate again to prioritize and rank those requests. Those are all meetings and time spent doing that. At the end of those requests, they provide

that list and in typical years there will be a threshold like funding for eight new hires, meaning the top eight will move forward with interviews. If the threshold is zero, then all that time and energy is spent, and nothing is gotten from it. (2) *Principally*, this can be seen in what the Literature and Languages Department did this past hiring prioritization this past semester. They knew going in that there would be no hires and even though Literature and Languages regularly needs new faculty members (Comm Studies is one of the largest departments there) and has lost faculty recently, as a division, they needed faculty, but did not participate because, he quoted from someone else, "We did not want to participate in a sham process." They have faculty members on the IPC that felt their time was not well utilized for this reason.

For those two reasons and given the current context, he advocates that the Academic Senate suggest to other departments and divisions that they ought to not participate as a show of collective intent of the Academic Senate that they would not do that work. If funding for new hires is procured, then they would certainly advocate that they do the prioritization. Let's make sure the faculty work is done with purpose, with intent, and with measurable outcomes. He stood for open for cross-examination.

Motion 2: Senator Kennedy moved to extend the time on this agenda item for five additional minutes; motion seconded; motion approved. [See voting tally at the end of these meeting minutes.]

Senator Kennedy added that the problems should not be presented as part-time faculty against full-time faculty. If we look at the data, full-time hiring [referring to the OCC Atlas 2021-2022, page 69 or 75 on the PDF, which is down from the site since this meeting, so no link is available] shows growth numbers from 2011-2021 as these: full-time faculty up 3.2%, part-time faculty up 15.9%, classified management up 45%, educational administrators up 45%. If we want to know where the money is, there is the answer. From 2011 to 2021, that is the growth in those areas that is not equivalent to student growth. **Senator Boogar** stated that every week he sees a list of positions going out that they District is hiring for. There are always positions, some of them are in District or in house, but there are always positions for classified and management almost every week. There is understanding that because the lack of full-time faculty can be backfilled by part-time faculty, it is not as pressing, and that is a disservice to the part-time faculty and students. **Senator Alabi** supports both presentations but sees them as different issues. As someone whose department positions did get prioritized last year, she feels like she wasted her time. She will not participate this year. It felt like a sham. She agreed with Senator Kennedy's comment. **Senator Ball** stated that as a committee, they should figure out where the gaps are and not simply step back. The reports that departments give, their demonstration of need is important information that could be lost if they do not go through the process. If it is a sham right now; they need to find ways to make it more useful, even if they do not get hiring. **Senator Connor** stated that they all made great points. The faculty is unhappy with the process if they go into it knowing that there is no money. It gives the administration and opportunity to point to a list and be like "see we did something for the faculty. We prioritized," without finding the money to advocate for those hires and get the money for hiring full-time. Faculty participates in a process to appear that they have done something for full-time hiring when the reality is they have not done anything at all. Advocacy is more that if faculty find out there is no funding, they collectively throw their support behind the idea that they will not participate in a process that goes nowhere. The request is to join the Literature and Languages Division to communicate the dissatisfaction with the fact that they are not getting money for full-time hiring when clearly there is money going somewhere.

The Senate took a roll call vote: President Gordon directed that “if you wish for faculty to continue to participate in the full-time faculty hiring prioritization ranking process, please say ‘remain.’ If you wish for faculty to not participate in the full-time faculty hiring prioritization process rankings this year, please say ‘opt out.’” The Senate voted to remain in the full-time faculty hiring prioritization process this year with fourteen votes to *remain*, four to *opt out*, and one *abstention*. [See voting tally chart at the end of these meeting minutes.]

B. Data Coaching – Anna Hanlon:

Data coaching was identified as a piece of the Strategic and Enrollment Management IEPI Plan that came to the Senate and received endorsement. It also supports goal nine of the DEIA Plan. The IE Coordinators, the Office of Institutional Effectiveness Research and Planning, and the VPI have been working to develop an approach to implement a data coaching program at OCC. She summarized what, who, and when this would occur; she also provided a flyer that was distributed to senators.

It is to be a semester-long cohort-based program, a professional development program, for faculty to engage with the data using an equity mindset and equity-minded lens. There will be five sessions and two activities that participating faculty will be expected to complete. They will receive a stipend equivalent to twenty hours on the non-instructional faculty schedule. They are partnering with Dr. Hannah Lawler, who is a consultant in data coaching, and she is in Santa Monica City College where she first implemented and developed this approach. She has a lot of experience.

One of the things that they want to do is build capacity within the divisions to look at data through an equity lens. They decided to do a cohort-based program. They are going to have sixteen faculty, one per division and with three additional at-large, one each for the three larger divisions (Literature and Languages, Social and Behavioral Sciences, and Math and Sciences). There are five sessions on Fridays. The first kick off session will be longer. They will meet at the Captain's Table. Participants will be expected to attend all five sessions. She attended some sessions at Golden West College.

This is looking at the data and having a safe place to engage with it. The flyer and the online form will go out tomorrow and those interested need to reply by March 10. They are going to randomly select the participants by division with a preference to full-time faculty because the emphasis is building the capacity and sustaining that capacity within the divisions. If there are no full-time faculty that step forward, then they would then go to part-time faculty, and then part-time faculty fully have an opportunity for the at-large positions. They will start in April.

C. Copier Services Availability – Jessica Alabi: Brought up the issue of accessibility of copiers. The OCC Reprographics office closes at 5 pm; she teaches at night on Wednesdays. What is available for her department/division is a single copier across at the Library. Neither the District nor the College should tell faculty when to do their work, such as coming in at times not in alignment with their teaching schedules. She stated that in her line of business events happen in real time. She asked if this occurs with administration. If we are going to be open at night for students, we need services at night. We need to care about the part-time populations, as well, who teach at multiple colleges, and cannot always adjust their schedules to accommodate the limited hours provided for copiers. **Senator Kennedy** stated that there is a copier in her division office. **Instructor McCarroll** stated that often times that those copiers are broken. **Instructor Naesse** asked what is going on with copiers in their division, as faculty cannot use them after hours. **CFE President Schneiderman** stated that 50% of classes are taught by part-

time faculty and 75% of the faculty are part-time. It is an equity issue. The college is providing 90% of services to 25% of the faculty, which is the full-time faculty. He agrees with Senator Alabi. He also stated that in the past the Reprographics Office has been closed the entire weekend before the start of the semester, which is absurd. **Senator Sheehan** stated that there was a while when there was not any access to the copiers. They were instructed that everything had to be placed online, which is unrealistic. In her division there is a copier in the administration area that is not allowed to be used by the faculty. **Senator Connor** asked what the next step is to get things done. **Senator Alabi** stated that there is a need to reevaluate. There was a push to move everything online but to be realistic there is also a need for copiers. In addition, if we want back in person, we need to provide in-person services. There was agreement that this was an access issue for faculty and needed to come back for more discussion.

4. Adjournment of the Regular Meeting

President Gordon adjourned the meeting at 12:26 p.m.

5. Approval of the Minutes: February 28, 2022

MINUTES: First draft written by Beatriz Rodriguez Vaca, 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 Tally Chart	Motion 1	Motion 2	Full Time Faculty Prioritization Ranking Process Votes
	Minutes 02/14/22	Extend time 5 minutes	
Alabi, Jessica A.: Senator-at-Large (2020-2023)	Aye	Aye	Opt Out
Ball, Jason: Part-Time Senator (2022-2023)	Aye	Aye	Remain
Barnes, Carol: Counseling Senator (2021-2024) 11:34 am	Absent	Aye	Remain
Barrios, Nina: Part-Time Senator (2022-2023)	Aye	Aye	Remain
Boogar, Tyler: Math and Sciences Senator (2020-2023)	Aye	Aye	Remain
Budwig, Eric: Technology (2020-2023)	Aye	Aye	Remain
Chavez Jimenez, Irving: Senator-at-Large (2021-2024)	Aye	Aye	Remain
Cohen, Eric: Senator-at-Large (2021-2024)	Aye	Aye	Opt Out
Connor, Sean: Senator-at-Large (2020-2023)	Aye	Aye	Opt Out
Cuellar, Eric: Senator-at-Large (2021-2024)	Aye	Aye	Remain
Della Marna, Jodi: Library & Learning Sup. Senator (2020-2023)	Aye	Aye	Remain
DeShano, Tina: Consumer Health Sciences Senator (2020-2023)	Aye	Aye	Remain
Drew, Rendell: Vice President, Senator-at-Large (2020-2023)	Aye	Aye	Remain
Ely, Cyndee: Part-Time Senator (2022-2023)	Aye	Aye	Remain
Gordon, Lee: President, Senator-at-Large (2022-2025)	Abstain	Abstain	Abstain
Kennedy, Marilyn: Secretary, Lit. and Lang. Senator (2022-2025)	Aye	Aye	Opt Out
Legaspi, Jodie: Athletics and Kinesiology Senator (2020-2023)	Absent	Absent	Absent
Lloyd, Doug: Senator-at-Large (2020-2023)	Absent	Absent	Absent
Neil, Jeanne: Business and Computing Senator (2022-2025)	Aye	Aye	Remain
Pullman, Lori: Curriculum Chair (Non-Voting)	-	-	-
Sachs, Loren: Senator-at-Large (2022-2025); 11:34am	Absent	Absent	Absent
Sheehan, Katherine (2021-2024) 11:57 am	Absent	Aye	Remain
Stanton, Jordan: Social and Beh. Sciences Senator (2022-2025)	Aye	Aye	Remain