ORANGE COAST COLLEGE

Academic Senate Meeting | October 31, 2023 | 11:30 am - 12:30 pm | Student Union 214/Zoom Link: https://cccd-edu.zoom.us/j/89711704637

Academic Senator Attendance			
Karen Baker, *Math & Sciences*	Present	**Lee Gordon,** *at-Large, President*	Present
Jason Ball, *Part Time Faculty*	Absent	**Kelly Holt,** *at-Large*	Present
Carol Barnes, *Counseling*	Present	**Marilyn Kennedy,** *Lit & Lang, PDI Chair, Secretary*	Present
Tyler Boogar, *at-Large*	Present	**Jodie Legaspi-Kiaha,** *Athletics & Kin*	Present
Eric Budwig, *Technology*	Present	**Irene Naesse,** *at-Large*	Present
Irving Chavez Jimenez, *at-Large*	Present	**Jeanne Neil,** *Business & Computing*	Present
Eric Cohen, *Consumer & Health Science*	Absent	**Lori Pullman,** *Curriculum Chair*	Present
Sean Connor, *at-Large*	Present	**Sara Qubbaj,** *Part Time Faculty*	Present
Eric Cuellar, *at-Large*	Present	**Loren Sachs,** *at-Large*	Present
Jodie Della Marna, *Library*	Present	**Katherine Sheehan,** *Visual & Performing Arts*	Present
Rendell Drew, *at-Large, Vice President*	Present	**Jordan Stanton,** *Social & Beh. Sciences*	Present
Cyndee Ely, *Part Time Faculty, Parliamentarian*	Present	**Rina Yamauchi,** *ASOCC Student Presentative*	Absent

Please see the Voting Tally Chart after these minutes for individual members' votes.

Guests (Optional & Voluntary Sign-In): Katie Ottoson, Sue Harlan, Angelo Esposito, Larissa Nazarenko, Bob Fey.

1. Preliminary Matters

A. **Call to Order:** **President Gordon** called the meeting to order at 11:30 A.M., announced that **Vice-President Drew** would be presiding over the meeting.

B. **Public Comments:** Larissa Nazarenko, Katie Ottoson, John Fawcett (in general discussion).

C. **Approval of the Minutes:** *Motion 1: Senator Kennedy moved to approve the October 24, 2023, minutes; motion approved.*

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

Senator Ely: Reminded everyone that if a faculty member has been selected to represent the Senate in a committee that they should come to the Senate meetings and provide a report and update on what is going on in that committee.

Senator Boogar: Stated that many Senate-appointed representatives are not part of the Senate body and may not be aware that they need to report out. He suggested reaching out to them directly to let them know.

Senator Cuellar: Announced that this upcoming Thursday, CLEEO is observing Dia de Muertos at OCC. There will be an Art Exhibition and Presentation on Dia de Muertos by Monique D. Lopez from 1-2 p.m. at the CLEEO Project Center. She is renowned and one of the premier visual installation artists for altars in California. The International Multicultural Committee will have a Dia de los Muertos altar and ofrenda. It will be available for viewing from noon to 4 p.m. in the Multicultural Center.

Senator Chavez Jimenez: Extended an invitation to attend the Accessibility Resource Center (ARC) Luncheon taking place on Wednesday, November 15, 11:30 a.m. to 3 p.m. It is an opportunity for faculty to become familiar with what they do, their facilities, and day-to-day operations. A holiday-themed lunch and refreshments will be provided. Included will be a walking tour of the office as well as a Q&A session panel hosted by the ARC director Jason Constein, and counselors.

2. Consent Agenda

No consent items under consent agenda this week.

3. Officer, Senator, & Committee Reports

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

1. **President Gordon:** No report.

2. **Vice President Drew**: Reported that the application for the ASCCC Exemplary Award Program was officially submitted in support of the CLEEO Project Center. The theme for the award is Excellence in Promotion and Advancement of Ethnic Studies. Thre is one nomination per college and each college district may nominate one program. Up to two community college programs will receive cash awards of $4,000 and up to four committee college programs will receive honorable mentioned plaques.

B. **Diversity, Equity, Inclusiveness and Accessibility (DEIA) Initiatives:** There is a conversation within the DEIA work group of creating some additional hand cards that that will include contact information of the workgroup members so that anyone who is interested can have a direct line of communication to them. This will allow for them to address any questions or concerns. **Senator Cuellar** noted that the PowerPoint presentations will be updated and sent to all senators.

C. **Part-Time Faculty Committee - Senator Ely**: Asked for clarification about office hours, as they fall under Senate purview, and if they are considered instructional. Part-timers currently have to apply to be in a lottery to possibly get compensated for a half hour a week per semester, and there is no guarantee they will get that time. She spends about three hours per week on office hours, one for each of her three classes; she gets compensated for a half hour at the non-instructional rate and gets compensated until a month after the semester ends. The part-time faculty would like the Senate to discuss this. **CFE President Schneiderman:** Stated that two weeks ago when the California Federation of Teachers was prioritizing its legislation and potential proposals for next year, the very top proposal that the Community College Council supported was funding office hours. They want to get a pool of money together, like they did for insurance, and hopefully the district will take advantage of the pool when it comes about. **Senator Boogar:** Added that office hours are an essential part of the students' experience and because of that many faculty in his department are choosing to hold extra office hours even without compensation because they care about what is in the best interest of their students. It is really unfair to both the students and faculty not to compensate and require it. **Senator Kennedy:** Suggested that since many part-time faculty are freeway flyers and may have to leave our campus after their OCC class for another campus, there should be a consideration of allowing Zoom office hours as one practical option for part-timers.

D. **Academic Freedom Committee Report – Co-Chair Marilyn Kennedy:**

Charge Regarding Academic Freedom and 10 + 1 Concerns: Reported that the Senate E-board had charged the Academic Freedom Committee (AF) with reviewing the Pope Tech Accessibility concerns and complaints that the E-Board had received regarding academic freedom and that the AF Committee then bring their assessments to the Senate. Co-Chair Kennedy noted that some of the concerns touched on 10 + 1 issues, too, so she invited **Transparency Chair Irene Naesse** to the meeting, who did attend.

Academic Freedom and Due Process: At the AF Committee meeting, **Computer Science Professor Stephen Gilbert**, a computer coding expert who was also representing his department, reported that many of his department faculty wanted answers as to why the District outsourced a third party group and tool to check what we as faculty present to our students (intellectual property), done without faculty input and due process. He presented a screenshot of his class with Pope Tech's warning of a "suspicious link text," advising it could be "fixed" by changing the button so that just read "sample problems," removing words he had intentionally selected and written. He stated that he believes that makes the page *less accessible* since it relies on the implicit assumption that the viewer will click the button. Professor Gilbert reviewed and explained the algorithms in the Pope Tech warnings. He noted that one of things that he and his department were highly concerned with had to do with academic freedom because the algorithm is designed to not allow faculty members to use these words: "click," "click here," "here," "more," "more details," "link this page," "continue," "continue reading," and "read more." Those were some of the words that faculty cannot use for language and he had specifically designed a button in his exam so students would not miss it, and he had to change it in order to let it pass the Pope Tech app.

When **Transparency Committee Chair Naesse** asked for feedback from her department on Pope Tech and the review process, she reported that she had received a flurry of emails from faculty who told her it was easier to delete the pages and links than to fix them and comply with Pope Tech. **Co-Chair Kennedy** reported that she had also had a page of article links she had created for disabled students and for her students at large that had an alphabetized list of article titles/links so that they were in one place to keep students from hopping from module to module to find them if they wanted to review. Pope Tech wanted her to rewrite the article titles to remove words from the official titles and use other "approved" words, and if that advice had been followed, it would have created confusion for students trying to find an article. She has to take that page down. Additionally, she received an email from the Accessibility Resource Center with a request for a notetaker for one of her students and after she read the announcement verbally to her class, she had posted it as an announcement in Canvas, but Pope Tech didn't like any aspect of it, so she just deleted it.

Liability and Working Conditions: The Computer Science Department raised further concerns related to faculty liability, essentially stating that the form required faculty to assume liability for the accessibility of their own material and any external sites that they link to. This is specifically seen in question 10, where there is an extensive twelve-point list of items that "should be checked manually." Professor Gilbert reported to the AF Committee that this is an onerous and an undue burden on the faculty.

For example, he has fifty-two different links on his home page. If he says "yes" on question 10, then he is stating in writing that he has completed these twelve steps for all fifty-two of those links. And since each of those links contains their own links, it would be impossible to complete this task before the "heat-death of the universe arrives." If manually reviewing each page for each of these twelve items takes approximately thirty minutes per page, then just reviewing (not fixing) the links on his home page would seem

to violate Article XI. Hours of Service, in the CFE Contract. If a faculty member clicks "yes" to this question, they may be held liable if a student sues the District for lack of accessibility, as that liability previously rested with the District, and now the District can say that they did their duty, and the professor signed a form stating that the course was accessible.

If he, as a faculty member, adopts a textbook, it is the responsibility of ARC to see that an accessible copy is provided to their clients. All of his other students get the regular, non-accessible, printed text. However, if he puts his textbook online, suddenly ARC has no responsibility to provide an accessible copy; that responsibility has been transferred to the instructor.

Academic Freedom Committee Review and Recommendations: After review, it was recommended that the Senate find the answer to this question: Who is responsible for the Pope Tech Accessibility Review Final Form?

Further, the union has been contacted and needs to follow up in regards to the working conditions aspects for those who have completed the accessibility review.

Next, it was determined that a lack of due diligence caused this to happen and we need to do accessibility in a different, positive, and *productive* way.

Finally, and in addition to the above recommendations, the group created a three-point advisory list regarding Pope Tech Accessibility review that will be presented to the Senate and ideally forwarded to the faculty in the next week or so:

1. Remind faculty that the CFE union has advised faculty that there will be no repercussions per faculty member as per evaluation or discipline regarding the Pope Tech Accessibility Review.

2. Encourage faculty not to participate in the Pope Tech Accessibility review. Suggest instead that the faculty member make a "good faith effort" to make the course accessible and make a statement that they did so. This could be followed up with a note in their Canvas class asking any students who find an accessibility issue in their class to contact the professor immediately.

3. If faculty choose to participate in the accessibility review or have already done so, request that they complete a time log and/or take a quick survey of the time spent for the process. Advise faculty to click "no" to question 10 in order to avoid potential liability.

4. New Business

A. **Computing Center Printing Costs - John Fawcett:** Reported that the Computing Center, recently, as well as the library on campus, have both initiated a paper print system. The system allows students to print both black and white and color copies for a nominal charge of five cents per side for black and white, fifty cents per side for color. Students have a web-based ability to add funds to an online account, but before they can pay for the print, they have to put money in their online account. They log into it with the same student credentials to log on to the machine, and the website is called One Web. It is basically a payment type site. Students must use a credit card or Apple Pay, but Apple Pay is not supported right now. The students have available to them a QR code so they can go directly to the payment accepting site and do the payment and add money part on their phones. They can also do it on the computer with the URL that they provide. When they go to print, they just click on print function, and it automatically brings up the payment screen which shows them cost for the job that they are going to print and checks to see if they have sufficient balance. They just check the box and then the print job goes directly to the printers. In the past, they received cash as a form of payment.

Sometimes students say it is too many steps and they are trying to hurry to get to class or they don't have a credit card with them, so they are referred to the library who does have a cash process.

B. **Artificial Intelligence Academic Honesty – Marilyn Kennedy:** As a follow-up to the Board Policies and Administrative Procedures District Committee report from last week as that committee is working to incorporate artificial intelligence/ChatBot language into the Student Code of Conduct or in individual college policies.

Senator Kennedy presented recommended statements that other universities are adopting into their policies regarding artificial Intelligence and academic dishonesty, with some suggestions from Golden West and Coastline Colleges

> **1: Students may not misuse AI (or a variation of this).**
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> **2: From Carnegie Mellon University:** Collaboration or assistance on academic work to be graded is not permitted unless explicitly authorized by the course instructor(s). The citation of all sources is required. When collaboration or assistance is permitted by the course instructor(s), the acknowledgement of any collaboration or source of assistance is likewise required. Failure to do so is dishonest and is the basis for a charge of cheating, plagiarism, or unauthorized assistance. Such charges are subject to disciplinary action.
>
> **3. Yale:** A note on Artificial Intelligence (AI) tools: Inserting AI-generated text into an assignment without proper attribution is a violation of academic integrity, and using AI tools in a manner that was not authorized by your instructor may also be considered a breach of academic integrity. How and whether instructors permit you to use AI writing tools at Yale will vary widely from course to course and is always subject to each instructor's authority and policy. Always check with your instructor *before* using these tools to produce your Yale coursework. Guidelines about these practices may change over time, so be sure to ask for the most up to date policy.
>
> **4. New Addition:** The use of AI-assistance is forbidden except under the explicit guidance and directions of your professor in a particular course. Students should assume the use of AI-assistance is against campus policy unless a professor has made it clear exactly how it should be used in the course ad how the use of AI aligns with course outlines of records/SLOs."

She asked for feedback and informed everyone that Instructors can write their own policies in their syllabi relating to their student use of AI, but these are for general District or college statements.

Senator Neil: Received feedback from one of her constituents and on the Yale description, suggested flipping the first two requirements. In other words, put using AI tools in a manner that was not authorized by your instructor is considered a breach of academic integrity and then saying, when AI generated text is allowed by the instructor, the text must be properly cited. That was the only feedback she received. **Dean Nazarenko:** Stated that AI generates not only text but also visual imagery and visual assignments and that should be considered, too. **Classified Senate President Fawcett:** Stated that the Carnegie Mellon University language is leaning towards the instructor improving specific usage. It is going to be difficult for the instructor to have enough vision of what the possible usage might be. **Senator Naesse:** Agreed with Senator Neil's comments. The ease for students will be the biggest challenge. On number 4, if we have a blanket policy then it is your instructor who will tell you whether or not it is okay and in what form. It is going to be easier for students to follow that blanket policy that it is not used. Then the exception will be given to you by your faculty member. **Counselor Katie Ottoson:** She works with a lot of students and does a lot of class presentations in different divisions. She uses Chat GPT heavily with her students for career exploration, ideation, and action planning. When she asks students if they are familiar with Chat GPT and using

it, she has noticed shame around anyone sharing that they have used it because in classes professors have forbidden them to use it. There is a lot of shame around it. At the same time, as a career counselor she wants to prepare students for the workforce where it is heavily being used. She wanted to put out some caution from forbidding students from using it, except for very specific scenarios because we are already creating a culture of shame and distrust in not allowing students to use it. We need to teach students to use AI in an ethical way and prepare them for the workforce. **Senator Neil:** There is a webinar on Friday, November 17, from 1-2:30, showcasing new artificial intelligence LLM, Large, language, and model. It is a free CPE. She will share it with Senate Support Beatriz Rodirguez Vaca, who can forward it to those who are interested. **Senator Naesse:** Commented that students have to write an essay for her exam. She is unable to judge their competency and knowledge if they are using Chat GPT in her class for that. There are appropriate uses and there are non-appropriate uses. While we are preparing students for the workforce, they do need to be able to write critically, think, and also be able to evaluate what comes out of artificial intelligence. As long as students are clear, and the instructors are clear about what the expectations are, students should not feel any kind of shame about what they are using in their class, or what they are not using because that has been laid out clearly by the instructor.

C. <u>**Academic Senate Retreat Responses – Vice President Drew**</u>: Reminded everyone that the Senate is in the process of setting up the retreat, to be held on January 25, 2024, 9 a.m. to 1:30 p.m., at the Waterfront Campus. There was a Google Form for senators to offer suggestions on what they would like addressed during the retreat. The responses included the following items:

- A review of the 10+1
- Inviting a state-level guest speaker on the importance and implementation of the DEIA strategies
- Information on artificial intelligence (AI)
- A presentation on the 10 + 1 and which items are "rely primarily" vs. "mutually agreed"
- Senate-appointed committee representatives reporting to the Senate
- Presentation on comparing Canvas to other apps that professors use
- A review and revision of the Senator Handbook
- The 10+1 and the faculty voice not being heard.

D. <u>Sustainability Caucus</u>: **President Gordon** stated that any member of the Senate can form a caucus. The Senate is looking for like-minded senators who want to showcase OCC. If anybody wants to join the Sustainability Caucus, they can contact Professor Pullman.

5. Adjournment:

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

6. Approval of the Minutes:

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.

Senate Membership & Voting Tally Chart	Motion 1 Minutes 10/24/23
Baker, Karen: Math & Sciences Senator (2023-2026); 11:50am	Absent
Ball, Jason: Part-Time Senator (2023-2024)	Absent
Barnes, Carol: Counseling Senator (2021-2024)	Aye
Boogar, Tyler: Senator-at-Large (2023-2026)	Aye
Budwig, Eric: Technology Senator (2023-2026)	Aye
Chavez Jimenez, Irving: Senator-at-Large (2021-2024); 11:33	Absent
Cohen, Eric: Consumer Health Sciences Senator (2023-2026)	Absent
Connor, Sean: Senator-at-Large (2023-2024)	Aye
Cuellar, Eric: Senator-at-Large (2021-2024)	Aye
Della Marna, Jodi: Library & Learning Senator (2023-2026)	Aye
Drew, Rendell: Vice President, Senator-at-Large (2023-2026)	Abstain
Ely, Cyndee: Parliamentarian, Part-Time Senator (2023-2024)	Aye
Gordon, Lee: President, Senator-at-Large (2022-2025)	Aye
Holt, Kelly: Senator-at-Large (2023-2026)	Aye
Kennedy, Marilyn: Secretary, Lit. & Lang. Senator (2022-2025)	Aye
Legaspi, Jodie: Athletics and Kinesiology Senator (2023-2026)	Aye
Naesse, Irene: Senator-at-Large (2023-2026)	Aye
Neil, Jeanne: Business and Computing Senator (2022-2025)	Aye
Qubbaj, Sara, Part-Time Senator (2023-2024)	Aye
Sachs, Loren: Senator-at-Large (2022-2025);	Aye
Sheehan, Katherine (2021-2024ss); 11:47pm	Absent
Stanton, Jordan: Social & Beh. Sciences Senator (2022-2025)	Aye