

# ORANGE COAST COLLEGE

Academic Senate Meeting | November 28, 2023 | 11:30 am - 12:30 pm |  
Student Union 214/Zoom Link: <https://cccd-edu.zoom.us/j/89711704637>

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

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

**Guests (Optional & Voluntary Sign-In):** Stephen Gilbert, Sheri Sterner, Anna Hanlon, Bob Fey, Larissa Nazarenko.

## 1. Preliminary Matters

- A. **Call to Order:** President Gordon called the meeting to order at 11:30 A.M.
- B. **Opportunity for Public Comments:** None.
- C. **Approval of the Minutes:** Secretary Kennedy announced that the November 21, 2023, minutes will be ready next week due to the Thanksgiving holiday break for staff and faculty.
- D. **For the Good of the Order:**

**Senator Ely:** Announced that The Communities of Practice for Part-Time Faculty would like to invite everyone to attend the OCC Waterfront Campus Holiday Boat Parade. There will be an Italian dinner. The boat parade will pass by the Waterfront campus at about 8:30 p.m., on Saturday, December 16. You can register through Cornerstone and please send Senator Ely an email if you are bringing guests.

**Senator Barnes:** Commented that in her reviewing of the OCC Senate bylaws membership and the minutes for the last few meetings, she noticed that the ASOCC student representative has been absent for at least five consecutive times and a part-time senator has been absent at least four times. We need input from these important people. She suggests a follow up on this. **Senator Kennedy:** Suggested we reach out to ASOCC to let them know about the student rep. **President Gordon:** Stated that the part-time senator had notified him about the absence and the senator had reported that that he would be in attendance in the spring semester.

## 2. Consent Agenda

Mark Hamamura: **Equivalency Evaluator for Physics at OCC**; Hannah Haghghat: **Flex Committee**; Brian Beichner: **Flex Committee**

*Motion 1: President Gordon moved to approve the consent agenda; motion seconded; motion approved with 2 abstentions.*

## 3. Officer, Senator, & Committee Reports

There were no reports.

## 4. Unfinished Business

A. **Resolution on Pope Tech Accessibility and 10+1 -Senators Irene Naesse and Marilyn Kennedy [third presentation and reading]:**

The movers and seconder of the resolution, **Senators Kennedy and Naesse, and Vice-President Drew, alternated in the reading of the Resolveds to the Senate (see next page.)**

## Academic Senate Resolution F-2023-2

**Resolution on Positive Accessibility and  
the Pope Tech Accessibility App and Review Process  
(Academic Freedom, Curriculum, Due Process, Liability, Transparency, Working Conditions)***Moved by Senators Marilyn Kennedy and Irene Naesse**Seconded by Vice-President Rendell Drew**Original version read to the Senate, updated version on November 14  
November 28, 2023*

**Whereas**, OCC faculty support and advocate for equal access for disabled students using accurate and trustworthy accessibility tools;

**Whereas**, the Pope Tech accessibility software plus its summary and review processes have failed to be accurate and trustworthy;

**Whereas**, the coding and technical flaws inherent in the Pope Tech system were researched and presented to the OCC Senate on November 7, 2023, by Computer Science Professor Stephen Gilbert, in "Problems of Accessibility Course Review" (PACR), and copies of this were sent to OCC faculty, administrators, and Board of Trustee members on November 15, 2023;

**Whereas**, the PCAR explained that the consequences of Pope's false "errors" have led faculty to delete accessible course content because the software incorrectly identifies content as inaccessible and does not correct or update the false reports;

**Whereas**, the PCAR also showed that due to the undue burden placed on faculty to manually check Power Point slides and non-Canvas materials, faculty are simply removing those learning resources;

**Whereas**, the PCAR showed the concerns with potential legal liabilities if faculty sign "yes" to question 10 on the Pope Tech Accessibility Review Form;

**Whereas**, the current accessibility review process requires only 10% of the faculty to annually review, resulting in a ten-year date to "successful" completion of a process with known and repetitive inaccuracies and reports;

**Whereas**, the Pope Tech Accessibility Review app, summary, and review process were not vetted or approved by the OCC Academic Senate, and the Senate was administratively informed on March 7, 2023, that "Canvas will use the Pope Tech Accessibility checker" (March 7, 2023, minutes);

**Whereas**, these issues have led to transparency and 10 +1 issues revolving around curriculum, standards, process, and academic freedom and have added excessive hours to the faculty workload beyond the Coast Federation of Educators (CFE) Contract, Article XI. Hours of Service;

**Therefore, Be It Resolved**, that the OCC Senate fully endorse Computer Science Professor Gilbert presenting the PCAR to the Board of Trustees, in order to explain the flaws and failures of Pope Tech;

**Therefore, Be It Further Resolved**, that faculty are made aware that (CFE) has advised faculty that there will be no repercussions to faculty in evaluations or discipline regarding the Pope Tech Accessibility Review;

**Therefore, Be It Further Resolved**, that the review form be revised to reflect faculty feedback, and include a time log and/or take a quick survey of their time spent for the process so that CFE may more fully address their additional uncompensated work time;

**Therefore, Be It Further Resolved**, until the form is revised, faculty who choose to participate consider marking review question #10 as a "no" and follow that with a statement that they made a "good faith effort" to make the course accessible and will post in their Canvas class requesting that any student who finds an accessibility issue in their class to contact the professor immediately; and

**Therefore, Be It Finally Resolved**, that the Senate appoint representatives to the District work group so that faculty and District may collaborate as per the 10 + 1, in order to find a new way to improve accessibility and ensure instructional integrity while meeting state and federal accessibility regulations in a positive and productive way.

**Motion 2: As so moved by Senator Kennedy and Senator Naesse and seconded by Vice-President Drew, a vote was taken on the final resolution. The motion/resolution passed.**

## 5. New Business

### **A. Institutional Self-Evaluation Report (ISER) Orientation: Dean Sheri Sterner and Professor Anna Hanlon:**

**Dean Sterner:** A few weeks ago on October 24, the Academic Senate approved the ISER review process. We are here to task and explain to the Senate its responsibility in the process. Phase 1 starts with Technical Review 2023-2024, and that starts today as we inform the Senate of the process for the statements assigned to the Senate. Through spring of 2024, we will be collecting that information from different participatory governance groups and the Senate, then creating a draft of that information in the summer of 2024. In 2024-25, that is going to be the big campus review, ending about March. We will turn in our final ISER in August of 2025, in anticipation of 2026-2027.

**Professor Hanlon:** We are here to show you where the Senate has been aligned to statements, and then allow the Senate to determine its own approach and process for doing this work. If you recall from the presentation before, you may recall that the focus of accreditation has moved from *process* to *outcomes*; *they are* assuming you have a process but now will be focusing on closing the loop. What are the outcomes of those processes? Are they creating equitable outcomes for students? How do we know? What did we learn? What will we do differently? Is there anything we should be doing? The ACC wants this to be an opportunity for reflection. For each standard, they are asking us to reflect on what the college is doing that aligns with the standards, so to identify a process, a policy, and our actions. They are also asking us to reflect on the results. How effectively are we supporting equitable student outcomes? How do we know? What can we do to improve? What will we do differently as we move forward? The first four items are directly pulled from the ISER template. We added the fifth one, "anything we should be doing," to reflect and identify any gaps.

**Dean Sterner:** When you see the new framework that the Senate will be using, you see that it reflects a change away from evidence. This phase is about dialogue surrounding our outcomes: looking at the gaps in equitable outcomes and gaps. It is time to reflect on what improvements we may need to make, and they are encouraging institutions to be innovative in their solutions. We think this is going to be in the form of dialogues rather than evidence collection which is different than what we have done in the past.

**Professor Hanlon:** The Academic Senate's Assigned Statements include the following (see next page):

## Academic Senate's Assigned Statements

**Standard 2: Student Success: In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.**

2.6 The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

**Standard 4: Governance and Decision Making: The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.**

4.1 The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry.

4.2 Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. Institutional decision-making processes provide opportunities for the inclusion and participation of stakeholders, as appropriate to the institution's character.

[Accreditation Standards Alignment document](#)

Because the Curriculum Committee is a subcommittee of the Senate, it has the following assigned statements. We will go to the committee in the next week or so.

## Curriculum Committee's Assigned Statements

**Standard 2: Student Success: In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.**

2.1 Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes.

2.2 The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.

2.3 All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, and the ability to engage with diverse perspectives.

[Accreditation Standards Alignment document](#)

The next step is for the Senate to determine its approach: Who will engage in the discussion and develop the content? Will it be the entire Senate, an ad hoc committee, the Transparency Committee? Those are just ideas. It is whatever the Senate wants. If this could be identified before the end of the semester it would be helpful as we are going to be having supplemental training in the spring. We would like the Senate appointees to be invited to that additional training. What the appointees can do is to begin to look at the statements again and reflect on whether we are meeting the standards.

**Dean Sterner:** I would use it to review the possible sources of evidence because it helps define what they are looking for. We are here to support you, but this is not about evidence collection.

**VP Drew:** Asked if the Senate will figure out the approach through the training provided and if the training is at the non-instructional rate.

**Dean Sheri Sterner:** That has not been decided yet. The approach will be left to the Senate to determine.

**Senator Kennedy:** Thanked both Anna Hanlon and Sheri Sterner and suggested this issue comes back to the Senate to determine the approach.

**B. Accessibility Content Review Process – Lee Gordon:** President Gordon made the following statement:

I want to begin by thanking my colleague, Professor Steve Gilbert (who is here with us), for his help in preparing my remarks. The Accessibility Content Review Process or ACR has, in my opinion, some shortcomings performing the steps for a manual check as listed in the ACR Resource Center instructions. It is impossible to process the amount of non-Canvas content contained in many classes' Canvas pages. This situation may lead to faculty members deleting content, such as PowerPoint slides from their Canvas pages even if they might be accessible since the process is so difficult. It should be noted that the first community college district to pilot the Pope Tech product was the Coast district. Here are some points to note on the PCR process:

- The ACR process ignores the instructor's judgement.
- It is flawed in its execution. Pope Tech, W.A.V.E, and manual testing
- Faculty are removing instructional materials when they feel they can't comply with ACR process requirements.
- The ACR process denies students access to some instructional materials.
- The ACR process is ineffective in making meaningful progress towards increasing accessibility.


**Senator Boogar:** Stated his concerns were first with the Pope tech software issues. He is grateful that those have been raised. The second regarding faculty responsibility remains unaddressed. No one is debating the importance of accessibility, nor that there is a legal requirement that our materials be accessible. He is grateful to the local OCC team for the work that they have been doing. However, the responsibility has been assigned by the District to faculty without engaging the Union in bargaining related to these added duties. Additionally, it may not be the best course of action to assign the responsibility to faculty at all. Many of us are not experts in the wide range of accessibility standards. He hopes that the District will engage with the Union and other

stakeholders on this matter before implementing this accessibility review again in the future.

**C. Plenary Update and Report – Rendell Drew:**

**Vice-President Drew Provided an Overview of the Resolutions:**

- Attended the Fall Plenary session and it was a very good learning experience.
- Explained the resolution process and considerations, not only at the local level but also at the state level.
- Ensured that the Senate is familiar with this process.
- Reported that there were over 50 resolutions.
- Announced that the documents will be shared with the Senate.
- Specified that the resolutions must be very specific.
- Expressed that resolutions are a fundamental instrument.
- Reported that there are about 1.9 million students in the CCC system.

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|  <p><b>ACADEMIC SENATE</b><br/>for California Community Colleges<br/>LEADERSHIP • EMPOWERMENT • VOICE</p> <p><b>2023 Fall Plenary Session</b><br/><b>Resolutions Process &amp; Considerations</b></p> <p>Presented by:<br/><b>Dr. Rendell E. Drew, V.P.,</b><br/>OCC Academic Senate<br/>11/26/23</p> <p><b>Overview</b></p> <p>It is important that Academic senate leaders from throughout the state should be familiar with the full cycle of the process, as well as some guiding principles, when writing resolutions.</p> <p>As the official voice of California community college faculty in academic and professional matters, the <i>Academic Senate for California Community Colleges (ASCCC)</i> is committed to equity, student learning and student success.</p> <p>The Academic Senate for California Community Colleges acts to <i>empower faculty to engage in local and statewide dialog</i> and take action for continued improvement of teaching, learning, and faculty participation in governance.</p> <p>As a <i>primary instrument</i> for faculty across the state to guide the work of the Academic Senate for California Community Colleges (ASCCC), resolutions are critical and foundational.</p> <p>Basic Guidance on resolutions and recently updated tracking information are available on the ASCCC website at: <a href="https://www.asccc.org">asccc.org</a>.</p> <ul style="list-style-type: none"> <li>• <b>RESOLUTIONS MAIN COMPONENTS:</b> Resolutions begin with an idea that is of statewide interest. The ASCCC Executive Committee and the organization's other committees submit resolutions that are introduced at area meetings.</li> <li>• <b>UPDATED RESOLUTIONS TRACKING:</b> Recently, the ASCCC has been updated to provide status information on each resolution, which provides more transparency on progress in addressing resolutions. The adopted resolutions are available at: <a href="https://www.asccc.org/resources/resolutions">https://www.asccc.org/resources/resolutions</a>.</li> </ul> <p>1</p> | <ul style="list-style-type: none"> <li>• <b>STATEWIDE ISSUE OR CONCERN:</b> Resolutions should address issues or concerns that are statewide in nature.</li> <li>• <b>PURVIEW:</b> Resolutions must address issues within the purview of the ASCCC and may only direct the ASCCC to act. Faculty should consider the nature of the issue or concern and its relation to academic and professional matters when drafting resolutions. Academic and professional matters detailed in Title 5 Sec. 53200, colloquially referred to as the "10+1" describes the purview of the ASCCC.</li> <li>• <b>FOCUS ON CONTENT:</b> Making very specific requests with carefully crafted language may not always align with the resolutions process.<br/><br/>(I.E.: A resolution may request the creation of specific language in Title 5 related to curriculum. These changes are then vetted through the California Community Colleges Curriculum Committee-a committee of the CA Community Colleges Chancellor's Office).</li> <li>• <b>INTEGRATED PLANNING:</b> Colleges have Mission Statements, Strategic Plans, Educational Master Plans, etc. that align with their missions.<br/><br/><b>Note:</b> The ASCCC is a different type of organization, and such a traditional model does not quite fit. However, the ASCCC has a Mission Statement &amp; does engage in institutional self-reflection and strategic planning. However, the wide variety of resolutions in recent years that cover various and sundry topics potentially says a great deal about the current state of the community college system.</li> <li>• <b>FEASIBILITY:</b> As an organization, The ASCCC manages the workload of a large team of volunteers, from Executive Committee members working with some amount of reassigned time to committee &amp; task force volunteers and faculty experts who fully volunteer their time, energy, perspectives, and knowledge.</li> </ul> <p><b>Conclusion:</b></p> <p>I have learned that by attending the ASCCC Plenary Sessions, resolutions are truly the foundational instrument through which the faculty statewide provide guidance to the ASCCC Executive Committee and direct its work throughout the state.</p> <p>The ASCCC Executive Committee urges all faculty to be involved, ask questions, and actively debate for the roughly 1.9 million students in the California Community College system as they deserve the best effort and involvement from all faculty who serve them.</p> <p>Source: The ASCCC Resolutions Handbook at The ASCCC Resolutions Handbook is available at <a href="https://www.asccc.org/sites/default/files/ASCCC_Resolutions%20Handbook%20Updated.pdf">https://www.asccc.org/sites/default/files/ASCCC_Resolutions%20Handbook%20Updated.pdf</a></p> <p>File: ASCCCResolutionPres:OCCAcad Senate</p> <p>2</p> |
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**Fall 2023 Plenary Sessions Resolutions Review:**

**VP Drew** highlighted resolutions that were discussed in the local senate body. Some of them include resolutions on diversity and equity; articulation of high school courses; address CCC Apply Impact on current incarcerated Individuals and justice-involved students; revisions to Title 5 to include DEIA in the Course Outline of Record, OER, etc. VP Drew explained the voting results for some of them. The link to the resolutions will be shared with senators.

**Senator Kennedy:** Asked if there was any discussion at the Plenary on the court case stemming from a community college district in the State of California in terms DEIA and evaluation and First Amendment rights issues. **VP Dew:** Stated that it was mentioned but there was no determinate information, but people are aware of that.

**VP Drew:** Stated that the state Academic Senate encourages writing and submitting articles to them.

## 6. Adjournment

**President Gordon** adjourned the meeting at 12:16 p.m.

## 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.



| Voting Tally Chart and Senate Membership                                | Motion 1<br><br>Consent<br>Agenda | Motion 2<br><br>Resolution<br>on Pope<br>Tech &<br>Review<br>Process |
|---|-----------------------------------|--|
| Baker, Karen: Math & Sciences Senator (2023-2026)                       | Aye                               | Aye  |
| Ball, Jason: Part-Time Senator (2023-2024)                              | Absent                            | Absent   |
| Barnes, Carol: Counseling Senator (2021-2024)                           | Aye                               | Aye  |
| Boogar, Tyler: Senator-at-Large (2023-2026)                             | Aye                               | Aye  |
| Budwig, Eric: Technology Senator (2023-2026)                            | Aye                               | Aye  |
| Chavez Jimenez, Irving: Senator-at-Large (2021-2024)                    | Aye                               | Aye  |
| Cohen, Eric: Consumer Health Sciences Senator (2023-2026)               | Aye                               | Aye  |
| Connor, Sean: Senator-at-Large (2023-2024)                              | Aye                               | Aye  |
| Cuellar, Eric: Senator-at-Large (2021-2024)                             | Aye                               | Aye  |
| Della Marna, Jodi: Library & Learning Senator (2023-2026)               | Aye                               | Aye  |
| Drew, Rendell: Vice President, Senator-at-Large (2023-2026)             | Aye                               | Aye  |
| Ely, Cyndee: Parliamentarian, Part-Time Senator (2023-2024)             | Aye                               | Aye  |
| Gordon, Lee: President, Senator-at-Large (2022-2025)                    | Abstain                           | Abstain  |
| Holt, Kelly: Senator-at-Large (2023-2026)                               | Aye                               | Aye  |
| Kennedy, Marilyn: Secretary, Lit. & Lang. Senator (2022-2025)           | Abstain                           | Aye  |
| Legaspi, Jodie: Athletics and Kinesiology Senator (2023-2026); 11:51 am | Absent                            | Absent   |
| Naesse, Irene: Senator-at-Large (2023-2026)                             | Aye                               | Aye  |
| Neil, Jeanne: Business and Computing Senator (2022-2025)                | Aye                               | Aye  |
| Qubbaj, Sara, Part-Time Senator (2023-2024)                             | Aye                               | Aye  |
| Sachs, Loren: Senator-at-Large (2022-2025)                              | Aye                               | Aye  |
| Sheehan, Katherine (2021-2024); 11:41 am                                | Absent                            | Absent   |
| Stanton, Jordan: Social & Beh. Sciences Senator (2022-2025)             | Aye                               | Aye  |