

ORANGE COAST COLLEGE

Academic Senate Meeting | Oct. 11, 2022 | 11:30 am - 12:30 pm | Student Union 214/Zoom Link: <https://cccd-edu.zoom.us/j/82604795285?from=addon>

Academic Senator Attendance

Jessica A. Alabi (Remote), <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>	Absent	Lee Gordon, <i>at-Large, President</i>	Present
Nina Barrios, <i>Part-Time Faculty</i>	Present	Marilyn Kennedy, <i>Lit & Lang, Secretary, PDI Chair</i>	Present
Tyler Boogar, <i>Math & Sciences</i>	Present	Jodie Legaspi-Kiaha, <i>Athletics & Kin</i>	Present
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>	Present
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): **In Person:** Kate McCarroll, Calvin Fantone, Sheri Sterner, and Jaime Gomez. **Zoom:** Rick Garcia, John Fawcett, and Anna Hanlon.

1. Preliminary Matters

- A. **Call to Order:** President Lee Gordon called the meeting to order at 11:30 A.M.
- B. **Opportunity for Public Comment:** Michelle Grimes-Hillman.
- C. **For the Good of the Order:**

Senator Stanton: Shared a constituent's recommendation about verifying course rosters at the beginning of the semester after receiving an email saying the roster had not been verified; it did not say for which class, so he had to go through every class to find out which one had not been verified. This constituent believes it would be better if the email stated which classes have not been verified to save professors' time.

Senator Connor: Announced that the Speech and Debate has a showcase on Wednesday, October 26, 5 p.m., in the Science Hall. This is the second showcase this semester. He encouraged faculty to send students, as it is one of their highest recruiting tools: students watching other students do speeches and believing that they can do that. They do offer a little printed program that they get right when they walk in if you require verification.

Senator Boogar: Commended the Senate Executive Board and the Office of the President on a great event on collegiality last Friday. He especially appreciated the scenario presented in which it was ill advised to have committees comprised of a variety of constituency groups to give approval and subsequent board recommendation for matters that are the purview of faculty. I think about our recent discussion around full-time hiring practices. It seems that a misstep may have been made where the EEO Advisory Committee recommended changes to hiring policies without receiving endorsement from the Academic Senate. At least, I do not believe we were asked to do those changes. He request that this be agendized for a future meeting to ascertain whether the current process for deciding hiring practices for faculty reflects faculty

purview. He thanked Director of Human Resources Rebecca Morgan for being so diligent and answering our questions and actively seeking our feedback to bring to future EEO Advisory Committees.

Senator Cuellar: Extended two invitations: (1) CLEEO 13.0 Summit Zoom webinar from 3-4 p.m., as they are hosting Dr. Frances Contreras Dean and Professor from UC Irvine School of Education. The Zoom link is on the flyer or if you log into "MyCoast" under "Home," you will see the "Becoming Latinx Conscious and Responsive," there. (2) The International Multicultural Committee meeting at the Multicultural Center from 1-2 p.m.

He reported on last week's film screening of *Mariposas del Campo*. They had a full house, with a wonderful panel that consisted of the director and the producer, and OCC representation from students, staff, faculty, and administrators. Three languages were represented on the panel: Zapotec, Spanish, and English. He shared a student's comment who attended the event: "I attended the documentary screening for *Mariposas del Campo*. I want to say that it was amazing. I learned a lot from what another culture within a culture goes through running on a yearly struggle and gained so much insight and respect. I would recommend this to any student." In response to a question, Senator Cuellar noted that on the OCC CLEEO web page there is a CLEEO Summit library that has recordings of past CLEEO events. There is also a CLEEO hall of fame where Dolores Huerta and Luis Valdez's presentation is. They are viewable 24/7, 365 days a year.

Senator Barrios: Commended the Collegiality in Action presentation. A presenter asked about our campus's decision-making document, and she learned that OCC's decision-making document is public on OCC's website. Academic Senate Administrative Support Person, Beatriz Rodriguez Vaca, said she would send it out to everybody.

Senator Alabi: Co-signed everything that Senator Boogar said about the hiring process. The workshop illuminated some truths.

Senator Chavez-Jimenez: Extended an invitation to instructional faculty and OCC employees to their OCC DSPS Faculty Open House on Wednesday, November 16. It is an opportunity for everyone to come and check their site, operations, all the different features of their department, and to get to meet their staff and team. They will be hosting a Q&A opportunity for everyone, so if you have questions or anything you want to bring up related to accommodations or DSPS, they are happy to answer those. Food and refreshments will be available

2. Consent Agenda:

CVT Hiring Committee Representative: Loren Sachs **Alternates:** Tabitha Liang, Kelly Holt

Motion 1: Senator Ball moved to approve the consent agenda; motion approved. [See Voting Tallies Chart at the end of these meeting minutes.]

3. Preliminary Matters (Continued)

- D. **Approval of the Minutes: Motion 2: Senate Secretary Kennedy moved to approve the October 4, 2022, meeting minutes; motion approved.** [See Voting Tallies Chart at the end of these meeting minutes.]

4. Officer, Senator, & Committee Reports

A. President and Vice President's Reports:

President Gordon's Report:

Shared Governance "Collegiality in Action" Workshop: Thanked members of the Senate who turned out Friday; it went very well. He and Vice-President Drew thanked President Suarez and Vice-President Grimes-Hillman for their help and support in making it happen.

Executive Board Presentations: Announced that the Senate is continuing its series of presentations on programs associated with the members of the Academic Senate's Executive Board. Senators Barrios, Ely, and Ball will tell us about the Part-Time Faculty Caucus. Next week, Senator Kennedy, President Emeritus Arismendi Pardi, [and Professor Richard Kraft] will speak on academic freedom.

AB 156 Medina: Two weeks ago, the governor vetoed this bill, which would have raised the part-time maximum load from the current one which is approximately 67% of a full-time equivalent load to the proposed 80-85% of a full-time faculty load.

Next Week: Announced that Vice-President Drew will preside over next week's Senate session.

Competency-Based Education (CBE) Faculty Liaison: Talked about the proposal to assign an OCC faculty member as an advocate for Coastline College's Initiative on Direct Assessment - Competency-Based Education (CBE). "*Direct Assessment - Competency Based Education*" is abbreviated in the Job Description as "D.A. - C.B.E." This is on the agenda for today. He asked Curriculum Chair Pullman to speak a couple of minutes in favor of the proposal to create an OCC Faculty position to Advocate for D.A. - C.B.E. and asked Senator Boogar to speak a couple of minutes in opposition to the proposal. After, the discussion will open to all the members of the Senate. "D.A." stands for "Direct Assessment" and "CBE" is "Competency-Based Education." He read the three key points in the job description of the proposed faculty CBE Advocate:

- Works collaboratively with all constituency groups to gather and present information to The College about CBE.
- Provides The College's Faculty a voice in discussions about the adoption of Direct-Assessment (D.A.) C.B.E. modality at Coastline.
- Support student equity in mindset and practice throughout D.A. – C.B.E. projects and workgroups.

The position carries 20% release time, and our union has indicated they will only negotiate for this position with the advice and consent of the Senate. There are two aspects of this subject that the members of the Senate may wish to deliberate on:

- *The first issue* is whether the OCC Academic Senate should endorse the establishment of a 20% release time position at OCC to advocate for Coastline's C.B.E. Initiative. This discussion could include the merits of OCC promoting competency-based education.
- *The second issue* is whether the faculty of OCC were collegially consulted concerning CBE before the District made commitments on behalf of Coastline College which would impact instruction at OCC.

Vice-President Drew's Report: He updated the Senate on the status of the Faculty Handbook. The individuals of that committee are Senator Boogar, Senator Ball, Leland Paxton, Senator Cuellar, and Vice-President Drew. They had a meeting on October 6. He thanked VPI Grimes-Hillman for capturing the minutes of the meeting. She also began with introductions and reported that the deans had no negative feedback on the recommendations that we are suggesting for the Faculty Handbook. To be clear, the Senate is only looking at the areas and purviews pertaining to other faculty and the 10+1. It is to great extent an operational document.

They established the next two or three steps to move forward with the Handbook. VPI Grimes-Hillman mentioned that she will utilize her staff to update the web links, the names of the people's offices because names always change, phone numbers, and change those kinds of things. They want this to be a digital living document that can be updated on a regular basis and easily accessed by all.

Leland Paxton mentioned that the major issue with the handbook is the Onboarding portion. Once again, for faculty who are newly hired, we want to make sure that it is something that is going to be accessible for them. I think they will get that once we are finished with all the updates and changes.

Senator Tyler Boogar was a great asset. He thanked him for helping out with the Google docs. We were all able to do a lot of updating together. We are going to add an appendix, table of contents, etc.

VPI Grimes-Hillman also agreed that these updates can be made, but they suggested to attach links, like the Decision-Making document. We do not have to recreate everything on the document as long as you put the links that will go directly to them that hopefully will continue to work properly.

The Handbook will remain digital. Sustainability was also mentioned as part of that format, as well. As a committee, we are in agreement that the main purpose of the update is to have our Faculty Handbook that needs little or no changes on an annual basis. We just want to go back through and make little updates like names, phone numbers, departments, and things like that. Of course, new policy, too.

We want the new addition to be easily able to be changed. Finally, it was suggested and agreed that the Committee will continue updates. We will send them to the VPI's office staff persons, Theresa de los Santos and Karen Rodriguez. The goal is to finish the updates and complete them by the beginning of the year 2023-2024.

We are all in the same page. It was good to hear that the deans did not have any kind of big objections to the suggestions that we made. It is our purview; faculty purview and the 10+1 are those areas. We are not here to change or infringe upon any operational aspects of it unless it directly deals with us.

Senator Kennedy: Noted that it states that you requested bullet points for the Handbook from PDI and Academic Freedom [and CFE] for the Faculty Handbook. What exactly do you need?

Vice President Drew: Stated just information from the old handbook but updated.

- B. CFE Union/Bargaining Unit Report – CFE President Schneiderman:** Mentioned that they had their first Bagels and Coffee and thanked everyone who showed up. Additionally, the California Federation of Teachers lobbied really hard to get \$200 million into a fund for part-time health care; that will apply to any faculty member over 40% and it will reimburse the District one hundred percent for those faculty members' health care

benefit costs. There are many other parts to it if they work in multiple districts. However, that will be a huge budget savings for our district to have a one-hundred-percent reimbursement for the expenses on part-time health care. They will be working on that with the District. Right now, the Chancellor's office has not sent out the guidelines on how this is going to work, but it is a big deal. It will help with this fiscal cliff we are facing, the deficit we are facing in 2024-2015.

C. Diversity, Equity, Inclusiveness and Accessibility (DEIA):

Vice-President Drew: Reported that he heard a lot of good things about the recent workshop of Collegiality in Action and those comments are appreciated. It was an idea that brought forward from the faculty retreat that we had at the Waterfront Campus when Lee Gordon and he were new officers. He thanked Dr. Suarez and VPI Michelle Grimes-Hillman for really supporting them in this dual workshop. There were a total of fifty-two in attendance that he counted; twenty-six were faculty. What was also passed out were the Guidelines for Dialogue, a brief set of guidelines.

Point of Order: Parliamentarian Barrios reminded the Senate that there were forty minutes left on the agenda, and thirty-five minutes left in the meeting, so upcoming remarks should be kept as concise as possible.

VP Drew thanked Parliamentarian Barrios and briefly summed up the guidelines: (1) Be true to yourself, (2) commit to learning from each other, (3) acknowledge each other's experiences, (4) trust that others are doing the best they can, (5) challenge the idea and not the person, (6) speak your discomfort, and (7) step up, step back. This is adopted from the University of Michigan's program on inter group relations, and he asked if we could place this on the Academic Senate website as it is a very important aspect for us to move forward on working collegially together.

D. District Board Policies and Administrative Procedures Committee (BPAP) -Senator Kennedy:

Senator Kennedy reported on the most recent BPAP District meeting:

Committee Make-up Representation: The make-up of the committee is now seven administrators, four faculty (three full- time, one part-time), five classified, and one student.

Committee Guidelines: This is the new set of guidelines: "This body will not recommend specific actions or formulas or formulate recommendations related specifically to collective bargaining or matters under the purview of the Academic Senates. Representatives of collective bargaining units or the Academic Senates may benefit from the Board Policies and Administrative Procedures Subcommittee's discussion of related matters but will maintain separate and distinct processes for addressing their collective concerns."

Committee Charge: The official charge: "Review and revise, as needed, and develop new Board Policies (BPs) and Administrative Procedures (APs) in accordance with BP 2410 and AP 2410 Board Policies and Administrative Procedures. Ensure that the six-year review and revision schedule for Board Policies and Administrative Procedures is on track."

Senator Kennedy reported on the policies reviewed by the committee:

AP/BP 3902 Gift Ban: This will ban gifts to employees from those doing business or wishing to do business with the District. Things not deemed to be gifts are flowers, plants, meals etc., so review the attached policy if you wish to provide feedback.

BP 6200 Budget: This raises the reserve to 16.7% and there was a strong concern about what the extra funding might be used for. This is being moved forward but will be watched.

BP 5040: Student Records, Directory Information, and Student Privacy: If the District receives government-issued documentation from a former student demonstrating that the former student's legal name or gender has been changed, the District shall update the former student's records to include the updated legal name or gender. Documents that can be used are a state driver's license or I.D. card, birth certificate, passport, social security card or court order. These student records include transcripts or diplomas

Based on ID fraud/theft concerns, I submitted a request to include a sentence be put in the AP to indicate that an email or letter will be sent to the student for formal verification of the requested change. My request was supported by the faculty and classified reps there.

This was countered by managers and two District personnel as being too costly or time consuming as they check photo IDs, so there will be no formal notification via email or snail mail sent to students.

AP/BP 7909 Telecommuting: Right now, the AP is only focused on Classified Staff, but the language is very contract-like and lengthy, and some of it might be seen as too invasive by some. Please review it as this should be on the agenda for next week. A faculty one could be in the future.

5. New Business

A. Part-time Faculty Caucus – Senators Jason Ball, Nina Barrios, and Cyndee Ely:

Senator Ely: Stated that their walking up to the front was very intentional, as they come from different sides of the campus, all different aspects of the campus. They stated that faculty should feel free to contact them if you have any issues.

Senator Ely: Stated that there are three basic types of part-time faculty: (1) New to Teaching Career: they need experience and guidance. They are new to this. Including them in the fold, keeping them a part of what is going on in your divisions, in your departments, helps them to be better faculty for college and students. They are a great source of positive advertisement. They are usually excited and happy to be here and glad they have got a job. We want them to learn and gain experience in the day-to-day operations. (2) Retired Full -Time Faculty or Subject Matter Specialists: They are a wealth of knowledge and expertise. They have the historical knowledge. If they are retired full-time faculty, they have got real world knowledge. If they are the subject matter specialists, they typically do not want to be over involved in the day-to-day stuff, but they do want to know what is going on. They have got a great project or a subject area that is really an asset to a program. They are a great source of advertisement and recruitment. They are the ones who are mentoring those new ones that are not quite sure how to navigate things. (3): Career Part-time Faculty: they are faculty that truly want to be at OCC. They are just as committed and care about OCC and students. There are just other commitments or barriers that preclude a full-time position and a lot of times that is the unavailability of a full-time job.

Senator Ball: Stated that this is the beginning of a conversation that the Senate continues to have about part-timers and conditions. They wanted to start that conversation on a positive note and state that in their anecdotal experience, OCC is one of the more inclusive workplaces for part-timers in terms of how they are treated in a personal and

professional level. Their full-time colleagues and managers tend to value their contributions and recognize their conditions. Programs like the one run by Senator Ely, The Communities of Practice for Part-Time Faculty, enjoy a lot of support and advertisement. There are space and resources made to sustain that part-time community and you do not see that at every other college. As supportive and welcoming as OCC is to part-timers, sometimes talking with other part-time colleagues they get a sense that unintentionally there may not be a lot of understanding about how they fit in and the things they do. Seventy-three percent of OCC faculty are part-timers. They play a tremendous role in whether college priorities are effectively implemented, and they encounter special obstacles and limitations as teachers pursuing the college mission. They are part of the success story of the campus, and the programs, and the students, and they wanted to anecdotally stop and say that there are a few things that they personally do. He has students who are working parents. He has students who have hectic schedules who really want to succeed. This last weekend he held Zoom office hours for students who are too busy to meet with his part-time schedule on campus. Next week, based on his experience working in UCLA's transfer programs, he is holding a small seminar for his students over Zoom on how to fill out transfer applications and how to prepare for the post-transfer experience. He does that every semester for all his classes. Despite all of this, their formal representation in 10+1 is just three representatives.

Senator Ely: Stated that they wanted to highlight some of the great support that they do have. They have two separate unions. It is a little confusing because they are sometimes flop back and forth between them. They do have Union representation. There are three part-time senators at large who are elected by the sitting body of the Senate, not by their peers. Communities of Practice for Part-Time Faculty also has Dean Taylor, part-time faculty Heather Pecora, part-time faculty Sue Nguyen, and full-time faculty Arabian Morgan.

The seniority list means that at least six units are offered but it does not mean they get them. The office hour they have are graciously provided via a lottery so they can participate in up to thirty minutes of compensated time per week of office hour time. If you are faculty, that that is a fraction of the amount of time that is taken. In November 2021, the Academic Senate did support a resolution supporting equity of 10+1 compensation for part-time faculty. The sticking points are that there is no recognition for years of service for part-time faculty by the Board. There is no academic rank. Her title, if you officially look her up, says "hourly instructor." What does that look like to a student? They have no voice in department chair elections or evaluations.

Senator Ball: Stated that something that they brought up in our resolution and the conversation they have been having keeps coming back to is this, is that there are challenges to DEIA from a part-time faculty position. We need to understand that OCC, as supportive as it is, is not different than the larger academic world on this issue. If we try and take account of the different structural challenges that individuals with different identities and different groups take, it means taking seriously the question of race, class, gender ability, status, sexuality, etc., which sort of creates a thought experiment, where you have to imagine if your campus is inclusive. That somebody could survive if they are single, with no other source of income or wealth beyond wherever they are teaching. They do not have other forms of support. Additionally, they have time and financial burdens beyond basic survival beyond rent, utilities, food, and travel. They are incurring other costs and other obligations. Upward mobility in academia, who gets those full-time positions, who can survive, who can even continue to be a part-timer, is a DEIA issue and promotion in particular means, service, and experience. Years of teaching, experience, and service in 10+1 is often privileged in the hiring process, and the ability to sustain

oneself for years and perform additional free labor is a privilege that is not equally shared amongst faculty.

Senator Barrios: Stated that Senator Ball touched on survival is an issue. On the District salary schedule, step one, rate one, for LHE on the campus, is \$67.68. All these numbers are updated as of the last month. One can advance through those ranks depending on degrees and time. That is where they start out. She compiled the numbers from a few other districts. Cerritos CCD, step one is \$88.22, that is 30% higher than our district. Santa Monica CCD, step one is \$93.12, 37% higher. Santa Monica is a campus that is often in the conversation alongside OCC. They would love to see pay at a similar level of Santa Monica to show that they are of a similar caliber, and they have the same values for faculty. El Camino CCD, step one, is \$96.39, 42.4% higher than CCCD. In Orange County, not far from here, South Orange County is the highest with a step one at \$98.31, 45.2% higher than CCCD. She is very lucky to be at OCC and has really enjoyed her time but when she researches numbers like this, it is tempting to go elsewhere to do the same work for 30-45% higher pay. She would hate for the District to lose out on real talent because of the pay issue.

Senator Ely: She wanted to clarify that they are paid for LHE only. They are not compensated for non-instructional work unless there is a budget line item for it. Honestly, she has yet to be given a budget code to be able to turn in a timecard. Also, their LHE changes based on what type of section they are teaching. She is currently teaching a four-unit class, but twenty minutes of every class is considered lab, so she gets paid significantly less for the last twenty minutes of class time compared to her lectures.

Senator Barrios: Lab rates for part-time faculty are in the forty range, rather than in the sixties. That is just instructional time.

Senator Ball: They are only paid for LHE. If their classroom time is three hours, they are paid for the lecture equivalent of three hours. Not including other expenses, median rent in California is about \$1,614. There is a lot of different rent data out there. This is a more conservative estimate that is more oriented around a single apartment. If you consider multi bedrooms, it is much higher. In LA and Orange County where someone is most likely to live, if they teach here, that median rent is higher. They are not sure that there is an awareness of what it is like in 2022 to try and do this work. If one is working at multiple work sites, one pays more for travel. For most part-time faculty, again, all job activity performed outside the classroom, including just running a Scantron, constitutes time that one is unavailable to pursue other paid work elsewhere. That means giving up the opportunity to pursue other jobs, because, of course, teaching is much more than the three hours in the classroom. Part-time faculty have two choices. They can either take on this cost or shift it to the quality of classes and just diminish student experience. Overwhelmingly, part-time faculty choose to take on that cost. They take it on and are a big part of OCC success, its vocational programs, its transfer rates, and everything else.

Parliamentarian Barrios: She pointed out that as a member of the English Department, the majority of those English 100 sections are taught by part-time faculty, and it is the same in many other departments. At the very first class the students are experiencing at OCC, the first taste of what they get when they are deciding whether or not they want to be in college, is that they are taught by part-time faculty. If there is any kind of issue with quality, with being able to provide that service, and put in that time, and that special attention, part-timers are really the instructors who are seeing students.

Senator Ely: Part-timers are a part of the faculty and would like to remain an integral part.

Senator Ball: Stated that they are not bringing a resolution; they want this to be the start of a conversation, and mainly for them to be seen based on the contributions they make and the challenges they face. They are asking the Senate to start with forthright recognition of the challenges of being a part-time faculty. They want to have an ongoing honest conversation about part-timers and the stage that they may be in the academic career pipeline, and how that connects to DEIA as one of the campus's biggest priorities. They want to explore with the Senate increased representation of part-time faculty in all important Senate and College priorities. They affect everything. They have a role to play in academic freedom. They are 721 members of the faculty. Any priority the campus has is going to live through part-time faculty and they want to continue to inform and include all part-time faculty throughout OCC.

Senator Barrios: Stated that she is very fortunate and privileged to have been able to serve on the Senate and put in an extra hour per week to serve on an Executive Board role. She is now in a dual income household, so she can afford to take on more unpaid time. But most of her colleagues are not in a position like that. She wanted to call back to our resolution advocating for a compensated time for part-time faculty to take part in the 10+1. She has colleagues who are really interested in doing so, but they just cannot do it unpaid. That is the reality of it. She encourages everybody just to keep part-timers in mind with these conversations. Oftentimes when part-timers do not step up, full-timers may interpret that as they are not interested, that they do not really want to be a part of this campus or maybe they have relationships at other campuses. They typically are interested but it is hard to make a voice, so do please call on us and bring us into those processes we are excited about.

Senator Alabi: Stated that she has several part-time colleagues teaching about seven classes, making less than \$5,000/month. She cannot imagine taking seven classes or more at more than once place. She is chairing a full-time faculty hiring committee. We are looking for experience, presentation, and involvement. What it takes to teach over seven classes, make a living, and get experience, she really appreciates that.

Senator De Shano: She appreciates where they are at; she has been there and supports them 100%. Do we not have any number as to what percentage of classes are taught by full-time faculty? She thinks there is some number that students are guaranteed they will have a certain percentage of full-time faculty teaching them.

Senator Ely: It is the full-time faculty obligation number [FON], and it is calculated district wide.

President Gordon: Just to clarify by looking at the number of sections, we have three out of four faculty being part-timers, but of course, each of those part-timers teaches fewer sections than the average full-timer under our system.

Senator Kennedy: Thank you very much for the presentation. Stated that she was also a part-timer for six years and taught at three different colleges. She understand their concerns. It is frustrating that the state numbers are never really supported in terms of balance of part-time to full-time. She does not know why that has never been pushed forward by anybody. Maybe that is something to discuss at another time.

B. Competency Based Education (CBE) MOU – Curriculum Chair Lori Pullman and Senator Boogar:

Curriculum Chair Pullman: Stated she had to dig a little deeper than the quick understanding of this. Competency-Based Education (CBE) is particularly for adult learners. It is a method of academic instruction and evaluation based on student demonstrating their mastery of subject built around clearly defined competencies and

measurable learning objectives that demonstrate mastery of knowledge, proficiency, skills, and ability. Not simply showing what you know but understanding how to apply that knowledge. Students can take as much time or as little time as they need to understand the material, so they progress at their own pace. There are two main approaches. CCCD is choosing the Direct Assessment approach. There is also credit-based approach. There is also hybrid. There is fully online. There are flat rate fees. There is nonlinear course completion. There are programs designed with employers' input and other options. The key learning objectives are measurable competencies that can be demonstrated in a not trivial undertaking. Must have significant faculty-student interaction. Must be widely accepted in totality both by the students and employers and by institutions and accrediting agencies to realize the benefits. It is very compelling, but it is very hard to do. There must be clearly defined purpose and philosophy undergirding its reason for developing and promoting CBE. There must be approval from higher learning commission and the accreditor. There are financial aid snags due to the programs' non-standard, academic calendars, and approach with credit hours. It is compelling, but we really have to think through it.

Senator Boogar: He was asked to speak concerning the Competency-Based Education Liaison position. He has two concerns. First, he does not yet have a fully formed opinion, but Competency-Based Education is not at the core of what OCC has seen as historically represented. Academia thrives on student-to-student and student-to-teacher interaction. His initial assessment is that it seems to devalue the learning community and disconnects students and teachers from each other. His second and main concern is the manner in which it was brought before the Senate. Educational programs are clearly the purview of faculty. To his knowledge OCC faculty are not initiating or requesting this Competency-Based Education Liaison position and have not endorsed it here on campus. He is extremely hesitant and would encourage his Senate colleagues to think carefully about supporting this position that is being handed down to us by the District. He is further concerned about the specific wording in the draft MOU shared. According to that draft, part of the duties of the faculty liaison would be to endorse a need for student services and support for CBE. The job description actually requires a faculty member to take a specific stance on this item. Let us together take a firm stance that new educational programs are the purview of faculty, and we will not accept an academic position for which we were neither collegially consulted nor have we endorsed.

Senator Alabi: What would be the difference between any student deciding to do a self-paced class instead of our class in order to learn and master the material? She has students who come two days a week. They have to come to class, do assignments, take exams, fail or pass and in between. What do you think is the difference between a student that decides that they do not want to do that, but they are going to go do a self-paced mastery and then take whatever evaluation she has setup and master the class.

Senator Boogar: He stated he is not able to completely adequately answer as Self-Paced math has existed long before he was at OCC.

Senator Alabi: Is it for every single class offered in Math?

Senator Boogar: It is not. That is a really good point. We have historically left Self-Paced Math to basic skills classes and preparatory courses. That is going to need to be evaluated in light of AB 1705. It is about your need to work at your own pace to get to a college level. He had a conversation with a co-worker who is fairly knowledgeable about Self-Paced Math, and she said, "If we ever did anything like that, I would not want to see it anywhere in Math that is transfer level." Self-Paced is a way of catching students up or

providing them with access to pre-transfer level skills, but it is not place for transfer level. The examples he has seen about how Competency-Based education is actually implemented is very disconnected from the teacher. He does not know if it needs to be that way, but all the examples he has seen have it very disconnected, whereas our self-paced will require students to have regular substantial interaction with their teacher a certain number of hours every week while they are enrolled in the course, and they hold workshops and work with them and the assessments that are done are still the same assessments that we give in class. The assessment is not part of this self-driven module. He does not feel well educated enough to say definitively what the exact differences are.

Senator Kennedy: She thinks that there are some benefits for some students with CBE, but that has not been presented here today. Her larger concern is that this is not from faculty, and she is also concerned with the MOU write-up in regards to academic freedom, as the person who takes this position must assume a stance and position. This idea of CBE might be beneficial, but we have not discussed it at the Senate or made a decision. That is her larger concern.

President Gordon: Let us make a decision now. The Union has said that they will defer to the Senate on this question of a memorandum of understanding for an advocate for Competency-Based Education. We did send out the proposed language for that. Is there a member of the Senate who would like to make a motion that we approve the creation of an advocate for CBE?

Motion 3: Senator Alabi moved to have an exploratory effort to examine the question before taking a position on it; motion seconded; motioned approved. [See Voting Tallies Chart at the end of these meeting minutes.]

Senator Ball: In such an exploratory discussion, how do you see the issue of purview playing out within that?

Senator Alabi: This is absolutely faculty purview. She did not want to say the word *committee*. She thinks faculty at OCC need to get together and talk about how this affects all different divisions and departments and particularly the word *mastery* is problematic and how that is evaluated in all the different areas.

President Gordon: CFE President Schneiderman, you will wait to hear further from us on this question.

- C. **Districtwide Faculty Issues:** Due to time limitations, this item will be discussed in a future meeting date.

6. Adjournment of the Regular Meeting

President Gordon adjourned the meeting at 12:29 p.m.

7. Approval of the Minutes: October 18, 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.

Senate Membership & Voting Tallies Chart	Motion 1	Motion 2	Motion 2
	Consent Agenda	Approve 10/04/22 Minutes	Study CBE & MOU Further before taking action
Alabi, Jessica A.: Senator-at-Large (2020-2023)	Aye	Aye	Aye
Ball, Jason: Part-Time Senator (2022-2023)	Aye	Aye	Aye
Barnes, Carol: Counseling Senator (2021-2024)	Absent	Absent	Absent
Barrios, Nina: Part-Time Senator (2022-2023)	Aye	Aye	Aye
Boogar, Tyler: Math and Sciences Senator (2020-2023)	Aye	Aye	Abstain
Budwig, Eric: Technology (2020-2023)	Aye	Aye	Aye
Chavez Jimenez, Irving: Senator-at-Large (2021-2024)	Aye	Aye	Aye
Cohen, Eric: Senator-at-Large (2021-2024)	Aye	Aye	Aye
Connor, Sean: Senator-at-Large (2020-2023)	Aye	Aye	Aye
Cuellar, Eric: Senator-at-Large (2021-2024)	Aye	Aye	Aye
Della Marna, Jodi: Library & Learning Sup. Senator (2020-2023)	Aye	Aye	Aye
DeShano, Tina: Consumer Health Sciences Senator (2020-2023)	Aye	Aye	Aye
Drew, Rendell: Vice President, Senator-at-Large (2020-2023)	Aye	Aye	Aye
Ely, Cyndee: Part-Time Senator (2022-2023)	Aye	Aye	Aye
Gordon, Lee: President, Senator-at-Large (2022-2025)	Abstain	Abstain	Abstain
Kennedy, Marilyn: Secretary, Lit. and Lang. Senator (2022-2025)	Aye	Aye	Aye
Legaspi, Jodie: Athletics and Kinesiology Senator (2020-2023)	Aye	Aye	Aye
Lloyd, Doug: Senator-at-Large (2020-2023)	Absent	Absent	Absent
Neil, Jeanne: Business and Computing Senator (2022-2025)	Aye	Aye	Aye
Pullman, Lori: Curriculum Chair (Non-Voting)	---	---	---
Sachs, Loren: Senator-at-Large (2022-2025)	Aye	Aye	Aye
Sheehan, Katherine (2021-2024) 11:55am	Absent	Absent	Aye
Stanton, Jordan: Social and Beh. Sciences Senator (2022-2025)	Aye	Aye	Aye