

Academic Senate Summary for October 15, 2020

Voting Members					
Senate President	David Andrus	X	Learning Resources Senator	Peter Hepburn	X
Vice President	Lisa Hooper	X	Personal & Professional Learning Senator	Garrett Rieck	X
Immediate Past President	Rebecca Eikey	X	At Large Senator	Ambika Silva	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Jennifer Paris	X
Policy Review Chair	Gary Collis	X	At Large Senator	Erica Seubert	X
AT Senator	Regina Blasberg	X	At Large Senator	Rebecca Shepherd	X
MSHP Senator	Shane Ramey	X	At Large Senator	Mary Corbett	X
VAPA Senator	David Brill	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	Garrett Hooper	X	Adjunct Senator	Lauren Rome	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Carly Perl	X
Kinesiology/Athletics Senator	Philip Marcellin	A	Adjunct Senator	Aaron Silverman	X
SBS Senator	Tammera Rice	X	X= Present	A= Absent	
Business Senator	Gary Quire	X			

Non-voting Members			
Dr. Omar Torres	X	Dr. Wilding	A
Marilyn Jimenez	X	Nicole Faudree (COCFA President)	X
Dan Portillo (Warren Heaton AFT Rep)	X	ASG Student Representative: David Gonzalez	X

Guest							
Anzhela Grigoyan	X	Dr. Diane Fiero	X	Kelly Burke	X	Jerry Danielsen	X
Ashley Murphy	X	Dr. Edel Alonso	X	Maral Markarian	X	Wendy Brill	X
Brandon Ashford	X	Dr. Jasmine Ruys	X	Maria Sanchez	X	James Glapa-Grossklag	X
Chad Peters	X	Dustin Silva	X	Matthew Carter	X	Patti Haley	X
Daylene Meuschke	X	Lori Marie Rios	X	Miriam Golbert	X		

A. Routine Matters

1. Call to order: 3:03 pm
2. Public Comment
 - There was an announcement that AFT has reached an agreement with the district for 2018-2019 and 2019-2020 contract. As part of the new contract adjunct senators will now receive payment for their attendance at the Academic Senate

meetings and this will be retroactive for those adjunct senators who have served in the past. The hope is that through the changes that were made to the constitution that the term of adjunct senators and the new compensation will help build more institutional awareness amongst the adjuncts. This will also help give a greater voice to the Academic Senate. Currently adjuncts make up 75% of the faculty at COC and adjuncts teach 50% of the courses. Having the voices from the adjunct faculty pool is very important. Special thanks to the District and to everyone who was involved in the negotiations. If anyone knows of adjuncts that should be retroactively compensated they should reach out to Dr. Aaron Silverman. Dr. Silverman is working with Dr. Omar Torres to identify the exact procedure that will provide ongoing retroactive pay for adjuncts.

3. Approval of the Agenda

- Motion to approve the agenda by Tammera Rice, seconded by Lauren Rome. Voting done through the participant's window. Unanimous. Approved.

4. Committee Appointments:

- Nicole Faudree, College Policy Council (CPC) Committee
 - Motion to approve the committee appointment by Erica Seubert, seconded by Gary Quire. Voting done through the participant's window. Unanimous. Approved.
 - There was clarification that committee appointments are approved as part of the agenda unless someone objects, per a previously adopted Senate standing policy.

5. Approval of the Consent Calendar

- Motion to approve the consent calendar by Erica Seubert, seconded by Lisa Hooper. Voting done through the participant's window. Unanimous. Approved.

Academic Senate meeting, Oct. 1, 2020 Summary (pg. 3-10)	Curriculum Committee Summary Oct. 8, 2020
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B. Action Items

Below are a list of items that the Senate will take action on. Discussion is welcomed by all attendees.

1. HR Discipline Assignment memo for Cyndi Bendezu (pg. 11)

- Motion to adopt this discipline memo by Rebecca Eikey seconded by Garrett Rieck. Voting done through the participant's window. Unanimous. Approved.

2. Time, Place & Manner Policy, Gary Collis

- BP 3910: A "clean" version of the current proposal (pg. 12)
 - Motion to adopt BP 3910 by Carly Perl, seconded by Peter Hepburn. Voting done through the participant's window. Unanimous. Approved.
- AP 3910: A "clean" version of the current proposal (pg. 13-15)
 - Motion to adopt AP 3910 by Tammera Rice, seconded by Jennifer Paris. Voting done through the participant's window. Unanimous. Approved.
- Gary Collis presented this policy and procedure at the last meeting which referenced not only the new BP and AP but also three other existing BP's. These existing BP's would be repealed by the newly proposed BP and AP and would now be part of those new documents. Special thanks to all involved in the revisions to this policy as this has been in the works for a long time. There was a question

regarding the blank space that is highlighted in BP 3910. This space was intentionally left blank. Once the document is approved it will go to College Policy Council (CPC). It is always possible more changes will be made to the document at CPC. It will then be decided if these documents need to return to Academic Senate for another approval process. The blank space was thus merely, "just in case."

- This policy is an example of one that does not only live in the faculty ranks. The Policy Committee worked very well with administration to develop this. Classified Senate also has its own interest in this policy, and all policies. More discussion will take place with Classified Senate colleagues to figure out a way to obtain greater collaboration in a more efficient way. Another process can be to forward these policies to CPC and work simultaneously with various groups before a vote is taken independently.
3. Annual Curriculum Approval Certification Form, Lisa Hooper (pg. 16-20)
- This document was not listed first as a discussion item due to the fact that the deadline is at the end of the month. This form will need the signature from various campus leaders to continue to allow local control of the curriculum, including the Senate President and Faculty Curriculum Chair. The college has engaged in local control over the past few years. This allows for Academic Senate and Curriculum Committee to essentially streamline the processes to obtain curriculum approval quicker because of local control.
 - The Curriculum Committee goes through a mandatory training each year which is run by Lisa Hooper. This is to ensure the Curriculum Committee is in compliance with both Education Code and Title 5.
 - This version of the 2020 Certification document has not deviated much from the 2019 version. There was the ability to automate non-credit last year. This will go into effect once the local approval certification form is signed and submitted to the Chancellors Office. This will be included with the Board Policy related to the existing credit policy. There are still the external standard bearers of CSU and UC transfer ability. There are some timelines which have slowed down and there are other local process and timelines that have provided the flexibility to speed up.
 - Motion to adopt the Annual Curriculum Approval Certification Form by Rebecca Eikey, seconded by Ambika Silva. Voting done through the participant's window. Unanimous. Approved.

B. Discussion

Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.

1. Faculty Mentors, Garrett Rieck & Liz Shaker
 - [THE ROLE OF COUNSELING FACULTY AND DELIVERY OF COUNSELING SERVICES IN THE CALIFORNIA COMMUNITY COLLEGES](#)
 - Guest, Brandon Ashford was welcomed. Brandon's main role at the campus is focused on diversity and inclusion, including the faculty member work group. Liz Shaker shared a "[Student Success Teams and Faculty Mentors](#)" slide presentation. Liz is currently working as the Guided Pathways Student liaison. Garret works as the faculty liaison for Guided Pathways Instruction and serves as a non-credit faculty lead.

- One of the main priorities is to move forward with developing student success teams. There has been discussion in the past with how to set up pathways and how those can be broken up into Meta Majors. Both student and faculty came together to form Focus Groups. However, after some discussion it was agreed to keep the Schools. The idea is to attach a Student Success teams to every single major and program on campus to better serve students. This, however, is not possible in terms of staffing. There is not extra funding. After some research it was decided to focus first on disproportionately impacted students of color. In particular African American/Black student populations. The team will focus on those students which are close to completion and which have completed 45 units and are not associated with any other special population.
- The hope is to also have a counselor and faculty mentor associated with each of the success teams. Discussion will also take place with the Alliance advisors. This is a program where everyone can be involved collaboratively to help students succeed. All services and resources should as equitable as possible to all students.
- There has been research which demonstrates that mentoring programs can be effective for supporting students developmentally and academically. Some notable outcomes include increase in academic performance, involvement in program activities on campus, attainment, persistence and developmental outcomes. Students are also better able to adjust to college life, look into career development, social responsibility/leadership and a potential to promote social justice. Faculty mentors play strong roles in these areas by helping students feel connected and engaged. Mentorship is already happening on campus through the alliance programs, advisors, peer mentors through the RISE student outreach and faculty. The idea is also to formalize the program so it is more equitable to students. Both Counseling and Faculty mentors will work together and each will have their own roles and responsibilities. Good mentors will need to make a commitment to students even after graduation, serving as advocates.
- A training program will be developed for any faculty who are interested in becoming mentors. For those who are already mentoring feedback will be requested. This will help develop the training with both CETL and Professional Development. Adjunct faculty are interested but are limited due to their limited number of FLEX hours. Negotiation for 2021-2022 are currently in discussion and more discussion will take place regarding FLEX compensation. Adjunct faculty mentors would be very valuable as many are already working in their respective fields. There are concerns with single member department and this idea becoming a work load issue. It was clarified that this mentorship program will not be forced upon academic departments.
- The Senate will continue looking for input from faculty as to what will be the defining qualities needed for a faculty mentor.

2. Credit for Prior Learning Policy, Gary Collis

- BP 4234: A “clean” version of the Credit for Prior Learning policy (pg. 21)
- AP 4235: A “clean” version of the Credit for Prior Learning policy (pg. 22-23)

- BP 4235 Credit for Prior Learning (pg. 24)
- AP 4234 Credit for Prior Learning (pg. 25-30)
- In March there was an amendment to Title 5 which revamped this policy. The newly re-written policies are a response to those changes. This is a revision to the current Credit By Exam policy and procedure. This is the statewide Chancellor's Vision for Success initiative which has prioritized certain changes. One of them being opening up avenues for students who have demonstrated competency and mastery of their material or the learning objectives of a particular course to earn college credit. This would be for experiences and work achievements outside of the classroom. Special thanks was also given to Garrett Rieck and the other committee members for their work on this policy.
- Some of the changes to the BP and AP include the following:
 - Expanding the available avenues that a student can employ to demonstrate mastery, such as through the AP exam. This particular option is also accepted through other college policies and procedures. This option is not embodied in the AP exam.
 - Evaluation of student created portfolios.
 - Evaluation of exams from other entities such as state level licensing.
- It was emphasized that not every single one of these options will be available for every single course. As the policy grants discretion to disciplinary faculty to decide whether or not to consider disciplinary mastery through this assessment process.
- The State Chancellor's office commissioned pilot studies and one was at Palomar College which created a Credit for Prior Learning Toolkit. While this was a year long pilot study there were some gaps. Title 5 requires that colleges have a policy and procedure by the end of the year. There was a reminder that this policy will go through CPC and then to the Board of Trustees.
- In some departments that have only one full-time faculty member, that member is the person that conducts all the Credit by Exams as it may be inappropriate to ask an adjunct to do this who is not being paid for their additional time.
- There are various steps a student has to take to begin the process for Credit for Prior Learning, such as:
 - The fee will be based on the units the student is trying to obtain credit for.
 - Students will be required to pay the fee prior to being assessed.
 - The student will be required to meet with the student prior so that the student does not themselves up to have a "Fail" on their transcript.
 - Title 5 will also allow the student to reject the grade but they would still be out of the money they paid for the course.
- An equivalency could be used as an assessment but how would the grade be determined? There are some licenses which may allow some students to bypass more than one course. It is also important to keep in mind equity, transparency and consistency in terms of ensuring everyone is using the same grading rubric. In terms of equity all students would be made aware of a list of courses where faculty would entertain Credit for Prior Learning and its procedural aspects.

- The assessment rubric would be determined by discipline faculty and departments to ascertain. This new task will also need to be discussed in negotiations as this will involve changes in the job descriptions. Title 5 does explicitly indicate a grade has to be assigned. However, the policy does grant maximum discretion within a department to make decisions regarding how credit is awarded.
- It is important that Senate give some guidance to academic departments in terms of best practices for adopting uniform standards within this policy. This item will return as "Action."

C. Reports

These are informational items no discussion or action will be taken. However, clarification questions are welcomed.

1. [Curriculum Committee Annual Report](#), Lisa Hooper

- Many of the committee members attended the Curriculum Institute last summer. Over the past 5 years almost all of the members have attended the Curriculum Institute. There is currently a long term substitute for Julie Hovden who is out on maternity leave. Julie is the Articulation Faculty member and Jesse Vera is the adjunct Veterans counselor.
- The main objective of the Curriculum Committee is to make sure that programs and courses offered at COC serve the mission. In addition, that courses demonstrate the need to conform to the internal and external standards and have adequate resources to be delivered effectively. Lastly, that they comply with Educational Code and Title 5 regulations. The recommendations are then made to the Board of Trustees as a subcommittee of the Academic Senate. With local approval, once courses are passed by the Board, they can conceivably be offered to students. There are, however, some external standard barriers that prevent that from happening. These courses would be sent out for articulation for what is referred to as CID or courses which are part of the Associates Degree for Transfer. The courses will also be considered for CSU and IGETC. There are limited times during the years when it is allowed to submit for those considerations. Once these items are determined then consideration is given as to whether or not the courses can be marketed. The Curriculum Committee ensures that things that are catalogued are in the course outline of record.
- Highlights from 2019-2020 were shared. There were 300 courses reviewed last year in tech review. The Committee members have been trained to understand the committee's purpose and work, including how AB705 solutions have been implemented for Math and English. There are non-credit supplementary courses and there is some discussion to increase the support courses offered in non-credit Math. ESL was given more time to implement their solutions and those will be in place for fall 2021.
- The existing non-credit program has doubled for the past two terms. Program Revitalization is part of the Program Viability Committee and this is the first opportunity to re-examine an existing program. Program Viability will continue to work closely with Curriculum. Program MAPS are also being categorized for historical records. These MAPS are added to the agenda so there is public record.
- The Curriculum Committee's role and response to COVID-19 pandemic was outlined. An emergency addendum was granted for summer through fall. There

will be no more emergency blanket addendums offered by the State. They will expire after the fall 2020 term. There will be an application of permanent learning addenda, distance learning addenda or provisional DLA's. The provisional DLA's were enacted in the event of an emergency where face to face instruction was to be disrupted. The emergency DLA may live in perpetuity and will extend for the spring as part of a provisional or FOMA DLA option.

- The permanent DLA will be revised so that it captures all the options. Information was shared regarding correspondence education. C-ID descriptors are evaluated on a 5-year cycle as well; often descriptors are left unchanged, but sometimes they are revised forcing revisions in our articulated courses. Lastly, a list of upcoming areas were outlined that the committee is working on, such as the Curriculum Cultural Competency Checklist, New CSU Area "F", Ethnic Studies, New DLAs, updates to the Operating procedures and consideration of a non-credit Curriculum Sub-committee.
2. Academic Senate Presidents Report, David Andrus
 - The next meeting agenda will list report first as Sab Matsumoto and Brent Riffel will return to present a follow up report on the International Youth Forum Conference.

D. Unfinished Business

Below is a list of items that can be discussed for a future date.

E. New Future Business

Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.

1. Camera Policy, David Andrus & Gary Collis

G. Announcements

- Next Academic Senate Meetings Oct. 29, Nov. 12, Dec. 3
- [ASCCC 2020 Academic Academy, Oct. 8 – Oct. 10, 2020, Virtual Event](#)
- [ASCCC 2020 Fall Plenary Session, Nov. 5 – Nov. 7, 2020, Virtual Event](#)

H. Adjournment: 4:58 pm