Academic Senate Meeting Summary for Oct. 7, 2021

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	A	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	Mike Harutunian	X
VAPA Senator	David Brill	X	At Large Senator	*Mike Harutunian proxy for* Benjamin Riveira	X
Student Services Senator	*Lisa Hooper proxy for* Garrett Hooper	X	Adjunct Senator	Lauren Rome	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Carly Perl	A
Kinesiology/Athletics Senator	VACANT	A	Adjunct Senator	*Lauren Rome proxy for* 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. Paul Wickline		X
Marilyn Jimenez	X	Nicole Faudree (COCFA President)		X
Dan Portillo (Warren Heaton AFT Rep)	A	ASG Student Representative (Collin Shneor)		X

Guest							
Chris Blakey	X	Dr. Kathy Bakhit	X	Leslie Carr	X	Mojdeh Mahn	X
Dianne Avery	X	Erin Delaney	X	Linda Beuregard-Vasquez	X	Teresa Ciardi	X
Dr. Jasmine Ruys	X	Kelly Cude	X	Lisa Sawyer	X		

A. Routine Matters
1. Call to order: 3:04 pm
2. Public Comment: none
3. Approval of the Agenda

I. Motion to approve the agenda by Tammera Rice, seconded by Ambika Silva. Proxy for Garrett Hooper (yes), Proxy for Lauren Rome (yes), Proxy for Aaron Silverman (yes). Unanimous. Approved.
4. Committee Appointments:
    I. FA 21 Selection Committees (pg. 3)
    II. Advisory Committee for Faculty at PDC (pg. 3)
    III. Dr. Hernan Ramirez, Dreamers Together Taskforce Faculty Chair
    IV. Garrett Rieck, Rep for PPL, Academic Staffing Committee
5. Sub-Committee Summaries: none
6. Approval of the Consent Calendar
    I. Motion to approve the consent calendar by Lisa Hooper, seconded by Lauren Rome. One abstention from Regina Blasberg. Proxy for Garrett Hooper (yes), Proxy for Lauren Rome (yes), Proxy for Aaron Silverman (yes). Unanimous. Approved.

Academic Senate Summary, Sept. 23, 2021 (pg. 4-10)	[Curriculum Committee Summary, September 30, 2021](#)

B. Reports
These are informational items no discussion or action will be taken. However, clarification questions are welcomed.
1. Faculty Professional Development Annual Committee Report, Teresa Ciardi
    I. Teresa shared a quick power point slide presentation on behalf of the FPDC. The Vision Resource Center is now the new operating system for FLEX. This new system allows employees to register for professional development training and also allows them to track their FLEX hours. There is now only one request form for FLEX credit as opposed to multiple forms. The operating procedures and guidelines are checked annually. The committee collaborates with other entities such as CETL. The FPDC also assists with offering and tracking all OnlineLIVE and Online trainings twice a year. The FPDC also works with the chairs of the Administrative and Classified Professional Development Committees. Chairs will come together and share ideas and best practices. A list of faculty members representing each of the Schools was shared. The list will be updated as it did contain some errors. There is a vacancy in the Schools of Applied Tech and VAPA. As a reminder, David did put out a call at the last meeting regarding committee vacancies.
    II. Vision Resource Center: There are some people who really like this new program but others who do not as it can be tedious to look up FLEX hours. It can be difficult to locate certain classes on certain platforms such as only those for COC. There is also a lag time when someone completes FLEX hours to having them added to the transcript. Teresa clarified that adjunct hours are added first so they can be paid then full-time faculty hours are added. Leslie Carr and Sarah Dettman are the individuals that add hours to the system. Teresa requested to have any comments or concerns regarding the new system forwarded to Teresa and Leslie Carr.
2. Academic Senate Presidents Report, David Andrus
    I. COCFA/Senate Joint Taskforce: This taskforce was created by the Academic Senate to address evaluation documents for Online/Online Live. The group met and provided great qualitative analysis. David and Nicole have reported back to Dr. Torres. The group will prioritize OnlineLIVE evaluation documents for the current semester.
    II. Academic Senate/COCFA Joint Town Hall Meetings: There are three joint townhall meeting times that have been identified and will be held later this month. Many people have been feeling disconnected and while many can stay connected with technology

there are many concerns about the future of the teaching profession. There is an overlap with work conditions and academic and professional standards and it helps to bring people together as this informs leadership. The meetings are not meant to be directly related to negotiations. There will also be some discussion concerning what are the unintended consequences of removing people from the physical campus, what will the profession look like post pandemic? What should faculty attitudes, willingness and work conditions be? What will student experiences be, especially for new students as they're experience is only through a pandemic remote environment. These townhalls were created as a forum in which faculty can be heard from their different vantage points respectfully in a professional and civilized manner.

III. <u>IE2 Steering Committee</u>: There is a full IE2 Committee meeting scheduled for October 12th from 3:00pm-5:00pm. Many of these conversations are related to Guided Pathways and also overlap with what will be discussed in the COCFA/Senate Townhall meetings. The idea is to listen to everyone and discuss what are the best ways to help students stay on the path. There needs to be emphasis on self-help and awareness of current conditions and of what everyone is going through. There may be some break out rooms to discuss how to go from surviving to thriving.

IV. <u>Curriculum Committee Update</u>:
   a. <u>Emergency DLA</u>: This Emergency DLA will expire at the end of the calendar year. Lisa Hooper notified everyone last semester. There was also a call out to everyone to get their DLA's for their courses and not rely on Emergency DLA's. There are some people who are not aware that courses being taught via remote and which are relying on Emergency DLA will no longer be allowed. There will be no roll over of the Emergency DLA. It was also clarified that the Emergency DLA and all provisional and full online through mutual agreement DLA, are expiring. These were enacted only in the event of an emergency.
   b. <u>FOMA DLA</u>: If the district decides we are in a local emergency the FOMA DLA will not apply either. This means that faculty will need to rely on the Permanent DLA.
   c. <u>Permanent DLA's</u>: This will allow for courses to be offered either 100% online, Hybrid or both. The Permanent DLA will be revised in order to capture any combination of new modalities. Currently there is only 100% Online or Hybrid. Hybrid means some face to face component on campus. There are some courses which do not do well online. These typically require direct observation of skill attainment. It is the responsibility of the Curriculum Committee to make sure that all appropriate modalities are applied based on the type of course being taught. Most departments on campus have gone through and applied for permanent DLA's. Faculty should be evaluating their courses if they have a permanent DLA to determine what it allows, for example, 100% Online or Hybrid?
   d. <u>Master List of DLA courses</u>: If anyone has any questions they can reach out to their Curriculum School Rep or the Curriculum Committee Chair, Lisa Hooper. There is a current master list of courses that have permanent DLA's. Patrick Backes has been tasked with this and has been submitting this information to the State. Lisa will share an extensive Curriculum Committee report at the next meeting
   e. <u>Online Labs:</u> The current Curriculum Committee Articulation Office and faculty member has not head back from USC as to whether or not they are going to

accept Online Labs going forward. Only Permanent DLA's will be in effect in the spring.

II. <u>Non-COC Emails:</u> There are still many faculty who use non-coc emails for campus business. In terms of Senate Elections, it has been made clear that everyone must use a coc-email. There are various important reasons for this relating to current provisions in how Senate Elections are conducted; equity and various other principles. David asked school senators and adjunct senators to make sure they report out to their constituents and remind them that they must use their campus email for official campus and Senate business.

III. <u>FLEX Policy:</u> David has met with Regina to go over some of the particulars regarding the dynamic nature of HyFlex. There is a need to adopt a policy similar to one adopted for OnlineLIVE. Special thanks to Dr. Torres and Lisa Hooper for reviewing this document. The next step will be to get another revision to this document and then call together a work group which will include Ed Tech. This document may come through on the Oct. 21st or the Nov. 4th meeting.

IV. <u>Ethnic Studies Courses:</u> There is a drive for Ethnic Studies courses on campus. David met with Katie Coleman from the EMP group. Guidance has also been sought from the State in terms of the implementation of Ethnic Studies courses and submissions. There has been some discussion with Rian Medlin in HR about identifying faculty members both full-time and part-time who meet the minimum qualifications for Ethnic Studies. Those faculty may have already been assigned to teach or hired to teach in other disciplines. David has asked School, Adjunct and At-Large Senators to put a call out and if anyone thinks they meet the MQ's to please reach out to David and/or message Rian Medline in HR.

C. Action Items

Below is a list of items that the Senate will take action on. Discussion is welcomed by all attendees.
None

D. Discussion

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

1. Faculty Professional Development Committee (FPDC) Guidelines & Operating Procedures (pg. 11-19)

   I. As reminder, all Senate Sub-Committee procedures are approved by the Academic Senate. The goal was to make the language more positive for example instead of, "non-members will not be allowed to vote," this was changed to "all members will be voting members." The procedures were also simplified and were aligned with current district goals.

   II. <u>Division representation on FPDC:</u> The list of Schools also needed to change. There is one other change that will be made under Section B, C and G. as the School of MSHP has two divisions: MSE and HPPS. The Senate Constitution does state that Divisions will have senators and not just Schools. The current language also included a lot of language on state guidelines and COCFA contracts. Other committees will need to analyze if they have adequate representation for their Divisions if their committees call for that.

   III. <u>Title 5 Language:</u> The committee unanimously feels that the legal language at the end of the document is not necessary. Sometimes legal language changes and this would

require regular changes to the procedures. There are others who feel the procedures should include Title 5 language to describe what professional development actually is, why it is offered and why it needs to be tracked. This is specifically outlined in Title V 55724.a.4, section A. and B. This section outlines how faculty can holistically develop themselves professionally. This is an important aspect of the shared governance model in terms of identifying roles and responsibilities. The area of professional development is also called out in the 10 +1 and it may be helpful to have faculty reference this language directly in the procedures.

IV.   Conferences: The guidelines state that, "proposals should be uploaded 21 days prior to completion of the activity." Proposal are reviewed in the order that they are received. If any proposals are not reviewed those will be moved up on the list at the next meeting.

V.   HPPS Senator: At Large Senators and At-Large Committee representatives can report out in School meetings in the absence of a School or Division Senator or committee rep. As a reminder when Senators and elected committee members vote they are voting based on the constituency that elected them.

VI.   Teresa will meet with the committee to discuss the procedures. This item will return on the Oct. 21st agenda as an action item.

2. Embedded Tutors Report, Mojdeh Mahn & Erin Delaney
    I.   Instructional issues are at the heart of what the Academic Senate does. This program places tutors in the classroom to help students successfully complete their courses. Embedded tutors are students that are further along in their academic journey than other students in a class. These students work under the guidance of faculty to provide additional student support such as attending live classes or being emended in a CANVAS shell, participate in discussion boards and provide feedback on assignments and drafts. Embedded tutors are there to provide additional feedback to students to help them turn in better assignments and projects. Some tutors are also holding workshops on behalf of faculty in the TLC. There are tutors who are doing group tutoring sessions, breakout sessions and who are holding open office hours. There is a great deal of team work that happens. Students may have a different relationship with a tutor than they would with an instructor. Students may feel more comfortable and less intimidated to talk to a tutor. Students can also pass a student along to an instructor if the student asks a question that is beyond the tutor's responsibility to answer. There are some students who still have not attended classes in person. Many students experience disasters, such as the wild fires, not to mention consequences of the pandemic. Many students feel they now have a friend they can talk to in an embedded tutor. Other students are forming groups outside of class.   Some students have created a social media chat group. The embedded tutor is also there to provide moral support as many students are right out of high school. The number of drops has reduced with the help of tutors. Students are also getter better accountability. The tutors are also learning themselves. A few student testimonials were shared. It was discussed in IE2 that there are many students who are falling off of the educational grid nationwide. If any faculty are interested in this program they can reach out to Mojdeh Mahn to discuss different variables. The current program is run with one time funds, however the argument can be made that there needs to be annual dedicated funding toward embedded tutors in the instructional budget.

3. Academic Freedom Committee Conditional Report (Faculty Authored Textbooks), Chris Blakey (pg. 20)
    I. Conditional Report (pg. 21- 24)
    II. [AP 4030 Academic Freedom](#) *(for reference only)*
    III. There was some discussion last year regarding concerns about particular textbooks that faculty authored and which have a high price point. There was also discussion regarding if there is more than one book to choose from or secondary sources which can be more affordable. A related conditional report was shared with the Senate. If this document is adopted by the Senate it will be considered a "final report" per the Administrative Procedure. The questions to be discussed are, does Academic Freedom allow for faculty members to require students to purchase their own author textbooks? It is not a violation of Academic Freedom for faculty members to require their students to buy their own authored textbooks. Faculty have broad freedom to assign texts that they feel are appropriate for their courses. The second section of the report challenges concerns and qualifications. The Academic Freedom American Association by university professors' states in their founding documents from 1940 a statement that students have the right to learn. It is important that textbooks are not being used for personal gain at the expense of their students. There are also some relevant concerns addressed by the California Community College System, such as equity, fairness and inclusion. There were also some comments regarding how to mitigate some of those concerns. AP 4030 provides the guidance for the AF Committee. If this document is adopted the final version would be forwarded to the CEO and CIO and added to the Senate website. There is then the option to adopt a resolution or a philosophical statement about best practices. There was a reminder that COC is a 2-year institution dealing with transfer studies at the 100 level with a plethora of available textbooks. There are DEI concerns.
    IV. There are others who feel that the institution should be proud if a professor writes and is using their own textbook as many professors could be experts in their field. Barnes & Noble also has some restrictions or policies on what can be bought or sold here on campus. Should there be a statement that if a textbook is sold that the faculty member does not receive compensation? The precedent being placed is that reports coming from Academic Freedom are purely intellectual and philosophical statements, most likely to be adopted by the Senate as a whole. The Senate could adopt a resolution that would cite the report. Others feel it is important to consider the affordability of textbooks in everything that is being done. It is important to find a balance between access, fairness and inclusion and being a local expert in a particular field, as well as academic standards. There are some students who have moved away from purchasing textbook through Barnes & Nobel and searched for other vendors as it is difficult for students logistically and financially. There are times when there are 15 sections for a class and each section has a different textbook. This raises questions about what is in the best interest of students.
    V. There is also some discussion regarding the academic freedom of departments, instructors and assigning OER vs published textbooks. This item will return as an action item. A best practices sheet can be created.

4. Academic Senate Legislative Endorsements, David Andrus (pg. 25-26)
    I. David was recently approached to place a piece of federal legislation on a Senate agenda. The issue is relevant in many ways but not directly related to the Senate's 10+1 mandate. Legislation on an agenda that the Senate is being asked to endorse

may set a precedent. The question is, when should or shouldn't legislation be placed on an agenda for consideration of an endorsement? If it is an item that is directly related to 10 +1 that may be an easier for the Senate to take a position on. There are many issues that people feel strongly about. Legislation is complex and when something is voted on there may be unintended consequences which has riders and amendments that are totally asymmetrical to the original intent of the legislation. This is sometimes an intentional practice to get people to vote against a piece of legislation as commonly understood within political science. Should a criteria list be created that Senate Presidents should have to adhere too that will help create an objective basis to make such decisions? The faculty body also represents students as well and many resolutions which have passed through were socially related. Others feel that faculty need to be more of advocates for students and for themselves personally. Due to the volume of legislation being so great, how can it be discerned what to and what not to support? The general consensus among senate leadership is to limit areas of legislation to the 10 +1 as this could help to eliminate some of the more peripheral legislative actions. The idea is to create a process by which to evaluate legislation. It is the best practice for the Senate President to listen to the will of the Senate. However, when the Senate President in unable to go back to their constituents and there is a deadline then the President serves as a trustee of the Senate's will.

II.   This document would likely exist as a Senate standing policy or procedure that could be used as a tool for the Senate President to come to such determinations.

E. Unfinished Business

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

1.   AP 7121 (Minimum Qualifications and Equivalencies), Alisha Kaminsky
     a.   CTE Faculty MQ Toolkit
     b.   The CE Committee will be discussing the CTE toolkit at the next meeting on Monday and will bring back feedback to the Academic Senate.
2.   Election Committee Results/Certification

F. 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.   HyFlex Policy, David Andrus

G. Announcements

o   Next Academic Senate Meeting Fall 2021: Oct. 21st, Nov. 4th, Dec. 2nd
o   ASCCC Fall 2021 Academic Academy – Virtual Event, Oct. 7th – Oct. 9th, 2021
o   ASCCC Fall Curriculum Regional Meeting- Virtual Event, October 18th OR Oct. 21st, 2021
o   ACCCC Area C Meeting Fall 2021-Virtual Event, Oct. 16, 2021
o   ASCCC Fall 2021 Plenary Session – Hybrid Event, Nov. 4th- Nov. 6th, 2021
o   Call for Applications for 2022 Scholarly Presentation, deadline November 12, 2021
o   ASCCC Part-Time Faculty Institute-Virtual Event, Feb. 10th – 11th, 2022

H. Adjournment: 4:57 pm