Academic Senate Summary for March 18, 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	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	*Gary Collis proxy for* Rebecca Shepherd	X
MSHP Senator	Shane Ramey	X	At Large Senator	Mary Corbett (via phone)	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. Paul Wickline	X
Marilyn Jimenez	X	Nicole Faudree (COCFA President)	X
Dan Portillo (Warren Heaton AFT Rep)	A	ASG Student Representative (David Gonzales)	A

Guest							
Andrew Jones-Cathcart	X	Dr. Diane Fiero	X	Jason Oliver	X	Kevin Anthony	X
Dr. Ann Hamilton	X	Dilek Sanver-Wang	X	Jennifer Smolos	X	Larry Alvarez	X
Bianca Philippi	X	Dr. Shane Ramey	X	Joy Shoemate	X	Maral Markarian	X
Chad Peters	X	Dustin Silva	X	Julie Johnson	X	Michelle LaBrie	X
Charles Johnson	X	Dr. Edel Alonso	X	Katie Coleman	X	Dr. Miriam Golbert	X
Collette Gibson	X	Gary Sornborger	X	Kelly Burke	X	Pamela Williams-Paez	X
Daylene Meuschke	X	James Glapa-Grossklag	X	Kelly Cude	X	Robert Wonser	X
Desiree Goetting	X						

A. Routine Matters
1. Call to order: 3:05pm

2. Public Comment: none
3. Approval of the Agenda:
   - Motion to approve the agenda by Garrett Rieck, seconded by Gary Quire. Yes, Verbal Vote for Mary Corbett, Yes, *Proxy Vote from Gary Collis for* Rebecca Shepherd. Votes collected via participation window. Unanimous. Approved.
4. Committee Appointments: none
5. Sub-Committee Summaries: none
6. Approval of the Consent Calendar
   - Motion to approve the consent calendar by Garrett Rieck, seconded by Lisa Hooper. Yes, Verbal Vote for Mary Corbett, Yes, *Proxy Vote from Gary Collis for* Rebecca Shepherd. Votes collected via participation window. Unanimous. Approved.

Academic Senate Summary, March 4, 2021 (pg. 3-10)	Curriculum Committee Summary, March 11, 2021

Program Viability Committee Recommendations:
   a) Public Health AST (New Program Proposal) (pg. 11-12)
   b) Technical Theater (New Program Proposal) (pg. 13-14)	

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

1. CETL Committee Annual Video Report & CETL Committee Update, Julie Johnson & Robert Wonser (pg. 15)
   - Major updates were discussed such as the introduction to Online Instruction which is known as IOI. From the spring of 2020 to winter of 2021 CETL has offered 14 different sections of the IOI program. More than 320 faculty where enrolled with a completion rate of 87%. CETL is very proud to be able to help the college train faculty to teach online quickly. CETL has moved toward non-credit for its instructional delivery. There is a need to transition the courses being offered for a more sustainable funding model but also necessary to expand to other faculty. This includes expanding to the larger educational community in the SCV such as the K-12 system. CETL met with the Curriculum Committee and had its first certificate approved. This includes 6 courses on teaching strategies such as, Introduction to Online Instruction, Culturally Responsive Teaching, Critical Thinking, Reading Strategies and Assessment Strategies. Special thanks to Lisa Hooper, Garrett Rieck, Patrick Bakes and Dr. Paul Wickline. These training courses may be offered in the summer. The Skilled Teacher Certificate Program is also moving forward and CETL is in the 2nd semester of 2020-2021. The cohort includes more than 25 faculty colleagues this year. This is a 54-hour certificate online program. New Faculty Orientations (NFO) have been hosted virtually with 4 new faculty. There are many people brought in from the campus community for support. Synergy with Kelly Cude has been also moving forward. The Culturally Responsive Teaching Course is underway with about 10 students. This program is taught by both Robert Wonser and Katie Coleman. The Skills Teacher training is ongoing for the full academic year. The website is being updated and maintained.

There is an interest form that people can fill out and a calendar of classes. CETL has participated in the Convocation Planning and Implementation for both spring and fall 2020. There have also been different trainings offered through FLEX/Zoom. CETL is continuing its collaboration with Online Ed. There has been some collaboration with the new instructional designer Helen Graves who is providing great insight regarding course design that can be integrated into the pedagogical trainings.

2. Academic Senate Presidents Report, David Andrus
   - David will soon be putting together and sending out the Academic Senate Survey.

C. Action Items

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

1. Part-Time Faculty MQE for Spring 2021 (pg. 16-22)
   a) Motion to adopt the Part-Time Faculty MQE for spring 2021 list by Aaron Silverman, seconded by Jennifer Paris. Yes, Verbal Vote for Mary Corbett, Yes, *Proxy Vote from Gary Collis for* Rebecca Shepherd. Votes collected via participation window. Unanimous. Approved.

2. ISA MQ list for Spring 2021 (pg. 23)
   a) Motion to approve the ISA MQ list for Spring 2021 by Erica Seubert, seconded by Regina Blasberg. Yes, Verbal Vote for Mary Corbett, Yes, *Proxy Vote from Gary Collis for* Rebecca Shepherd. Votes collected via participation window. Unanimous. Approved.

3. Mission Statement, Lisa Hooper (pg. 24)
   a) A recommendation was made to add **transfer preparation** as part of the holistic education list of goals. As there is already mention of associates degree, certificate credential and attainment and work force skills, this may not have been added as a result of the proposed legislation that would require students to automatically be placed into associate degrees for transfer courses, unless the student decided to opt out. In regards to the term "holistic" it is not a term that is normally seen outside of healthcare. The intent for this term was included with the idea that there are many things that students touch at an institution of higher education that don't necessarily translate onto a transcript. For example, all of the services that a student has access to through their experience here could help to serve their academic goals. Credentials are offered through some external standard bearers. Many do not think of the curriculum as providing credentialing but in Career Education it's a fairly standard practice. The idea was also to condense the language and try and incorporate every group. Typically, with Mission Statements the idea is to be broad so long as all areas of the college are being encompassed.
   b) In the next 5-7 years, starting from 2022 (which will be the next accreditation cycle) there will be more emphasis on baccalaureate degree attainment, more workforce development with credential, certification and immediate job employability. The ACC standard is very specific in outlining that there are four component that must be maintained with the mission statements, those include types of degrees and other credentials, commitment of student learning and student achievement.

c) The suggestion is to amend part of the proposed mission statement as follows: "to earn associate degrees and certificate credentials, **to prepare for transfer** and to attain workforce skills."

d) Motion to adopt the Mission Statement with the revised language by Tammera Rice, seconded by Garrett Rieck. Yes, Verbal Vote for Mary Corbett, Yes, Proxy Vote from Gary Collis for Rebecca Shepherd. One abstention from Rebecca Eikey. Votes collected via participation window. Approved.

4. Anti-Racism (Call to Action) Resolution, David Andrus (pg. 25)

a) This resolution item did not generate much discussion at the last meeting. This may communicate that the institution and the Senate need to learn how to have these types of discussions. There are some people who may not feel comfortable speaking up for fear of how they may be perceived. David convened an ad- hoc group of IE2 Call to Action colleagues along with Equity Minded Practitioner colleagues. There is a benefit to being a part of these conversations. There is a need to create a moment of comfort where people can feel free to be uncomfortable whether that be in Senate or other areas on campus. Through repetitive engagements people will get better at having those types of difficult dialogues.

b) ASCCC "Call to Action" & CCCO Mission on DEI: These conversations are important as they are part of the California Community College Mission on Diversity, Equity and Inclusion and the Call to Action on Anti-Racism. An extensive report was put out last fall by the State Chancellors office on how to address racism in higher education. The Brown Act and the idea of having deliberative meetings like the Senate take out the intimacy of having the ability to have those conversations as opposed to being a smaller workgroup of 8-10 people. The Statewide Senate, in conjunction with the State Chancellors Office have sent out a survey to all Academic Senate Presidents regarding what each college has done or what Senate actions have been taken to address Anti-Racism. The ASCCC Spring 2021 Plenary will focus on racism as a major theme.

c) This resolution came through Senate Executive Committee. There was much discussion and this resolution was unanimously adopted by the Ex. Comm. The following suggestions, edits and changes were made by the Academic Senate.

   i. 1st Whereas: The word "pervasive" as it relates to the US or to the local community is unsettling to some, as privately communicated to David.

   ii. 4th Whereas: There was a request to alter the 4th whereas to read as "people of color" instead of "non-white racial and ethnic identities."

   iii. 3rd Whereas: The 3rd whereas outlines various ethnic groups but, in the 4th, whereas it references "people of color." The idea for outlining the various groups is to provide individual identity. This resolution is directed to all anti-racism and not directed to any particular group. Racism is widely considered in academia as based on a white institutional and a societal power structure. White people can suffer prejudice and discrimination but not racism under this perspective. This matter was questioned by a Senator as not necessarily being dispositive, notwithstanding the existing academic definition.

    iv. <u>3rd & 4th Whereas:</u> There was a request to change the ordering of the Whereas's and switch the 3rd and 4th Whereas. In looking at the layout for this argument, the 4th Whereas states that racism exists in society and in institutions of higher education. The 3rd states that this resolution is related to COC students and the obligation faculty, staff have to address these issues. This could then lead to the Resolves with greater structural flow as related to the overall content of the resolution.

    v. There was a suggestion to include a definition of racism. However, it is not standard practice to include definitions in resolutions, this is more so seen in policies and procedures. There are dueling perspectives as to how "white people" are seen as opposed to everyone that is not "white."

  d) This resolution meets the holistic view outlined in the new COC mission statement. In order to be in line with the new mission statement this resolution needs to be adopted.

  e) Motion to adopt the Anti-Racism (Call to Action) Resolution by Rebecca Eikey, seconded by Erica Seubert. Yes, Verbal Vote for Mary Corbett, Yes, *Proxy Vote from Gary Collis for* Rebecca Shepherd. Votes collected via roll call vote. Voting results: (18) yes votes, (2) no votes and (1) abstention vote.

 5. Truth in Academia Resolution, David Andrus (pg. 26)

  a) There was one suggestion to amend the 4th whereas. David presented a very inspiring presentation at spring, 2021 convocation that resulted in much of the content found in the Truth and Intellectual Honesty in Academia Resolution. The Senate feels this is an area that needs to be at the forefront of what the college does. The overall Senate was in support of this resolution.

  b) Motion to adopt the Truth in Academic Resolution by Rebecca Eikey, seconded by Tammera Rice. Yes, Verbal Vote for Mary Corbett, Yes, Proxy Vote for Gary Collis. Votes collected via participation window. Unanimous. Approved.

D. Discussion

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

 1. Curriculum Cultural Competency Checklist-Implementation & Use, Katie Coleman, David Andrus & Lisa Hooper (pg. 27)

  a) As a result of recent nationwide events of the past year the ASCCC and the Curriculum subcommittee of the ASCCC Area C have been discussing how to improve the area of cultural competency and curriculum. A meeting took place in July. There was not a cohesive set of best practices that served to guide that discussion, but more so discussed areas to consider on how to deliver curriculum through a cultural competency lens. This list is intended to be broad. Input was solicited from the EMP and IE2 groups. There is a class through the CETL committee on how to develop culturally responsive curriculum.

  b) There are a number of faculty who are devoted and dedicated to promoting inclusivity in all areas. This checklist will serve as a guide for faculty who are writing or revising a course. This list needs to be able to be utilized by everyone who teaches in any discipline at any sort of level such as credit, non-credit and ISA's. The objective is to

ensure curriculum is not necessarily inclusive, but that it wasn't exclusive. This list is a series of prompts that anyone who is revising or creating a course could attend to.

c) This list includes those areas that are needed for Diversity, Equity and Inclusion, such as course naming conventions, selecting appropriate textbooks, highlighting and bringing special attention to cultural events and give credit to those how have made contributions to history. The idea is for all courses to have a historical, social or cultural focus.

d) In addition, this checklist creates a form of accountability and teaches faculty how not to be exclusive. This is also important for all sub disciplines in a field as there are evolving sub-disciplines. It is important to show sensitivity to any marginalized groups and create course outlines that are adaptable. Courses can be objective in allowing for new or emerging specialties or theories.

e) There are other colleges that are using versions of this checklist. It was clarified that there is no punishment for faculty who do not use this list or if this list is not being used properly. However, there is an obligation as professionals to strive to be better. Will this check list add another step in the curriculum evaluation process? This will not but if the college is committed to student success and Guided Pathways then this is an evolution of the curriculum revision process.

f) If Senate feels this checklist is ready to move forward it will return on the next agenda as an "Action" item.

2. BP/AP 5010 Dual/Concurrent Enrollment, David Andrus & Gary Collis
    a. Impact of Proposed Changes to Concurrent Enrollment Policy for allowing 9th and 10th Graders (pg. 28-29)
        i. The Policy Review committee discussed this item and are against this idea in a unified manner. The concern is primarily with inter mixing 9th and 10th graders with college students in the college classroom and learning environment. There was a discussion regarding a potential middle ground that could be well structured with a set of parameters.
        ii. Dr. Jasmine Ruys shared a, "Dual and Concurrent Enrollment" presentation. The presentation outlined the definitions for "Dual Enrollment," "College Now," and "Concurrent Enrollment." In 2010, Institutional Research conducted a study of 9th and 10th graders enrolled in spring 2009 and concluded there were 64 9th and 10th graders enrolled. There was an 85% success rate compared to 67% for non-concurrently enrolled students. A list of top articles relating to dual enrollment was also shared. This data is for students enrolled in similar courses.
        iii. The initial proposition was for courses to open up to 9th and 10th graders in general at both the Valencia and CCC. This would also include College Now which is concurrent enrollment or dual enrollment after school. Based on the concerns expressed by the Senate Policy Committee the proposal now is to have students take courses through Dual Enrollment only.
            a. Specific classes will be taught during the high school day by a COC certified instructor on the high school campus.
            b. This option would require principal and counselor approval and mandated training for all faculty members who are associated with this program.

c. Students would be selected based on their Ed plan as well as their affinity and maturity.

d. This option would provide free courses and textbooks to students.

iv. This program will also provide college classes to students who would not have otherwise had that opportunity. A study conducted by the [University of California Davis, "Center for Community College Leadership and Research" from January 2020](#) was shared. This study points out the disparity in terms of socio-economic status and race. However, it is not specific to 9th and 10th graders. What this study suggests is that LatinX and Black/African American students are not taking concurrent or dual enrollment courses in general compared to White and Asian students. The concern is that when using equity to push an item on an agenda forward there may be data which demonstrates this disparity. Providing this program to 9th and 10th graders does not solve the equity issues. Studies demonstrate that access and exposure to dual enrollment is what makes a difference. There is also an equity issue with the use of the WISC exam as there is a cost associated with this exam.

v. What will departmental chair input look like? The goal is to allow departments to decide whether they want to potentially offer instruction at a high school. This would not be all courses but those courses that would be appropriate in concert with dialogue with the Hart District. There is concern that perhaps some of the courses that appear on the schedule of classes were requested and there was no conversation with departments. There are some pathways that existed with the local high schools, such as with paralegal studies, that are no longer being offered.

vi. ASCCC in 2006 convened a Taskforce and then adopted the Taskforce recommendations. This was presented through a paper titled, ["Minors on Campus: Underage Students at Community Colleges."](#) This article indicates that faculty need to be the ones deciding which courses have minors enrolled in them. ASCCC endorsed AB288 and the principles behind it. This article cautions administrators who think that this type of program is a way to increase FTS without considering the implications of the program on faculty and students. This Taskforce, in response to AB288, states that dual enrollment guidelines should assert Community College faculty primacy in all curricular matters involving dual enrollment course offerings. The contract between COC and the Hart District, by law, is supposed to articulate the criteria that is used to assess the ability of pupils. The agreement states that the, *"SC Community College District faculty need to identify the courses using the following criteria, alignment with high schools' pathways in college program course of study and potential for course completion to accelerate students time to completion."* Nothing in the proposed policy states that faculty will have a say as to which courses are being selected. The codification of AB288 and the contract between the Hart District at the SC Community College district states that, *"A community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus."* There are concerns with having more Business

courses offered at the high schools than at COC. Under AB288 a college should not jeopardize enrollment at the college level by cancelling courses. The legal opinion from the Chancellors Office in connection with AB 288 recommends that a contract include a mechanism in a CCC partnership agreement when for determining when a course is oversubscribed, a notification procedure and a process for the efficient resolution of community college oversubscription issues. There is no mechanism in the current iteration of the contract. The criteria for how faculty approve courses needs to be approved as the college cannot allow other districts decide when 14-year-olds can enroll in college courses. There are budgetary motivations in that enrolling more students would generate more funds for the district. This idea was shared during the Chancellors budget presentation.

      vii.   There are others who are in favor of Dual Enrollment as this may be a way to get high school students interested in a Career Education major. This is also a way to expand education that leads to direct employment. There will also be an opportunity to make revisions to the BP/AP.

     viii.   This item will return with a concrete proposal and with policy revisions for a vote at a future Senate meeting.

   b. BP 5010 (pg. 30-32)
   c. AP 5010 (pg. 33-36)
      i.   There was a reminder that both BP 5010 and AP 5010 are uploaded on the Board of Trustees website.

3.   Summer/Fall 2021 OnlineLIVE training certification proposal, David Andrus (pg. 37-38)

      i.   There has been some discussion regarding what to do with both provisionally certified instructors and a potential OnlineLIVE Certification proposal. There is an ongoing workgroup which included CETL, IOI, Ed Tech, Academic Senate and Administration that worked on the parameters of this proposal. Ed Tech Committee would like to continue to discuss this item. The Senate intents to roll over provisionally certificated instructors until the end of the calendar year. This will allow department chairs to staff their courses for summer and fall 2021. If there was a required training for OnlineLIVE, what would this look like? David will reconvene the workgroup next week.

      ii.   Ed Tech Committee is in agreement with the idea of having part of OnlineLIVE Training be synchronous, not just asynchronous. There was no agreement reached as to whether or not OnlineLIVE trainings should be mandated for those who are fully IOI Certified Online, i.e., those who have completed the 36 hours of IOI training. There is no agreement on what the content and hours for the training would look like; as of now it looks like it may be 9 hours. CETL will be responsible for building this training. It is also not clear who this would affect and how. There are some who feel that teaching OnlineLIVE is effectively a hybrid course and that it is typically taught in zoom rather than face to face. There is also a question regarding if there will be special training required for Hybrid courses. There are also concerns with adding another tier or grouping for DOC and DOH list. There are concerns with item #5 as it does not make a distinction with respect to

their disciplines and their programs and the number of hours of experience individual instructors have teaching online.

iii. There is an emergency meeting scheduled for the Ed Tech Committee. When adopting various aspects of a policy it is important to note how this may impact Administration, students, Senate Unions and other campus groups. What are the academic standards? What needs to be adopted that is appropriate for academic and professional standards for teaching and learning? This item will return on the next agenda for more discussion and possible action if these pending questions are addressed offline with Ed. Tech and the assembled work group.

E. Unfinished Business
Below is a list of items that can be discussed for a future date.
1. Add Code Enrollment Procedures

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.

G. Announcements
- o Next Academic Senate Meetings Spring 2021: April 1, April 22, May 6 & May 20
- o ASCCC Spring 2021 Plenary Session, April 15- April 17, 2021, Virtual Event
- o 2021 Career Noncredit Education Institute, April 30-May 2, 2021, Virtual Event
- o ASCCC 2021 Curriculum Institute, July 7- July 9, 2021, Virtual Event

H. Adjournment: 5:25pm