





Senator Ball: Clarified that the point of this resolution is that part-time faculty are the only professional constituency who are part of the shared governance/participatory governance structure that are uncompensated for participation. That comes with a number of equity issues, not only for group as a whole but within their group. They are asking the Senate to simply state that there should be equal pay for equal work.

Senator Ely: Added that they are asking for the appropriate constituents (not the Senate as it is not their purview) to get together to make those decisions as to how they can assign a value and make part-time work appreciated.

President Gordon: Asked if the Part-Time Caucus would consider an amendment to change the word "same" to the word "comparable" in the last line of the resolution? By saying "same" they may be crossing the line into directly negotiating. By saying "comparable" they leave the purview of the Union intact.

Senator Ball: CFE President Rob Schneiderman informed him that management and the Union have made progress on and have come to an agreement to start allocating money so there is not a cost for their participation in shared governance. As a part-time representative with constituent interest, nobody else takes a pay cut when they participate. The rate at which part-timers are paid for anything else would still constitute a kind of inequality within the college structure. Even though this is a resolution just stating the Senate's opinion, he would be happy to change it, but his preference would be, even if it is changed, that they have an understanding that part-timers are devalued, either by performing free or discounted labor, when they work alongside everyone else in the Senate.

Senator Arismendi-Pardi: Stated that "gender" is viewed as a duality. There are a multiplicity of gender and sexual orientations and identifications. He would like to see that included. He has seen part-time faculty members who have a non-dual sexual orientation barred or discriminated against from participating on something because of their sexuality or sexual identity. He has seen part-time faculty get involved, have opinions and exercise their limited academic freedom only to be told the next semester that they do not have a class for them. That is something that concerns him because part-time faculty members are just as qualified as full-time faculty members. Part-time faculty get paid much less than full-time faculty for the work that they do. He wholeheartedly supports all the part-time faculty at OCC and supports the resolution.

Senator Kennedy: Sees the word "value" in the last line of the resolution as more than just monetary compensation but as some work that is valued. For that reason, the wording has two meanings and is less a negotiating term. Overall, the resolution is well written.

*Motion 2:* Senator Means moved to approve the Part-Time Resolution; motion seconded.

Senator Alabi: Asked if the resolution includes any language that cautions full-time faculty from pressuring part-time faculty to do free work. She also asked if there was anything that differentiated between mentoring and pressuring part-time faculty.

Senator Ball: No, it does not, but the Part-Time Caucus plans to continue to bring part-time issues and questions before the Senate



counselors are being prioritized and added to work in collaboration with the health centers on the community college campuses. He wanted to highlight the importance of that since they are seeing an increase in cases. It is also an opportunity to have collaboration with the health centers with both student services and instruction faculty.

Vice President Drew: Asked what other kind of tangible services students have access to other than initial counseling services. Are there other steps or referrals to community agencies?

Director Valentine: They do have a lot of referrals in the community. They keep up with them and connect to the community with the different places they can send someone. They do let students know that they are short term. They do not have a cap on the number of sessions, so they do not have a session limit. They collaborate with the student on what is going to be best and what that means. They just let them know that at some point, if they need longer term, they are going to help move them on. They are going to do a warm hand off to somewhere that they trust and somewhere that they know. They are also connected to County mental health. They do trainings and presentations with mental health for Orange County. They can connect people through that direction, as well. They also help if students need assistance in negotiating their insurance, figuring out how to get the medication they need, or trying to find places that will take them if they only have Medi-Cal or even no insurance. They use Hoag for some of that. They are trying to expand their range about where they can send students for the different needs.

Senator Kennedy: Previously attended a mental health session from our OCC Health Center and it was very informative. In the last two years her students have shared more and more about their mental health issues without her asking. One semester she had all honor students in one class focusing on aspects of mental health in their projects. Once this issue is brought up in class students want to continue to talk about it and it is one of the reasons cited why students are late with work or miss class. She wonders if there is a way or a plan for the future, on Zoom, in person

## 6. Preliminary Matters, continued

B.

identifying constituency groups and advancing the recommendations included in System's 2020 DEI Report. The ASCCC representatives doing modules for DEI are Dr. John Stankas and Dr. Mayra Cruz. The recommendation is to include faculty, administrators and classified staff in the task force to help enhance their knowledge of DEI concepts.

There are two modules scheduled in the near future. One is scheduled on Thursday, October 28 from 3-4:30 p.m. and the second one is scheduled for Friday, November 19 from 10:30 a.m. to 12 p.m. These modules focus on cultural competency, implicit biases, anti-racist learning, working environments, etc. The California Community College system is committed to an ongoing effort to foster inclusiveness. This is an opportunity for everyone in the different groups to talk about DEI efforts.

One of the topics is called "I Don't See Color. I Just See People: Becoming Culturally Competent" with the following description: This learning module examines the way in which the U.S. educational system perpetuates inequity and introduces various frameworks that can

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## 8. Approval of the Minutes:

MINUTES: First draft written by Beatriz Rodriguez, Administrative Assistant to the Senates. Revision of first draft and Senate-approved drafts written by Senate Secretary, Marilyn Kennedy, who also distributes the final Senate-approved version to the Chancellor, Board of Trustees members and secretary, union presidents, GWC and Coastline Academic Senate presidents, OCC College President and faculty as per OCC Senate bylaws.

### Voting Tallies Chart

Motion 1	Motion 2	Motion 3	Motion 4	Senate Membership
Move Old, New, Consent to Front of Agenda	Part-Time Resolution	Consent Agenda	Minutes 10/19/21	
Aye	Aye	Aye	Aye	Alabi, Jessica A.: Senator-at-Large (2020-2023)
Aye	Aye	Aye	Aye	Arismendi-Pardi, Eduardo: Parliamentarian, Senator-at-Large (2021-2024)
Aye	Aye	Aye	Aye	Ball, Jason: Part-Time Senator (2021-2022)
Aye	Aye	Aye	Aye	Barnes, Carol: Counseling Senator (2021-2024)
Aye	Aye	Aye	Aye	Boogar, Tyler: Math and Sciences Senator (2020-2023)
Aye	Aye	Aye	Aye	Calabretta, Nina (Part-Time Senator (2021-2022)
Aye	Aye	Aye	Aye	Connor, Sean: Senator-at-Large (2020-2023)
Aye	Aye	Aye	Aye	Cuellar, Eric: Senator-at-Large (2021-2024)
Aye	Aye	Aye	Aye	