

# ORANGE COAST COLLEGE

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Academic Senate Meeting | 2/11/20 | 11:30 am - 12:30 pm | Faculty House

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Kevin Ballinger, Kate McCarroll, Rich Pagel, Yuki Toyooka-Smith, Charles Otwell



called the meeting to order at 11:31am.

approve the January 28, 2020

Reported that he sent the document from last week out to divisions for comments and feedback and will be meeting with a curriculum specialist to start talking about course implementation. He is also meeting with the counselors who are spearheading the program mapping this Thursday in order to plan how to distribute

Requested that she and Steve Tamanaha return in a couple of weeks to update the Senate on the Guided Pathways Task Force and budget, including the Scale of Adoption Assessment (SOAA).

Reported that she will be facilitating the first Guided Pathways ASCCC webinar on February 19, 12pm - 1pm, with the focus on AB 705 guided self-placement in English, Math and ESL. The series of webinars will be every other Wednesday from 12pm - 1pm. She requested that

noted that we do not need a coordinator for any of these funds to disperse them.

explained that the state left it to the schools to decide how to disperse the funds. That is now locally controlled. We need to do that as a body, we get to decide based on guidelines of the grant which are set in stone for SSSP and Equity, but are more open-ended on our part for basic skills.

At the beginning, everything was for basic skills, but I have always advocated for tutoring for social sciences, too, and have coordinated with Tutoring and Student Assessment and see that as an integral part. Working with Coordinator Kamphuis and the Student Success Center, all of the students who go through the different sessions we have set up, on evenings, weekends, and Sundays, their grades increase every time. Poli Sci 180 students who go through the tutoring sessions coordinated through Coordinator Kamphuis and the Student Success Center are more successful in their coursework. Possibly Coordinator Kamphuis has the statistics on this, but I have records.

Recommended to Coordinator Kamphuis that the BSI Committee may be able to come up with a way for faculty members to communicate with the committee as to what they need or might think; maybe BSI could send out a survey or obtain feedback. This could be discussed at the next BSI meeting.

reported that at the end of last semester she stepped down as BSI coordinator and notified the Senate President, the Vice-President of Instruction, and the committee members.

move New Business next; motion seconded; motion approved unanimously.



There was some discussion about how this was going to work when

ga c\_]b[ cfj Ud]b[ , h\YmXcbN\h\_bck h\Y dc`]Wm Ci fHUG\_ Zc fW UXj cWUHg h\UhYj Yfmc bY feels empowered to approach students and let them know the policy. In terms of punitive, now that President Suarez will take the policy across the street, it might be something that they want in a BP/AP. The task force wants to take this in a positive perspective and create a healthy environment for everyone and about education. This is bchUVci hgh[ a Uh]b[ ga c\_]Yfg h\Y h\c dfcj ]XY Wggh]cb g ddcfh]Z h\Ymk Ubh\c ei ]h

As a reference with the skateboarding policy, we had the belief that we were going to be educating people, but that is not occurring. The policy is often ignored. K Y XcbN\Uj Y Un education process in our policy. Is there a way that the education portion can be more predominant in this smoke-free policy?

In terms of education, the peer health educators will take a lead role in that. The health center just received a grant from the Orange County Health Care A [ YbWm\c hFU]b c bY cZ h\Y gUZZa Ya VYfg ]b ga c\_]b[ Wggh]cb. =XcbN\h]b\_ h\Y skateboarding policy had an education plan. The next task force meeting will talk about branding because we want to make sure we get the message out to students, faculty, and staff this semester because the College Council wants to implement this in fall 2020.

The two skateboarders who almost knocked a blind person and me down X]XbN\h\_bck UVci h\h\Y dc`]Wm Mci [ YhbYk gi XYbhg]b and you have to reinforce again. Would this person with the grant be able to go to classes and give flyers out each fall semester to be sure that the students know?

Absolutely. One of the reasons why the task force decided to go 100% is there is no ambiguity on where one can or cannot smoke. With the skateboarding policy h\YfYNg bc WYUfXY`]bYU]cb like that.

Whenever you have policies like this, you have to have a way to enforce it because you might have someone who rejects the smoking cessation training/counseling, what do you do? And we just updated the student handbook and this needs to be in tandem with that.

The task force did not want to take that approach but if the District wants to include that, absolutely that would be included. In a lot of the policies and procedures at other institutions that have taken the consequence approach there has been a \$100 Z]bY k f]hYb ]b\c h\Y dc`]WmZc f h\Y I h]fX ]bZUWh]cb. It applies to employees, faculty, and staff. Part of getting the message out is that it needs to go into orientation for students UbX Ya d`cmYg Z h\U]Ng c a Y h]b[ h\Ut needs to be included, it can be.

Zmci `cc\_ Uh h\Y gi XYbhNg VY\Uj ]cf dc`]Wm =VY`Yj Y ]hgUmgh\Ym have to follow all policies and procedures. For behavior, there are things in place already k \Yb U gi XYbhXcYg bN\UV]XY Vmh\Y Wode of conduct.

In terms of implementation, the University of Kentucky employed a ZUa Yk cf\_ h\Uh h\YmWU`YX h\Y I h\YfY HNg I H\UW, H\YUhUbX HFU]b. h\YmUXcd h\YX h]g framework, T] teach which is education and communicating the policy to the campus, treat ] ZcfdYcd`Y k \c k Ubh\c UhY a dh\c ei ]h H]g ]bNgUm]b[ mci WUbN\ga c\_] ]Zmci k cf\_ \YfY cf mci WUbN\ga c\_] ]Zmci [ c h\c gWcc` \YfY. CUa di gYg h\Uh\Uj Y [ cbY 100% have found that faculty and staff attempts to quit are at a greater frequency. Kelly Daly will have support at the health center for those who want it.

Anytime you start something you have to evaluate and continue to collect data. The students are doing some cigarette butt clean-up and there will be one during Flex Day. We can always repeat our perception survey in the fall and students will be doing observational and environmental scans in terms of where students might be smoking and vaping.

If ~~we~~ we do this, what would be the natural consequences for the smokers? Will people go somewhere on campus secretly; what has happened at other campuses?

Other campuses have reported hot spots. If you intervene and let smokers know the policy, they will scatter. This is an addiction and we have to acknowledge that but think about the health of the rest of the students, too.

Secretary Kennedy sent out a copy of the latest proposed changes (for the bylaws). The biggest problem with changing bylaws is that one change can snowball into another place. Secretary Kennedy went through them and added proposed changes based on the comments you made last semester and added in proposed changes based on what we are already doing.

Before we make a decision, we should have a discussion on every paragraph and then come back at another meeting to make decisions.

At the last meeting we were talking about the Constitution and were supposed to talk to our constituent groups about Articles 1 & 2.

Yes, we can start with that. For the future, please read the bylaws all the way through and make sure you agree on proposed changes and that one thing does not counter another thing later on. Did anybody, when they went to their constituents, have any feedback on the Constitution?

Yes, I did have ~~two~~ two comments from my faculty that it is not clear if the only folks representing this body are the full-time ~~faculty~~ faculty. Does it not include part-time faculty?

I did talk with members of my division, and I have a poll out but do not have the results. I presented the idea to include the part-time faculty but that a ~~smaller~~ smaller change in the Constitution would create greater changes in the bylaws if not changed at the same time. People were definitely concerned about that. One recommendation was to change the bylaws first, then we can change anything in the Constitution. ~~People~~ People were concerned that ~~changing~~ changing the Constitution should not detrimentally affect the bylaws. We should adjust the bylaws to see where we want to include just full-time or both full-

I wanted to draw attention to the fact that full-time faculty are not always teaching faculty. There are some faculty members who are full-time who do not teach. Will there be a distinction?

If you have it in your mind, will there be a distinction between the teaching faculty and those who do not teach?

Because of my report two weeks ago regarding the ASCCC and full-time faculty and senates, I went to the State Academic Senate's site; that directed me to the Education Code. It clearly states that the Senate is formed and created, plus it may fix and amend procedures by votes of the full-time faculty, but that full-time faculty may allow the participation of part-time faculty as members. Hence, we have appointed part-timers which is what the California Education Code says:

**§ 53202. Formation; Procedures; Membership.**

The following procedure shall be used to establish an academic senate:

(a) The full-time





February 18, 2020

First draft written by Michelle Ozuna, Administrative Assistant II, HR. 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.

Minutes 1/28/20	Minutes 2/4/20	Consent	Move new business	
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Teach: This includes not only education related to the health issues related to a person's exposure to second-hand smoke, but also the timely campus communication about the change of policy. Education will be provided by the peer health educators who make up PHAcT (Peer Health ACtion Team). Education may be provided via tabling on campus, classroom presentations, social media, printed materials, and/or multi-media presentations and will be an ongoing theme at campus health fairs. Communication strategies will be developed with input of the Smoke/Tobacco-Free Task Force and should include a large contribution from

Lee, Joseph G L, Ranney, L. M., & Goldstein, A. O. 2013. "Cigarette butts near building entrances: What is the impact of smoke-free college campus policies?" *Tobacco Control* 22 (2), 107–12.  
doi:10.1136/tobaccocontrol-2011-050152

Van Buren, J. (2015). *Implementation of a Tobacco free Campus*. University of Washington. Retrieved from <https://www.ehs.washington.edu/system/files/resources/tobacco-free-campus-report.pdf>