


ORANGE COAST COLLEGE

Academic Senate Meeting | Oct. 11, 2022 | 11:30 am - 12:30 pm | Student Union 214/Zoom Link: <https://cccd-edu.zoom.us/j/82604795285?from=addon>

Kate McCarroll,



Thanked members of the Senate who turned out Friday; it went very well. He and Vice-President Drew thanked President Suarez and Vice-President Grimes-Hillman for their help and support in making it happen.

Announced that the Senate is continuing its series of presentations on programs associated with the members of the Academic Senate's Executive Board. Senators Barrios, Ely, and Ball will tell us about the Part-Time Faculty Caucus. Next week, Senator Kennedy, President Emeritus Arismendi Pardi, [and Professor Richard Kraft] will speak on academic freedom.

Two weeks ago, the governor vetoed this bill, which would have raised the part-time maximum load from the current one which is approximately 67% of a full-time equivalent load to the proposed 80-85% of a full-time faculty load.

Announced that Vice-President Drew will preside over next week's Senate session.

Talked about the proposal to assign an OCC faculty member as an advocate for Coastline College's Initiative on Direct Assessment - Competency-Based Education (CBE). "

" is abbreviated in the Job Description as "D.A. - C.B.E." This is on the agenda for today. He asked Curriculum Chair Pullman to speak a couple of minutes in favor of the proposal to create an

benefit costs. There are many other parts to it if they work in multiple districts. However, that will be a huge budget savings for our district to have a one-hundred-percent reimbursement for the expenses on part-time health care. They will be working on that with the District. Right now, the Chancellor's office has not sent out the guidelines on how this is going to work, but it is a big deal. It will help with this fiscal cliff we are facing, the deficit we are facing in 2024-2015.

Reported that he heard a lot of good things about the recent workshop of Collegiality in Action

professional level. Their full-time colleagues and managers tend to value their contributions and recognize their conditions. Programs like the one run by Senator Ely, The Communities of Practice for Part-Time Faculty, enjoy a lot of support and advertisement. There are space and resources made to sustain that part-time community and you do not see that at every other college. As supportive and welcoming as OCC is to part-timers, sometimes talking with other part-time colleagues they get a sense that unintentionally there may not be a lot of understanding about how they fit in and the things they do. Seventy-three percent of OCC faculty are part-timers. They play a tremendous role in whether college priorities are effectively implemented, and they encounter special obstacles and limitations as teachers pursuing the college mission. They are part of the success story of the campus, and the programs, and the students, and they wanted to anecdotally stop and say that there are a few things that they personally do. He has students who are working parents. He has students who have hectic schedules who really want to succeed. This last weekend he held Zoom office hours for students who are too busy to meet with his part-time schedule on campus. Next week, based on his experience working in UC LA 's transfer programs,

Stated that they are not bringing a resolution; they

measurable learning objectives that demonstrate mastery of knowledge, proficiency, skills, and ability. Not simply showing what you know but understanding how to apply that knowledge. Students can take as much time or as little time as they need to understand the material, so they progress at their own pace. There are two main approaches. CCCD is choosing the Direct Assessment approach. There is also credit-based approach. There is also hybrid. There is fully online. There are flat rate fees. There is nonlinear course

providing them with access to pre-transfer level skills, but it is not place for transfer level. The examples he has seen about how Competency-Based education is actually implemented is very disconnected from the teacher. He does not know if it needs to be that way, but all the examples he has seen have it very disconnected, whereas our self-paced will require students to have regular substantial interaction with their teacher a certain number of hours every week while they are enrolled in the course, and they hold workshops and work with them and the assessments that are done are still the same assessments that we give in class. The assessment is not part of this self-driven module. He does not feel well educated enough to say definitively what the exact differences are.

She thinks that there are some benefits for some students with CBE, but that has not been presented here today. Her larger concern is that this is not from faculty, and she is also concerned with the MOU write-up in regards to academic freedom, as the person who takes this position must assume a stance and position. This idea of CBE might be beneficial, but we have not discussed it at the Senate or made a decision. That is her larger concern.

Let us make a decision now. The Union has said that they will defer to the Senate on this question of a memorandum of understanding for an advocate for Competency-Based Education. We did send out the proposed language for that. Is there a member of the Senate who would like to make a motion that we approve the creation of an advocate for CBE?

Motion 3: Senator Alabi moved to

