

# ORANGE COAST COLLEGE

---

Academic Senate Meeting | Oct. 18, 2022 | 11:30 am - 12:30 pm | Student Union 214/Zoom Link: <https://cccd-edu.zoom.us/j/82604795285?from=addon>

Guests (Optional & Voluntary Sign-In): In Person: Jeanette Grimm, Kate McCarroll, Calvin Fantone, Kelly Holt, Rick Garcia, Steve Tamanaha, Anna Hanlon. Zoom: Richard Kraft, Eduardo Arismendi-Pardi.

## 1. Preliminary Matters

- A. Call to Order: Vice President Rendell Drew called the meeting to order at 11:32 A.M.
- B. Public Comments: Anna Hanlon, Jordan Stanton

Senator Cuellar: Provided a follow-up regarding the CLEEO 13.0 Summit event last week with Dr. Frances Contreras from UC Irvine. It was very well attended. He was humbled by her knowledge and ability to address the current issues regarding Latinx community colleges and universities and humbled by the students who developed the sixteen questions for the Q&A session. The presentation will be posted on the OCC CLEEO webpage in the CLEEO Summit Library. Dr. Contreras sent her gratitude for being invited to OCC, said "hello" to the campus community, specifically Dr. Angelica Suarez.

Senator Ely: The Communities of Practice for Part-Time Faculty held a BBQ at the football game. That was actually the first time that Dr. Suarez met a lot of the part-time faculty. They have also done a women's softball game event. As a department event, it might be a great social way to get your department or your division together and support the team.

Senator Kennedy: Shared that the *LA Times* had a recent article, "[Overwhelming Demand for Online Classes Is Reshaping California's Community Colleges](#)", that examined the overwhelming demand for online classes that is reshaping community colleges, with 50% of classes fully remote in LA College District, due to student demands.

Senator Chavez Jimenez: Asked if athletic events are at full capacity or if there are any restrictions in terms of how many people are allowed. Anna Hanlon thought that were no restrictions. You may reach out to the coach if you are going to bring a group because she is not sure of costs, but you can probably work something out in terms of a discount. Senator Legaspi stated that when it comes to attending games, there are no restrictions currently. If you are a student with a student ID, it is completely free and for faculty, as well. They would love to see you at more events.

## 2. Officer, Senator, & Committee Reports

A. Vice President's Report – Rendell Drew: Deferred this report to his presentation today under New Business.

B. Diversity, Equity, Inclusiveness and Accessibility (DEIA):

Senator Alabi: They received a report that they will probably not get funding for full-time faculty, yet Ethnic Studies is in dire need of hiring another full-time faculty member due to enrollment changes over the last three years. She and Senator Stanton have been scrambling to get part-time support. They are in the middle of hiring a first full-timer, but she decided to go and ask anyway. This is a college mandate. It makes Area F part of the Golden Four, which the Chancellor calls the Golden Five now. She is asking for support and consideration because they are trying to be a phenomenal Ethnic Studies department and go about it the right way.

C. Part-Time Caucus: Senator Ball stated that they will be calling for some changes and suggestions for the formalization of the caucus and in restarting the Part-Time Faculty committee.

D. Board Policies and Administrative Procedures Committee Report – Senator Kennedy: Stated this was supposed to be in the New Business area, and not a report. If faculty have any feedback on the new proposed Telecommuting policies, please send those to her via email.



some of the incredible discussions they had around these works. His goal in presenting these works to the students was to show them and describe all sides of the debate and invite them to articulate their opinions and feelings, and to draw their own conclusions about the works. Academic freedom allowed him to do this without any fear of reprisal.



One of the things that being discussed at some length in the Academic Freedom Committee is the Chicago Statement, which originated in 2015 at the University of Chicago, essentially a free speech policy statement. Since that time, it has been adopted by over eighty institutions, including Princeton, Columbia, and Georgetown, and the Cal State Channel Islands. There are a number of community colleges in Texas, Utah, Mississippi, that have adopted the Chicago statement.

The fundamental principle of the Chicago Statement is that free speech is at the core of education, especially when the ideas being discussed are controversial and difficult. It states it is not the role of the University to attempt to shield the individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. It also acknowledges that these freedoms come with some boundaries. It does not allow individuals to say whatever they wish, wherever they wish, and it describes situations where the college can limit certain types of speech [time, place, manner]. Within these parameters, the Chicago Statement argues that even speech deemed to be offensive, immoral, or wrong should not be suppressed. It is up to each individual member of the community to make their own judgments, and spirited debate around these issues should be encouraged. The authors of the Chicago Statement feel so strongly about this

that they end that document by saying

of faculty to create and to use instructional materials that are thought-provoking or controversial.

Additionally, the free speech movement in the sixties in Berkeley opened up discussion on the campus but is also opened up changes the curriculum. One of those curriculum changes was ethnic studies.

She shared quotes on academic freedom on classroom learning:

skeptically and to learn how to make an  
*The Atlantic*

Jonathan R. Cole,

comfortable; it is made to make them  
think. Universities should be expected to provide the conditions within which hard  
thought, and therefore strong disagreement, independent judgment, and the questioning  
of stubborn assumptions, can flourish in an environment of the

pedagogical goals and classroom dynamics of a particular course, as well as by the larger educational objective of instilling in students the capacity for critical and independent

services offices at many colleges and universities note that faculty members have the right e accommodations that fundamentally alter the academic one -- at the University of Montana -- that mentions the possibility of alternative accommodations to classroom recordings in

\_ Jeffrey Aaron Snyder and Amna Khalid, *Insider Higher Ed*

She concluded the presentation with data on the lack of full academic freedom for part-time faculty, as "The question is not how many professors have been fired for their beliefs, but how many think they might be" (Jonathan R. Cole). She quoted Jordan Howell and Adam Steinbaugh of FIRE in noting "adjuncts were most likely to be terminated (29 out of 52; 54%), followed by lecturers (23 out of 47; 49%). It is worth noting

such as data on disproportionately impacted students. They look at performance, equity gaps, and five metrics. They make sure that when they present the gaps and identify them to the college that the college responds back as to plans to reduce the gaps.

Dean Sterner: She showed the Student Equity Plan as it relates to other plans in the college, as the college has been making it with a focus on DEIA. The Student Equity Plan provides a role in supporting those plans and vice versa. That has been something that the President's Task Force has talked about when the DEIA Plan was developed. We want to make sure that all plans mutually support each other. As the Student Equity Plan continues to be developed with items from the Master Plan, DEIA Plan, Guided Pathways, SOAA.

The Student Equity Plan will also provide guidance for other plans. The State asks that we look at these populations: race/ethnicity, socioeconomic, disability, first generation, foster youth, homeless, LGBT, and veteran. We look at disproportionate impacts; there is a standard way throughout the state of measuring disproportionate impact, called the Percentage Point Gap. It looks at the rate of each of those populations compared to the total population and the calculation will determine if that is an observable difference.

The college then looks at the data



maternal grandparents are from Ghana. The ones who attended from Orange Coast College were Angie Eke-Amacker, Umoja coordinator and EOPS counselor; Tanisha Bradfield, Director of Financial Aid; and me. We were a collective group with Dana Emerson, Dean of Instruction, Umoja Coordinator at CCC; Michael Scott and Avery Caldwell, part time faculty at Golden West College. He met a new president from his hometown. Dr. Martha Garcia, who was a former student who worked at OCC.

He stated that Africa is called the Motherland. It is in the center. The theme of the conference was "Reclaiming African sovereignty through African-centered education, pushing excellence as a mantra in everything Africa and African through the right education." They talked about the African diaspora and building a partnership with the African diaspora. *Diaspora* is a word that is used in reference to people who identify with a specific geographic location, but currently reside elsewhere, who moved voluntarily or involuntarily.

Historically speaking, they had several diasporas to review to learn best practices on how to better serve black and other students at this college and within the district. This summit was showing the contributions made over the years through the African diaspora. There was involuntary scattering of people in the case of African slaves because they were put in slave ships and sent to the Americas, Britain, and places. They were dispersed from their native land. At least 90% of them came through the Cape Coast dungeon.

According to the U.S. Census Bureau, nearly 46.5 million people of the African diaspora lived in the United States in 2017. There are different diasporas, not just the African Diaspora. There is the Jewish diaspora and the Armenian diaspora. It is not just Africans that this happened to.

Chancellor Yamamura suggested that the District attendees answer these questions:

**1. How has attending the A2Mend Summit informed the way I/we perceive/attack systemic racism?**

A main focus of this summit was to realize that in America our educational institutions have historically provided a decidedly biased Euro-centered focused education. This was intentionally and historically previously over-looked and omitted the discoveries and contributions made by African Americans in America, and around the world.

Attending this summit has renewed a new spirit & curiosity in the way that I will focus more on the factual & historical contributions made by African Americans and the African diaspora.

This summit has taught me that “systemic racism” must be challenged and that, as Black, or ethnic educators we have a duty to defend what our fore-fathers have developed & contributed to America and world-wide.

It reminded me that today as Blacks, and ethnic minorities, are still struggling both directly and indirectly with 400 years of “unaddressed” trauma & discrimination on many fronts.

**2. Examples of How were I/we were personally transformed?**

This summit has taught me the importance of learning our African history and protecting what we have produced through our discoveries and contributions in the fields of medicine, education, music, mathematics, and relationships.

It has caused me to ask the following question: “what is the goal & purpose of providing education.”

It has helped me to realize the importance of mentoring of young Black students today in higher education, and to convey the message that we must establish alliances but not to directly rely on others for our success.

We must defend what we have developed & protect what we have developed on our own.

omissions” made by the contributions of Black Africans—even in the world of education today.

## Senate Membership &amp; voting Tallies Chart

Motion 1

Approve  
10/11/22  
Minutes

Alabi, Jessica A.: Senator-at-Large (2020-2023)	Aye
Ball, Jason: Part-Time Senator (2022-2023)	Aye
Barnes, Carol: Counseling Senator (2021-2024)	Aye
Barrios, Nina: Part-Time Senator (2022-2023)	Aye
Boogar, Tyler: Math and Sciences Senator (2020-2023)	Aye
Budwig, Eric: Technology (2020-2023)	Aye
Chavez Jimenez, Irving: Senator-at-Large (2021-2024)	Aye
Cohen, Eric: Senator-at-Large (2021-2024)	Aye
Connor, Sean: Senator-at-Large (2020-2023)	Aye
Cuellar, Eric: Senator-at-Large (2021-2024)	Aye
Della Marna, Jodi: Library & Learning Sup. Senator (2020-2023)	Aye
DeShano, Tina: Consumer Health Sciences Senator (2020-2023)	Aye
Drew, Rendell: Vice President, Senator-at-Large (2020-2023)	Abstain
Ely, Cyndee: Part-Time Senator (2022-2023)	Aye
Gordon, Lee: President, Senator-at-Large (2022-2025)	Absent
Kennedy, Marilyn: Secretary, Lit. and Lang. Senator (2022-2025)	Aye
Legaspi, Jodie: Athletics and Kinesiology Senator (2020-2023)	Aye
Lloyd, Doug: Senator-at-Large (2020-2023)	Absent
Neil, Jeanne: Business and Computing Senator (2022-2025)	Aye
Pullman, Lori: Curriculum Chair (Non-Voting)	---
Sachs, Loren: Senator-at-Large (2022-2025) 11:51am	Aye
Sheehan, Katherine (2021-2024) 11:57am	Absent
Stanton, Jordan: Social and Beh. Sciences Senator (2022-2025)	Aye