

# 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>

## Academic Senator Attendance

Jessica A. Alabi, <i>at-Large</i>	Present	Rendell Drew, <i>at-Large, Vice President</i>	Present
Jason Ball, <i>Part-Time Faculty</i>	Present	Cyndee Ely, <i>Part-Time Faculty</i>	Present
Carol Barnes, <i>Counseling</i>	Present	Lee Gordon, <i>at-Large, President</i>	Absent
Nina Barrios, <i>Part-Time Faculty</i>	Present	Marilyn Kennedy, <i>Lit &amp; Lang, PDI Chair, Secretary</i>	Present
Tyler Boogar, <i>Math &amp; Sciences</i>	Present	Jodie Legaspi-Kiaha, <i>Athletics &amp; Kin</i>	Present
Eric Budwig, <i>Technology</i>	Present	Doug Lloyd, <i>at-Large</i>	Absent
Irving Chavez Jimenez, <i>at-Large</i>	Present	Jeanne Neil, <i>Business &amp; Computing</i>	Present
Eric Cohen, <i>at-Large</i>	Present	Lori Pullman, <i>Curriculum Chair</i>	Present
Sean Connor, <i>at-Large</i>	Present	Loren Sachs, <i>at-Large</i>	Present
Eric Cuellar, <i>at-Large</i>	Present	Katherine Sheehan, <i>Visual &amp; Per. Arts</i>	Present
Jodi Della Marna, <i>Library</i>	Present	Jordan Stanton, <i>Social &amp; Behavioral Sciences</i>	Present
Tina DeShano, <i>Consumer &amp; Health Sciences</i>	Present	Brooke Mai Ha - <i>ASOCC Student Representative</i>	Present

**Guests (Optional & Voluntary Sign-In):** **In Person:** Jeanette Grimm, Kate McCarroll, Calvin Fantone, Kelly Holt, Rick Garcia, Steve Tamanaha, Anna Hanlon. **Zoom:** Richard Krafft, 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, Jodi Della Marna, Eduardo Arismendi-Pardi.
- C. **Approval of the Minutes: Motion 1: Senate Secretary Kennedy moved to** approve the October 11, 2022, meeting minutes; motion approved. [See Voting Tallies Chart at the end of these meeting minutes.]
- D. **For the Good of the Order:**

**Senator Alabi:** Presented a flyer about Umoja and the Black Student Union, meetings on Wednesdays, Student Union 213, 6 p.m. Shemet and talked to the basketball team, learning about their experiences, their needs, and how they are doing this semester; it is a great team. She has four team members in her class; Vice-President Drew has members in his class. The team is disproportionately African-American compared to our student population. They expressed feeling lonely on campus. Even though they are part of a team, they tend to be the only African-Americans in their classes and sometimes that is a burden. They would like more of us to come to their games and Senator Alabi would like for us to be more intentional about supporting student athletes and letting them see our faces at games. There is something that happens in students when they see interest from a person who works here. We know from the student support research that students want to be directed. They want to be supported. They just see us as a person that works here who cares. They do not care if we are faculty, classified, etc.

**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.

### 3. New Business

A. **Academic Freedom Presentation – Professor Marilyn Kennedy, Professor and Guggenheim Fellowship Recipient Richard Kraft, Professor Emeritus Eduardo Arismendi-Pardi:**

**Senator Kennedy:** Introduced the presenters and the structure of the presentation: (1) Eduardo Arismendi-Pardi on academic freedom and the three pillars; (2) Richard Kraft on art, the Chicago Statement, and academic freedom; and (3) Marilyn Kennedy on academic freedom in the classroom.

**(1) Academic Freedom and the Three Pillars: Eduardo Arismendi-Pardi** stated that the pillars of academic freedom are tenure, academic freedom, and shared governance. Tenure is the peer review process, and has to do with teaching, which must be a faculty-driven process. Academic freedom has to do with finding the truth under the standards of academic conduct, wherever that may lead, even if someone feels uncomfortable. Shared governance has to do with the right of faculty to participate in the decision-making process of the college without any fear of retaliation or punishment by managers or peers.

*Academic freedom* in its simplest form can be defined as the freedom to conduct research, to teach, to speak, to publish, subject to the norms and standards of scholarly inquiry without interference, penalty, in the search for the truth.

The pillars of academic freedom in community colleges encompass teaching and everything that relates to teaching and academic and professional matters. As in research and publication: We do publish. We also have the right of the faculty to participate in the aspects of shared governance and decision-making without fear of retaliation or punishment. Lastly, there is freedom of public life.

He provided an example of what academic freedom is. As a professor, he was very supportive of both the Umoja and CLEEO programs because these two programs are designed for specific populations. He spoke out as being opposed to any kind of program that tries to represent a particular population if the people who are in charge of the program or running the program do not reflect the students who they are talking about. He had a Mexican-American student and he led her to Dr. Suarez who made a great impact on this student.

If a professor states an opinion about a program and criticizes it because it does not reflect the students who we are trying to help, he is exercising his academic freedom, for an administrator punish him is a violation of those rights.

**(2) Art, the Chicago Statement, and Academic Freedom: Richard Kraft** shared that he teaches photography and the history of photography. He became aware of the importance of academic freedom when he was in his first teaching position years ago. At that time, there were a number of photographers who were taking on subject matter, which was seen as offensive by some, and also unworthy of any type of government-subsidized arts funding. In the case of Robert Mapplethorpe, one of his photographs at the Cincinnati Art Museum resulted in the arrest and the ultimate acquittal of the museum's director. The work of Andres Serrano drew a lot of attention for making art using Christian iconography and bodily fluids. The debates around these works had to be included in his classes because they were so much in the minds of people all over the country and the world. Academic freedom afforded him the protection to show and to discuss with his students Mapplethorpe's sexually explicit imagery, as well as works by Serrano, which were deeply offensive to some people. If time, he would share

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.



Dennis Barrie hugging Ann Mezibov, the wife of one of his lawyers, after being acquitted of obscenity charges yesterday in Cincinnati. Associated Press

## Cincinnati Jury Acquits Museum In Mapplethorpe Obscenity Case

By ISABEL WILKERSON  
Special to The New York Times

CINCINNATI, Oct. 5 — A Cincinnati jury today acquitted the Contemporary Arts Center here and its director, Dennis Barrie, of obscenity charges stemming from an exhibition of photographs by Robert Mapplethorpe last spring.

The four men and four women on the mostly working-class jury left the courtroom without comment after what was believed to be the first criminal trial of an art museum arising from the contents of an exhibition. The jurors had listened to five days of testimony from some of the nation's leading museum directors, viewed the photographs in open court without expression and took two hours to reach their verdict today.

The Cincinnati prosecutors faced a difficult task under the current Su-

one of several current disputes over sexual subject matter in the arts. Members of the Miami rap music group 2 Live Crew are to stand trial next week on obscenity charges stemming from a performance of songs from their recording, "As Nasty as They Wanna Be," which a Federal Judge had previously declared obscene.

And a Fort Lauderdale record store owner was convicted this week on obscenity charges for selling a copy of the 2 Live Crew recording to an undercover police officer.

Defense lawyers in the Mapplethorpe case called the trial "a sad battle," but hailed the decision as a victory for the Bill of Rights and for an art

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### Review/Art

# Andres Serrano: Provocation And Spirituality

By MICHAEL BRENSON

ONE of the few, unintended benefits of the Congressional outrage against Andres Serrano is that it has brought widespread attention to a good artist. His photographs are indeed provocative. They are also serious art.

There are 14 of them at the Stux Gallery, including the reviled and dreaded one from 1987, with its 13-inch plastic-and-wood crucifix upright in a Plexiglas tank filled with the artist's urine. This religious emblem enveloped in a dreamy golden haze (without the title, there would be little or no way of knowing what the liquid is) suggests the arty images and the mass production of religious souvenirs that have been partly responsible for the trivialization and exploitation of both religion and art.

This photograph was, along with the photographs of Robert Mapplethorpe, at the center of the storm that broke last June about the National Endowment for the Arts' grants policy. It was included in a group show that received endowment funds. Many people were offended by the photograph, and offended that Government money was spent on it.

The kind of art supported by the endowment was thrown into question. Because of objections raised by members of Congress like Senator Jesse Helms, the North Carolina Republican, there are now restrictions on endowment money, which may not be used for work the agency judges obscene.

Stux is a private gallery. There are no public funds involved in this exhibition.

If you haven't seen the work, you should. One of the more alarming

aspects of the attack on the endowment has been the assumption of many of those doing the condemning that there is no responsibility to consider the art as it was meant to be seen.

The photograph needs to be seen on the wall, at its altarpiece scale, not in a catalogue or book. And it must be seen within the body of Mr. Serrano's work.

The first question the photograph usually raises is whether the artist is debasing religion or commenting on the way it has been debased. This is a familiar question, one that has been asked in some form or another about the relationship between art and tradition since Manet.

Mr. Serrano is not equivocal, although his titles may have a defiance and a descriptive purity that suggest the two sides of his work. He does not want to have it both ways: his photographs have a point of view. He is searching for a way to sort out what he values in religion from what he does not. There is strong belief in his work, but he is not going to allow anyone to kneel before the trappings of institutionalized art and organized religion without asking what it is they have decided to worship.

The exhibition includes 13 other Cibachrome color photographs, all but 1 of them made this year. Most are 60 by 40 inches; 3 are 30 by 40. All the photographs are clean, economical and seductively colored. Each image is substantially enlarged.

Four photographs contain hallowed, mass-produced, generic images. In "White Christ" it is simply a Gothic

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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 “without a vibrant commitment to free and open inquiry, a university ceases to be a university.”

The freedom to debate and discuss the merits of competing ideas does not, of course, mean that individuals may say whatever they wish, wherever they wish. The University may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise directly incompatible with the functioning of the University. In addition, the University may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the University. But these are narrow exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions never be used in a manner that is inconsistent with the University’s commitment to a completely free and open discussion of ideas.

**(3) Academic Freedom and the Classroom: Marilyn Kennedy** stated that the Mapplethorpe and Serrano discussions were held in her English class, as well and in the same time frame, and there was very good student discussion about it.

She shared her background of growing up with open dialogue about controversial issues and held on to that value as an adult and a professor; it is essential in university and college classrooms.

She shared the first part of the CFE Article VI: Academic Freedom and Responsibility:

Section 6.1. Recognizing that free search for truth and the expression of diverse opinions are essential to a democratic society, both the District and the Federation will affirm the principles of academic freedom, with the understanding that

Section 6.1.a. Academic Freedom is essentially the right of faculty to express or discuss in their classrooms and throughout the District challenging ideas and topics related to courses they teach and their own academic, professional expertise. The primary responsibility is to achieve the objectives of the course outline of record. This does not preclude Faculty Members from using their professional judgment in discussing other topics with their students when aimed at enhancing student learning. The expression of this right is guided by a deep conviction of the worth and dignity of students and the advancement of their knowledge.

Section 6.1.b. Academic Freedom includes the right of faculty to create and to use instructional materials that may be thought-provoking or controversial and are relevant to the courses they teach to enhance student learning. These rights notwithstanding, Academic Freedom is to be practiced within the parameters of commonly recognized standards of teaching, professional conduct, and applicable policies and laws.

Section 6.1.c. Faculty Members recognize the special responsibilities placed upon them. These responsibilities include the obligation to exercise critical self-discipline and sound judgment in using, extending, and transmitting knowledge. In the conduct of their teaching and professional lives, faculty members demonstrate intellectual honesty and devotion to continual improvement of scholarly competence

It is verbatim to the District’s Board policy. It is essentially the right of faculty to express or discuss in their classroom on topics related to the courses they teach. It includes the right

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 it also opened up changes to the curriculum. One of those curriculum changes was ethnic studies.

She shared quotes on academic freedom on classroom learning:

“The goal of a college education is for students to learn to think independently and skeptically and to learn how to make and defend their point of view.” –Jonathan R. Cole, *The Atlantic*

“Education should not be intended to make people 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 greatest freedom.”  
–Hanna Holborn Gray, former University of Chicago President

She shared research showing how the current social media and cultural climate is negatively affecting student’s level of political tolerance, students are self-censoring, and reluctant to express their ideas in the classroom:

“Since Samuel Stouffer’s (1955) study of America’s intolerance toward communists, social scientists have optimistically concluded that younger people are consistently more tolerant than their parents and that the country will become more tolerant over time due to generational replacement. I present evidence from the General Social Survey (GSS) that the relationship between age and tolerance has recently reversed. For the first time since we began to study political tolerance, young people are now less tolerant than their parents.” –April Kelly-Woessner, Dean and Political Science Professor at Elizabethtown College

“In class, 30 percent of students have self-censored because they thought their words would be offensive to others. A majority of students (54 percent) report self-censoring in the classroom at some point since the beginning of college.” Students Attitudes Free Speech Survey—Foundation for Individual Rights in Education

She read a statement regarding how colleges should create a safe place for dialogue and academic freedom:

“A physically safe environment is an absolutely necessary condition for heated debate over ideas. The university cannot tolerate violations of personal space, physical threats, sustained public interruptions of speakers, or verbal epithets directed toward specific students; that lies beyond the boundaries of academic freedom. That doesn’t mean, however, that a college or university should introduce policies that will curtail or chill debate, that adhere to the politically correct beliefs of the moment, or that let their leaders off the hook through capitulation to ‘demands’ that stifle discourse and conversations about what a university education aims to produce. Jonathan R. Cole, *The Atlantic*

She presented portions of an article from *Insider Higher Ed* on recordings in the classrooms and their chilling effect on classroom student learning and academic freedom:

“Whether it is the fear that an out-of-context comment will be posted online or simply the heightened self-consciousness cued by a recording device, classroom recording will tamp down robust dialogue, especially with respect to personal revelations, controversial subjects and minority viewpoints. In fact, any policies that constrain the scope and quality of classroom discussion interfere with a professor’s academic freedom. According to the 2007 American Association of University Professors [report](#) ‘Freedom in the Classroom,’ how a professor teaches is ‘a matter of personal style’ informed ‘by 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 thought.”

“Disability services offices at many colleges and universities note that faculty members have the right to “challenge accommodations that fundamentally alter the academic integrity of a course.” Yet we only found one -- at the University of Montana -- that mentions the possibility of alternative accommodations to classroom recordings in particular if the instructor determines that they would “fundamentally alter the classroom experience.” – 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 that these ranks of scholars are untenured, suggesting that targeting attempts are more likely to result in termination when the scholar is untenured. Indeed, 71 out of 184 (39%) of untenured scholars who faced targeting were terminated. By contrast, 32 out of 240 (13%) of tenured scholars were terminated.”

**Senator Alabi** asked if the current District/contract policy covers faculty outside the classroom and especially at student events.

**Eduardo Arismendi-Pardi** stated that one of the pillars of academic freedom of public life. Dr. Alabi has the freedom to speak as long as she is not speaking on behalf of the institution but offering her opinion as an expert at a workshop or student function. She could speak, for example, on ethnic studies, critical race theory, as a researcher and a sociologist, and she has every right to express her opinion no matter how controversial it is. as long as she is not saying “I’m speaking on behalf of Orange Coast College”.

**Senator Kennedy** stated that if this question is also related to a student activity *held in a classroom* [public campus], it can get more qualified. That is a deeper question. We do not have the full answer today.

**Eduardo Arismendi-Pardi:** Suggested prefacing those statements with “this is my personal opinion as a subject matter expert and I am sorry if you feel sad or offended about it, but these are the facts.” This is declaring the statement is under the protection of academic freedom and might create some protective boundaries. That is something that may need to be explored from a legal perspective, from someone more knowledgeable about the law.

## **B. Student Equity Plan – Maricela Sandoval:**

**Maricela Sandoval** presented that she manages the Student Equity program for OCC and was joined by Dean Steve Tamanaha and Dean Sheri Sterner to provide an overview of the Student Equity Plan data for 2022-2025, its plan and process.

**Dean Tamanaha:** Stated every three years the institution submits a new Student Equity plan to the State Chancellor’s office.

The workshop has twelve people, and they get a lot of input from all areas on campus. The workgroup is composed of representative from the Academic Senate, Classified Senate, Student Senate, ALT, Resources Partner, and SEP Lead representatives.

The Student Equity Plan ensures that educational opportunity is available for all students regardless of race, gender, age, disability, or economic circumstances. There are success metrics dictated to them by the Chancellor’s Office; the metrics are adjusted based on the previous plan. The Chancellor’s Office also provides a lot of information

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 for disproportionate impact. It looks at how many of those are enrolled. Then they review the first semester metric, the students who are retained from fall to spring. Then a first-year metric measures the proportion of students completing transferable English and Math. Then it reviews completion metrics, the number of students who transfer to a four-year university or college. Completion is the number of students who earn a certificate of associates degree.

What you can see is the disproportionate impact. The rows show the population, and the columns show each of the metrics along the student pipeline. What it shows in the first number is the number of students to close that gap. That number is determined by the Chancellor's Office. We give you that percentage of that group and then what the total cohort looks like.

**Dean Tamanha:** Deliverable #1. The Chancellor's Office asked us for the plan to identify two things: (1) Identify at least one student population to address per metric, population/s experiencing the most disproportionate impact. (2) The Process, the committee's deep-dive into DI data and data points. We met as a group of twelve people. We observed that certain populations have more disproportionate impact than others. For example, first generation. That was one population that we really needed to look at. We also wanted to look at specific populations. Hispanic or Latino/a were also disproportionately impacted.

**Maricela Sandoval:** So those are the selected populations of the task force. The task force had the initial task of selecting the population that we are going to focus on in the Student Equity Plan. Now we move on to the second deliverable which is getting campus feedback, addressing the barriers. The slide is linked to a Jamboard that we will send out separately after this meeting. We would love to hear your feedback on what you foresee as some of the barriers and how the campus can close those gaps. We will receive that feedback until Monday, October 24. We will meet on Monday, October 24, 10:30, where we will have an open forum. By November 1, we will be looking for endorsement from the Senate and College Council.

### **C. A2MEND Ghana Summit – Rendell Drew:**

**Vice-President Drew** presented on his recently attended A2MEND conference in Ghana, Africa, September 16-24, at the University of Cape Coast. He shared a map of Africa. His



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.

**Cape Coast Castle Visit, also called the dungeon:** At least 95-98% of all Africans came to the Americas came through this place. It was originally a trading post. It is close to another Portuguese dungeon that was built. They would ship to the Dutch. From far away it looks like a beautiful dungeon. There was a smell inside in the foundation. It was a

combination of bodily fluids. It was a foundation of blood, sweat, excretions, and everything that slaves had, especially the women. Women in the tour were crying. There is a plaque that President Barack Obama placed.



There is a lot of poverty in Ghana. The average income is \$3,000 a year. They sell a popular root. It was a decline in the profitability of the triangular trade that made it possible to help eliminate slavery and the selling of black people.

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 historically produced and contributed to mankind and society & to break those negative stereo-types and chains that only serve to weight us down and to make us feel “unworthy” as a people.

The visit to the Cape Coast Castle/Dungeon was a very powerful reminder of the oppression that both male & female slaves suffered during the Atlantic Slave Trade. It was on a personal level to me because my mother’s parents were former slaves from the Senegal, Africa and who were sold as slaves during the Atlantic Slave Trade.

**3. How has this experience given strength to my/our voices to speak historical injustices?**

My recent trip to Ghana has provided me with a “new voice” and “perspective” on the mother land of Africa, and the for the Coast Community College District in discussing the African diaspora.

In viewing the summit from a Diversity, Equity, Inclusion & Accessibility (DEIA) lens, one cannot just simply “omit or discount” the realities and discussions of historical injustices towards various groups of people; Our American “Euro-centric” education has included many historical intentional “oversites &

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

Even today those of the dominant culture must acknowledge the major intellectual contributions made by former Black scholars from Africa, and around the world, have made in American and world-wide. Major contributions have been made in the areas of mathematics, physics, and medicine which has its origins in places like Ghana Africa. Their contributions must not be over-looked, diminished, or discounted!

We must never forget what happened to our African ancestors! The impact of slavery still collectively negatively impacts us today! We must break those “chains of mental slavery”; We have a duty to mentor and train the new generations of Black students to better understand their ancestral African past.

#### **4. How can our personal transformation impact students and their relationship to the college, the community and curriculum?**

As an educator, this has been a “life-changing-once in a life-time opportunity” to go to Ghana to better learn about my personal ethnic culture & the African diaspora. It has made me think more about the deep personal challenges that Black people faced in the past, and still today! It has totally changed my perspective on my identity as an African-American and educator.

A key goal of the A2MEND summit was to discuss how to bring an African-centered education to the United States, and how to dispel and set aside outdated views of a primitive African culture. I am now more committed in striving to become more educated in learning more about my ancestor’s contributions and the African diaspora.

This experience has encouraged me to develop partnerships with other HBCUs, and African universities, so that students here can study abroad, and so that African students can study here in our American Community Colleges.

And finally, it has inspired me to better define & expand my previous “Euro-centric” educational teaching and learning experiences to include educational out-views and materials that focus more on “Afro-centric” views and contributions that can be used to help mentor our African-American students in the California community college system-both within and outside of the classroom.

## **4. Adjournment of the Regular Meeting**

**Vice-President Drew** adjourned the meeting at 12:33 p.m.

## **5. Approval of the Minutes: November 1, 2022**

**MINUTES:** First draft written by Beatriz Rodriguez Vaca, 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.

## 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