

**Academic Senate Meeting | May 12, 2026 | 11:30 am - 12:30 pm**

Faculty House | [Zoom Link](https://cccd-edu.zoom.us/j/88213592749) ( https://cccd-edu.zoom.us/j/88213592749 )

## Academic Senate Member Attendance

Attendees	Attended
Jason Ball, Part-Time Faculty	No
Carol Barnes, Counseling	Yes
Lauren Becker, Consumer & Health Sciences	Yes
Allissa Blystone, Math & Sciences	Yes
Tyler Boogar, at-Large, Parliamentarian	Yes
Eric Budwig, Technology	Yes
Jenny Chaiyakal, at-Large	Yes
Jodie Della Marna, Library	Yes
Rendell Drew, at-Large, President	Yes
Cyndee Ely, Part-Time Faculty	Yes
Carly Gonzalez, at-Large	Yes
Joel "Bubba" Gonzalez, Athletics & Kinesiology	Yes
Lee Gordon, Business and Computing, Vice President	Yes
Ana Huynh, ASOCC Representative	No
Marilyn Kennedy, Literature and Languages, Secretary	Yes
Mike Lannom, Curriculum Chair	Yes
Mickey Laux, at-Large	Yes
Kate McCarroll, at-Large	Yes
Irene Naesse, at-Large	Yes
Leland Paxton, Part-Time Faculty	Yes
Katherine Sheehan, Visual & Performing Arts	Yes
Jordan Stanton, Social & Behavioral Sciences	Yes
Vacant, at-Large	---
Vacant, at-Large	---

**Please see the Voting Tally Chart after these minutes for individual members' votes.**

**Guests (Optional & Voluntary Sign-In):** Anna Butler, Laurie Campbell, Rozanne Capoccia-White, Matthew Compton-Clark, Heather Dy, John Fawcett, Erin Fitzgerald, Erin Gratz, Jeanette Grimm, Kelly Holt, Rachel Kubik, Kayla LaBounty, Michael Mandelkern, Arabian Morgan, Khanh Pham, Sara Qubbaj, Andreea Serban, Ted Tollefson, Cora Volkoff, Maryann Watson, Michelle Wang, Eric Wilson

## 1. Preliminary Matters

A. **Call to Order:** President Rendell Drew called the meeting to order at 11:30 A.M.

B. **Public Comments:** No public comments.

C. **Approval of the Minutes**

**Motion 1: Secretary Marilyn Kennedy moved to approve the May 12, 2026, minutes with minor changes; approved.**

D. **For the Good of the Order**

**Senator Kennedy:** Read parts of a letter from the English Department addressed to the Senate, regarding “identifying inconsistencies with the District’s written AP 7310: Anti-Nepotism policy and the actions of the Vice Chancellor of HR in our own recruitment process.” [See appendix for full letter.]. She noted that Senator McCarroll was passing out print copies of the letter to the Senators:

“The English Department is writing to the Senate with concerns about the district’s multiple violations of AP 7310 (Anti-Nepotism) during the faculty hiring process this year.”

“Section 3 of the policy states that the Vice Chancellor of Human Resources shall not remove an applicant from the recruitment process prior to the completion of the appeal process. This stipulation was not followed. “

“Section 3 also states that, at the recommendation of the Vice Chancellor of Human Resources, and based on consultation with the hiring manager, the Board may allow exceptions to this procedure. In this case, the hiring manager approved the applicant’s appeal and recommended an exception, stating there was no conflict of interest. This recommendation was overridden, and the hiring manager was not consulted by the Vice Chancellor of HR.”

“There is no conflict of interest in this case, and the appeal should not have been denied. The policy clearly outlines that, in the case of a documented conflict, the district has the responsibility to reassign or transfer the employee—not to demand the resignation of a person not currently applying to the job, who has priority rehire rights under CBA Section 12.13—nor to deny them further employment based on their relationship to an applicant, as occurred during this recruitment process.”

**Motion 2: Vice President Lee Gordon moved to extend the AP 7310 discussion by 2 minutes; approved.**

“In addition to these violations, there are inaccuracies in HR’s application of the policy. According to HR’s own communication, the appeal should have been allowed. HR has also stated that service as a department chair may trigger

nepotism violations due to a presumed supervisory role; however, department chairs are not supervisors, and faculty do not supervise other faculty.”

“During the previous hiring cycle for the same position, a nepotism appeal was approved by HR under the same policy. The job classifications and the policy have not changed since that time.”

“The Division Dean appealed this decision to Orange Coast College Human Resources, the Vice President of Instruction, the Union, and the Vice Chancellor of Human Resources. While all parties requested that the decision be reversed, these concerns were dismissed.”

“Given the Academic Senate’s role in advocating for faculty and its involvement in the development and implementation of Board Policies and Administrative Procedures, the English Department requests that the Senate investigate whether District HR is following the appeal process as outlined in AP 7310 and advocate for adherence to the policy.”

**Senator McCarroll:** In light of all the other complaints about HR we have heard recently, I think we should take this under deep consideration, and it may extend into the fall, since we have such a limited time before the end of the semester. **Vice President Gordon:** Our normal way of proceeding in this kind of a situation is to refer the matter to the Transparency Committee. However, we seem to have a pattern of issues involving Human Resources, so I wonder if we shouldn’t have a comprehensive approach to addressing HR issues rather than a piecemeal process. **Senator McCarroll:** We have, I believe, referred it to the Transparency Committee already. **Vice President Gordon:** Only the President can. **Senator Boogar:** The situation that the English Department is very similar to situations in the Math Department.

**Senator Boogar:** As a follow-up to our large discussion on football last time, that at the Executive Board, as Vice President Gordon just mentioned, it’s the President of the Senate’s job to refer or not refer something to the Transparency Committee. After consultation with the Executive Board, it was decided not to refer the matter to the Transparency Committee. The strategy that was instead put in place was to say we need to reflect on our viability process—whether it allows for a *pause*, and if not, to consider instituting one. I’m going to be putting a call out as Senate President at the very beginning of next year to do a comprehensive review of that process. It’s not being pushed to the side—it’s just not being referred to Transparency for that reason, and it will come back at the beginning of next year. **Senator Kennedy:** A copy of the letter forwarded to the Chair of the Transparency Committee; it was not referred to them for a meeting.

## 2. Consent Agenda

### A. Search Committee Representatives

1. **Educational Administrator - Academic Dean, Instructional (Business & Consumer Sciences):** Academic Senate Representatives: Michelle Craner

(previously approved on 5/5/2026); Mark Grooms.

**2. Faculty Coordinator Selection Committee Representative: Flex Coordinator:** .  
Rendell Drew, Tyler Boogar

**3. Honors Program:** Rendell Drew

**4. Online Learning & Pedagogical Innovation Coordinator:** Rendell Drew

**5. Peer Online Course Review (POCR) Coordinator:** Rendell Drew, Tyler Boogar

**B. Academic Senate Subcommittee Representatives**

**1. PDI In-Service Subcommittee:** Marelly Cervantes

**Motion 3: Vice President Gordon moved to approve the Consent Agenda; seconded; approved.**

### **3. Officer, Senator, & Committee Reports**

**A. President and Vice President's Reports**

**1. *President Drew's Statement***

**IMC Barbecue: President Drew** invited Senate members to attend the Multicultural Center event and barbecue today. .

**Retirees: President Drew** acknowledged the 13 retiring full-time faculty members representing a combined 371 years of service, and almost 4 centuries of institutional knowledge and experience. He thanked the retirees for their work and wished them well "from the bottom of his heart."

- Laurie Barton: 27 years
- Leslie Beau: 27 years
- Al Cervantes: 25 years
- Chuck Cutenese: 41 years
- Jose Costas: 26 years
- Steve Gilbert: 28 years
- Glynis Hoffman: 31 years
- Richard Kraft: 24 years
- Kevin Myers: 31 years
- Jeanne Neil: 19 years
- Karen Prioleau: 31 years
- Lia Raileanu: 40 years
- Loren Sachs: 21 years

**2. *Vice President Gordon's Statements:***

**Retiree Loren Sachs:** One of the retirees is Loren Sachs, who served three terms as President of the Academic Senate and the Academic Senate did a tribute to him on his last semester as a member of the Senate. I hope that my friend and colleague, Professor Sachs, will come back from time to time to the Senate and share his expertise, as his predecessor, Dr. EAP does from time to time. There's a whole lot of knowledge and experience that builds up.

**Human Resources:** I want to reiterate the point that I made earlier that instead of approaching the issue of human resources piecemeal, as part of our day one agenda in the fall, we come up with an approach to how we can better communicate and resolve the issues. The specific issue on the table is that we had a member of the faculty come and say that the faculty member was on a search committee in a STEM area which requires an application of skill, and they were told by HR that was inappropriate, not citing what the issues are. We demonstrated that in the board policy, it specifically permits and calls for doing demonstrations. The president has asked HR for an answer as to what, if any, legal basis they would have for doing it. We got a reply from HR that the members of the Senate should be aware of. The first one is the factual dispute, because HR is disputing the facts of the case as the faculty member presented them, and that's something that requires a resolution. And second, we have the underlying issue, which is HR, under the cover of Equal Employment Opportunity Guidelines or board policy issues, is exerting influence over search committees that exceeds the normal authority of EEO. We now have two different issues on the table. One is the dispute over the facts, and the second is the application of the policy. I hope that we can resolve both of those in the fall **President Drew** added that Human Resource's explanation of AP 7120C appears inconsistent with faculty reports and stated that Executive Board will determine how to move forward.

## **B. Curriculum Committee**

**Chair Michael Lannom** reported that the Curriculum Committee held its final meeting of the semester and approved edits to the Curriculum Handbook at the committee level. He stated that the Handbook will be shared with the Executive Board after final formatting for Senate endorsement. He also announced the new Curriculum Committee leadership for Fall: Melissa Barrios as Chair and Mark Hamamura as Vice Chair.

## **C. Online Advisory Board:**

**Faculty Online Coordinator Cora Volkoff** reported that the prior Pedagogy of Teaching Online (PTO) training has been renamed Online Teaching and Design (OTD). The training remains 20 hours, and a \$1,000 stipend is available to any full-time and part-time faculty whether they are teaching online or not.

The COVID-era emergency certificates are no longer valid and that faculty who need certification to teach online should complete the updated training. OTD covers Regular and Substantive Interaction (RSI), accessibility, and Universal Design for Learning (UDL), which will be incorporated into distance education addenda.

Training options include these modalities: Hybrid fast-track in-person on June 2, 3, and 4; asynchronous summer training beginning June 8; first-week-of-August; and additional asynchronous training in the fall. They presented the Simple Syllabus to the OAB and they are behind that again. |

**Vice President Gordon:** What is the Online Advisory Board's policy on accepting credentials or certifications to teach distance learning from other institutions outside the Coast District? **Coordinator Volkoff:** There is an equivalency process that the OAB

has been talking about, such as trainings from previous courses have been accepted, but some of those trainings haven't met the mark of what those new standards are, so we're working on a new equivalency process to be able to review a course that someone has already taught online to make sure that they are well aware of RSI and accessibility, mostly because those will be mandated as they probably won't have UDL at this point. **Vice President Gordon:** As that's a substantive issue that will involve the faculty, I would ask the Online Advisory Board to come to the Senate before they would implement such a policy to advise and consult with the Senate. **Coordinator Volkoff:** Correct, yes. **Senator Paxton:** Asked whether the training was changed in response to accreditation. **Coordinator Volkoff:** Noted that RSI standards and training tracks have evolved and that the new training aligns with the California Virtual College, the Chancellor's Office, accessibility, RSI, and POCR standards. **Senator Kennedy:** Requested that the alternative/equivalency list be expedited so faculty are notified before the semester ends. She also noted that PDI offers one unit of salary advancement credit as an alternative to the stipend for those full-time faculty who prefer it for the OTD class.

**D. District Board Policies and Administrative Procedures (BPAP) Committee Report:**

**Senator Kennedy** reported on the following policies:

**AP/BP 4902: Generative AI in Academia:** This passed, is official, and is the policy that really affects faculty: Faculty have the right to set their own syllabus and course standards, as per academic freedom—as to use, limitations of use, or prohibition of use of AI in their classrooms.

**BP/AP/3903: Safe, Responsible, and Ethical Use of Artificial Intelligence:** This was approved.

**BP/AP: 4250: Academic or Progress Notice, Pause, and Restart:** The changes are made to the language to soften it as per new regulations: *Academic probation* is now called *Academic Pause*. It also allows students who are on *academic progress notice* due to a cumulative GPA below 2.0 to have their progress notice extended if their semester GPA is 2.0 and above, but the cumulative is still below 2.0

**BP/AP: 35640: Sexual and Other Assaults:** This updates language to California state law as per affirmative consent and victim's rights:

**BP/AP 5500: Student Code of Conduct:** Changes are to include student housing at OCC and clarifies the purview of The Harbour Management (they can terminate contracts, evict) versus the District. Clarifies if a student is suspended or restricted on where they can or cannot go.

**AP 3900: Speech, Time, Place, and Manner:** Clarifies prohibitions on camping and blockages on campus.

## **E. District Consultation Council (DCC) Technology Committee Report:**

**President Drew** reported from the District Consultation Council that more than 9,000 institutions were globally impacted by the recent Canvas breach. Our District and the State Chancellor's Office had to consult the FBI. Last Friday the Chancellor's office gave the okay to go ahead to start utilizing Canvas again and that not a lot of personal information was stolen such as student ID or Social Security numbers. He encouraged OCC faculty to take the cybersecurity training. **Senator Ely** shared that prior training emails appeared suspicious and were reported as phishing by some faculty. She recommended that the District notify faculty in advance when legitimate training emails are coming and provide clear follow-up. **Senator Kennedy** inquired whether CFE union approval would be needed if cybersecurity training were required. **Vice Chancellor Andreea Serban** clarified that the training is not required because required training would trigger negotiation; it is optional but strongly encouraged. **Vice President Gordon** suggested exploring whether there is a Canvas users group among colleges and universities to support a more proactive redundancy plan in case similar disruptions occur again

## **4. Unfinished Business**

### **A. OCC Career Academy:**

**Erin Fitzgerald, Project Director for Guided Pathways and Dual Enrollment**, presented the Career Academy framework as a dual enrollment pathway for high school students that begins with career exploration and continues into a course sequence leading to a short-term certificate or meaningful start in a Career Technical Education (CTE) program. The completion of the Career Academy should provide students with entry into a high-wage and high-demand career.

The Health Careers Academy was something that Loren Sachs and Kelly Holt developed, and the enrollment numbers have risen over the years. The courses offered in the health occupations have long waitlists for students to get through, and these are the two prerequisites for the bulk of those programs. If we can get them through those prereqs over the summer while they're in high school, that can shorten that timeline for them to get access to these programs. The next two courses for Rad Tech, if taken, are within a couple of courses from getting a certificate that will allow a student to work while on the waitlist.

We typically offer our academies with high-touch support, so specific tutoring and, counseling opportunities for students. We look for activities, field trips, and hands-on programming to really get them engaged, knowing that these are high school students, and those will bring to life these careers for them.

Our dual enrollment students earn a higher apportionate rate per FTE than a standard student, and that's for any high school enrollee. We're trying to target students who are underserved and get them on a career track earlier, and we're looking at living wage jobs and exposing them to these areas where students may not even know this job exists yet. There's also value in bringing them to a college campus, getting them here,

where they can see our beautiful facilities, they can meet other college students, learn more, get their ID card.

We're asking faculty to start the conversation. Talk to your fellow faculty members and your related departments and see if this Career Academy framework might be an appropriate fit for you. And if you determine that it is, tag us in, we're happy to have the conversation and kind of walk you through all of the different checkboxes that have to be checked for it to work, and then talk about timeline implementation.

**Vice President Gordon** noted that certificate completion in high school can strengthen applications to selective universities. **Senator Paxton** asked whether students are guaranteed entry into impacted certificate programs. **Director Fitzgerald** said there is no formal guarantee, but students are monitored and advocated for, and some slots may be preserved where appropriate.

**Motion 4: Vice President Gordon moved to extend the discussion by 5 minutes; approved.**

**Director Fitzgerald** added that the team is considering offboarding and registration support, including how to help academy students transition into OCC as first-time college students.

## 5. New Business

### A. Resolution on Early Childhood Lab School:

**Senator Chaiyakal** explained the distinction between the Early Childhood Lab School (under Instruction) and the Children's Center (under Student Services). She reported that the Lab School, established in 1987 as the first of its kind in California, currently has three classes serving children ages 2–5. The Children's Center, which previously had seven classes serving infants through preschool, has been reduced to two classes and no longer serves infants or toddlers.

As a result, the total number of classes available for child development and education student interaction has decreased from 10 to 5 classes—a 50% reduction—while program enrollment has remained unchanged. People who are going to be teachers need to interact with the people they are going to teach. Senator Chaiyakal noted that the loss of infant and toddler care impacts students and faculty, so only 2 to 5-year-olds are there for practice and observation, and staff needing on-campus childcare for children under age two is not available for them.

We still have our lab school. Why is there a difference? The Children's Center is under Student Services. While we have partnership with them, they're not attached to us in the same way that instruction has. While Tara's been helpful in trying to problem-solve, what do we do? Because we now have gone from 10 to 5 classes, which is a 50% decrease, we're really struggling. Our program has not decreased. We still have the same amount of students or more, and yet we can't place them anymore. We are asking for a couple things. Before the Children's Center decreased, the lab school actually went to Tara and said, "We need to expand." We were working on that, and then we lost the Children's Center. We are currently taking photos from lab school to

the Children's Center and having playdates with our students. We will bring entire classrooms of college students over to interact with the kids, and there are more college students than kids to interact with. We can't have a one-to-one ratio, so we've been having playdates. Our teachers have been talking to each other, they've been establishing growing curriculum, there's been some good things. This is a real struggle. We're looking at how to fix it, and that is what the resolution is for. It's the first step in trying to figure out how the Senate can support us in in that 10 plus 1 lens.

**Senator Chaiyakal** read the *resolveds* from the resolution:

It's resolved that the Academic Senate of Orange Coast College recognizes the Early Childhood Lab School as an essential instructional component of the child development and educational department and a necessary support for achieving student learning outcomes, practicum requirements, and program completion.

Resolved that the Academic Senate formally supports the expansion of the Early Childhood Lab School to include infant, toddler, and preschool age groups, as well as part-day and full-day programming. Recognizing that increased access to comprehensive programming will support students in completing their degrees and obtaining child development permits.

Resolved that the Academic Senate affirms that access to a full range of laboratory experiences is essential to robust program development, student success, and equity within the child development and education program.

And resolved that the Academic Senate affirms that restoring adequate instructional access to children may require strategic use or reconfiguration of existing college facilities, including the Harry and Grace Still Children's Center In order to support observation, demonstration, and practicum experiences aligned with the child development and education curriculum.

And resolved that the Academic Senate urges the College to prioritize intentional institutional planning and the allocation of appropriate resources to expand and sustain high-quality, on-campus, laboratory experiences where college students can complete supervised, required coursework with children ages birth to 5 years old.

**President Drew** noted that this was the first reading and that no action would be taken at this meeting. The resolution will return for future consideration.

## **B. Discussion of Simple Higher Ed District Adoption and Academic Freedom:**

**Online Faculty Coordinator Cora Volkoff** stated that academic freedom is very important. Simple Syllabus is intended to populate required items such as course descriptions and SLOs from the Course Outline of Record while allowing faculty-authored sections such as grading scales and RSI language.

**Coordinator Volkoff** stated that academic freedom is important and she would not try to sell anything where she thought that academic freedom could be taken away. Your syllabus is your contract to your students. It is saying how you're going to take the course outline of record and do that within your class. This product doesn't change that, and I don't think that this company wants to sell that. The union has items that have already been negotiated that have to be on your syllabus. Some of those things we can't change.

You cannot change your [course] outline, your course description, you cannot change your SLOs. This product will bring those in already done for you. Anyone who cannot find their COR, if your course has been updated, but no one told you that your course was updated, you might have the wrong description in there. This will just be done for you. Other things like RSI, grading scale, that's all still faculty-authored. You get to decide your grading scale, what your RSI looks like. RSI is a perfect example where this product could be of help. There is some sample language that you can adopt, or template language that you can change. You also have the right to just delete it and write the portion of what makes sense to you for your class.

Who has DSPS on their syllabus? It's now called ARC, but not everybody necessarily knows that, and you roll over your syllabi from year to year. This would allow you to just have some checks to make sure that that template language is up to date. We are going to come up with an AI policy here, probably in this room, that will be approved. It would be very easy to get that to be a block that is ready for people to say, yes, I would like to put that into my syllabus. The only thing that it, like, mandates is accessibility, which is required, so it has to be accessible. And then the only thing that you would be required to show publicly would be the things that the collective bargaining agreement already said that you have to have on there. Everything else is up to you. You can have two versions, one for in your classroom that shows, and one for, public.

Last week; students were freaking out. The only way they know how to get to your syllabus is in Canvas. They can no longer find your email. Yes, they could probably Google, but if they knew that they could go to a platform and find something that had your school email address and contact, that would be great. We have a representative from Simple Ed if anybody wanted to see some screens or some samples of what it looks like.

The biggest issue right now is PDFs. The reason we have PDFs or Word docs online in our Canvas shells is because we want students to be able to download and print these and have them, because our Canvas shell's close. This platform allows for you to download a version, a PDF, a Word doc, whatever version that you need. You can store it on your computer, you can print it out, and then it's also accessible and responsive because it is digital. The only thing that we're really looking at is this is now a technology that we would have to use to update syllabus on, and that there would be an online component of those housed on a webpage somewhere with what you, as an instructor, would like to show.

**Senator Paxton:** I think one of the big issues about academic freedom is if it is required rather than optional. If there is training on this, will part-time faculty be compensated for that training? **Senator Ely:** Who's paying for this? Even if it's the district pays, OCC ends up paying 52% for it because it's going back in through the charges that go back to the colleges. Just be aware that we're paying for 52% of it; if our faculty aren't on board with that but the district goes with it, we're going to be paying for it. **Vice President Gordon:** I want to second what our part-time faculty caucus is indicating, and that is, this is a vendor. A vendor is coming to us and asking us to mandate their product. My question is, have a majority of the community colleges in California already adopted this product? **Simple Syllabus Representative Ted Tollesfon:** Sixteen California community colleges currently use Simple Syllabus and

Fresno/State Center was an early adopter. **Vice President Gordon:** Noted that this means most California community colleges have not adopted the product.

**Representative Ted Tollesfon:** Yet. **Senator Boogar:** About ten years ago we switched from not using plastic bags to using brought-to bags at the grocery store, and we all thought that we would freak out, and it ended up being fine. Sometimes it's a good thing to change. However, I've been thinking about stopping the use of Canvas because of the things that have happened. I am concerned with this issue that we may cross a bridge where we are required to use something. I don't have a position other than those are the two conflicting issues. **Senator Naesse:** I did a deep dive into this over the last week and looked at some samples of these syllabi. They are the exact opposite of what we've been asked to do in our teaching online training, using block text. They are the opposite of what we've been asked to do with liquid syllabi, and to personalize our syllabus and create a welcoming environment for students. I'm also very concerned because there appears to be, in this product, an approval process. Your syllabus would go to somebody to review it, and not only would they be approving it, but there's also an option for that person to make edits and change your syllabus and maybe they inform the faculty, maybe not. That was also an option. And so there is a lot of surveillance tied to this product, administrators and the public at large, to do keyword searches to see if you're teaching gender ideology, climate change issues. These are being mandated in states like Florida and Texas, where faculty are having their courses and curriculum reviewed by the state. It does not make creating your syllabus any more efficient. In fact, a lot of the posts that I read for faculty that are having to use this are that it is cumbersome, it is clunky, and it is not easy to use, and it actually increases the amount of time that it takes to make a syllabus.

**President Drew** adjourned the meeting due to time. No vote was taken, and the discussion will continue.

### **C. Administrative Procedures on Hiring – Vesna Kuo**

President Drew stated that this item would be tabled because Dr. Kuo was not present.

## **6. Adjournment**

**President Drew** adjourned the meeting at 12:33 PM.

## **7. Minutes: Approved May 19, 2026**

**MINUTES:** First draft written by Senate Support, Nicole Ichiki. Revision of first draft and Senate-approved drafts written by Academic 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, District Auditor, and faculty as per OCC Academic Senate bylaws.



# ORANGE COAST COLLEGE

Senate Membership & Voting Tally Chart	Motion 1 App May 5, 2026 Minutes	Motion 2 Extend AP 7310 Discussion 2 Minutes	Motion 3 App Consent Agenda	Motion 3 Extend Career Academy Discussion 5 Minutes
Jason Ball, Part-Time Faculty (2025-2026)	Absent	Absent	Absent	Absent
Carol Barnes, Counseling (2024-2027)	Aye	Aye	Aye	Aye
Lauren Becker, Consumer & Health Sciences (2023-2026)	Aye	Aye	Aye	Aye
Allissa Blystone, Math & Sciences (2023-2026)	Aye	Aye	Aye	Aye
Eric Budwig, Technology (2023-2026)	Aye	Aye	Aye	Absent
Jenny Chaiyakal, at-Large (2025-2028)	Aye	Aye	Aye	Aye
Jodie Della Marna, Library 2023-2026	Aye	Aye	Aye	Aye
Rendell Drew, at-Large, President (2023-2026)	Aye	Aye	Aye	Aye
Cyndee Ely, Part-Time Faculty (2025-2026)	Aye	Aye	Aye	Aye
Carly Gonzalez, at-Large (2024-2027)	Aye	Aye	Aye	Aye
Joel Gonzalez, Athletics & Kinesiology (2023-2026)	Aye	Aye	Aye	Aye
Lee Gordon, Business & Computing, Vice President (2025-2028)	Aye	Aye	Aye	Aye
Marilyn Kennedy, Lit & Lang, PDI Chair, Secretary (2025-2028)	Aye	Aye	Aye	Aye
Mike Lannom, Curriculum Chair, Non-voting (2024-2026)				
Mickey Laux, at-Large (2025-2028)	Aye	Aye	Aye	Aye
Kate McCarroll, at-Large (2024-2027)	Aye	Aye	Aye	Aye
Irene Naesse, at-Large (2023-2026)	Aye	Aye	Aye	Aye
Leland Paxton, Part-Time Faculty (2025-2026)	Aye	Aye	Aye	Aye
Katherine Sheehan, Visual & Performing Arts (2024-2027)	Aye	Aye	Aye	Aye
Jordan Stanton, Social & Behavioral Sciences (2025-2028)	Aye	Aye	Aye	Aye
Ana Huynh, ASOCC Student Representative, Non-voting (2025-2026)				
Vacant, at-Large (2024-2027)				
Vacant, at-Large (2023-2026)				

## Appendix

May 8, 2026

To the OCC Academic Senate:

The English department is writing with concerns about the District's multiple violations of AP 7310: Anti-Nepotism throughout the faculty hiring process this year. We have identified the following inconsistencies between the District's written policy and the actions of the Vice Chancellor of HR in our own recruitment process:

- “Section 3: Reporting” states that “the Vice Chancellor of Human Resources shall not remove an applicant from the recruitment process prior to the completion of the appeal process, if applicable, and to determining, based on consultation with the Hiring Manager, that a conflict of interest or a violation of this Procedure exists.” This stipulation has not been followed.
- “Section 3: Reporting” states that “At the recommendation of the Vice Chancellor of Human Resources, based on consultation with the Hiring Manager, the Board may allow exceptions to this Procedure only if the relationship is not and will not create an adverse impact on work productivity or performance of themselves or others in the workplace, supervision, safety, security, or morale; and the relationship does not and will not create a conflict of interest,” while “Section 4: Appeal Process” stipulates that “The Vice Chancellor of Human Resources and the Hiring Manager will review the appeal and will consult in making a determination.” In the case of our recruitment process, the Hiring Manager (our division dean) approved the applicant's appeal and recommended an exception to this policy, stating that no conflict of interest exists; his opinion was overridden and he was not consulted by the VC of HR. Both the applicant and spouse are currently employed in the English department, in their current job classifications, and there have been no complaints or concerns from fellow faculty or the dean, as there has been no “adverse impact” from their employment. It is thereby unclear why the VC did not allow the exception that is clearly outlined in the above policy, especially given that their job classifications will not change.
- “Section 1: Non-Discrimination and Purpose” states that “The District will make reasonable efforts to assign job duties to minimize an adverse impact on supervision, safety, security, morale, or other potential conflicts of interest. The District retains the right to reassign or transfer employees where such assignments have or will create an adverse impact on supervision, safety, security, morale, or other potential conflicts of interest.” While the department maintains that there is no conflict of interest in this case and that the appeal should not have been denied, the policy clearly outlines that, in the case of a documented conflict, the District has the responsibility to reassign or transfer the employee, not to demand the resignation of a person not currently applying to the job, who has priority rehire rights according to CBA Section 12.13.e, and deny them further employment on the basis of their relationship to an applicant, as happened in our recruitment process.

In addition to these direct violations of the policy, we have noted other inaccuracies in HR's application of the nepotism policy:

- The email that HR sent to applicants who indicated that they had a family member employed at OCC informing them of the need to file a nepotism appeal explicitly stated that exceptions to the policy would be allowed if “the relationship is between two faculty members, and there is no indication of a conflict of interest or a negative impact on the work environment.” In the case of this

position, the relationship is between two currently employed faculty, and there is no conflict nor has there been any negative impact, so according to HR's own communication, this appeal should have been allowed.

- HR has stated that a faculty member's service as a department chair can trigger nepotism violations as they will end up in a supervisory role. Department chairs are not supervisors, nor do faculty supervise other faculty. Possible future service as department chair should therefore have no bearing on HR's treatment of nepotism appeals.
- During last year's hiring cycle, the nepotism appeal for this same job position was approved by HR and the current Vice Chancellor, under the same policy, and as noted above, the job classifications of the faculty members in question have not changed nor has the policy itself. Since nothing about the content of the appeal or AP 7310 is different this year, the only change—which has gone unexplained—is in the Vice Chancellor's implementation of District policy (in ways that violate its stipulations).

While we understand that the above is somewhat vague, our concerns touch on sensitive information related to our colleagues' employment status, but we would be happy to provide more specific details and context to the E-Board.

Our division dean has appealed to OCC HR, and the Vice President of Instruction and the Union have taken this case to the Vice Chancellor of HR. While all asked for the decision to be reversed, their concerns were summarily dismissed. Given the Academic Senate's status as a governing body that has an interest in advocating for faculty and that influences the development and implementation of BP/AP, we are asking the Senate to do the following:

- Investigate whether other departments are experiencing similar policy violations that have adversely impacted their hiring process and faculty employment. Due to the confidentiality of the hiring process and the precarity felt by those going through the application process, we worry that those involved may remain silent, which will allow such violations to go on unchecked.
- Investigate whether District HR is in fact following the appeal process as outlined in AP 7310. The District's written policy suggests that applicants have the right to have their individual case heard and assessed on its merits. If the District has maintained a policy of routinely denying appeals that have been made throughout this academic year (and see themselves as having made an exception in the case of our hire by allowing an applicant to remain in the pool on the condition of a related faculty member's resignation), then this suggests that there is a blanket refusal to follow the appeal process in good faith, especially given that AP 7310 has not been rewritten during this time frame.
- Advocate for affected faculty and departments by intervening with the District and asking that policy be followed.

Thank you for your help.

OCC English Department