

Academic Senate Meeting | March 17, 2026 | 11:30 am - 12:30 pm

Student Union 214 | [Zoom Link](https://cccd-edu.zoom.us/j/88213592749) (https://cccd-edu.zoom.us/j/88213592749)

Academic Senate Member Attendance

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

Members	Present
Jason Ball, Part-Time Faculty	Yes
Carol Barnes, Counseling	Yes
Lauren Becker, Consumer & Health Sciences	Yes
Allissa Blystone, Math & Sciences	Yes
Tyler Boogar, at-Large, <i>Parliamentarian</i>	Yes
Eric Budwig, Technology	Yes
Jenny Chaiyakal, at-Large	Yes
Jodie Della Marna, Library	Yes
Rendell Drew, at-Large, <i>President</i>	Yes
Cyndee Ely, Part-Time Faculty	Yes
Lee Gordon, Business & Computing, Vice President	Yes
Carly Gonzalez, at-Large	Yes
Joel "Bubba" Gonzalez, Athletics & Kinesiology	Yes
Ana Huynh, ASOCC Representative	Yes
Marilyn Kennedy, Literature & Languages, PDI Chair, <i>Secretary</i>	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	No
Vacant, at-Large	No

Guests (Optional & Voluntary Sign-In): Tara Giblin, Jeanette Grimm, Laurie Campbell, Jim Rudy, Rich Pagel, Erin Gratz, Rachel Kubik, Sara Qubbaj, Kelly Holt, Thuy Nguyen, Michael Mandelkern, Heather Dy, Rozanne Capoccia, Cora Volkoff, Rick Gacica, John Fawcett, Rozanne Cappocia, Arabian Morgan, Michelle Wang, Anna Butler, Don Carlson, Andreea Serban.

1. Preliminary Matters

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

B: Public Comments: Rich Pagel.

C: Approval of Minutes:

Motion 1: Secretary Kennedy moved to approve the March 10, 2026, minutes, with minor changes; approved.

Secretary Kennedy reported that Senate support staff personnel, Nicole Ichiki and Misha Wang, have been working behind the scenes with updated ADA compliance requirements that will affect the minutes starting in April and going forward. You'll see some necessary changes in some formatting.

D: For the Good of the Order:

Senator Naesse: Announced that the Transparency Committee would meet tomorrow, March 18, at 10:30 a.m. on Zoom.

Senator Kennedy: Stated she had received a complaint from a faculty member in her division about a 15-question AI survey sent to students. She noted that only three of the fifteen questions addressed ethics, but we need to send a clearer, consistent message to students about both academic freedom and academic responsibility, so they are not confused with mixed messages.

2. Consent Agenda

A: Faculty Appointment for Discipline-Based Equivalency Committee: Management: Fred Judd.

Motion 2: Vice President Gordon moved to approve consent agenda; seconded; approved.

3. Officer, Senator, & Committee Reports

A: President and Vice President Reports

President Rendell Drew's Report: He reported that he sent a formal thank-you letter to Board of Trustees President Liz Parker on behalf of the Senate after her recent visit. He also reported that the Chancellor expressed interest in being invited to an upcoming Academic Senate meeting.

Support for AB 2053: He reported that he received a District request for Senate support of AB 2053, legislation that would allow Coastline College to offer a baccalaureate degree in cybersecurity. He requested that the Senate body consider it at some point and will have the information forwarded to senators. He asked Parliamentarian Boogar what he thought. **Parliamentarian Boogar noted** that since the item was not agendaized, the president should not sign any endorsement on behalf of the Senate without full discussion, and suggested agendaizing both the specific legislation and the broader topic of campus efforts related to future baccalaureate offerings. **President Drew** agreed that was what he was hoping to do, bring the matter should go to the Executive Board and return later for to the Senate for a discussion.

Board Efficiencies: Senator Barnes asked about the Board Efficiencies item status. **President Drew** stated that he wished to hear from **Senator/Transparency Chair Naesse** and the Transparency Committee as per their findings when they have reviewed the Board Efficiencies document. **Senator Ely** added that Trustee Parker had indicated the Board would conduct an April review or debrief of the new process, suggesting that the current arrangement appeared to be a trial period. **Senator Becker** reported that Trustee Parker had reached out to her to schedule a follow-up meeting which was tentatively set for Friday at noon, and faculty could give her feedback. **President Drew** confirmed that Trustee Parker herself had requested the meeting. **Senator Kennedy** stated that she reviewed the last meeting's recording and transcript from Trustee Parker's presentation and it is clear that most everything is being moved to the Chancellor or other people behind the scenes for approvals. The initial argument seemed to be that having less BOT meetings and agenda items would allow the BOT to prevent fraud, but now that the agenda items for BOT approval are done by others, the connection to fraud prevention was not clear, as they are now being approved behind the scenes with only reports after the fact sent to the BOT.

Area D Meeting: President Drew reported attending the ASCCC Area D meeting in advance of the April 11 Spring Plenary, and there were about five or six proposals, so if anyone wants those resolutions which are not yet finalized, ask or you can wait until they are updated, as we get closer to the Plenary.

Vice-President Lee Gordon's Report: No report.

B: Curriculum Committee:

Curriculum Chair Mike Lannom reported that the Committee's next meeting on March 18th will have a second reading of the new IDEAA language proposed for inclusion in the Curriculum Committee Handbook. He invited interested faculty to attend and provide feedback. He plans to update the Senate after the Committee's voting meeting the following week. **Senator Boogar** inquired about the status of residency requirements. **Chair Lannom** replied that the committee has requested data and guidance from Dr. Sterner to determine how many students would be affected and how to proceed while remaining compliant.

C: Flex Committee:

Faculty Flex Coordinator Allissa Blystone reminded faculty to check their Flex credit in Cornerstone, as division deans would be following up with faculty missing credit from fall or spring. A Flex Day/Flex Program Evaluation Survey will be distributed within the next week. Planning is already underway for Fall 2026 and even Spring 2027. She directed faculty to the Flex Day Virtual Concierge and linked resources regarding obligations, part-time faculty requirements, and make-up information.

D: Credit for Prior Learning (CPL):

President Drew reported on the January 16 training conference in San Diego focused on developing stronger CPL opportunities at OCC. The conference explored ways to build processes, map procedures, identify career pathways, and learn from institutions already ahead in implementation, such as Coastline College. He met on March 5 with Shelly Blair, Cindy Voss, and Don Carlson to discuss creating a new OCC CPL Task Force. No action had yet been finalized and that all proposals would need to return to the Senate.

The future task force would be working on drafting new statements of charge, expanding faculty adoption of CPL, developing rubrics and templates, researching effective practices from peer institutions, and recommending policies and procedures that align with District board policy. About 4 years ago, this body passed a resolution in support of CPL

Vice President Gordon stated that he believed the resolution was in support of getting money for a CPL, not an endorsement of CPL itself. **President Drew** said the Senate will be looking at the current, resolution that we have which states that the departments should make the final decisions and the faculty departments will also create their own processes for their own departments. The goal is to research, disseminate, effective practices from peer institutions, and provide recommendations to relevant government bodies, including the Curriculum Committee on policies and procedures needed to support CPL development. and advise the college on CPL processes to ensure alignment with, district board policy. **VPI Tara Giblin** added that a faculty member in Construction had already been involved in the statewide CPL Task Force and had developed a curriculum pathway in Construction that incorporates credit for prior work experience which could serve as a model. In response, **Senator Boogar** suggested agendizing the topic with a knowledgeable guest speaker so senators could get a better understanding of action, if any requested from the Senate. **President Drew** agreed that the process required more clarity, more mapping, and more departmental outreach. **Senator Paxton** noted that OCC already offers forms of prior learning credit, including CLEP, which he completed himself as a student here. There is also military credit, and AP credit, and Dr. Giblin clarified that the discussion was about expanding more faculty-reviewed, discipline-specific pathways—such as giving credit for prior experience in an area like photography—within a more organized structure. **Secretary Kennedy** confirmed that her records show the Senate had passed a resolution in May 2021 titled “Credit for Prior Learning, Academic Purview, and the CPL Task Force”, which emphasized the matter as one of academic purview.

4. Unfinished Business

No unfinished business.

5. New Business

A: BP/AP 4902: Generative AI in Academia:

Senator Kennedy presented the updated policies, explaining that the policy language will be edited so that the “generative” adjective is removed throughout the policies, as the terminology changes rapidly. Additionally, the changes faculty requested were made in the AP, which is really good for the faculty. She showed the BP which was not displayed before, but that it was short and had nothing controversial in it. If someone wanted changes, they could offer them.

B: BP/AP 3900: Speech: Time, Place, and Manner:

Senator Kennedy reported that this policy had come back to the District Board Policies and Administrative Procedures (BPAP) Committee the prior week. Related to this, last year someone in her division asked her if encampments were legal on campus, and Senator Kennedy, who checked with the BPAP Committee, was told they were not as per the current policy. However, this new blue added language was included to clarify that. At the BPAP, we had a detailed discussion about encampments and camping on campus. In that discussion there were concerns raised by several people about the mask or personal disguise for the purpose of concealing your identity area, which many were concerned would seem to prohibit someone from wearing a mask for health, or wearing a hijab, etc. Therefore, a line was added that people can wear masks for health, religious, or cultural reasons.

In an earlier part of the policy, lines 21-25. is language that has raised concerns with some faculty as per their exercise of free speech in their own offices. As per the current language, free speech is in the open areas on each campus, with the exception, and this is the concern, of classrooms, labs, lecture halls, offices, and other areas that the colleges of the District use to conduct business. We all understand what this means, but a concern that has been brought up is that it seems to restrict what we can post in our own offices. So, I wanted feedback from faculty on what you think about this, if we want to get that language changed, or should we just let it go as is, because nobody's saying anything about what's in our offices anyway.

Senator Boogar, so to clarify, you're saying that this language isn't new, this is what's been in place, we're not adding language, this highlighted language has already been there, is that correct? **Senator Kennedy**, said yes, it's been there since 2013 would be my guess. **Senator Boogar**: I'm concerned, but only in a very mild way. I was more concerned when we talked about it at E-Board, because I thought it was new language, but if they haven't been saying anything, I think the obvious intent is that people can't come on campus and do freedom of expression in our offices. We obviously don't want that, right? So, I think that's an important thing. I do worry because of the other issue I've talked about, where all of a sudden, because something wasn't in the BP, the District decided to start enforcing it, so I do have a very slight worry about that, but there's probably a lot of places that that could apply to. I don't necessarily feel strongly about doing something here. I certainly don't want to lose the intended meaning of that, because I think it's important. **Senator Kennedy** yes, I agree with you. It's to protect our offices from being invaded. Additionally, no one has said anything about our offices and what's in them that I'm aware of. **Senator Naesse**, said I think it's important to somehow clarify that this is related to external people coming in and doing things in offices and so forth, as opposed to individual faculty, putting things up in their office. So, what I'm thinking of is recently, at a K-12, people have been taking pictures of pride flags in classrooms or a rainbow flag on a teacher's desk, and then complaining about that, that this is in violation of executive orders from the federal government, and so forth. We might be cognizant and mindful of the current political environment that we are in. I don't want to see any of us be penalized or disciplined because we have something like a pride flag, sticker on our bulletin board in the office. I don't know how that would be clarified, but I do know that this is happening, particularly in the K-12. You would hope that wouldn't come to higher education, but who knows? **Senator Kennedy**: If those are concerns, perhaps we can work on wording here. **Senator Carly Gonzalez**: I was actually going to say the same thing. **Vice Chancellor Andreea Serban (Chair of the BPAP Committee)**: I wanted to clarify something. This language actually has not been there forever but has been added as part of the revision that occurred in 2018 because of lawsuits. You may remember when we had designated free speech areas, and it was just some corner somewhere in a parking lot, etc., and that language makes it clear that free speech is in any open area as long as it doesn't interfere with the business of the District, whether that business is instruction or people doing their administrative work. That needs to stay. Relative to what Senator Kennedy mentioned about what faculty can or cannot have in their offices, we actually had

extensive conversations about that in numerous meetings of the BPAP subcommittee. And it's an issue of reasonableness, you know, because our offices are not ours. We are at work here, and we are employees, and there is a fine line between free speech as an individual outside our workplace, and free speech as employees during the business that we are paid to do at the District. So, that's all I want to say. So, my suggestion is that trying to change that language to add one-offs for somebody who has some whatever, it's about being reasonable as an employee. I can tell you that there is no concern about pride flags. We actually have employees at the District office who have a variety of such insignia and symbols in their offices, and nobody's going to ask them about that. That's not an issue. But at one point, Senator Kennedy, some years ago, brought up that a faculty member had a Palestinian flag hung outside the window of their office. That would be a problem because it can instigate certain reactions from other students and other employees, so people need to be reasonable, that's all I was saying. **Senator Kennedy** said that I do want to correct something, as I didn't report about any flags being hung, there was a flyer that was controversial on a building about an event that was coming up. **VC Serban**: You mentioned there was a Palestinian flag in someone's office. **Senator Kennedy**: No, there was a flyer for a Palestinian movie that was on a sandwich board somewhere near someone's office.

President Drew noted the time had expired and thanked VC Serban and Senator Kennedy.

C: Impact on Child Development Center:

Professor Laurie Campbell stated that as a reference point that we have our lab school on campus, which is part of our instructional department, with three classrooms for two-to-five year olds. It's a part-time program, so the children arrive by about 9 o'clock, and then some leave at 12 o'clock, and a few others, or a smaller group, stays until 2 o'clock. So that's what we have as part of our instruction. The Children's Center on campus is under Student Services, and what used to be available was seven classrooms, infant, toddler, all the way through five years of age, and it was a full-day program. The purposes of the Children's Center was to provide childcare to our students, community members, and faculty members. That's what it was.

Now, with the downsizing, we are down to two classrooms at the Children's Center. It is only two- to five-year-olds, and it's still a full-day program, and they're focusing primarily on serving students with a few employees' children there. But now, we are only serving or providing childcare on campus for a minimum age of two years old.

We have several classes that require our adult students to make observations or plan curriculum. Sometimes we take entire classes over to the Children's Center or the lab school, or we're inviting children to come into our classes with our adult students, so they're having that hands-on experience. We also use the children's programming on campus for our students' teaching hours. We have two different classes that require student teaching hours, a beginning level, and then a capstone practicum class.

We also have students plan curriculum and they think they know what children would do, but then when they get the actual experience with a live two-year-old, or with a live one-and-a-half-year-old, it's a really important learning experience for them. Previously, we've been able to do that with the infants and toddlers all the way up to preschool age. Particularly with those infants and toddlers in the first two years of life, a lot of our students don't realize what they're capable of. So, giving these experiences really broadens their understanding of that. We invite the children from the Children's Center and the lab school, but these really give our students that direct experience.

And we've relied on both of the programs to provide a wide range of that access to the children, so that we can offer classes in the morning as well as the afternoon to provide our college students that flexibility of choosing classes when it's most convenient for them.

So, the impact on the instruction of this downsizing is, obviously, we have a decreased number of children's classrooms that are now available, and a more limited age group of children that are available. So, for our student teaching lab hours and observations, we have fewer placements available for our students.

For our beginning-level practicum class, we try to place as many of those students on campus at the Children's Center as possible, and I rely primarily on our lab school for my capstone practicum class, but there have been, over the years, several times that I placed students there as well at the Children's Center. Because of the decreased number of classrooms available now, we have fewer spots. We had to intentionally decrease the seat count in our beginning level practicum class, which is the CDE156. We had, this semester alone, between twenty and thirty requests for students who were enrolled in that class to complete their lab hours on campus, and we only had eleven spots available. We used to have over twenty, so we were really able to accommodate the vast majority of students that were enrolled in that class, and now it's less than half.

We have zero access to infants and toddlers now on campus for those curriculum-specific experiences or observation opportunities. We have two infant-toddler-specific college courses, and so any observations that were part of that class, they now need to go to off-campus for it.

For those experiential assignments where we've had the whole class come over and interact with our college students, we've had to adjust what those look like, and the curriculum experiences with the infants and toddlers specifically. I think we've just had to eliminate that entire experience for our college students.

The other impact that we're noticing is that the children at the lab are predominantly gone by 12 o'clock, and we have a smaller group that stay till 2. But if we have an afternoon class from 1 to 4, we've always relied on the Children's Center to provide that afternoon experience. By the time the children wake up and are ready to come outside and play and engage with our college students, it's nearing 3 o'clock. So, with a 1 to 4 o'clock afternoon class, this happened last semester, that our college students were just kind of waiting around to have that direct experience with their curriculum setups. We've then now transitioned or moved the majority of all of those method experiential classes to just in the morning. This is now limiting our flexibility in how we're offering those classes to our college students.

Before we knew the downsizing of the Children's Center was even going to happen, we had already proposed that we wanted to look at possibility of expanding our instructional facilities. We've outgrown that lab space. Now, on top of that, we have lost the space at the Children's Center. What we really want and need is to have one facility on campus that houses all of the children. Ideally, it would be under instruction, because under instruction all of the teacher... the lead teacher's positions have a job description clarification that they are mentor teachers, and part of their job is to work with, mentor, and supervise our college students. The Children's Center job descriptions currently don't say that, and so we've just had a good working relationship with them, and they do it because it's the professional thing to do. Having it under instruction would really ensure that. So, we've put forward a proposal, we've talked with VPI

Giblin, she's supportive of that, and we're looking to see what the next steps will be to pursue that. So, that's kind of where we are.

Senator Chaiyakal stated that where the state is going, we're moving all four-year-olds, if you're a parent, you know this, to the public school system. So, we've taken kindergarten and expanded that to PK and TK, so all four-year-olds get to go to school for free in the state of California. Fantastic! That means that Early Childhood is going to primarily be working with infants to three-year-olds, and we just got rid of all of them, except for the three-year-olds. This is really frustrating, and I wish we could expand.

D: Part-Faculty Participation in Commencement:

Senator Chaiyakal stated that she was going to read her major points to clarify the issues overall:

Part-time faculty make up the majority of our instructors here at Orange Coast College. They teach our students, support their growth, and in many cases, build strong and lasting relationships with their students all the way to completion. Yet, when it comes to Commencement, these same faculty are unable to participate in the same way as full-time faculty. Not because they don't want to be there, but because there are barriers in place. Commencement is one of the most meaningful moments in a student's academic journey. It is also a moment where faculty presence matters. When part-time faculty are excluded, it sends an unintended message about whose contributions are valued and visible.

I am bringing forward a resolution to address the issue that speaks directly to equity, recognition, and who we value as part of our academic community. This resolution is a step towards aligning our practices with our values. It asks that we remove these barriers so the part-time faculty who wish to attend commencement can do so. Supporting their participation is not only about fairness, it's about honoring the role that they play in our students' success.

Senator Chaiyakal read the *Resolveds* from the resolution to the Senate:

The Orange Coast College Academic Senate affirms the importance of full participation of part-time faculty in commencement along full-time faculty.

The Academic Senate recommends that part-time faculty who choose to participate be included with the faculty during commencement, including sitting and walking with the full-time faculty,

The Academic Senate recommends that the College provide funding for regalia for part-time faculty who choose to participate.

That the Academic Senate recommends the development of a process to compensate part-time faculty for participation in commencement.

That the Academic Senate urges collaboration with relevant stakeholders, including part-time faculty, to remove barriers and support equitable participation, and that the resolution be forwarded to the college president, vice presidents, and appropriation governments bodies for consideration.

Senator Ely supported the sentiment and thanked Senator Chaiyakal for recognizing part-time faculty participation in commencement. **Senator Boogar** said he agreed with everything in the proposal and supported inviting part-time faculty to participate but expressed hesitation about the compensation language as the District does not compensate

part-time faculty for a reasonable number of office hours, which is a more important instructional issue. He stated he would still support the resolution but wanted that concern noted as a matter of priorities. **Vice President Gordon** agreed that the compensation issue was separate and should perhaps be through a separate resolution. **Senator Chaiyakal** responded that she had included the compensation language because it had been presented as one reason part-time faculty could not participate but said she was open to revising the draft. **VP Gordon** said that the compensation is a union issue. **Parliamentarian Boogar** advised her to update the resolution and submit a revised version to the Senate by Thursday so it could be placed on the next agenda. **Senator Kennedy** added that she agreed with separating the issues, suggesting that otherwise the resolution might not get the attention it needs.

President Drew adjourned the meeting at 12:30 PM.

6. Minutes: Approved March 24, 2026

MINUTES: First draft written by Senate Support, Nicole Ichiki. 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.

Senate Membership & Voting Tally Chart for 3-17-2026	Motion 1 Minutes 3-10-26	Motion 2 Consent Agenda
Jason Ball, Part-Time Faculty (2025-2026)	Aye	Aye
Carol Barnes, Counseling (2024-2027)	Aye	Aye
Lauren Becker, Consumer & Health Sciences (2023-2026)	Aye	Aye
Allissa Blystone, Math & Sciences (2023-2026)	Aye	Aye
Eric Budwig, Technology (2023-2026)	Aye	Aye
Jenny Chaiyakal, at-Large (2025-2028)	Aye	Aye
Jodie Della Marna, Library 2023-2026	Aye	Aye
Rendell Drew, at-Large, President (2023-2026)	Aye	Aye
Cyndee Ely, Part-Time Faculty (2025-2026)	Aye	Aye
Carly Gonzalez, at-Large (2024-2027)	Aye	Aye
Joel Gonzalez, Athletics & Kinesiology (2023-2026)	Aye	Aye
Carly Gonzalez, at-Large (2024-2027)	Aye	Aye
Lee Gordon, Business & Computing, Vice President (2025-2028)	Aye	Aye
Marilyn Kennedy, Lit & Lang, PDI Chair, Secretary	Aye	Aye
Mike Lannom, Curriculum Chair, Non-voting (2024-2026)		
Mickey Laux, at-Large (2025-2028)	Aye	Aye
Kate McCarroll, at-Large (2024-2027)	Aye	Aye
Irene Naesse, at-Large (2023-2026)	Aye	Aye
Leland Paxton, Part-Time Faculty (2025-2026)	Aye	Aye
Katherine Sheehan, Visual & Performing Arts (2024-2027)	Aye	Aye
Jordan Stanton, Social & Behavioral Sciences (2025-2028)	Aye	Aye
Ana Huynh, ASOCC Student Representative, Non-voting (2025-2026)		
Vacant, at-Large (2024-2027)		
Vacant, at-Large (2023-2026)		