

Academic Senate Member Attendance

✓ Jason Ball , <i>Part-Time Faculty</i>	✓ Marilyn Kennedy , <i>Lit & Lang, PDI Chair, Secretary</i>
✓ Carol Barnes , <i>Counseling</i>	✓ Mike Lannom , <i>Curriculum Chair</i>
✓ Lauren Becker , <i>Consumer & Health Sciences</i>	✓ Mickey Laux , <i>at-Large</i>
✓ Allissa Blystone , <i>Math & Sciences</i>	✓ Jodie Legaspi Kiaha , <i>Athletics & Kinesiology</i>
✓ Tyler Boogar , <i>at-Large, Parliamentarian</i>	✓ Kate McCarroll , <i>at-Large</i>
Eric Budwig , <i>Technology</i>	✓ Irene Naesse , <i>at-Large</i>
✓ Jenny Chaiyakal , <i>at-Large</i>	✓ Leland Paxton , <i>Part-Time Faculty</i>
✓ Jodie Della Marna , <i>Library</i>	✓ Katherine Sheehan , <i>Visual & Performing Arts</i>
✓ Rendell Drew , <i>at-Large, President</i>	✓ Jordan Stanton , <i>Social & Behavioral Sciences</i>
✓ Cyndee Ely , <i>Part-Time Faculty</i>	✓ Anna Huynh , <i>ASOCC Representative</i>
✓ Carly Gonzalez , <i>at-Large</i>	Vacant , <i>at-Large</i>
✓ Lee Gordon , <i>Business & Computing, Vice President</i>	Vacant , <i>at-Large</i>

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

Guests (Optional & Voluntary Sign-In): Michael Mandelkern, Vesna Marcina Kuo, Andreea Serban, Laura Reese, JohnPaul Nguyen, Anna Butler, John Taylor, Maryann Watson, Sara Qubbaj, Shelley Lowrey, John Fawcett, Jeanette Grimm, Angelica Suarez, Tara Giblin, Rob Schneiderman, Kelly Holt, Arabian Morgan, Rozanne Capoccia

1. Preliminary Matters

- A. Call to Order: President Drew** called the meeting to order at 11:31 A.M. (delayed due to tech difficulties)
- B. Public Comments:** None
- C. Approval of the Minutes**
Motion 1: Secretary Kennedy moved to approve the October 14, 2025, with a minor change; approved.
- D. For the Good of the Order**

Senator Becker reported hearing from several students experiencing challenges with Counseling during fall registration. She described multiple cases where students were given incorrect or inconsistent information about their majors. A couple of fashion majors said they were placed as liberal arts majors. One said they were told that “fashion doesn’t exist here.” Senator Becker said she assisted by connecting students directly with counselors who could assist but noted that the recurring nature of these issues suggests a broader problem. She proposed that the Senate or college consider better training or best practices for Counseling staff, particularly regarding the organizational chart and real programs at the college, as these errors create confusion and can affect students’ financial aid options.

Senator Boogar followed up on comments from the last meeting, noting that some discussion had touched on where we go next with particular issues. He wanted to clarify that the Senate as a body is waiting for the E-Board to set the direction—and that’s not really the job of the E-Board. He explained that while the President sets the agenda and executes actions approved by the Senate, we are a body, and we all contribute to the voice and where we go. He emphasized that senators should bring forward topics they believe warrant discussion: “If you want something put on the agenda because you think we need to be talking about it, bring

that to the E-Board so we can agendize it.” He reminded everyone that the main purpose of E-Board meetings is to organize the upcoming agenda and also reiterated that any member of the Senate has the authority to request an agenda item, make a motion, or introduce a resolution: “You don’t need the E-Board to be in support—or against—something in order to do that.” He said his goal was simply to make sure all members understood that the Senate’s direction belongs collectively to the entire body.

Senator Kennedy reported to the Senate that she had recently provided to the Executive Board a packet of historical materials related to the purpose and creation of the Transparency Committee (TC) (as per queries at a prior Senate meeting), as she was the TC’s original secretary. The documents include background information and original records from the committee’s formation. She wanted the Senate to be aware that the materials were now available for reference, if need be.

2. Consent Agenda

No Consent Items.

3. Officer, Senator, & Committee Reports

A. President and Vice President’s Reports

1. **President Rendell Drew** reported out on the following items:

OCC AI Community of Practice: He encouraged senators to participate in the OCC Artificial Intelligence (AI) Community of Practice, which begins on October 23, 10:00 to 11:30 a.m. via Zoom. “You can do it at your convenience,” noting that Eric Wilson may attend a future Senate meeting to give a presentation about the initiative. President Drew explained that the AI Community of Practice will focus on “getting faculty involvement, setting agendas, moving forward, and working collaboratively,” consistent with the spirit of shared professional learning.

Classification of Instructional Programs (CIP) Transition: Shared a memo he received from Vice President of Instruction Tara Giblin regarding an important statewide transition from TOP (Taxonomy of Programs) codes to CIP (Classification of Instructional Programs) codes. This shift is being implemented across the California Community College system and will take effect in Fall 2027. The change aligns the community colleges with CSU, UC, and federal reporting standards, reducing the burden of maintaining two systems, and ensuring a unified and systematic approach to data reporting and accountability statewide. This transition will require significant coordination with curriculum, technology, fiscal, research, and student services areas. All colleges must develop an implementation timeline and form task forces to coordinate the work. Other key requirements include updating technology systems and databases to integrate CIP codes; ensuring data integrity and validation protocols; creating communication plans; providing professional development for staff and faculty; reviewing all systems and materials currently using TOP codes and coordinating with third-party vendors. Much of the coordination will come from the VPI’s Office in collaboration with the Curriculum Committee. The Chancellor’s Office will issue additional implementation guidelines as the transition progresses. **Dr. Andreea Serban, District Vice Chancellor of Educational Services and Technology**, reported that the District already uses CIP codes for all courses and programs, but the upcoming change, effective Fall 2027, will formally remove the use of TOP codes from the system. Dr. Serban explained that while there is still work to be done, because we already use CIP codes, and we have consistently used them, it’s not that big of a lift from a curriculum perspective as it might appear.” The greater challenge is in the operational side of the transition because the TOP code is currently part of what’s called FOAP—Fund, Organization, Account, and Program. The “Program” component is tied to the TOP code and is used for posting expenses and organizing accounts, so it will be a heavier lift on the operational and administrative side.” A districtwide task force or workgroup will be established to coordinate the transition and ensure consistency across all colleges in the district.

B. Reports and Updates on Faculty and Student Engagement and Activities

1. **Communities of Practice for Part-Time Faculty:** **Senator Ely** announced that the Communities of Practice

for Part-Time Faculty will be hosting an event on Friday, November 14, from 10:00 a.m. to 12:00 p.m. The session will feature Senator Paxton and include a discussion on artificial intelligence (AI). Senator Ely noted that this event will offer a little different take, a different opportunity to be involved,” and she encouraged senators to invite and support their part-time faculty colleagues in attending. **Faculty Flex Coordinator Blystone** stated that part-time faculty who attend Communities of Practice sessions are eligible to earn Flex credit. She explained that this participation falls under “Flexible Flex” and emphasized the importance of communicating this opportunity as Spring Flex Day approaches. She expressed appreciation for the collaboration that made this possible, noting that the initiative supports greater engagement and professional development for part-time faculty. **Senator Kennedy** added that as a full-time faculty member, she has been contacted by part-time instructors seeking guidance about artificial intelligence (AI) use among students in terms of ethics and academic integrity. She emphasized that part-time faculty should feel supported and empowered when addressing issues related to student misconduct or reporting concerns and it is something we need to do for our part-timers.

2. **Science Night: Senator Blystone** shared that Science Night is this Friday, a wonderful opportunity for student, community, and faculty engagement. Science Night is a fun, interactive event that showcases OCC’s science programs, including the anatomy lab, where visitors can see “really weird, awkward things that—even for me, as a professor of anatomy—make me a little squeamish.” She encouraged attendance.

C. **Curriculum Committee**

Curriculum Chair Lannom reported that the Curriculum Committee has been very busy, with over one hundred courses scheduled for Tech review the following day. While there have been small issues, the process appears to be running smoothly. Earlier in the week he signed, along with President Drew and college administrators, the self-certification for curriculum, affirming that the college is in compliance with Title 5 and all required state regulations. **Senator Boogar** asked if there's been any progress on the revised, local residency requirement discussion. **Chair Lannom** stated that it is still in process, as they requested some data from Institutional Effectiveness. Once they receive a report on how this affects students, that information will guide Curriculum’s decision on what the language is going to look like.

4. Unfinished Business

A. **Student Equity Plan Endorsement**

Associate Dean of Equity and Special Programs Felipe Salazar provided a brief overview of the Student Equity Plan, a three-year plan. This year they decided to use the established campus plans to make up the bulk of the strategies. If faculty haven’t done this prior, they will be doing it in the different WIN Councils. We’re all doing our three-year WIN plans and will be summarizing how our strategies are aligned to the Educational Master Plan as well as how your strategies aligned to your student and other mid-level plans, such as the Strategic Enrollment Management Plan, the DEIA plan, or the Student Equity Plan. He asked if there were any questions and that he had added some suggested improvements in the current document, and ideally wanted an endorsement from the Senate.

Senator Boogar asked if there was an objective or a line about completion of Math and English in the first year, or anything having to do with those requirements. **Associate Dean Salazar** stated that item was addressed on the second metric of page seven. There it reviews completed transfer-level math and English. The goal is to eliminate the disproportionate impact to fully close the equity gap. The report aligns three strategies with the metrics: (1) EMP Access and Equity Objective 1, which is adapt curriculum and support processes and foundational areas to increase progression. (2) The second strategy was using data to identify and rectify barriers from the SEMP plan. (3) The last strategy was to increase completion rates for students by implementing institutional practices, and that is the EMP Access and Equity Objective 3. To summarize, in past years, the strategies were linked to activities.

What we wanted to do was take a step back and link it to our institutional goals so that when you do your program review, you can see the strategies that you’re implementing are tied to some of these strategies. That was previously the missing part of some of our student equity plans, where they were so focused on activities, it was hard to connect them beyond the department that hosted the activity.

Senator Becker asked if she see where the students who need childcare are in the plan/documents.

Associate Dean Salazar said that successful enrollment is about access. If you're going to come to college, you need to make sure your basic needs are addressed. This area [in the document metrics] accommodates that requirement. If you look at the other three metrics, you're able to address the basic needs, childcare needs, then you're going to stay for the next semester and see completion.

Motion 2: Senator Ely moved that the Senate endorse the Student Equity Plan; seconded; approved.

5. New Business

A. Senate Action on Shared Governance Concerns:

President Drew opened the discussion by reporting that he had met with the Chancellor following the previous Senate meeting, describing faculty frustration over lack of repeated collegial consultation, particularly regarding CPOS implementation. President Drew told the Chancellor that the legislation should have been discussed more thoroughly with the Senate and Counseling faculty before implementation. He stated to the Chancellor about the poor timing, uneven application, and inadequate communication with the CPOS issue, and reported that the Chancellor acknowledged these issues and promised improved communication in the future. President Drew expressed dissatisfaction that the District's only response to extensive faculty, student, and community input was a general commitment to do better, and outlined potential next steps, including engaging the Board of Trustees and inviting a Trustee to attend a Senate meeting to improve communication and consultation.

Vice President Gordon reported that large numbers of students, faculty, and community members attended a Board of Trustees meeting prepared to speak about the CPOS issue, but only the minimum number were allowed to do so. As a result, a separate event was organized to ensure all voices could be heard, and those statements were documented and entered into the Senate's minutes. Despite extensive input, formal documentation by the Transparency Committee, and *specific* concerns raised by faculty, students, and the community, the District's only response has been a general promise to "do better in the future," which is as inadequate. **Senator Kennedy** suggested that we may need to contact the ASCCC as the state level, as collegial consultation is mandated by AB 1725, and they may be able to help us. We should also make sure our Senate representatives on District committees are consulting with the Senate in a timely manner so we are informed *before*, not after, changes are made. **Senator Ball** argued that collegial consultation is a legal requirement under Education Code, not a courtesy or optional practice. He stated that bypassing faculty consultation violates public trust and undermines the Senate's legally recognized role. When the decision was made, we were given a number of contradictory statements. In the same meeting, we were told that this wouldn't affect students because they can change their major and still get their classes covered. Later we were told that this is part of trying to impress the statewide Chancellor, because this'll get people out of the college quicker. You can't have both. If it gets the people out of the college quicker, it does that by denying them access to classes. And it doesn't do that universally. It does that by targeting the students who need financial aid. And the students who need financial aid are more likely to be low income, they're more likely to be students of color, they're more likely to be working students and student parents. Essentially, this is a targeted assault to boost stats. If we shift public funding to a private individualized cost, there is a word for that. That is privatization. That is definitionally privatization. We are a public education institution. I personally am not in favor of any form of privatization of our campus. The next is that we were told this is a requirement of federal law, these requirements have been in place for a long time, and most other colleges are not implementing them this way. This is optional. They can rescind this decision. If they had done the proper legal process and brought this to us, the faculty probably would not have given their consent for this. **Senator Ely** said that the week before we made a motion to contact the Statewide Senate, or at least that was the consensus that we would contact the Statewide Senate. As per Senate representatives [not officers] on District committees reporting, only the DCC Budget and the BPAP committee get regular reports. As per the Transparency Committee and CPOS, we have received two different types of reports. The first one we got outlined the whole investigation and situation and had specific recommendations. The second one outlined everything that happened but had no specific recommendations. What should we do with these reports?

President Drew explained that after his report to the Board of Trustees, Board of Trustee Member Phu Nguyen asked all three of the Senate Presidents if he could be invited to and attend their Academic Senate meetings for a visit. President Drew stated that he also spoke with CFE President Rob Schneiderman and expressed that agreed that inviting the Board of Trustee members would be a positive step in the right direction, starting a chain of communication and letting the Board of Trustees. This would help with collegial consultation and notifications as we need to change the paradigm.

Senator Naesse stated that even though the Transparency Committee's original recommendation was to delay, it ended up not having the same types of recommendations as the first report did, as they were two different situations, and it is the role of the Senate to decide what to do next. She concurs with Senator Ball's comments, and that a joint resolution, if possible, should be created with the Student Senate and the Classified Academic Senate, as they are affected as well. **Senator Chaiyakal** stated that as a member of the Transparency Committee, she understood that reports from the Transparency Committee typically follow a sequence: first going to the committee, then to the Senate, and finally to the Board of Trustees. However, she was unclear why the current report was only sent to the Chancellor and not the full Board, emphasizing the importance of understanding this procedure, particularly for new members.

Vice President Gordon stated that the Academic Senate is not subordinate to the Chancellor. The Transparency Committee did a thorough and professional job of documenting all the regulatory issues, and they've written a report. The Transparency Committee documented that there was not effective consultation with the experts on this, who are the faculty members, who are the front line.

Motion 3: Senator Becker moved to extend time for five minutes; seconded; approved.

Senator Ball reiterated that selective bypassing of the Senate on controversial issues undermines the institution of shared governance. He argued that if District management can ignore faculty input on major decisions and simply promise improvement afterward, the Senate's role becomes meaningless. He maintained that the minimum corrective action for violating consultation laws should be rescinding the decision and restarting the process properly. **Senator Booger** asked if President Drew had the opportunity to speak to the Board or was planning to?

President Drew stated that would be a next step. Because he already had a meeting with the Chancellor scheduled, he put that on his agenda and spoke to him then, but the next recommendation from the Senate is to go to the Board of Trustees, so we can talk about sending the reports to the Board of Trustees.

Senator Boogar said he thought that the sense of the Senate is that this should be sent to the Board of Trustees and a motion could be made. Additionally, he shared concerns about changes to the campus class scheduling system, which has been taken over by the District. The new system, which is set by the Chancellor, has caused confusion for students and scheduling difficulties, particularly in large programs such as Math and English with many sections of the same class where students cannot see all the classes well and what is available due to the illogical sorting process imposed on the campus which negatively impacts students, and efforts to address it have been met with resistance. **Senator Naesse** emphasized that lack of consultation leads to uninformed decisions because administrators fail to engage frontline experts and that scheduling does fall within faculty purview under program development and student success, citing common faculty practices to adjust schedules to prevent low enrollment and cancellations. The Senate could censure the Chancellor if faculty are not listened to about 10 + 1 issues. **Senator Blystone** questioned whether the Chancellor has the legal authority to make unilateral decisions affecting scheduling without collegial consultation. Such decisions clearly impact faculty, students, and academic programs, and healthcare and anatomy programs as examples where scheduling changes have significant consequences. She asked for clarification of the legal boundaries of the Chancellor's authority. **Senator Becker** said that we talk a lot about who's in charge of what and that we shouldn't step on each other's toes, but ultimately, we have to deal with the individual students who are harmed by all of these decisions. We're not a business; we're a public service. We're meant to work on student equity, make sure that our students are graduating, and increase our degrees and certificates. When we say these are the things that we know work to help our students achieve those goals we are dismissed, because it doesn't fit into the neat little box of using a computer software. I find that the students don't know all of the classes available

to them, because they use MyCoast Make a Schedule and it just picks whatever first thing is open; they don't even know there are other sections. The ways in which we are using the computer to make things easier are actually harming students' success, and I don't think we pay enough attention to that.

B. Caring Campus for Faculty – Allissa Blystone

Deferred due to time constraints.

C. Program Viability – Lee Gordon and Tyler Boogar

Deferred due to time constraints.

6. Adjournment

President Drew adjourned the meeting at 12:33 PM.

Minutes: Approved on February 10, 2026

MINUTES: First draft written by Senate Support, Misha Wang. 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.

Senators & Voting Tally Chart	Motion 1: Approval of October 14, 2025 minutes	Motion 2: Endorse Student Equity Plan	Motion 3: Extend time five minutes	
Ball, Jason: Part-Time Senator (2025-2026)	Aye	Aye	Aye	
Barnes, Carol: Counseling Senator (2024-2027)	Aye	Aye	Aye	
Becker, Lauren: Consumer & Health Sciences Senator (2023-2026)	Aye	Aye	Aye	
Blystone, Allissa: Math & Sciences Senator (2023-2026)	Aye	Aye	Aye	
Boogar, Tyler: Senator-at-Large; Parliamentarian (2023-2026)	Aye	Aye	Aye	
Budwig, Eric: Technology Senator (2023-2026) absent	Absent	Absent	Absent	
Chaiyakal, Jenny: Senator-at-Large (2025-2028)	Aye	Aye	Aye	
Della Marna, Jodi: Library & Learning Support Senator (2023-2026)	Aye	Aye	Aye	
Drew, Rendell: Senator-at-Large; President (2023-2026)	Aye	Aye	Aye	
Ely, Cyndee: Part-Time Senator (2025-2026)	Aye	Aye	Aye	
Gonzalez, Carly: Senator-at-Large (2024-2027)	Aye	Aye	Aye	
Gordon, Lee: Business & Computing Senator; Vice President (2025-2028)	Aye	Aye	Aye	
Kennedy, Marilyn: Literature & Languages Senator; Secretary (2025-2028)	Aye	Aye	Aye	
Lannom, Michael: Curriculum Chair; Non-Voting (2024-2027)				
Laux, Mickey: Math & Sciences Senator-at-Large (2025-2028)	Aye	Aye	Aye	
Legaspi Kiaha, Jodie: Athletics & Kinesiology Senator (2023-2026)	Aye	Aye	Aye	
McCarroll, Kate: Senator-at-Large (2024-2027)	Aye	Aye	Aye	
Naesse, Irene: Senator-at-Large (2023-2026)	Aye	Aye	Aye	
Paxton, Leland: Part-Time Senator (2025-2026)	Aye	Aye	Aye	
Sheehan, Katherine: Visual & Performing Arts Senator (2024-2027)	Aye	Aye	Aye	
Stanton, Jordan: Social & Behavioral Sciences Senator (2025-2028)	Aye	Aye	Aye	
Huynh, Anna: ASOCC Representative; Non-Voting (Fall 2025)				
Vacant: Senator-at-Large (2023-2026)				
Vacant: Senator-at-Large (2024-2027)				

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