

Academic Senate Meeting | October 7, 2025 | 11:30 am - 12:30 pm
Student Union 214 | Zoom Link: <https://cccd-edu.zoom.us/j/88213592749>

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): Eric Cuellar, Kayla LaBounty, Jeanette Grimm, John Fawcett, Larissa Nazarenko, Anna Butler, Vesna Kuo, Rob Schneiderman, Tara Giblin, Rob Schneiderman, Angelica Suarez, JohnPaul Nguyen, Kara Jones, Andreea Serban, Arabian Morgan

1. Preliminary Matters

- A. **Call to Order:** President Drew called the meeting to order at 11:30 A.M.
- B. **Public Comments:** Eric Cuellar
- C. **Approval of the Minutes**
Secretary Kennedy requested that the minutes for September 30 be approved at the next meeting due to changes requested.
- D. **For the Good of the Order**
Senator Ely: If your instructor stations are now on Windows 11, you no longer get the 'Top 5 Things to Know.' She spoke to IT and they're aware there's a problem. For now, if you want the Top 5 in a Windows 11 room, you have to find it through the website.

2. Consent Agenda

- A. **Professional Development Institute - Conference Committee Representative**
Heather Moreno (Consumer and Health Sciences Representative)
 - B. **Equivalency Evaluator - Biological Sciences**
Derek Boyer to replace Cherryl Baker as Equivalency Evaluator for Biological Sciences
- Motion 1: Vice President Lee Gordon moved to approve all consent items; seconded; approved.**

3. Officer, Senator, & Committee Reports

- A. **President and Vice President's Reports:**
 - 1. **President Rendell Drew: OER:** The State Chancellor sent a memo that that as of July 30, 2015, districts are to ensure that students have burden-free, first-day access to instructional materials. This connects to the college's ongoing work with Open Educational Resources (OER) and Zero Textbook Cost (ZTC) pathways. Our OER Coordinator will be presenting and updating the Senate in a couple of weeks.

2. **Vice President Gordon: Faculty House:** He thanked President Drew “for his leadership in the refurbishment of Faculty House,” he said, noting that faculty are “moving back to their faculty home.”
Transfer Universities: Transfer universities are in the ballroom of the College Center today.

B. Coast Federation of Educators (CFE) Union/Bargaining Unit Report

OCC CFE Representative Vesna Marcino- Kuo reported that anyone enrolled in the PPO plan should have received a new PPO card effective October 1st, necessary for any medical visits going forward this year. If you did not receive one, email or contact the benefits office at benefits@mail.cccd.edu, as they can direct you to where to access one online. CFE is working to invite the Chancellor or Vice Chancellors to visit the Academic Senates. The goal, she said, is to talk with them about possibly floating a new bond measure and, hopefully, fostering support among the faculty.

Senator Kennedy thanked CFE’s negotiating team for dropping Health Now and getting a replacement group. **CFE President Rob Schneiderman** stated that everything before October 1st still uses the old benefits, so if you’re getting Health Now emails or letters, you still need to clear things up through them. Our Benefits Office can help. But the new benefits are starting now.”

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

Print Services: President Drew shared an update he had received from the President’s Office regarding Print Services. The hours of operation are Monday through Thursday from 7 a.m. to 4:30 p.m., and Fridays from 7 a.m. to 4 p.m. There’s after-hours print service, and they’ve opened up a self-service machine that faculty and staff can use located in that small office next to Print Services. Faculty now have an online option, as well, which can be utilized 24 hours a day, and you can pick up your materials in person there. **Senator Ely** clarified that the Clark Center will remain open after hours and the Mailroom where the mailboxes are will remain open; however, no exams will be placed in mailboxes.

D. Curriculum Committee

Curriculum Chair Mike Lannom reported that they are addressing some questions on the ISER and that Curriculum has asked Institutional Effectiveness for data to help guide their decision on the residency requirements, which they are in the process of reviewing.

E. District Board Policies and Administrative Procedures Committee (BPAP):

Senator Kennedy provided a brief summary of the policies reviewed at the last BPAP Committee meeting, many up for review due to minor changes, code updates, or their required review in the timeline cycle:

AP 6950: Drug and Alcohol Testing: This policy was deleted because the District no longer owns the vehicles related to the policy.

AP/BP 3050: Code of Professional Ethics: Code language updates.

AP 3440: Service and Emotional Support Animals: There were a few small changes regarding the size of animals, and those are going to DSPS and ARC for review.

AP/BP 3518: Child Abuse Reporting: Minor updates on legal definitions.

BP 3570: Smoking and Tobacco Use: The college and District policies continue to stay the same—banned at OCC and Coastline, but Golden West College allows some smoking in a small part of their parking lot.

BP 4110: Honorary Degrees: Minor changes

BP 5220: Shower Facilities for Students: Reworded to clarify this includes noncredit students.

AP 7120: Employee Recruitment and Selection: It’s been twelve years since the last review; it will be brought to the Senate next week.

AP/BP 4901: International Students and Multiculturalism: This is being reviewed by the ESL department because it contains a statement about language requirements and the kinds of tests international students take.

BP 7250 – Educational Administrators: This covers policies for hiring administrators but also adds language about sexual harassment prohibitions—if someone was found responsible, they wouldn’t be eligible to be hired. It also covers retreat rights. She stated that at the last BPAP meeting President Drew reviewed that policy, as well, as he has more expertise on it.

F. Transparency Committee:

Transparency committee Chair Irene Naesse stated that in the interest of time she would report on one issue today and another next week. She will forward the full report to the Secretary to be included in the minutes.

She stated that the Transparency Committee recognizes administration's purview to reduce course offerings at the Children's Center. The focus of the report is on the decision-making process—and whether faculty were included—given the impacts on instruction. So wished to provide a shorter version of that report here:

- The Children's Center was first mentioned as an area of concern in **October** for financial cost. The minutes from that discussion only refer to a fee increase, not a reduction in services.
- In **February**, **Director Santacruz** and **Professor Campbell** met with **VPI Giblin** to discuss concerns about providing placements for students. The program was growing, and the Early Childhood Lab School and Children's Center were no longer able to support the instructional needs for student placements. There was no mention of a potential reduction in services to the faculty. Additionally, because of this meeting, administration was aware of the instructional needs and the use of the Children's Center by this program.
- On **February 21**, faculty, staff, students, and parents were notified by **VP Niroumand** that there would be a reduction in classes at the Children's Center. In **March**, **VP Niroumand** and **Director Santacruz** reported to the Academic Senate about the reduction in services. At the next meeting, **Professor Campbell** outlined the barriers to completing the program of study in Child Development and Education when students do not have access to placements at the Children's Center.
- On **March 12**, at the **College Budget Committee**, **VP Niroumand** announced that classes would be reduced. There was no discussion among committee members—the decision had already been made. According to a statement provided to the Transparency Committee by **President Suarez**, "the operational decision was made by the college's administrative leadership after extensive internal review, financial analysis, ongoing budget discussions with the Center's staff, and the implementation of numerous efforts aimed at reducing the Center's financial deficit." None of these discussions included the instructional faculty.
- In **April**, **President Drew** referred the issue to the Transparency Committee. The committee determined that faculty purview was violated under 10+1, specifically items 4, 5, and 10. At no time were Child Development and Education faculty included in either public or private conversations to share the impact of this decision on the program.
- When it became clear that reducing classes at the Children's Center would negatively impact instruction and program growth, administration could have reached out to the affected faculty. They did not. Faculty were not contacted until the week before the 2025 semester.
- The Decision-Making Document commits to providing all constituents the opportunity to be informed about college decisions and processes. It also recognizes that more than one constituent group may be impacted by administrative decisions. When it became clear that faculty were not informed about the reduction in offerings, administration chose to move ahead without collegial consultation with faculty.
- This marks the third violation of 10+1 by administration since 2022. Administration has not taken seriously the faculty's role in collegial consultation as outlined in the Education Code and 10+1. In addition, administration violated its own policies and procedures as outlined in the decision-making document.

The Transparency Committee has the following recommendations:

1. That the administrative wings work with department faculty to create a document identifying courses taught in, or utilizing, various facilities on campus.
2. That Academic Senate leadership bring this issue to the Accreditation Committee during the upcoming campus visit—recall that the Transparency Committee was created in response to an accreditation recommendation.
3. That the Academic Senate work to ensure all faculty positions on campus committees are filled and that representatives regularly report to the Senate. This process is currently in progress.

Finally, the committee has a commendation. At first, it appeared that the reduction in offerings at the Children's Center was not a 10+1 issue. However, after several presentations to the Academic Senate, it became evident that this decision did impact instruction. In response, President Drew referred the issue

to the Transparency Committee. The ability to act on new information and reconsider an initial position is an example of good leadership. Violating 10+1 and ignoring collegial consultation undermines the trust between faculty and administration.

President Drew thanked **Senator Naesse** for the Transparency Committee report and opened the floor for discussion. He noted that the advice to bring this issue forward during the upcoming accreditation visit and noted that there is one consistent note: a lack of collegial consultation.

College President Angelica Suarez made the following statement:

“Thank you to the Transparency Committee for your thoughtful work. As the Senate had previously acknowledged on separate occasions, the restructuring of the Harry and Grace Steele Children’s Center was an operational decision. The changes applied only to the Children Center’s childcare classrooms—not to the instructional courses or the Early Childhood Education Lab, which remain under the Instructional Wing.

Please know we value the partnership between the Center and our Child Development and Education students, and we will continue working with the dean, program coordinator, and Director of Child Development Programs to support student placements across community sites.

While it was a difficult decision, it was made after years of financial review and careful consideration.

I want to again thank the committee and the Senate for engaging in this process with professionalism, respect and collegiality.”

President Drew asked **Chair Naesse** if establishing the Transparency Committee was a result of a previous recommendation from an accreditation visit? **Chair Naesse:** Yes, I believe it was in 2007 that there were issues with collegial consultation at that time, and the Transparency Committee was one of the solutions created to address those concerns on campus. **Vice President Gordon:** Just to amplify that for historical perspective—this was when **Dr. A.P.** was the president of the Academic Senate, and of course, it has nothing to do with the current administration or colleges; this was from previous times. The accrediting body specifically stated that there was a lack of transparency in the actions of management. So, Dr. A.P., using that word *transparency* directly from the accrediting body’s report, created the Transparency Committee. It was, in fact, created directly in response to a finding of the accrediting body. It has nothing to do with the current administration—it’s from 2007. **President Drew:** Asked **Chair Naesse** about the next step. **Chair Naesse:** Her step was to provide the full report to the Senate. It should probably also be forwarded to the **Board of Trustees**, and it’s really the purview of Senate leadership, if you have one-on-one meetings with accreditation, to bring that forward. **President Drew:** Stated he would take it to the Chancellor.

Motion 2: Senator Ely moved to approve the recommendations by the Transparency Committee; seconded.

CFE President Schneiderman: The Chancellor has an opportunity here to heal these relationships, or at least to help collegial consultation gain some traction again in our district. I would hope that the message goes out to the Chancellor from multiple fronts—you know, we’re going to tell them as a union—but hopefully the Academic Senate Presidents will tell them as well. This is an opportunity for healing, and they should be seeking out support from all the constituencies if they plan on a bond measure. This is the perfect opportunity to have that dialogue. **Senator Boogar:** Asked **Chair Naesse** to clarify the recommendation about forwarding this report to the accrediting committee. Do you mean the ACCJC itself, or the committee that’s visiting us? What do you mean by forwarding it? **Chair Naesse:** This is our third violation since 2022—this isn’t just an oversight by an individual—this is something that seems to be more systemic. Next week, I’ll have the financial aid CPOS report as well. So really, it’s up to leadership at this point to decide how to communicate this to the accrediting body. I believe there was something in the ISER about previous issues we’ve had, and now this is one more, this is something that’s happening at the district level, too. **Senator Boogar:** To me, it sounds like referring something like this to an accrediting body, who ultimately accredits us, is a pretty strong action. Now, I think there are certainly situations where that’s appropriate, right? Things can get bad enough that if our purview is being repeatedly violated and nothing’s being done, then that might be a way to really draw attention to it. So yes, in some cases it’s warranted. But I haven’t yet formed my opinion on whether this has risen to that level, and I think we, as a body, might want to reflect on that specifically. Because unless someone wants to correct me, that’s a pretty significant step—and we should

be clear that's what we're voting on, since it carries weight. **President Drew:** I want to validate what Senator Boogar is saying. We'll have a further discussion about this with our E-Board and determine the best course of action moving forward. **Senator Boogar [Point of Order]:** Point of clarification — there is a motion on the floor to do just that right now, so we are having that discussion. **Vice President Gordon:** I want to reply to our CFE President's remarks, our parliamentarian's remarks, and to clarify my own—all of which relate to the motion currently on the floor. As I understand it, the motion before us is that the Senate endorses the Transparency Committee's report. That does not necessarily mean that the Senate is endorsing sending it to ACCJC. That's a separate question, which will be discussed further with the E-Board. So, the vote at hand is simply on whether the Senate endorses the Transparency Committee report—something we have always done whenever there's a Transparency Committee report. Now, I want to agree with our CFE President when he said, "collegial consultation at the district level has atrophied." I fully agree with that statement. However, I would separate that from the situation at the college level. Yes, there are issues that arise when people work together, but in my personal opinion, collegial consultation at the college level remains strong. In reply to the question of what we do with it, I think we're looking at two distinct matters: first, endorsing the report; and second, the question of forwarding it to ACCJC. I'll reiterate this in E-Board, but I want to say it here to the body—in my personal opinion, as important as this issue is, it does not rise to the level of something that should be sent to the accrediting body. And I'll remind everyone that there are really two separate dimensions here: one in our purview, and one not. There's a facilities issue and an instructional issue. The facilities issue—regarding the budget reduction—is a college administrative decision, since we're not funded for it. The instructional issue, however, is in the purview of the Senate, and that's the portion the Transparency Committee appropriately addressed. Thank you. **Senator Ely:** Thank you very much for that, Vice President. I will clarify my motion—please note that what I am stating is that we pursue the recommendations. I'm not specifying any particular method or manner—just that we need to accept and endorse their recommendations. **Senator Ball:** If the Transparency Committee was originally formed in response to a *pattern* of failures identified by the Accreditation Committee, and if we trust and agree with Senator Nesse's assessment that this current issue is *not* an isolated incident but part of that ongoing pattern, then I think it's a mistake to view any one of these violations as isolated. Each individual case might not, on its own, seem like it rises to the level of needing to be reported to accreditation. But if there's a repeated pattern—and we recognize that pattern—then it becomes something larger. And if that pattern has persisted, well, I've been in the Senate for several years now, and we have a pretty good track record of noticing these things, mentioning them, asking that they not happen again... and yet, they *keep happening*. At a certain point, it's not enough to just tell the District, "Hey, you're doing wrong." There needs to be a more serious response. Whether this particular action is the appropriate one, I don't know. But I do think filing another report or making another complaint to the very people who are violating the rules is probably not sufficient. And I'll just note, in the background of all this, the Transparency Committee is also working on another matter that, in my view, is one of the most *morally egregious* violations I've seen—the de facto tuition increase that functions as a targeted *class and race* tuition increase, stemming from the arbitrary financial aid changes made just weeks before the end of the semester. So, when we take *this* issue in conjunction with *that*, I have to ask—at what point do we stop merely asking District administration to do better, and start taking more serious action? **Senator Kennedy:** I have the original documentation from when the Transparency Committee was first established. [Senator Kennedy was the first Transparency Committee Secretary when the committee formed.] I can't read them all now, but I have the meeting minutes from November 7th, 2008, and several items that followed. There are numerous references to accreditation throughout them—it's very clear that the committee was created in direct connection with that process. I remember that period well because I was there during those discussions, and it was very difficult for faculty to get heard at that time. There was a real struggle to have our concerns taken seriously, and many faculty were deeply worried about what was happening. So, I just wanted to share that historical context. And I have to say, I agree with **Senator Ball**—how many times are we going to experience this before we finally do something? We need to be more proactive in addressing these *recurring* issues. **Vice President Gordon:** I'd like to request that **Senator Kennedy** locate that original document and either include it as an *addendum* with the minutes of this meeting, or have it sent out with the agenda for our next meeting. **Senator Kennedy:** I won't include it in these minutes since we haven't discussed it yet, but I'll try to locate the document, and once I do, I'll share it. **Senator Boogar:** I just wanted to note that one of the main points raised in the last few comments was about the CPOS issue, which the Transparency Committee has not yet reported on. Because of that, I don't think we should be taking any action based on it until we've actually received and reviewed that report. That said, I do agree with the broader idea that at some point, you reach a moment where action becomes necessary. I also completely agree with Senator Gordon's remarks—that while, as a district, we may very well be approaching that point, I don't believe we've reached it at the college level. The matter we're

discussing right now is really a college-level issue, whereas the CPOS is a district-level concern. So, if we're going to take that kind of action, I'd prefer we revisit it when the Transparency Committee brings back the CPOS report for discussion. **Vice President Gordon:** I request that the motion be restated. **Senator Ely:** *The motion is that the Academic Senate endorse and accept the recommendations of the Transparency Committee regarding the current report on the Children's Center.* **President Drew:** Okay, the motion's been restated, it's already been seconded.

Senator Boogar: I just have a quick point for discussion. Because of the language—"accept the recommendations" versus "endorse the report"—I'm going to vote no, personally. If the motion were restated to just be endorsing the report, I would vote yes. **Vice President Gordon:** Will the gentlelady accept a friendly amendment? **Senator Ely:** Yes. **Senator Kennedy: [Point of Order]** It's already been seconded, so any change to the motion would need to be approved by the entire Senate. **Senator Ball [Point of Order]:** Once it's been seconded, we have to vote on the amendment itself. **Senator Ball:** Then I move that we amend the motion. **Vice President Gordon [motion to amend]:** My motion is that we endorse the report with the exception of any mention of sending it to the accrediting body. **Senator Boogar:** Seconded.

Motion 3 [to Amend Motion 2]: Senator Gordon moved to endorse the report with the exception of any mention of sending it to the accrediting body; seconded; passed with 12 "ayes," 1 "no," and 6 "abstentions." [See voting tally at the end of these meeting minutes.]

President Drew: Okay, the *amendment*, passes. Now we move to the previous motion—to accept the report from the Transparency Committee, *with the exception of reporting it to the ACCJC*—That's correct... or ACCJC.

Motion 2, as Amended: Moved to endorse the report with the exception of any mention of sending it to the accrediting body. Roll call vote was taken and recorded. 12 "ayes," 7 "abstentions"; approved. [See voting tally at the end of these meeting minutes.]

Motion 4: Senator Boogar moved to reorder the agenda to accommodate the feedback request from the Student Equity Plan. Unanimous consent; approved.

4. Unfinished Business

- A. **BP/AP 3903 - Safe, Responsible, and Ethical Use of Artificial Intelligence (AI) - Marilyn Kennedy** – Tabled due to time.

5. New Business

- A. **ASCCC Resolution Packets - Rendell Drew** – Tabled due to time.
- B. **Feedback Request: Student Equity Plan - Felipe Salazar, Guest Speaker**

Associate Dean of Student Equity, Felipe Salazar, introduced himself as the Associate Dean of Student Equity and Special Programs, overseeing initiatives that advance campus equity and leading the Student Equity Plan process. He explained that the Student Equity Plan is now in its fourth iteration, structured as a three-year planning cycle with annual updates, and hosted on **NOVA**, the platform used by the California Community Colleges Chancellor's Office. Originally, the plan's goal was to have colleges disaggregate their data—examining success rates by gender, race, ethnicity, and special populations such as Guardian Scholars, foster youth, DSPS, and veterans—to identify disproportionate impact. Over time, the plan evolved, maintaining similar metrics but aligning more closely with the Chancellor's Office's systemwide vision.

"This year's major tweak," Salazar noted, "is that the overarching goal is for colleges to eliminate and close equity gaps." The current plan includes a reflection piece, where colleges evaluate the previous three years—asking, "What did we do? Did we complete our goals? Do the gaps persist?"—followed by updated equity metrics, goals, and strategies. He highlighted that colleges must now identify which student populations they will focus on to close gaps. Salazar described how the state's priorities have shifted over the years—from emphasizing Guided Pathways as a mechanism for closing equity gaps to now aligning plans with Vision 2030. Colleges are asked to demonstrate how their local initiatives, programs, and services for disproportionately impacted populations align with Vision 2030 and ensure that all students receive comprehensive educational plans to complete their academic goals in a timely manner.

He then detailed the process behind this year's planning cycle. Unlike prior years, OCC now has a formal DEIA Committee that anchors the work. "The committee is charged with identifying and leading the planning, then doing the updates each year," he explained. The committee reviewed prior equity plan progress and strategies, and several members attended a statewide equity planning workshop to refine their approach. Previously, plans were largely programmatic—supporting initiatives like Puente and Umoja that directly served specific student groups. "We got feedback from the Chancellor's Office saying, that's great, but what are you doing on a holistic, policy level to ensure that equity gaps are being eliminated?" Salazar said. In response, the committee chose to emphasize plan alignment rather than adding isolated new efforts. To do so, the DEIA Committee conducted a mapping session, aligning strategies from the Educational Master Plan, DEIA Plan, and Strategic Enrollment Management Plan with the equity plan metrics. "The draft situates the Student Equity Plan not as a standalone programmatic plan, but as part of the fabric of the college," he explained.

He then referenced the draft plan, displayed during his presentation, and invited campus-wide feedback: "We're going to different senates, asking everyone to review the plan. It's an open online document where anyone can comment." Reviewing one of the metrics—successful enrollment—he explained that it tracks how many students who applied actually enrolled in courses and whether there is disproportionate impact among groups. Salazar closed by noting the shift in accountability: "In previous years, we decided which groups to focus on. This year, the Chancellor's Office is saying, you don't get to decide—your goal is to close the gaps and eliminate them. The strategies have to be holistic and global."

6. Adjournment

President Drew adjourned the meeting at 12:30 PM.

Minutes Approved October 14, 2025

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, Internal Audit Director, union presidents, GWC and Coastline Academic Senate presidents, OCC College President, and faculty as per OCC Senate bylaws.

Appendix

Transparency Report

Finding of Facts:

The 10 + 1 and Transparency Regarding the Harry and Grace Steel Children's Center

On February 21, 2025 faculty, staff, students and parents were notified by the Vice President of Student Services, Madjid Niroumand that there would be a reduction in classes at the Harry and Grace Steele Children Center. Faculty in the Child Development and Education Program brought their concerns to the Academic Senate (3/4/2025 AS Minutes). At that time, Senate leadership was unaware of the impact that the reduction of services would have on the Child Development & Education and Speech & Language Pathology programs. After learning about the central role that the Children's Center provides for practical learning opportunities and field experience for students, the Academic Senate referred the issue to the Transparency Committee (4/22/2025 AS Minutes).

The Transparency Committee recognizes that the decision to reduce services at the Children's Center is the purview of OCC Administration. The Transparency Committee is reviewing the decision-making process and whether faculty were included, as the reduction in services negatively impacts instruction and program development.

The Transparency Committee Chair requested documentation from the Administration on discussions leading up to the decision to reduce services at the Children's Center.

President Suarez provided the committee minutes from the College Budget Committee along with a statement.

The Transparency Committee met and heard from the Child Development and Education program faculty. No administrators attended the meeting.

The Transparency Committee is focused on faculty purview as per the 10 +1 on items:

- (4) Educational program development
- (5) Standards or policies regarding student preparation and success
- (10) Institutional planning and budget development

The Transparency Committee is focused on the period between Fall 2024 and Spring 2025.

The use of the Children's Center for student observations and field experience predates the construction of the OCC Early Child Lab School. The OCC Early Child Lab School does not have enough space to provide field opportunities for the large number of students enrolled in the Child Development & Education Program and Speech & Language Pathology Program. The college recognized this overlap in 2021 when the director of the OCC Early Child Lab School was asked to also manage the Children's Center when director Pat Mendoza left (3/11/2025 AS Minutes).

According to Professor Laurie Campbell,

“...the Early Child Lab School operates at full capacity with only three classrooms serving children between the ages of two and five; the child development department enrollment has been growing and as a result the lab school alone cannot meet the full demand of their instructional needs with the existing space”. ~ Campbell, 4/22/2025 AS Minutes

While the Children's Center is under the Student Services wing rather than Instruction, that does not mean it is a standalone facility. There are many dual use facilities on campus that serve instruction as well as the community.

- Theater
- Culinary Arts / Catering / Food Service
- Planetarium

Question: Does 10 + 1 only apply to facilities in the Instructional Wing?

No. As an educational institution, all activities, regardless of area, have a direct or indirect impact on instruction. For example, Maintenance & Operations is housed in the Administrative Services Wing. However, facility construction, maintaining classrooms, and hosting campus events all intersect with instruction. Therefore, faculty representation on committees that oversee these areas is essential to the shared governance process. The Children's Center is housed in the Student Services Wing, although it also supports Instruction. 10/9/2024 College Budget Committee

The Children's Center is mentioned as an area of concern for financial cost.

“Rich discussed the financial challenges of self-supporting units like the Children's Center faced and the need for fee increases.” ~ CBC Minutes 10/9/2025

A slide included in the minutes differentiates between Entrepreneurial and Self-Supporting units.

- **Entrepreneurial** areas include Planetarium, Catering, Student Housing, Swap Meet, Facility Rentals, Recycling Center, and M&O.
- **Self-supporting** units include the Children's Center, Student Health Center, Public Safety and Food Services.

The notion that both entrepreneurial and self-supporting units are separate from instruction and 10 + 1 is false. The Planetarium, Catering, Children's Center, and Food Services are all dual use facilities that support instruction, specific courses, and CSLO's. This is an administrative area that needs to be clarified.

The minutes only refer to a fee increase, not a reduction in services. Fee increases have happened in the past, and families have voluntarily agreed to pay more in order to continue subsidized childcare for students. There was no discussion about potential reduction in services.

Faculty were unaware of the potential reduction in services at the Children's Center. There was no attempt made to contact the affected faculty or the Academic Senate and include them in any discussions.

C. 2/6/2025 Meeting with Vice President of Instruction Giblin

Director Rochelle Santacruz and Professor Laurie Campbell met with VPI Giblin and discussed concerns about being able to provide field opportunities for students as the program is growing. Both the Early Child Lab School and Children's Center are no longer large enough to support the instructional needs of students. Because of program growth, faculty need more spaces for students to complete observations and practical training. The program had outgrown both the Early Child Lab School and the Children's Center. The Children's Center is also used by students in the Speech & Language Pathology Program.

There was no mention of the financial situation and potential reduction in services to the faculty during this meeting. Additionally, because of this meeting, Administration was aware of the instructional needs and use of the Children's Center. ~ Campbell, 4/22/2025 AS Minutes

No documentation has been provided that VPI Giblin shared these concerns or was included in discussions related to the Children's Center reduction in services.

A contributing factor to the growth of the Child Development & Education Program was that students could complete their field experience hours on campus rather than having to leave to go to an off-campus location. Additionally, students benefited from the close relationship and ideological training between Child Development Program faculty and teaching staff at the Children's Center. ~Campbell, 3/11/2025 AS Minutes

D. 2/21/2025 Notification from VP Niroumand

Faculty, staff, students and parents receive notification notified that classes at the Children's Center would be reduced starting in July.

E. 3/4/2025 Academic Senate

Vice President of Student Services Madjid Niroumand and Director Rochelle Santacruz report to the Senate about the reduction in services at the Children's Center.

President Drew stated that the Senate learned about this issue when everyone else did and it was not something the Senate played a role in but wanted to determine if the decision overlapped with 10 + 1.

F. 3/12/2025 College Budget Committee

It is announced that classes will be reduced. There was no discussion among committee members nor was there a presentation by program faculty of the impact on instruction.

“The financial deficit has led to a decision to realign services. The center was offering five classes... and will now focus on offering two classes.” ~ VP Madjid Niroumand

In a statement provided to the Transparency Committee, President Suarez stated:

“The operational decision was made by the college’s administrative leadership after extensive internal review, financial analysis, ongoing budget discussions with the center staff, and the implementation of numerous efforts aimed at reducing the center’s financial deficit.” ~ Suarez 5/12/2025

While the Children’s Center has faced budgetary challenges in the past, this represents the most significant decision to date. Historically, parents agreed to fee increases, the college covered deficits, and state grants helped offset costs.

It is important to understand the financial history of the Children’s Center. When it first opened, enrollment was limited to the children of college students. However, as it became clear that additional revenue was needed to sustain the program, enrollment was expanded to include faculty, staff, and community families. This change helped offset the deficit created by serving student families, since tuition from faculty, staff, and community parents supplemented the funding provided through grants for student parents.

Now that enrollment has again been limited to children of students, and the grant previously supporting the Center was relinquished under the leadership of Pat Mendoza and is no longer available for new applications, there are significant concerns regarding the financial stability of the Center and the broader impact these changes have on instruction.

No documentation has been provided that includes the substance of any discussions that took place among administrators that resulted in the decision to reduce offerings at the Children's Center.

These discussions did not include instructional faculty. ~ 4/3/2025 TC Minutes

G. 3/11/2025 Academic Senate

Professor Campbell outlined the barriers to completing the program of study in the Child Development and Education program for students when they do not have access to placements at the Children's Center.

In 2017 the new director, Pat Mendoza, severed the relationship between the instructional department and the Children's Center. As a result, students had to find alternative options in the community in order to complete their field experience.

“It was and it is hard to find programs that meet the same exceptional high quality that they offer at Orange Coast College, so those didn't mirror the philosophy of

what OCC faculty were teaching their classes. It created a lot of disequilibrium for students.” ~ Campbell, AS minutes 3/11/2025

“Students were also encountering many barriers in the whole process of finding transportation, having to take time off of work, centers not accepting them or did not want OCC students, so we noticed during those times that students were more likely to drop the class because they couldn't get a site off-campus to complete their assignments; it was very inequitable.” ~ Campbell, AS minutes 3/11/2025

In a CTE program, students are required to demonstrate skills in order to earn their degree or certificate. This is done outside of a traditional classroom setting.

Professor Campbell continued to outline the impact on programs.

- 11 child development classes rely on the Children’s Center for instruction
- 76% of students in their beginning practicum courses complete their student teaching hours at the Children's Center
- 89% of students in the Observing and Reporting class complete their weekly observations at the Children's Center
- Four Child Development faculty take their entire classes to the Children's Center to engage in hands on learning
- 94% of first-year SLPA students use the Children's Center and 80% of second year students use the Children's Center

An external factor influencing the reduction in classes at the Children’s Center is the expansion of California’s Transitional Kindergarten and Universal Preschool programs. As more public elementary schools now provide education and care for 4-year-olds, private preschool programs are experiencing a decrease in enrollment for this age group and a corresponding increase in demand for infant and toddler care.

The administration’s decision to reduce services included changes to age group offerings. The Children’s Center will no longer serve infants or toddlers. Previously, it was the only campus childcare facility providing services for this population, as the OCC Early Child Lab School enrolls children ages 2 to 5.

As a result, no childcare services will be available on campus for infants and toddlers. This change requires students, faculty, and staff to wait until their child reaches the age of two before accessing campus-based childcare. In addition, hands-on training opportunities with infants and toddlers for Child Development and Education (CDE) students will now need to be coordinated through off- campus community centers.

H. 4/22/2025 Academic Senate

President Rendell Drew refers the issue to the Transparency Committee as to the potential impacts on curriculum as per the 10 + 1.

The Transparency Committee's is reviewing the time frame between Fall 2024 and Spring 2025. The committee is focused on the lack of faculty inclusion in the decision-making process due to the negative impacts on instruction and program.

Question: Was faculty purview under 10 + 1 violated by excluding Child Development and Education program faculty in discussions that led to the reduction in services at the Harry and Grace Steele Children's Center?

- (4) Educational program development
- (5) Standards or policies regarding student preparation and success
- (10) Institutional planning and budget development

Votes:

- *Motion:* That this constitutes a 10+1 issue (moved by Andy Stuart, seconded by Irene Naesse).
 - **Result:** Unanimous Yes
- *Motion:* That administration violated 10+1 (moved by Andy Stuart, seconded by Eric Cuellar).
 - **Result:** Unanimous Yes

5/14/25: The Committee determined that faculty purview was violated as per the 10 + 1, specifically items 4, 5, and 10.

At no time were Child Development and Education faculty included in public or private conversations to share the impact of this decision on their program and students.

When it became clear that reducing classes at the Children's Center would negatively impact instruction, OCC Administration could have chosen to reach out to the Child Development and Education Program and Speech and Language Pathology Program faculty to discuss the impacts to their programs and how to best balance financial obligations with instructional needs. Faculty were not contacted by administration until A week before the Fall 2025 semester. As a result, faculty were left without administrative support as they worked to find alternative spaces for students completing their field experience in order to earn their degrees.

10 + 1 is not a matter of optional compliance. It is legally defined in the California Education Code. Continued instances that exclude the faculty voice do not contribute to student preparation and success. The Education Code recognizes that faculty are the experts when it comes to instruction and that includes the use of dual use facilities on campus.

This is the third 10 + 1 violation by campus Administration to be referred to the Transparency Committee since 2022. This pattern points to a systemic problem within the institution rather than a genuine oversight by an individual.

Question: Did this decision follow the process as outlined in the Decision Making Document?

No. The Decision Making Document prioritizes students as being central to all decisions that are made on campus. By excluding the faculty from discussions and presenting evidence on the negative impact to students and academic programs, Administration failed to put students at the center of the decision to reduce courses at the Children's Center. The Decision Making Document also makes a commitment to providing all constituents an opportunity to be informed about college decisions and processes.

Additionally, the document recognizes that more than one constituent group may be impacted by decisions made by administration.

It was clear that faculty were not aware or informed about the decision to reduce offerings at the Children's Center, yet the administration chose to move ahead without collegial consultation with faculty.

See Appendix 1 for specific information.

This is the third violation of 10 + 1 by administration since 2022. Administration has not taken seriously the faculty role in collegial consultation as outlined in the Education Code and 10 + 1. In addition, administration has violated its own policies and procedures as outlined in the Decision Making Document.

- The Transparency Committee recommends that the administrative wings work with department faculty to create a document identifying courses that are taught in or utilize various facilities on campus. The committee recommends that this document be shared with the academic Senate by the end of spring semester 2026
- The Transparency Committee recommends that the Academic Senate leadership bring this issue to the Accreditation Committee during the campus visit. It is important to remember that the Transparency Committee was created in response to an Accreditation recommendation.
- The Transparency Committee recommends that the Academic Senate work to ensure all faculty positions on campus committees are filled and that representatives regularly report to the Senate. This is currently in progress. ~ AS 9/9/2025 AS Minutes

I. Commendations

Academic Senate President Rendell Drew: At first, it appeared that the reduction in offerings at the Children's Center was not a 10 + 1 issue. However, after several presentations to the Academic Senate by faculty, staff, and students it became clear that this decision impacted instruction. In response, President Drew referred the issue to the Transparency Committee. The ability to respond to new information and reconsider an initial position is an example of good leadership.

- Prepared by: Irene Naesse
- Approved by the Transparency Committee: 10/01/2025
- Presented to the OCC Academic Senate: 10/07/2025

Relevant sections of the OCC Decision Making Document

*““How does it benefit our students?” is a central question that motivates committee members to put students and their needs at the center of our deliberations and discussions. Faculty, classified professionals, and managers work collaboratively and cooperatively to focus on broad issues that affect student learning and improve outcomes. **The search for continuously improving our institution is grounded in our student-centered, collaboratively developed vision. This vision focuses on our educational community as we help our students realize their educational goals.** Of course, such questions require that we make evidence-based decisions.” ~Decision Making Document p. 8*

*“Our college leadership commits itself to encouraging the participation of all constituents. This requires that **all constituents have the opportunity to become informed about our processes and outcomes, that such information is easily accessible,** and that the leadership is available to explain processes and decisions to those who may have questions.” ~Decision Making Document p. 9*

*“Ultimately the president of the college has the authority for making campus decisions. However, if it is unclear as to how a decision should be made, the President’s Cabinet will review the decision and route it to the appropriate body. **Our processes are based upon the understanding that our decisions generally impact more than one constituent group or entity**” ~Decision Making Document p. 9*

“Role of Administrative Leadership

Orange Coast College administrators are charged with performing duties unique to their roles on the campus. These duties, which are exclusive to their employment responsibilities as managers, include but are not limited to:

Participatory Governance

- *Consult collegially but expeditiously to serve classified professionals, students, and the community.*
- *Ensure that the teaching of students and the quality of programs and services improve through participatory governance processes.*
- *Serve as an advocate for all constituencies.*



1 • *Serve on and coordinator campus committees as appropriate.*

2 • *Consider Mission, Vision, and Values in all decision*
3 *making. Planning, Fiscal & Compliance*

4
5 • *Anticipate and plan for the future direction of college programs and services.*

6 • *Consider and represent campus-wide needs and interests in the decision-making*
7 *process.*

8 • *Be accountable for developing and overseeing budgets for college programs and*
9 *services.*

10 • *Respond to outside regulatory and community agencies.*

11 ~ *Decision making document P 13*

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Senators & Voting Tally Chart	Motion 1: Approve Consent Agenda	Motion 2, As Amended: Endorse the recommendations of the Transparency Committee regarding the Children's Center, with the exception to not report it to the ACCJC	Motion 3: Amend Motion 2 "with exception to report to ACCJC"	Motion 4: Reorder Agenda
Ball, Jason: Part-Time Senator (2025-2026)		Abstain	Abstain	Aye
Barnes, Carol: Counseling Senator (2024-2027)		Aye	Aye	Aye
Becker, Lauren: Consumer & Health Sciences Senator (2023-2026)		Abstain	No	Aye
Blystone, Allissa: Math & Sciences Senator (2023-2026)		Absent	Absent	Absent
Boogar, Tyler: Senator-at-Large; Parliamentarian (2023-2026)		Aye	Aye	Aye
Budwig, Eric: Technology Senator (2023-2026)		Aye	Aye	Aye
Chaiyakal, Jenny: Senator-at-Large (2025-2028)		Abstain	Abstain	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)		Abstain	Abstain	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 E-Board (2024-2027)				
Laux, Mickey: Math & Sciences Senator-at-Large (2025-2028)		Aye	Aye	Aye
Legaspi Kiaha, Jodie: Athletics & Kinesiology Senator (2023-2026)		Abstain	Abstain	Aye
McCarroll, Kate: Senator-at-Large (2024-2027)		Aye	Aye	Aye
Naesse, Irene: Senator-at-Large (2023-2026)		Aye	Abstain	Aye
Paxton, Leland: Part-Time Senator (2025-2026)		Abstain	Aye	Aye
Sheehan, Katherine: Visual & Performing Arts Senator (2024-2027)		Abstain	Abstain	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)				