

ORANGE COAST COLLEGE

Academic Senate Meeting | 09/21/21 | 11:30 am - 12:30 pm | Zoom Meeting

Academic Senator Attendance

Jessica A. Alabi, <i>at-Large</i>	Present	Lee Gordon, <i>at-Large, President</i>	Present
Eduardo Arismendi-Pardi, <i>at-Large</i>	Present	Marilyn Kennedy, <i>Lit & Lang, PDI Chair, Secretary</i>	Present
Jason Ball, <i>Part-Time Faculty</i>	Present	Jodie Legaspi, <i>Athletics & Kinesiology</i>	Present
Carol Barnes, <i>Counseling</i>	Present	Doug Lloyd, <i>at-Large</i>	Present
Tyler Boogar, <i>Math & Sciences</i>	Present	Leland Means, <i>Visual & Performing Arts</i>	Present
Nina Calabretta, <i>Part-Time Faculty</i>	Present	Jeanne Neil, <i>Business & Computing</i>	Present
Sean Connor, <i>at-Large</i>	Present	Charles Otwell, <i>Curriculum Chair</i>	Present
Eric Cuellar, <i>at-Large</i>	Present	Max Pena, <i>at-Large</i>	Present
Jodi Della Marna, <i>Library</i>	Present	Clyde Phillips, <i>at-Large</i>	Present
Matt Denney, <i>Technology</i>	Present	Loren Sachs, <i>at-Large, Immediate Past President</i>	Present
Tina De Shano, <i>Consumer & Health Sciences</i>	Present	Jordan Stanton, <i>Social & Behavioral Sciences</i>	Present
Rendell Drew, <i>at-Large, Vice-President</i>	Present	Katherine Smith, <i>ASOCC Student Representative</i>	Present
Cyndee Ely, <i>Part-Time Faculty</i>	Present		

Guests (Optional & Voluntary Sign-In): Anna Hanlon, Michelle Grimes-Hillman, Sheri Sterner, Jaki Kamphuis, Steve Tamanaha, Rob Schneiderman, Kate McCarroll, Laura Reese.

1. Preliminary Matters

- A. **Call to Order:** President Lee Gordon called the meeting to order at 11:30 A.M.
- B. **Opportunity for Public Comment:** Kate McCarroll
- C. **Approval of the Minutes – Motion 1: Senator Kennedy moved to** approve the September 14, 2021, minutes; motion seconded; motion approved unanimously.
- D. **For the Good of the Order Announcements:**

Senator Cuellar: In observance of National Hispanic Heritage Month, there is a CLEEO event scheduled (via Zoom) for September 30, 3-4 pm. The guest speaker will be Dr. Arismendi-Pardi who will give a presentation titled “Critical Consciousness & the Epistemology of Paulo Freire: Teaching & Learning Ethnomathematics, Democracy, Civil Rights, & Social Issues.” There will be a Q&A after the presentation. The Zoom registration link is in chat.

Senator Arismendi-Pardi: In celebration of National Hispanic Heritage Month, there are significant contributions to mathematics made by the Inca culture he will recognize in his presentation. They did not have a written language, but they were able to use a number of statistical techniques and strategies to be able to manage and administer a complex society. They used probability trees to be able to optimize and work societal problems; they contributed to mathematical literacy; there is a lot more of their contributions to mathematics than what is currently noted in history. He will also talk about the Dark Ages and current social issues as they pertain to government, education, and mathematics.

OER Coordinator Melissa Archibald: There is a call for open participation for open anti-racism among California community colleges. They are looking for teams of six from a college who will undergo training from October to June. Part of the training is to identify

problematic information in textbooks and how to improve open educational resources so that they are specifically anti-racist. The team will get funding support to create and support anti-racist messaging within open educational resources. There is a flyer. The application is due next Monday, September 27 at 5 pm. There is an initial stipend of \$500, then at the end of the project a \$3,000 stipend. [See item A in the Appendix of these minutes for more details.]

2. Consent Agenda

Motion 2: Senator Drew moved to approve Jill Faulkner as a new Flex Committee member; motion seconded; motion approved unanimously.

3. Officer, Senator, & Committee Reports

- A. President and Vice-President's Report – Lee Gordon and Rendell Drew: President Gordon** reported that the college is allotted thirteen positions for full-time faculty hiring of which there are two positions which must be filled for accreditation certifications. The positions to be ranked for hiring prioritization are unaffected by a tenure-track position that did not complete the first two years of the tenure process. That position will be filled, and it will not count against the positions offered to OCC. Thus, there are eleven positions which will be ranked for full-time faculty hiring this year. The same system that the college has used for years will be used for faculty hiring prioritization. The IPC will start working actively on this. CFT lobbied for this funding at the state level.

Vice President Drew: Last week, he attended the Facilities and Planning Committee meeting to address the issue of copiers which was listed on the Academic Senate agenda last week. The copier at the Clark Center is now available in the evenings. In collaboration with the Senate, Office of the President and Office of Vice President, the issue seems to have been resolved overall. There have been no other complaints.

In regards to the safe return to campus, COVID-19, and the budget, President Gordon, Vice- President Drew, and CFE President Schneiderman will have a meeting tomorrow, September 22, as those are partly related to working condition issues.

President Gordon: COVID-19 has created conditions that overlap the purview of Academic Senate and the Union. There are overlapping issues with the Union and the Senate, and it is good for faculty to have one voice.

- B. Guided Pathways/Statewide – Senator Alabi:** On behalf of the Guided Pathways team Senator Alabi thanked Senator Neil for her praise on the Open Access Institutions session Flex Day Presentation on August 27, 2021. She asked senators to request their divisions to find a way to inquire how the Onboarding process is going from their students.
- C. CFE Union Bargaining Unit Report – President Rob Schneiderman:** CFE is negotiating the return to campus and has emailed faculty a general statement that they initially agreed upon; how that is implemented will be up to management. CSUF management emailed their faculty and mentioned that their remote classes on Zoom asynchronous or synchronous were the most popular classes in their fall schedule, but they would not be offering any of those in the spring. President Schneiderman said that we need to listen to students wants and meet their needs. CFE would like to see some level of flexibility for faculty teaching on campus so they could teach a certain number remotely even if an on-campus class. That will help with enrollment. The Union would like to see some level of flexibility for faculty. That would be a discussion that overlaps with the Senate because it is a working condition and a curriculum issue.

- D. Diversity, Equity and Inclusiveness Initiatives: Vice-President Drew** serves on the President's Taskforce. He mentioned that there is a focus on seeing things through an equity lens and to create an environment of inclusion. The Taskforce is creating an effort on bringing outside facilitators. DEI is also being implemented through the Educational Master Plan. Senator Drew is pleased to work with President Suarez and other campus leaders to address equity issues collegially, but senses faculty are hesitant in speaking up.
- E. District Board Policies and Administrative Procedures Committee (BPAP) Report – Senator Kennedy** reported that last Friday the Policy and Administrative Procedure Committee met and reviewed the **BP and AP Financial Aid** and **BP and AP Bids and Contracts** policies due to the length of time since they were last reviewed. There were no substantial changes, only some minor wording and legal updates.

4. Unfinished Business

- A. Revisions to Comprehensive Program Review – Anna Hanlon** provided a short summary of the Comprehensive Program Review revisions. She asked if there is any feedback or questions and if there is none to hopefully obtain the body's endorsement.

Senator Alabi: Her division has no negative comments about the Program Review. She personally liked the changes to the Comprehensive Program Review. However, she would like to see more training available for coordinators. She is excited about program review as it integrates all essentials, as student-centered and via an equity lens.

CFE President Schneiderman: Agreed with Senator Alabi that coordinator training is helpful, as seen in the sister colleges.

Senator Kennedy: Thanked IE Coordinator Hanlon for presenting on the Senate about the subject twice and there were no suggestions

Motion 3: Senator Alabi moved to approve the revisions to Comprehensive Program Review; motion seconded; motion approved unanimously.

- B. Educational Master Plan (EMP) – Sheri Sterner** provided a short summary of the EMP. She asked if there was feedback and a possible endorsement. The original proposal was presented at the end of last spring. The biggest changes now to the Master Plan are making the college focused on diversity, equity, inclusion, and intentionality across the campus. That came from every group on campus. The second one is implementing a culture of care and meeting students' needs. The third is engagement: student engagement, employee engagement, and engagement overall. She noted that there was now a new updated document.

President Gordon requested that any senators that have questions, concerns, or comments speak before any motions are made.

Senator Alabi: Asked where the accountability is on the EMP and who is in charge of ensuring that.

Sheri Sterner: Every department will work on implementing the EMP's goals and objectives via their own discussions and examine how those funnel u to the EMP's goals; College Council could see how that is happening across campus.

Senator Alabi: We think we're engaging students, but about two years ago you came with a report that showed students said we weren't. Then faculty said they

thought that report might be wrong. There's a push and pull there and I'm wondering how we get to the bottom of this.

Sternner: We are incorporating student comments and asking faculty to comment on those feelings of not being engaged. We had planned to do the SESE survey on faculty and students, but Covid delayed that; that will happen in the future.

Senator Kennedy: Reported that the Academic Freedom Committee met and reviewed the EMP last week at their meeting and it has some suggestions; many are similar in that there are small inconsistencies in language to be clarified consistently for clarity and meaning if not supported in the glossary. The committee has about three different instances it has concerns with about two issues: (1) being fully inclusive of all underrepresented students and not partially and (2) recognition of faculty independent thinking per academic freedom and as per District policies. The glossary the EMP uses in its own document defines "underserved students" [using the White House DEI definitions] as race, sex, gender and about twelve or thirteen other categories [LGBTQ+, pregnancy, caregiving, religion, disability, first-generation limited English, former incarceration, vets, poverty, immigrants] and these students are not all currently represented in the main document. She provided an example of a disability issue. She went over some details of the EMP with notations. Senator Arismendi-Pardi will share regarding the academic freedom issues.

Senator Arismendi-Pardi: Noted that his primary concern is academic freedom, and he does support diversity, equity, and inclusion. However, the language in the document he was hesitant about seemed to be suggesting or implying that faculty *must* adopt these particular strategies. He believes that every faculty member has the academic freedom to decide whether or not they would like to include those things in their teaching. Academic Freedom is about the search for the truth. Educators are to present facts that they believe to be true and then allow the students to make up their minds. There were also a number of operational definitions that were not clearly defined such as the words "forward thinking." The Committee pointed out friendly suggestions such as using language that states recognition of the importance of diversity, equity, and inclusion and to offer *recommendations* to their teaching rather than dictates to their teaching to avoid a top-down approach. This has already happened where the Senate received an email like this and there is concern that the administration may take on these statements.

Senator Ball: Stated that there is a point in which too much specificity around terms like these can be really counterproductive and possibly stagnate what is in reality an ongoing imperfect human project of truth seeking.

Senator Alabi: Stated that she could not support the changes because they sanitize the document and diversity, equity, and inclusion are not designed for everyone; they're designed to repair historically oppressed groups and exclude particular groups; the Senate has not had proper training on what diversity, inclusion, and equity are about. We're at an institution that is historically white, and we are talking about repairing the fact that historically oppressed people have been excluded, so what I hear is that we're scared to talk about race and ethnicity. We're very comfortable talking about veterans, foster youth, and disability, and we have offices for all of them. I think we need to examine ourselves and be circumspect if we're afraid to talk about race and anti-racism, anti-blackness on our campus because we heard from our students that we

have a race issue on our campus and we've heard from faculty, myself included, that we have a race issue on campus. I think that this document should include that no one's academic freedom will be affected, that people should still have academic freedom and that it will not be affected.

Senator Philips: Stated he agrees with Senator Alabi that the document with the changes seems to have a problem with discussing race and we do have that problem with anti-racism on this campus. He cannot support the changes because it includes other individuals who have not have the same racial experiences. We listened to the students and students of color who did speak with us and told us about their experiences and shared their painful experiences and we, we know that it's a different experience for those individuals.

President Gordon noted that we are past the time for this issue, and we must move on to the next one on the agenda. The discussion will continue next week but noted that Senators Arismendi-Pardi and Kennedy did not have time to complete their comments.

Sheri Sterner: Encouraged all senators to review the new abbreviated document as some of the suggestions by the Academic Freedom Committee were referring to aspects of the document that were not part of the formal goal statement and will not be part of the official document. Words such as "forward thinking" are not part of the final document and the portions referring to "safe spaces" have been replaced with "supportive spaces."

- C. Full Time Faculty hiring Prioritization Resolution – Senator Eduardo Arismendi-Pardi:** The original intent of the resolution was simply to restore the primacy of the faculty that was given away as we are at 50% faculty, 50% management on the subcommittee currently and the resolution will move it to 60% faculty, 40% management. The comments at the last meeting were basically about votes among divisions, so it was perhaps misinterpreted. There are two options that I think we could work on: (1) Requiring that each of the new positions on the subcommittee come from separate divisions and no division would have more than two overall. (2) Identifying the five largest departments by student enrollment and giving each of these departments one additional position on the subcommittee. The intent was not a contest between divisions

5. New Business

No New Business.

6. Adjournment of the Regular Meeting

President Gordon adjourned the meeting at 12:31 p.m.

7. Approval of the Minutes: October 5, 2021

MINUTES: First draft written by Beatriz Rodriguez, Administrative Assistant to the Senates. Revision of first draft and Senate-approved drafts written by Senate Secretary, Marilyn Kennedy, who also distributes the final Senate-approved version to the Chancellor, Board of Trustees members and secretary, union presidents, GWC and Coastline Academic Senate presidents, OCC College President and faculty as per OCC Senate bylaws.

Voting Tallies Chart

Motion 1	Motion 2	Motion 3	Senate Membership
09/14/21 Minutes	Consent Agenda	Program Review	
Absent	Aye	Aye	Alabi, Jessica A.: Senator-at-Large (2020-2023) 11:32 arrival
Aye	Aye	Aye	Arismendi-Pardi, Eduardo: Parliamentarian , Senator-at-Large (2021-2024)
Aye	Aye	Aye	Ball, Jason: Part-Time Senator (2021-2022)
Aye	Aye	Aye	Barnes, Carol: Counseling Senator (2021-2024)
Aye	Aye	Aye	Boogar, Tyler: Math and Sciences Senator (2020-2023)
Aye	Aye	Aye	Calabretta, Nina (Part-Time Senator (2021-2022)
Aye	Aye	Aye	Connor, Sean: Senator-at-Large (2020-2023)
Aye	Aye	Aye	Cuellar, Eric: Senator-at-Large (2021-2024)
Aye	Aye	Aye	Della Marna, Jodi: Library & Learning Support Senator (2020-2023)
Absent	Aye	Aye	Denney, Matt: Technology Senator (2020-2023) 11:32 arrival
Aye	Aye	Aye	De Shano, Tina: Consumer Health Sciences Senator (2020-2023)
Aye	Aye	Aye	Drew, Rendell: Vice President , Senator-at-Large (2020-2023)
Aye	Aye	Aye	Ely, Cyndee: Part-Time Senator (2021-2022)
Aye	Aye	Aye	Gordon, Lee: President , Senator-at-Large (2019-2022)
Aye	Aye	Aye	Kennedy, Marilyn: Secretary , Lite and Lang Senator (2019-2022)
Aye	Aye	Aye	Legaspi, Jodie: Athletics and Kinesiology Senator (2020-2023)
Absent	Aye	Aye	Lloyd, Doug: Senator-at-Large (2020-2023) 11:32 arrival
Aye	Aye	Aye	Means, Leland: Visual and Performing Arts Senator (2021-2024)
Aye	Aye	Aye	Neil, Jeanne: Business and Computing Senator (2019-2022)
--	--	--	Otwell, Charles: Curriculum Chair (Non-Voting) (Open)
Aye	Aye	Aye	Pena, Max: Senator-at-Large (2019-2022)
Aye	Aye	Aye	Phillips, Clyde: Senator-at-Large (2021-2024)
Absent	Aye	Aye	Sachs, Loren: Immediate Past President , Senator-at-Large (2019-2022) 11:32 arrival
Aye	Aye	Aye	Stanton, Jordan: Social and Behavioral Sciences Senator (2019-2022)

APPENDIX

A.

From: OER Initiative <ASCCC_OER@LISTSERV.CCCNEXT.NET> on behalf of OERI Info <oeri@ASCCC.ORG>

Sent: Monday, September 13, 2021 7:29 AM

To: ASCCC_OER@LISTSERV.CCCNEXT.NET <ASCCC_OER@LISTSERV.CCCNEXT.NET>

Subject: Call for Participation: Open for Antiracism in California Community Colleges (2021-22)

Dear Colleagues,

Please see below for an opportunity open to California Community College faculty from the Community College Consortium for Open Educational Resources (CCCOER).

-Call for Participation: Open for Antiracism in California Community Colleges (2021-22)

Are you seeking ways to make your teaching and instructional materials more antiracist? Do you wish that your course materials incorporated and supported the voices and experiences of all your students? Are you concerned about the cost of commercial course materials that don't support equitable student learning?

We're seeking teams of up to 6 faculty from California Community Colleges who wish to make their teaching and instructional materials antiracist to join a statewide *Open for Antiracism* (OFAR) Faculty Cohort running from **October 2021 through June 2022**.

If selected, your team will complete a 6-week, facilitated online course in November-December 2021, introducing you to the following major topics while developing an antiracist action plan: What Is Antiracism? What are Open Educational Resources (OER) and Open Pedagogy? How can these support antiracist pedagogy?

Each team member will create an individual action plan for the spring term, to integrate OER and open pedagogy as a way to make teaching and learning explicitly antiracist. Projects might include a revised history course that now includes a module on Juneteenth, or a revised biology text in which students replace images of all white bodies with images that better reflect their communities.

Your campus may receive consultation or a workshop on topics related to the program.

Total participation in the OFAR program is **limited to 40** (full-time or adjunct). You will earn a **\$500** stipend after completing the OFAR course this fall, which includes developing an antiracist action plan to implement in a class you are teaching in spring 2022.

During spring 2022, you will receive ongoing support while implementing your antiracist action plan in a class you are teaching. When you complete the program, you will receive a second stipend of **\$3,000**. This will be a **total of \$3,500**.

To learn more, [attend our informational webinar on Thursday, September 16 12pm PDT](#). We will accept applications until **Monday, September 27, by 5pm PDT**. For more information and application details, please see [OFAR Call for Participation](#).

Sincerely,

The OFAR Team

B.

Educational Master Plan Refresh College Council Endorsed Value, Goal & Objective Statements for Campus Review Summer 2021

PREPARED BY: **OCC Office of Institutional Effectiveness**

PUBLICATION DATE: **07-20-2021**

EMAIL: OCCresearch@occ.cccd.edu

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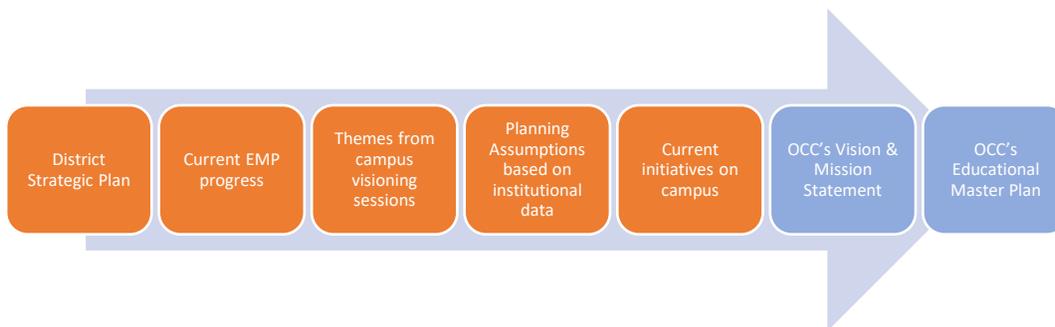
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Overview of the Process

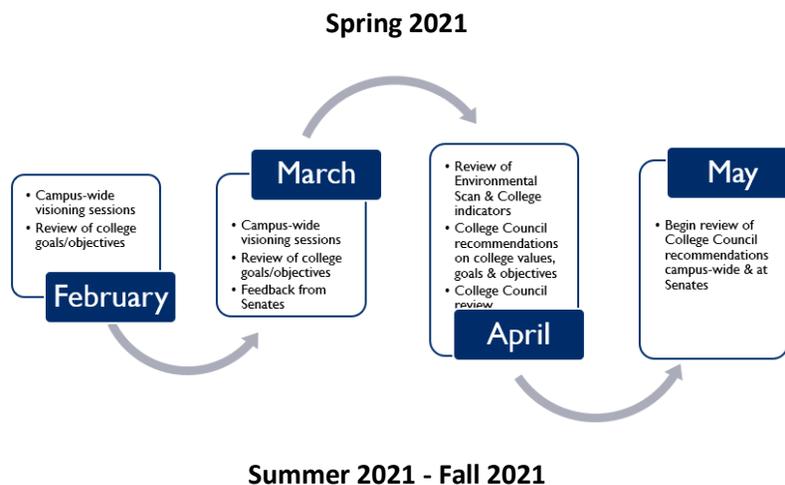
The current Educational Master Plan (2016-2021) sunset in spring 2021. To create the new EMP, the college engaged in a master plan “refresh” due to the major overhaul in 2015-2016. The refresh focused on content changes to the college’s value names, goal statements, and objectives. Starting with spring 2021 Flex Day, Educational Master Plan progress review and visioning sessions were conducted with constituent groups (e.g., students, faculty, management, and classified professionals) and in general campus sessions. In sum, a total of 16 sessions were conducted between February 2021 and March 2021. A broad group of members from the campus community participated in sessions. The themes from the campus sessions are presented in Appendix A and B.

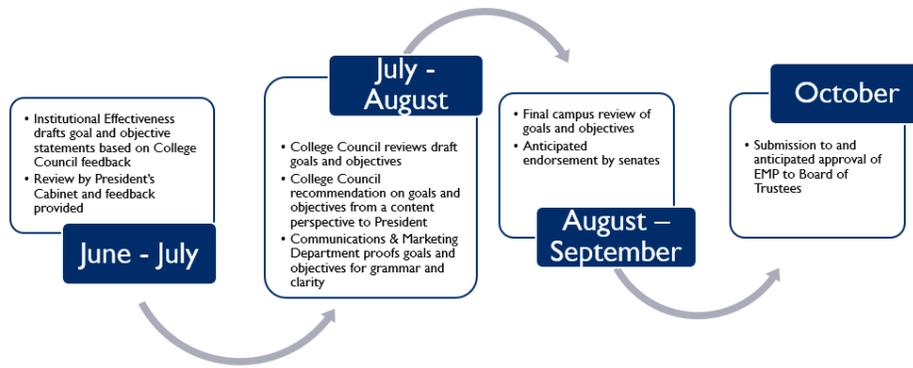
Parallel to this process, the Institutional Effectiveness Committee reviewed an extensive set of data to create 33 planning assumptions to be considered in the process. The data included: (1) Employee and Student Surveys; (2) External Scan; (3) Internal Scan; (4) Equity; (5) College Indicators; and (5) Strategic Enrollment Management Predictive Models. The President’s Cabinet considered national, state, and district-wide trends to contribute an additional 14 planning assumptions.

The graphic below details the inputs considered for the Educational Master Plan refresh by the College Council, whom worked to integrate this information into recommended changes for campus discussion in May 2021. The recommendations are pending based on campus-wide feedback. It is anticipated they will finalize revisions a special meeting held on June 20, 2021.



The graphic below details the updated spring 2021 timeline for the Educational Master Plan refresh.





Summary of Recommendations

The College Council is recommending changes to the existing Educational Master Plan that spans from augmenting the name of one of our values to adding additional objectives. Most gaps identified have been addressed by refocusing, augmenting or adding new objectives. However, a few gaps still remain that the council will address in the final changes to the Educational Master Plan based on college feedback and further discussion. The table below provides a brief summary of the recommended changes by college goal. Details of the changes are documented by college goal in subsequent sections of this report. A glossary is presented after the goals to clarify the meaning of commonly used terms in the Educational Master Plan.

	Value Name	Goal Statement	Objectives	Gaps to Explore
<u>Community</u>	No Change	Revise to include intentional focus on equity, diversity, inclusion, race, and culture.	<ul style="list-style-type: none"> • Augment objectives 1, 2 & 3 • Add new objective (i.e., community education/program needs & partnership integration) 	<ul style="list-style-type: none"> • New recommended objective address gaps
<u>Learning</u>	No Change	Revise to broaden to all student journeys and encompass intentional commitment to equity and inclusion in education.	<ul style="list-style-type: none"> • Augment objectives 1, 2, 3 & 4 • Add two new objectives (i.e., pedagogy, innovative programs) 	<ul style="list-style-type: none"> • Two new recommended objective address gaps • Training for faculty to teach in equitable, forward thinking approaches
<u>Access</u>	Access & Equity	Minor revision to add “programs” to statement.	<ul style="list-style-type: none"> • Refocus objective 1 • Augment objectives 2 & 3 • Add new objective (i.e., student basic needs) 	<ul style="list-style-type: none"> • New recommended objective address one gap
<u>Stewardship</u>	No Change	Revise to include equity, environmental sustainability, and intentionality.	<ul style="list-style-type: none"> • Refocus objective 1 • Augment objectives 2, 3, 4 & 5 	<ul style="list-style-type: none"> • Culture of care • Participatory governance
<u>Student & Employee Engagement</u>	No Change	Revise to include culture of care, supportive & inclusive spaces & measurable action.	<ul style="list-style-type: none"> • Augment objectives 1, 2 & 3 	<ul style="list-style-type: none"> • Technology focus (new, existing & upgrades) • Campus Processes • Employee Accountability • District Integration (structurally & relationally)

1. Mission Statement

As part of the refresh process, the College Council reviewed the recommended revisions to the college goals and objectives and reflected on the mission statement at their 7/20/2021 meeting. Council members were asked to provide additional feedback on the mission statement prior to the end of that week. Below is a preliminary view of the mission statement with initial revisions. The mission statement will be further reviewed at the first College Council of the fall term, September 7, 2021.

Orange Coast College serves the educational needs of our diverse local and global community. The college empowers students to achieve their ~~educational~~ goals by providing high quality, culturally responsive, and innovative programs and services through pathways leading to ~~academic~~ degrees, ~~college~~ transfers, certificates ~~in career and technical education~~, basic foundational skills, ~~and~~ workforce development and to enable lifelong learning.

The college promotes student development, learning and equitable outcomes, student learning and development through fostering a respectful, inclusive, caring, supportive, ~~and~~ participatory, and equitable campus climate of student engagement and academic inquiry.

2. College Value/Goal: Community

	College Council Notes
VALUE NAME: Community	No change recommended
Suggested Goal Statement: Foster an inclusive, diverse, race-conscious, and equitable culture that serves, engages and connects the campus to the Foster an inclusive, diverse, race-conscious, and equitable culture through the means of growing partnerships with local and global communities.	Statement needs to be revised to include an intentional focus on diversity, equity, inclusion, race, and culture. Goal statement approved by College Council 7/20. Council discussed possibility of changing race-conscious to identity-conscious based on campus feedback.
Objective 1: Promote an inclusive college environment and Promote intercultural understanding to enable a stable society and the ability of students and employees to work in a diverse, culturally rich environment by infusing creativity, innovation and cultural awareness across the college.	Augment objective to <ul style="list-style-type: none"> • Add a stronger focus for soft skills, creativity, arts, innovation, and forward-visioning. • Add a focus on avenues in quantity and diversity to engage students in multiculturalism. • Add equity and resources to the objective. Objective approved by College Council 7/20.
Objective 2: Develop opportunities that allow faculty, staff, management employees and students to broaden intellectual, global, and multicultural understanding by learning from people possessing diverse experiences across communities and cultures engagement in global and international experiences, and facilitate a means to bring those experiences back to campus.	Augment objective to <ul style="list-style-type: none"> • Reference multicultural experiences, clearer descriptions on how the engagement happens. • Ensure the types of experiences and where they take place is broadened to address equity considerations. Objective approved by College Council 7/20.
Objective 3: Strategically identify, develop, and expand and institutionalize higher education, K-12, and industry partners community and industry connections. to foster an inclusive culture and successful career pathways for students.	Augment objective to <ul style="list-style-type: none"> • Add focus on strategic partnerships in anticipation of future needs (i.e. aging population, declining K-12 population, industry career trends) Objective approved by College Council 7/20.
Objective 4: NEW Expand instructional and support programs and services that encourage and uplift underserved and disenfranchised populations within the community.	New objective will address <ul style="list-style-type: none"> • Expanding non-credit courses to serve the community on campus and out into the community resources – as the community defines the needs (concept of student centered) • Promote a reciprocal partnership with city administration and NGO's to reduce duplication/competition for providing services to the greater community. Objective approved by College Council 7/20.

4. College Value/Goal: Learning

	College Council Notes
VALUE NAME: Learning	No change recommended
Goal Statement: Ensure students receive a quality education to become self-directed and successful lifelong learners <i>Equitably engage all students in an inclusive, high quality education geared towards maximizing the knowledge and lived experiences they bring and facilitating the completion of their goals.</i>	Statement needs to be revised to broaden to include all student populations and journeys and encompass intentional commitment to equity and inclusion in education. Best approach may be to start from scratch. Suggested statement: Provide our entire community of learners a quality education for their needs and goals. Add in language that we ensure understanding of an equitable and inclusive in education. Objective approved by College Council 7/20.
Objective 1: Increase completion rates to allow learners to reach their full potential with particular attention to minimizing educational equity gaps for a wide range of students from a wide-range of backgrounds while preserving access and enhancing quality.	Change from a broad view of completion rates for everyone to target learners who are not completing and ensure that they get what they need to be successful. Include intentional equity language. *Consider adding in language about alternative ways for awarding credit (e.g., Credit for Prior Learning) Objective approved by College Council 7/20.
Objective 2: Implement a comprehensive approaches that Streamline and integrate processes within and across for the development of integrated academic and support services to holistically address the needs of students. reduce institutional barriers, particularly among historically underserved groups experiencing educational equity gaps.	<ul style="list-style-type: none"> • Connect to guide pathways • Needs to reduce barriers • Streamline processes – help students to understand the processes – connect the processes to students • Language to address the special populations or affinity groups Objective approved by College Council 7/20.
Objective 3: Strengthen the scheduling processes for program/discipline pathways and learning practices to increase student goal completion by implementing student-centered, completion-focused, and equity-minded practices.	<ul style="list-style-type: none"> • Guided pathways • Make sure that it addresses student-centered scheduling • Recommend that scheduling be done with an equity lens. • Intentionally consider the needs of Guided Pathways in scheduling Objective approved by College Council 7/20.
Objective 4: Provide culturally responsive education through adaptable, inclusive and innovative learning environments that support individual and group differences and result in equitable outcomes.	<ul style="list-style-type: none"> • Creating safe spaces for affinity groups – See engagement goal 5, objective 3 • Campus culture is all inclusive • Supports culture of care • Pedagogy and Teaching Practices (e.g., culturally responsiveness, equity-mindedness) • Better integration of culturally diverse pedagogy • Dialogue about culturally responsive pedagogy • Equitable practices in *all* classrooms • Train the faculty to teach today's students. Not subject matter but how to teach in a more equitable, forward thinking approaches. Objective approved by College Council 7/20.
Objective 5: NEW Develop guided pathways that innovate, streamline and strengthen the student recruitment to completion pipeline regardless of educational goal, and assures equitable outcomes across all groups.	New objective will address <ul style="list-style-type: none"> • A strategic plan for the additional of innovative and new programs that supports the needs of the community, such as dual enrollment, transfer pipeline, contract enrollment, increasing non-credit, prior learning, adult education, and future new teaching modalities Objective approved by College Council 7/20.

5. College Value/Goal: Access

	College Council Notes
VALUE NAME: Access & Equity	<p>Revise to "Access & Equity". The change maintains commitment to CLASS and prominently prioritizes commitment to equity.</p> <p>Value statement approved by College Council 7/20.</p>
Goal Statement: Create equitable access through effective and innovative pathways, and programs and services that result in increased student success.	<p>Minor recommended change to: Create equitable access through effective and innovative pathways, and programs and services that result in increased student success.</p> <p>Goal statement approved by College Council 7/20.</p>
Objective 1: Adapt curriculum and support processes in foundational areas to increase progression through momentum point courses to accelerate college-level preparedness. basic skills instruction and support processes to increase skill development, and accelerate college-level preparedness.	<p>Revise objective to</p> <ul style="list-style-type: none"> A statement like "College will work to improve and provide more equitable and student-centered scheduling." See new objective under LEARNING Add revised basic skills language to include momentum point courses (foundational, etc.) <p>Objective approved by College Council 7/20.</p>
Objective 2: Assist students by creating a coordinated K-12, OCC and four-year academic seamless pathway to degree and job attainment. Embed equity in the implementation of pathways from student entry to goal achievement with an intentional focus on inclusion of underserved students in STEAM fields and non-traditional programs (i.e., adult education, credit for prior learning, noncredit).	<p>Revise objective to</p> <ul style="list-style-type: none"> A statement like "Embed equity as we create pathways from K-12, OCC, and four-year college/university, and employment; and representation of underrepresented student groups in STEAM." <p>Objective approved by College Council 7/20. Objective revised to include College Council suggested statement be broadened beyond STEAM to include other non-traditional fields and change pathway language away from specific sectors (e.g., K-12, four-year) to entry to goal achievement.</p>
Objective 3: Increase completion rates for students by implementing institutional practices, such as culturally responsive pedagogy, accessibility, student centered scheduling, and program review, geared towards promoting intentional equitable outcomes.	<p>Revise objective to</p> <ul style="list-style-type: none"> A statement like "Incorporate language that addresses not only equitable outcomes but the approach to achieve equitable outcomes (e.g., Program Review, culturally responsive pedagogy, student centered scheduling)." <p>Added accessibility based on College Council member feedback post 7/20.</p> <p>Objective approved by College Council 7/20.</p>
Objective 4: Provide equitable access by meeting students' basic needs.	<p>A new objective will address</p> <ul style="list-style-type: none"> Providing equitable access to OCC through meeting students' basic needs. <p>Objective approved by College Council 7/20.</p>

6. College Value/Goal: Stewardship

	College Council Notes
VALUE NAME: Stewardship	No change recommended
Goal Statement: <i>Sustain, improve and create programs, physical and human resources, and infrastructure through processes that ensure accountability, long-term viability, continuous improvement, equity, and environmental sustainability.</i>	Revise statement to <ul style="list-style-type: none"> • Add equity or equitable • Add environmental to reinvigorate the focus on environmental sustainability • Add intentionality Goal statement approved by College Council 7/20.
Objective 1: Model and embed environmental sustainability practices campus-wide. within College instruction and programs.	Revise objective to <ul style="list-style-type: none"> • Focus on campus-wide sustainability and not only instruction and programs. • Consider "Model and embed environmental sustainability practices campus-wide within College instruction and programs." *List the examples of Recycling Center, Recovery Kitchen, Bike Path and other programs. Objective approved by College Council 7/20.
Objective 2: Develop and Maximize financial resources through equitable and accessible processes and practices to benefit students and programs.	Augment objective to <ul style="list-style-type: none"> • Include language about allocating financial resources equitably • Include accessibility • Include intentionality Objective approved by College Council 7/20.
Objective 3: Cultivate human potential through professional development, participatory governance, and equitable recruitment, selection, and retention practices that advance our mission and enhance allow the quality of the lives of our employees to flourish.	Augment objective to <ul style="list-style-type: none"> • Include professional development Objective approved by College Council 7/20. College Council discussed adding the concept the objective also supporting/expanding employees existing potential. Language added in statement about "retention" to address the various activities that would support this.
Objective 4: Promote an open inclusive, collaborative, and supportive environment with rigor, transparency, and continuous improvement, focused on recognition of collaboration and individual achievement. maximizing and celebrating the achievements of students and employees.	Augment objective to <ul style="list-style-type: none"> • Include language about open, safe, and inclusive environment • Consider altering the word "individual" to capture students and employees. Objective approved by College Council 7/20.
Objective 5: Enhance infrastructure, services and instruction through the use of self-directed, accessible, intuitive online technology.	Augment objective to <ul style="list-style-type: none"> • Include infrastructure Added accessible based on College Council member feedback post 7/20. Objective approved by College Council 7/20.

7. College Value/Goal: Student & Employee Engagement

	College Council Notes
VALUE NAME: <i>Student and Employee Engagement</i>	Further discussion if to include concept of inclusion and care in value name or if better to augment goal statement & objectives.
Goal Statement: Promote active and collaborative participation <i>Foster a culture of care leading to meaningful connections, collaborative participation, and supportive spaces among people, places and ideas within the College.</i>	Augment goal statement to include <ul style="list-style-type: none"> • Positive measurable action • Culture of Care • Create Safe Spaces (e.g., affinity groups) – language changed to supportive spaces as it is more inclusive in goals/objectives. Goal statement approved by College Council 7/20.
Objective 1: Increase Create <i>structured and intentional opportunities for student engagement within and across instructional programs and courses curriculum, co-curricular activities, and service learning- support services.</i>	Augment objective to <ul style="list-style-type: none"> • Include instructional programs • Provide additional opportunities for existing campus resources (e.g., Multicultural Center) • Include pedagogy (e.g., focus on diversity, culturally competency and multicultural pedagogy) <i>See Learning objectives</i> Objective approved by College Council 7/20.
Objective 2: Intentionally develop and expand opportunities programs to promote student interaction among and between faculty, classified professionals, and management and student interaction, along with team and community building that advances the mission of the College. <i>to support a culture of care and increase engagement.</i>	Augment objective to <ul style="list-style-type: none"> • Expand OCC – student relationship statement to between ASOCC and OCC employees, not only faculty • Provide additional opportunities for existing campus resources (e.g., Multicultural Center) Objective approved by College Council 7/20.
Objective 3: Support the development of students and employees as individuals, and as community members. <i>aimed at fostering dialogue, increasing engagement, and awareness of diversity, equity, inclusion, social justice and restorative practices through the use of virtual and physical spaces.</i>	Augment objective to <ul style="list-style-type: none"> • Include participate in diversity, equity & inclusion with technology (training & access), allocation & funding <i>See also Stewardship objectives</i> Objective approved by College Council 7/20. College Council discussed adding restorative practices.
Objective 4: NEW <i>Foster and build upon relationships within the college and across the district to improve processes, communication, collaboration, and accountability.</i>	NOTE - <i>Suggesting new objective to address employee accountability & district integration as these were identified gap areas.</i> Objective approved by College Council 7/20.

8. Glossary of Terms

The purpose of this glossary is to act as a guide of terms or their variation thereof in the Educational Master Plan. They provide a shared meaning and understanding of critical concepts and terms to advance the college's goals and objectives. The definitions for the terms in this glossary were accessed from two main sources. The first and primary source is the California Community College Chancellor's Office Diversity, Equity, and Inclusion Glossary of Terms (CCCCO DEI)¹. The second source is the White House, Executive Order on Diversity, Equity, Inclusion and Accessibility in the Federal Workforce (WH DEI)².

Accessibility: The design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them. Accessibility includes the provision of accommodations and modifications to ensure equal access to employment and participation in activities for people with disabilities, the reduction or elimination of physical and attitudinal barriers to equitable opportunities, a commitment to ensuring that people with disabilities can independently access every outward-facing and internal activity or electronic space, and the pursuit of best practices such as universal design. (WH DEIA)

Culture: Is the values, beliefs, traditions, behavioral norms, linguistic expression, knowledge, memories, and collective identities that are shared by a group of people and give meaning to their social environments. Culture is learned and inherited behavior that distinguishes members of one group from another group. Culture is not static and can change over time. (CCCCO DEI)

Diversity: The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences. (CCCCO DEI)

Equality: The condition under which every individual is treated in the same way, and is granted the same access, rights, and responsibilities, regardless of their individual differences. People who support equality believe that different circumstances and identities should not prescribe social disadvantage; therefore, equality is the elimination of this disadvantage. (CCCCO DEI)

Equity: The condition under which individuals are provided the resources they need to have access to the same opportunities, as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people. (CCCCO DEI)

Educational Equity Gap: The condition where there is a significant and persistent disparity in educational attainment between different groups of students. (CCCCO DEI)

Equity-Minded: Is a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as

¹ CCCCCO DEI (<https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/8-dei-glossary-of-terms.pdf?la=en&hash=21FCA99EAE353E6F481025115DC98272EAA36BA9>)

² WH DEIA (<https://www.whitehouse.gov/briefing-room/presidential-actions/2021/06/25/executive-order-on-diversity-equity-inclusion-and-accessibility-in-the-federal-workforce/>)

intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (1) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented. (CCCCO DEI)

Ethnicity: Is a category of people who identify as a social group on the basis of a shared culture, origins, social background, and traditions that are distinctive, maintained between generations, and lead to a sense of identity, common language or religious traditions. (CCCCO DEI)

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power. (CCCCO DEI)

Marginalized/Marginalization: The process by which minority groups/cultures are excluded, ignored, or relegated to the outer edge of a group/society/community. A tactic used to devalue those that vary from the norm of the mainstream, sometimes to the point of denigrating them as deviant and regressive. Marginalized (groups) have restricted access to resources like education and healthcare for achieving their aims. (CCCCO DEI)

Race: A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly skin color), cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time. There are no distinctive genetic characteristics that truly distinguish between groups of people. Race presumes human worth and social status for the purpose of establishing and maintaining privilege and power. Race is independent of ethnicity. (CCCCO DEI)

Student Centered: a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.³

Underserved communities: Populations sharing a particular characteristic, as well as geographic communities, who have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life. In the context of the Federal workforce, this term includes individuals who belong to communities of color, such as Black and African American, Hispanic and Latino, Native American, Alaska Native and Indigenous, Asian American, Native Hawaiian and Pacific Islander, Middle Eastern, and North African persons. It also includes individuals who belong to communities that face discrimination based on sex, sexual orientation, and gender identity (including lesbian, gay, bisexual, transgender, queer, gender non-conforming, and non-binary (LGBTQ+) persons); persons who face discrimination based on pregnancy or pregnancy-related conditions; parents; and caregivers. It also includes individuals who belong to communities that face discrimination based on their religion or disability; first-generation professionals or first-generation college students; individuals with limited English proficiency; immigrants; individuals who belong to communities that may face employment barriers based on older age or former incarceration; persons who live in rural areas; veterans and military spouses; and persons otherwise adversely affected by persistent poverty, discrimination, or inequality. (WH DEI)

Underserved Students: Are students who have not been afforded the same educational opportunities and equitable resources as some of their peers or as other students in the academic pipeline. This group of students includes low-income, minoritized, disabled, and first-generation students. (CCCCO DEI)

³ Edglossary (<https://www.edglossary.org/student-centered-learning/>)

