

Additional Information
July 28, 2020 Board Meeting

The following additional information was provided regarding the July 28 Board meeting agenda:

Item 3.a, Purchase Order Listing:

1. P0139490: May you elaborate on this purchase order? **This is to provide emergency \$500 grants from Cypress College Student Equity funds to students in need of support due to COVID-19. The funding will place priority for Black and Latinx students, as identified in the Cypress College equity report.**
2. P0139768: Do you mean "scantron?" **Yes, scantron is the correct spelling.**
3. P0139918: May you elaborate on this purchase order? **This purchase order is to receive funding for the International Student Center scholarships that are awarded to three transferring international students each year. Each winner receives a scholarship for either \$2,000, \$1,000, or \$500 – a total of \$3,500.**
4. P0139967: The institutional membership is a professor of the College. May you elaborate on this purchase order? **This was a reimbursement to Professor Alix Plum for the Fullerton College Yoga Alliance membership fee. Yoga Alliance does not accept checks and Professor Plum used her credit card to pay the membership fee. Fullerton College must have a valid membership in Yoga Alliance as it sets the standards for our Yoga Teacher Training Certificate. Once students complete the Fullerton College yoga training program, they are certified by Yoga Alliance.**

Item 3.f, District Five-year Construction Plan:

1. Page 3.f.2: What programs are housed in the STEM Vocational Center and the Career and Technical Education Complex? **The following programs are currently planned for the STEM Vocational Center: Horticulture; Anatomy/Microbiology/Physiology; Biotechnology; and Nutrition & Foods. The Career and Technical Education Complex will house programs including but not limited to Auto Technology, Aviation and Travel, Nursing, hospitality technology, dental programs, Psych Tech, Mortuary Science, Rad Tech, and HVAC.**

Item 3.i, Consultant Agreement with Porter Consulting:

1. The original intent of this agreement was to provide coverage temporarily until a District Project Manager was hired. That recruiting will start in August. But once that project manager is hired, the proposal then is to split the project manager work for up to a year between Porter Consulting (for the SEM/VRC) and the District Project Manager (for other projects). If the plan from the beginning was that the District Project Manager's duties would include working on all projects, why shouldn't that continue to be true, meaning that Porter would not continue once the District Project Manager is in place? Even if Porter has been doing a good job (which is what they're being paid well to do), it seems that the SEM/VRC should be included in the District PM's responsibilities. **Because the SEM/VRC is in the late stages of development/completion, it was determined that changing project management leadership at this point could have a detrimental effect on the project. The plan is to ramp down the time and effort required by Porter Consulting, while maintaining continuity on the SEM/VRC project in this critical and final stage of completion. The new Project Manager will handle all new projects including the Fine Arts project, swing space, and IPP/FPP of the Tech I and Tech III projects.**

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Item 4.d, Fullerton College Curriculum:

1. Page 4.d.15: Is this a mistake? A certificate in Business Sales includes PE courses in golf and tennis? **In the new Business Networking and Sales Certificate we've partnered with the Physical Education department to help students realize their business networking potential through activities like Golf or Tennis. In a pre-COVID world, some of the best places to negotiate deals and build relationships were on the golf course or at a tennis match. We hope this certificate re-ignites the world of selling, the benefits of collaboration and encourages students to continue on to earn the Business Administration Associate in Science degree.**
2. Page 4.d.6: Is there a reason the Math 290 course along with several math courses after have a blank third bullet point? **The blank bullet point is a formatting error that occurs in CurricUNET when tables are generated through Microsoft Word. The only way to remove them is to create the tables manually without copying and pasting. The extra bullets will not be reflected in the catalog or any other documents.**
3. Page 4.d.20: Comment: It's very exciting to see a new degree in American Indian and Indigenous Studies. **We are also excited about this new program. Thank you!**

Item 4.g, NOCE Guided Pathways Scale of Adoption Assessment Progress Report:

1. Page 4.g.13: What does ACCT stand for? **ACCT stands for Adult College and Career Transition.**

Item 4.i, Cypress College Curriculum:

1. Page 4.i.9: Do faculty collaborate across campus to use consistent/similar language for course titles and degrees/certificates? **Yes, the Curriculum Committee has been working with faculty and the District in adopting consistent language for course and program titles. Cypress College is currently evaluating the use of abbreviations associated with the Banner limit of 35 characters/spaces.**

Item 5.c, Professional Experts Listing:

1. Page 5.c.7: I noticed there are several professional experts for the BFSA task force. Is the goal to present recommendations to the Chancellor and Board? **Yes. The task force right now is mainly made up of Cypress College faculty and staff but because many of the recommendations will have District wide impact, the task force will be presenting a written report in the next few weeks to Dr. Schilling as it pertains to the Cypress campus, and to Dr. Marshall to share across the District and determine next steps.**
2. Page 5.c.7: Does VPSS stand for Verification Process for Special Settings? **No, VPSS stands for Vice President Student Services.**

Item 6.a, Educational and Facilities Master Plan:

1. Could the consultants please indicate where and how they revised the document that was previously brought to the Board? **Attached is a PDF of the marked-up chapter. (The Board has already received the draft revised chapter.)**
2. Please indicate how the consultants integrated the recommendations of the Ethnic Studies faculty. **A multitude of comments were received from Fullerton Ethnic Studies faculty members and NOCE faculty leaders. Upon discussion with the Chancellor and Vice-Chancellor of Educational Services**

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and Technology, some comments were not integrated because they are better suited to other specific campus plans, such as Strategic Plans or Equity Plans. Comments related to the Master Plan were integrated, as well as comments received during the last Board meeting.

3. Please indicate the decision-making process regarding what recommendations from the Ethnic Studies faculty were adopted and which ones were rejected. **There was no decision to "reject" any recommendations made by the Ethnic Studies faculty. Some of the recommended action items were too specific for the Master Plan. They would be more appropriately included and addressed at the action/strategic plan levels by the campuses.**
4. Did the recommendations from the Ethnic Studies faculty get distributed to the EFMP Steering Committee? Why/why not? **Between the two Board meetings in June, the EFMP Steering Committee reviewed the latest revisions to the Master Plan and gave their stamp of approval. The plan was then passed on to the Board of Trustees for further review and final approval. At this point, the decision lies with the Board since the Steering Committee completed its work and approved the plan.**
5. Did the newly revised EFMP document before the Board now get reviewed by the EFMP Steering Committee? Why/why not? **Since the Steering Committee concluded its role in June, the document was not specifically distributed to them for review.**

EDUCATIONAL MASTER PLAN

EDUCATIONAL INITIATIVES

Diversity, Equity, Inclusion & Anti-Racism

NOCCCD is comprised of diverse communities and cultures, and the demographics indicate that this will continue through the next ten years.

In order to serve these diverse communities effectively, the District must address these essential challenges:

- Creating a culture of inclusion, with attention paid to communication, practices, and facilities
- Creating an environment that is clearly anti-racist and is supportive of policies and programs that remove systemic barriers for students of all races
- Setting clear expectations for inclusive leadership behaviors among the campus community
- Aligning the mission of the District with the broader equity challenges being faced by students, staff, and the community

"Equity-mindedness" is a mindset that can and should be implemented immediately. In leadership circles, this theory, developed by psychiatrist Alfred Adler, is known as an "acting as if" mindset: Act as if diversity, equity, inclusion, and anti-racism are already part of the fabric of the District, and make decisions accordingly.

Maria Hernandez, PhD of InclusionINC writes, "To be inclusive ... skip the polarizing rhetoric or endless debate and move forward ... Then measure your progress over time by looking at key indicators of success such as retention and advancement of diverse staff, successful policies to serve communities, and improved program outcomes across diverse community members."

The Master Plan affirms the District's commitment to anti-racism through sustained and focused efforts that actively oppose institutional discrimination against people according to their heritage or race. This commitment extends to beliefs, actions, and policies adopted or developed to oppose racism.

Diversity, equity, inclusion, and anti-racism should be seen as an essential part of the District's educational delivery, something that NOCCCD cannot function without.



- 1 | JDerry 07/10/2020 11:17:44
Delete highlighted words ... put a period after cultures, and put "In order to ..." as part of first paragraph.
- 2 | JDerry 07/27/2020 14:30:19
Remove the two paragraphs that start with "Equity-mindedness" and "Maria Hernandez"
- 3 | JDerry 07/27/2020 14:31:03
after "facilities" add "that allow historically marginalized groups to bring their full cultural selves to campus without harm."
- 4 | JDerry 07/10/2020 11:11:55
Remove "of all races" and add new language as below ... should say:

"... programs that remove systemic barriers for students, staff, and faculty of color."
- 5 | JDerry 07/10/2020 11:30:59
Barriers should also be removed for students with disabilities, LGBTQ, low-income, undocumented, and formerly incarcerated students.
- 6 | JDerry 07/02/2020 06:27:18
Remove this whole paragraph and replace with:

"The loss of George Floyd's life and the protests that followed prompted the District to affirm the importance of active anti-racism. This is defined as the active process of identifying and eliminating racism by changing systems, organizational ..."
- 7 | JDerry 07/02/2020 05:24:18
remove "heritage or"; should just say "according to their race."

Notes

Comments summary on <20 0710 DEI&A Chapter - Revisions for Daryn.pdf>

Created on 7/27/2020 at 15:34:53

ID	Subject	Author	Date/Time	Comment
6	Sticky Note	JDerry	07/02/2020 06:27:18	Remove this whole paragraph and replace with: "The loss of George Floyd's life and the protests that followed prompted the District to affirm the importance of active anti-racism. This is defined as the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably."

EDUCATIONAL MASTER PLAN

The District’s Diversity and Inclusion Faculty Fellows are already working on many fronts to **increase and enhance DEI** for the whole campus community—students, faculty and staff.

Their stated goal is to “decrease the success and achievement disparities, increase diversity parity between faculty and student populations, and increase diversity at all campus and district leadership levels.”

One of those goals—diversity parity between faculty and staff populations—is illustrated in the table (right).

The Fellows point out that DEI is not represented by a statistic, a committee, a class, or a single event: “The approach should be that DEI is everyone’s responsibility, not just the responsibility of the various committees and departments specifically assigned DEI work. Each department should have DEI goals ...”

DIVERSITY PARITY OF STUDENTS & EMPLOYEES, FALL 2019

	Student Count	Student Count (%)	Employee Count	Employee Count (%)
African-American	1,332	2.64%	100	3.76%
American Indian/Alaskan Native	94	.19%	7	.26%
Asian	7,205	14.29%	378	14.2%
Filipino	1,821	3.61%	35	1.3%
Hispanic	23,782	47.16%	706	26.54%
Multi-Ethnicity	1,320	2.62%	85	3.20%
Pacific Islander	144	.29%	11	.41%
Unknown	6,397	12.69%	199	7.48%
White Non-Hispanic	8,333	16.52%	1,142	42.93%



1 | JDerry 07/10/2020 11:39:03
Change heading to: Diversity of campus population, Fall 2019

2 | JDerry 07/10/2020 11:44:07
A diverse staff benefits the campus by providing role models to a broad population of students and colleagues and a visible representation of the District's commitment to racial equity and diversity.

Notes

EDUCATIONAL MASTER PLAN

BRINGING EQUITY-MINDEDNESS TO THE CAMPUS COMMUNITY

One commonly cited goal of DEI is to develop students who are interculturally proficient, meaning they have the tools and knowledge to be successful in a diverse and global world. They must at a minimum have an understanding of diversity, equity, inclusion, multiculturalism. However, faculty and staff must be interculturally proficient, in order to create successful learning outcomes for students.

Faculty/staff associations (Black, Latinx, Asian/Pacific Islander, and GLADE-Gay and Lesbian Association) raise scholarships for students and create community for diverse employees. These associations should continue as an integral part of the DEI effort.

To ensure success across its culturally diverse student population, the District must apply solutions in a customized and flexible way, taking into account each student's background, current challenges, and financial means, among other factors. This requires coordination between instructors and student services professionals, those who have regular contact with students.

INTEGRATING DEI THROUGHOUT PROGRAMS AND CURRICULA

Successful implementation of DEI depends in part on students and their curricular and co-curricular experiences.

The goal in intercultural instruction is to integrate concepts into all types of classes so that all students benefit.

It also requires that a school or district's students should be reflected in what is being taught. This has multiple benefits:

- Students who are not underrepresented are exposed to experiences and viewpoints different than their own and can develop diversity perspective.
- Students who are underrepresented or marginalized can feel represented and understood, and fully realize their potential both academically and socially.

In order to broaden the DEI perspective, experts recommend integrating multicultural/ DEI content into all classes, especially in fields that are historically not pursued by women and minority populations, such as Science, Technology, Engineering, and Math (the STEM fields).

Currently, the District's Office of Diversity and Compliance offers a week-long seminar for faculty to learn DEI integration. This program could be made more accessible to more faculty if it were delivered in shorter segments throughout the school year. At one of the District forums, several staff members requested "equity-minded training for staff, faculty and administrators."



1	JDerry	07/10/2020 11:50:19	Replace entire paragraph: "Successful implementation of DEI and anti-racism depends on making curricular and co-curricular multi-cultural experiences available at all campuses."
2	JDerry	07/10/2020 11:45:49	add "anti-racism" to this list of what students need to have an understanding of.
3	JDerry	07/10/2020 11:49:09	After "integration." insert this sentence: A specific anti-racism component should be added to this seminar.
4	JDerry	07/10/2020 11:47:07	DEI and anti-racism effort.
5	JDerry	07/10/2020 11:48:04	delete "who are not underrepresented"

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ONLINE EDUCATION AND EQUITY

As the District moves some student services and classes online, the online environment becomes a space in itself. Care will need to be given to providing guidance in different languages and with sensitivity to factors such as ethnicity, religion, ability, sexual orientation, and age.

In addition, the District cannot presume that access to technology, such as laptops, and connectivity to the Internet is available for all students. In fact, we know from the District's survey on "needs for remote instruction" in spring 2020 that 650 students in the District did not have a computer they could use at home, and more than 700 students did not have reliable access to the Internet at home. Creative solutions must include assessment and provision of technology, as well as convenient and welcoming ways for students to ask for help.

Online learning should include training for faculty to ensure that diversity, equity and inclusion are communicated clearly.

1

There should be no assumption that all students have "technological aptitude." Many will still need training on how to use the technology. By planning this support in advance, it can be delivered immediately to new students or to students who, because of changed circumstances, suddenly need the support. For more information on this topic, please refer to the *Online Learning* section.

ALLOWING FOR DIFFERENT RATES OF COMPLETION

Not all students at NOCCCD complete their goals in two years. Some are parents, or working full-time, or are re-entry students, and they may need more time to complete their programs. This will require the District to continue developing the District Pathways in order to track these students and help bolster persistence.

As noted by the Diversity and Inclusion Faculty Fellows, "There need to be multiple versions/ definitions of success that parallel multiple pathways ... to account for and accommodate students who are not full-time and not achieving /seeking transfer, degree or program completion in two years."



1 | JDerry 07/10/2020 11:50:49
diversity, equity, inclusion, and anti-racism

Notes

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PHYSICAL SPACES TO REFLECT DEI

The design of physical spaces plays an important role in the success of diversity, equity and inclusion. It can be accomplished with projects of varying scale and investment. Photos, quotes, and artwork reflecting diverse ethnicities and genders are small capital investments that can help students to visualize their own success.

At the same time, students at the forums and in survey responses said they would like to see “multicultural centers” or “social justice centers” at all campuses.

In the student survey, 533 students—5%—requested multicultural/resource centers on campus. For instance, one student requested “a place where Muslims can pray on time by bringing our own prayer mats.” Another said, “I am gay and I need a place to go where I feel safe and accepted.”

In the staff survey, a respondent noted, “It would be very helpful to have affinity spaces for our disproportionately impacted groups (undocumented, LGBTQ+ students, etc.) that are safe spaces for students to talk and build community.”

These spaces are seen as safe spaces for students, as well as places where students from different cultural or social backgrounds can learn to be “global citizens.”



1 | JDerry 07/10/2020 11:51:21
DEI&A

2 | JDerry 07/10/2020 11:51:45
, and anti-racism

3 | JDerry 07/10/2020 11:57:24
Put this paragraph at the end:

The implementation of multicultural, affinity, or social justice spaces will be explored by each campus during specific plan development, which will occur after the Master Plan is implemented. These spaces are further explored in the Facilities Master Plan portion of this document.

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DISTRICT-WIDE PROGRAMMATIC RECOMMENDATIONS:

- Develop a District-wide Diversity, Equity and Inclusion Council:**

Incorporate the many groups addressing DEI, including faculty, student equity units, diversity and equity committees, EEOAC, and the Office of Diversity with campus professional development programs. Coordinate with external groups such as Los Amigos, OCAPICA, the NAACP Orange County Chapter, and the LGBTQ Center of Orange County.
- Develop a Common Vocabulary for DEI Concepts and Components:**

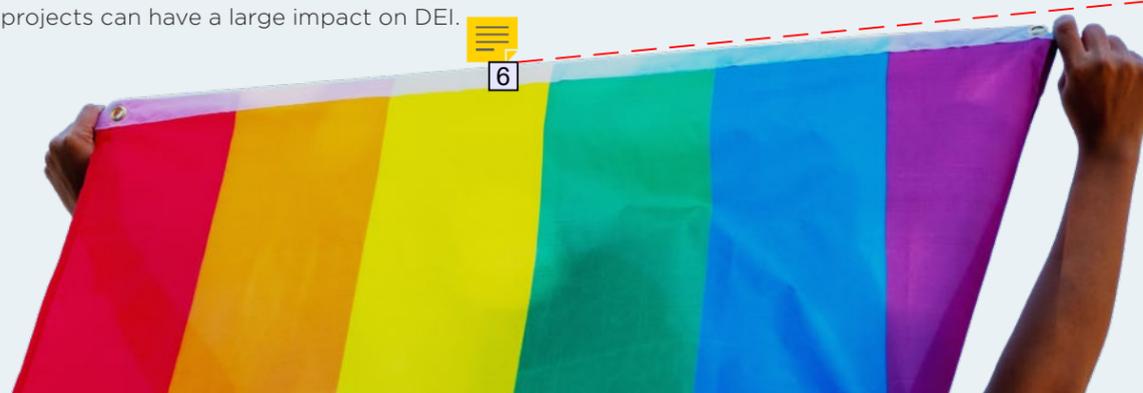
A common vocabulary would allow students, faculty, staff and administrators to converse easily on key concepts such as equity-mindedness, critical race theory, anti-racism, intersectionality and cultural humility.
- Incorporate DEI Into Facilities Planning and Implementation:**

Every project should incorporate inclusion, equity, accessibility, and sustainability. These can be small and large projects, as all sizes of projects can have a large impact on DEI.
- Provide Equity Training to Faculty and Staff:**

DEI content and teaching approaches should be integrated into the curriculum and co-curriculum. Equity training to increase intercultural proficiency should be integral to all professional training, workshops, and events. Training should be spaced throughout the year so more employees can attend.
- Create a Virtual Student Success Center:**

With the rise in online learning, a virtual Student Success Center would deliver student services and resources online that are intuitive, easy to use, and offered in different languages.
- Engage Students in Service Learning:**

Student service learning projects or volunteer opportunities would allow students to work with community-based organizations (CBOs), and gain valuable experience with other cultures, thereby broadening their cultural literacy and the lens through which they see the world.



DRAFT Educational and Facilities Master Plan 79

1	JDerry	07/10/2020 12:11:40	Title: Provide Equity and Anti-Racism Training to Faculty and Staff:
2	JDerry	07/10/2020 12:09:44	Change title to: Develop a District-wide Diversity, Equity, Inclusion and Anti-Diversity Council:
3	JDerry	07/10/2020 12:11:01	DEI&A
4	JDerry	07/10/2020 12:05:45	Change the first sentence to include: ethnic studies faculty. Change the second sentence to include: Black Lives Matter Chapter of Orange County, Native Voices of Orange County Coalition, the Korean Resource Center, and Resilience Orange County, as well as other appropriate community groups."
5	JDerry	07/10/2020 12:10:41	Change title to say: DEI&A Concepts Add last sentence: This vocabulary would be developed by the DEI&A Council.
6	JDerry	07/10/2020 12:08:51	and anti-racism. The method of engagement can be developed by the District-wide Diversity, Equity, Inclusion and Anti-Racism Council.

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★ SPOTLIGHT: **DISABILITY SUPPORT SERVICES (DSS)**

In the California Community College system, NOCE's Disability Support Services (DSS) is unusual in the breadth and depth of programs offered. In total, the program serves more than 1,100 students and there are over 700 students who have Intellectual Disabilities (ID) or autism spectrum disorder (ASD).

Classes focus on employment readiness, self-advocacy, and the skills needed to take inclusive academic and career education courses.

Programs help students gain employment, thereby earning their own income and furthering their ability to live independently. Social and emotional support empower students to persist and complete their education. Student and parent training bolsters family relationships and provides the support necessary for successful student transition to postsecondary education and employment.

Students in the DSS program are served by 85 staff members, including full-time and adjunct instructional and counseling faculty, sign language interpreters, job developers, alternate media specialist, educational coaches, and administrative staff. One major goal for DSS is to increase the number of students taking inclusive classes at Fullerton College, Cypress College and NOCE by expanding educational coaching and services that help students succeed.



Notes

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