

**Glendale Community College
Institutional Master Plan 2018-2025
Team B Draft Including Emergency Changes and New DEIA Goal**

Goal A. Promote and Protect Anti-Racism, Diversity, Equity, Inclusion, and Accessibility Throughout the District

A1. Instruction

- Revise and decolonize course curriculum (examples: conduct regular co-curricular engagement of texts and activities to include and center issues of race and racism; conduct departmental review of classroom materials to see whose voices and experiences are centered and whose are missing; provide opportunities for students to learn about their own and other racial groups).
- Assess and determine if particular student groups dominate classroom environments and whether other groups are excluded from being allowed to take part in the construction of college identity.
- Determine which academic programs at GCC have been successful at advancing minoritized students so that we can consider college-wide adoption, where appropriate. Practice engaging in cross-departmental conversations about racial equity and incentivize and support employees at all levels for engaging in equity work.
- Infuse themes of DEIA within learning and professional pathways and the instructional environment
- Adopt Next Level English

A2. Student Services

- Assess and determine if particular student groups dominate the campus environments and whether other groups are excluded from being allowed to take part in the construction of college identity.
- Ensure that the college climate is inclusive, nurturing, informed, and affirming (examples: communicate the message that words and actions have impact regardless of intent; prepare to support students who have already experienced racial battle fatigue and other microaggressions when they first arrive to GCC; create a subcommittee on racial stress composed of mental health and counseling professionals; support the recommendations of the Student Basic Needs Task Force to explore county partnerships including social work interns; expand the Multi-Cultural Center to provide space for student groups; review all communication policies to ensure that the campus community, especially students, are regularly informed of key information to support their health, wellness, and academic success; review college forms and paperwork for bias and cultural appropriateness).
- Create intentional, facilitated opportunities and workshops at GCC (examples: cross-racial engagement at GCC, including, for example, hosting inter- and intra-group dialogues with skilled facilitators where privilege and marginality are discussed; how to raise awareness among faculty and staff about how to identify stress, racial battle fatigue, microaggressions, and campus resources to address these issues).

A3. Administrative Services

- Ensure that the campus climate is inclusive, nurturing, informed, and affirming (examples: practice race-conscious leadership that is respectful of intersectional identities; engage in authentic conversations and collaborations with people of color and developing an accurate understanding of the realities of race on campus; practice and prepare for responsible race-conscious crisis scenario response; create an Office of Ombudsperson; conduct audit of public spaces (hallways, rooms, labs, etc.) to ensure that inclusive and affirming images and messaging surround students)
- College leadership should lead by example, participating in professional development related to inclusivity and equity-mindedness, revising policies and procedures within their purview to reflect these new ways of operating. College leadership will model and inspire all college constituencies as they undertake professional development and revision of their practices.
- Review GCC policies and resource allocations to see if they reflect equity goals and accountability.
- Foster economic growth and support in the community through use of contracts and business services from small, emerging, women owned, Veteran owned, minority businesses in the communities surrounding the Glendale College District.
- Develop a DEI website with progress dashboard (cf. Palomar example) to be published before the end of Spring 2021

A4. Improve professional/leadership development and hiring practices

- Review, revise, and enhance GCC hiring and employment practices which promote attracting and retaining a diverse workforce, including hiring faculty of color
- Work with ASCCC to support revisions to minimum qualifications and faculty equivalency review that may likely enhance the diversity of faculty hiring pools.
- Mandate professional development consistent with the recommendations of the DEI Committee to all employees
- Present antiracist and antibias training, as well as training to respond appropriately to student complaints and issues
- Training for law enforcement to move from a culture of policing to one of community and safety and de-escalation. Training for law enforcement to reemphasize community, safety, and protection of GCC, its students and their educational endeavors.

A5. Create environment where students see themselves

- Ensure inclusive affirming images and messaging for students in all public campus spaces and in campus communication (example: develop and apply marketing and communication materials which focus on inclusive images and messages and avoids racial and ethnic tokenism)
- Attract and retain a more diverse student population

- Increase opportunities for student voices to be heard and heeded, (examples: more frequent student panels; expand voting membership of students on committees; ask Governance Review Committee to investigate decolonizing shared governance; improve access to meeting times and Zoom links, agendas, minutes, etc.)
- Ensure that facilities planning is inclusive of BIPOC student needs and provides adequate and appropriate spaces such as study rooms for student collaborations
- Conduct and support more frequent multi-cultural events/days that reflect equity and diversity (example: Recognize Juneteenth as an official holiday)

Goal B. Clarify Student Pathways

➤ **B.1.** Create accessible pathways and **meta-majors Learning and Professional Pathways** informed by data ensuring that student completion is the primary basis of course and program development. ^{M-1, M-2, M-3, V-2, V-3, V-4, EA-2} Vice President, Instructional Services; June 2019

Assigned to: Michael Ritterbrown; Thomas Voden; Kevin Meza; Richard Cortes; Tina Andersen-Wahlberg

➤ **B.2.** Communicate pathways, **meta-majors Learning and Professional Pathways**, and potential occupational and educational outcomes *internally* to credit and noncredit students and campus constituencies. ^{M-1, M-2, M-3, M-4, M-5, M-6, M-7, V-2, V-5, IA-2, IA-3, IA-5} Vice President, Instructional Services; ongoing

Assigned to: Michael Ritterbrown; Drew Sugars

➤ **B.3.** Communicate pathways, **meta-majors Learning and Professional Pathways**, and potential occupational and educational outcomes *externally* to high school students and counselors as well as universities, workforce partners, and the community. ^{M-1, M-2, M-3, M-4, M-5, M-6, M-7, V-2, V-5, IA-2, IA-3, EA-4} Vice President, Student Services; ongoing

Assigned to: Paul Schlossman; Drew Sugars

➤ **B.4.** Analyze labor market information regularly and systematically to support the development of new CTE programs meeting student and industry needs and the currency of existing CTE programs. ^{M-6, EA-2, EA-4} Dean of Research, Planning & Grants; June 2019
[Annual Goal 1 for 2020-2021]

Assigned to: Edward Karpp; Federico Saucedo; Alfred Ramirez; Jan Young

<i>Notes for Team A:</i>	No wording changes recommended by Team B, but there it would be useful to evaluate new workforce needs due to pandemic and incorporate this information into curriculum review and development. Verdugo Job Center, LAEDC, Center for a Competitive Workforce are providing data.
--------------------------	---

Goal C. Facilitate Student Entry into Pathways

➤ **C.1.** Promote access by expanding outreach to prospective traditional and nontraditional students, including expansion of dual enrollment partnerships, **online outreach**, and effective use of branding. ^{V-3, IA-2, IA-3, EA-2, EA-3} Vice President, Student Services; ongoing

<i>Assigned to:</i>	Paul Schlossman; Meg Chil-Gevorgyan; Drew Sugars
---------------------	--

<i>Notes for Team A:</i>	What changes are needed for remote outreach?
--------------------------	--

➤ **C.2.** Enhance processes and technological tools to assist students in choosing pathways, including increased access to counseling at all locations and online. ^{V-3, IA-1, IA-5, EA-2, EA-5} Vice President, Student Services and Chief Information Systems Officer; December 2020

<i>Assigned to:</i>	Paul Schlossman; Calvin Madlock; Kevin Meza; Nahal Ghodousi; Drew Yamanishi; Ramona Barrio-Sotillo
---------------------	---

<i>Notes for Team A:</i>	No wording changes recommended by Team B. Consider for 2021-2022 Annual Goals.
--------------------------	--

✗ **C.3.** Maximize **accessibility** **access** into appropriate pathways through **increased** class scheduling **options, modes of delivery**, and improved student awareness of scheduling patterns and pathways. ^{V-3, IA-1, IA-5} Vice President, Instructional Services; ongoing
[Annual Goal 2 for 2020-2021]

<i>Assigned to:</i>	Michael Ritterbrown; Paul Schlossman
---------------------	---

<i>Notes for Team A:</i>	Incorporate remote synchronous instruction into scheduling even after the return to face-to-face instruction.
--------------------------	---

✗ **C.4.** Improve the effectiveness of external and internal communication about the value of college, its relationship to job and transfer opportunities, and the value of GCC programs. ^{M-3, M-5, M-6, IA-3, IA-5, EA-4} Vice President, Student Services; ongoing
[Annual Goal 3 for 2020-2021]

<i>Assigned to:</i>	Paul Schlossman; Drew Sugars
➤ C.5. Improve/Reevaluate course placement (e.g., multiple measures assessment-guided placement, corequisite remediation, articulation from noncredit and high school) and student transition from precollege to college-level courses. ^{M-2, M-4, V-3, EA-2} Vice President, Student Services and Vice President, Instructional Services; ongoing	
<i>Assigned to:</i>	Paul Schlossman; Michael Ritterbrown; Richard Cortes; Liz Russell; Sarah McLemore; Thomas Voden; Drew Yamanishi
<i>Notes for Team A:</i>	Change “improve” to “reevaluate”; also evaluate results so far from AB 705/AB 1805 implementation

Goal D. Help Students Stay on Pathways

➤ D.1. Explore alternative curricular methods to improve student retention and progress (e.g., backwards design, competency-based education, assessment of prior learning). ^{V-1, V-3, M-3} Vice President, Instructional Services; June 2019 [Annual Goal 4 for 2020-2021]	
<i>Assigned to:</i>	Michael Ritterbrown; Sarah Schwendimann
➤ D.2. Improve student engagement through increased support for student life at all campuses (e.g., student clubs and campus events, as well as other collaborative efforts and activities). ^{M-3, V-3} Vice President, Student Services; ongoing	
<i>Assigned to:</i>	Paul Schlossman; Tzoler Oukayan; Alfred Ramirez; Ramona Barrio-Sotillo
➤ D.3. Investigate the use of and implement achievement coaches (e.g., student services technicians) to improve student retention and progress. ^{M-3, V-3} Vice President, Student Services; June 2019	
<i>Assigned to:</i>	Paul Schlossman; Troy Davis; Liz Russell
➤ D.4. Improve student retention through early alert, intrusive interventions, flexibility of pathways, and improved awareness of services available to students. ^{V-3, IA-1, IA-5} Vice President, Student Services; June 2019 [Annual Goal 5 for 2020-2021]	
<i>Assigned to:</i>	Paul Schlossman; Kevin Meza; Thomas Voden

<p>➤ D.5. Expand online student support services. ^{V-3, IA-5, EA-5} Vice President, Student Services; June 2019 [Annual Goal 6 for 2020-2021]</p>	
Assigned to:	Paul Schlossman; Robert Hill; Troy Davis; Nahal Ghodousi; Drew Yamanishi; Richard Cortes; Ramona Barrio-Sotillo
Notes for Team A:	No wording changes recommended by Team B. It should be clear that this goal is more than Cranium Café and includes Navigate as well as booking student appointments. Support the use of Cranium Café, Navigate, Program Mapper, Career Coach, PeopleSoft 9.2 pathways features, Zoom, CCCApply, Microsoft Teams, Canvas. Track progress on implementation of tools.
<p>➤ D.6. Lower costs associated with being a student (e.g., Open Educational Resources; classroom resources; implementing the California College Promise; Center for Assistance, Resources, and Educational Success (CARES); food pantry; providing hot spots, laptops, Chromebooks, etc.). ^{EA-2} Vice President, Instructional Services; ongoing</p>	
Assigned to:	Michael Ritterbrown; Eric Hanson; Marian Rooney; Christina Tangalakis; Adina Lerner; ; Caroline Hallam; Andre Manukyan; Shelley Aronoff; Tzoler Oukayan
Notes for Team A:	Can include providing Chromebooks, hot spots, etc.; could include sources of funding to lower costs such as basic needs grants; CollegeBuys, internet service

Goal E. Ensure Student Learning	
<p>➤ E.1. Reduce gaps in achievement, learning, and completion among all student groups, with particular emphasis on groups impacted by systematic racism, to ensure equity, eliminate racism, and improve outcomes through professional development, review of curriculum for equity, and responding to student needs as identified by the Black Student Union and other BIPOC student groups. ^{M-3, IA-5, EA-3} Vice President, Instructional Services and Vice President, Student Services; ongoing [Annual Goal 7 for 2020-2021] [refer back to Team B]</p>	
Assigned to:	Michael Ritterbrown; Paul Schlossman; Yeranui Barsegyan; Robert Hill; Edward Karpp; Fabiola Torres; Drew Yamanishi; Tzoler Oukayan
Notes for Team A:	Recent initiatives include equity-minded online professional development; C&I guide to create equity-minded course outlines; Canvas live help center.
<p>➤ E.2. Increase dialog about learning outcomes and use assessment results to ensure strong linkage to Institutional Learning Outcomes, meta-majors, and expectations of employers and transfer institutions. ^{M-2, M-5, M-6, M-7, V-5} Vice President, Instructional Services; December 2018</p>	

<i>Assigned to:</i>	Michael Ritterbrown; Yvette Ybarra; David Yamamoto; Troy Davis
➤ E.3. Invest in innovation and professional development for student services and instructional pedagogy (e.g., active learning, contextualized learning, project-based learning, culturally relevant pedagogy) for student engagement, learning, and retention. ^{V-1, V-3, V-5, M-2, M-3} Vice President, Instructional Services and Vice President, Student Services; ongoing	
<i>Assigned to:</i>	Michael Ritterbrown; Paul Schlossman; Lara Kartalian; Sandy Somo; Kevin Meza; Anthony Culpepper
➤ E.4. Work with K-12, noncredit, and transfer partners to maximize matriculation, articulation, and applicability of credits. ^{M-2, M-5, V-3, V-4} Vice President, Instructional Services; ongoing	
<i>Assigned to:</i>	Michael Ritterbrown; Richard Cortes; Alfred Ramirez; Jan Young
➤ E.5. Increase effectiveness of distance education, including improving student access to it and the support of faculty in content creation, online pedagogy, alignment with statewide online education standards, and instructional design. ^{EA-1, EA-5} Vice President, Instructional Services; ongoing [Annual Goal 8 for 2020-2021]	
<i>Assigned to:</i>	Michael Ritterbrown; Alexa Schumacher; Julie Gamber; Eric Hanson; Tina Andersen-Wahlberg; Katie Datko; Samantha Garagliano
<i>Notes for Team A:</i>	No wording changes recommended by Team B. Efforts include communities of practice; templates for RSI courses and online courses; improve computer literacy for faculty teaching remotely as well as staff; online GADER

Goal F. Improve Operational Effectiveness	
➤ F.1. Integrate enterprise systems to increase efficiency in areas such as budgeting, personnel evaluation tracking, etc. ^{EA-5} Executive Vice President, Administrative Affairs; December 2024	
<i>Assigned to:</i>	Anthony Culpepper; Calvin Madlock; Valicia Dantzler
➤ F.2. Increase employee awareness of available resources and services for students so students are directed appropriately both in-person and online. ^{V-3, IA-1, IA-5} Vice President, Instructional Services and Vice President, Student Services; ongoing	
<i>Assigned to:</i>	Michael Ritterbrown; Paul Schlossman; Anthony Culpepper; Valicia Dantzler; Lara Kartalian; Nonah Maffit; Tzoler Oukayan; Tina Andersen-Wahlberg; Hoover Zariani; Andre Manukyan; Margaret Mansour

<p><i>Notes for Team A:</i></p>	<p>How do we get information out about where students can go virtually, including basic needs, mental health counseling, etc.</p>
<p>➤ F.3. Clarify resource allocation process and more tightly integrate the processes with planning and budgeting.^{IA-4} Executive Vice President, Administrative Affairs and Dean of Research, Planning, & Grants; December 2018</p>	
<p><i>Assigned to:</i></p>	<p>Anthony Culpepper; Edward Karpp; Daphne Dionisio</p>
<p>➤ F.4. Increase and improve professional development opportunities for faculty, staff, and students to develop technology skills and other topics prioritized by the Institutional Master Plan.^{EA-1, EA-5} Vice President, Instructional Services; ongoing [Annual Goal 9 for 2020-2021]</p>	
<p><i>Assigned to:</i></p>	<p>Michael Ritterbrown; Lara Kartalian; Nonah Maffit; Valicia Dantzler</p>
<p>➤ F.5. Evaluate and maintain the currency and security of technology available to students and employees, including expanded support of BYOD (“bring your own devices”).^{EA-5} Chief Information Systems Officer; ongoing</p>	
<p><i>Assigned to:</i></p>	<p>Calvin Madlock; Tina Andersen-Wahlberg</p>
<p><i>Notes for Team A:</i></p>	<p>No wording changes recommended by Team B. Will similar needs exist after federal funding ends? Accessibility for students with disabilities is important. Will IT-related policies change to better support students’ devices?</p>
<p>➤ F.6. Maintain and improve learning spaces in all buildings.^{IA-4} Executive Vice President, Administrative Affairs; ongoing</p>	
<p><i>Assigned to:</i></p>	<p>Anthony Culpepper; Michael Ritterbrown; Agnes Eguaras</p>
<p>➤ F.7. Ensure safe, student-friendly, clean, functional, and physically accessible campuses for students (e.g., signage, directories, and working with bus schedules).^{IA-4} Executive Vice President, Administrative Affairs; ongoing</p>	
<p><i>Assigned to:</i></p>	<p>Anthony Culpepper; Gary Montecucollo; Drew Sugars; Patrick Shahnazarian; Tina Andersen-Wahlberg</p>
<p>➤ F.8. Ensure effective implementation of automatic awards.^{M-1, M-3} Vice President, Instructional Services; June 2020</p>	
<p><i>Assigned to:</i></p>	<p>Michael Ritterbrown; Christina Tangalakis; Michelle Mora; Troy Davis Richard Cortes; AS President; Tzoler Oukayan</p>