OAKLAND COMMUNITY COLLEGE®

CONFIDENTIALITY NOTICE

BOARD OF TRUSTEES

REGULAR MEETING AGENDA

The Regular Meeting of the Board of Trustees of Oakland Community College will be held on Tuesday, October 19, 2021, 6:30 p.m., at the Highland Lakes Campus Student Center, 7350 Cooley Lake Road, Waterford, Michigan. This meeting will include a closed session, pursuant to MCL 15.268(a), to discuss the Chancellor's evaluation.

<u>AGENDA</u>

1. **CALL TO ORDER**

2. **ATTENDANCE**

3. **APPROVAL OF AGENDA**

4. **APPROVAL OF MINUTES**

CONSENT CALENDAR – BOARD MEETING MINUTES

   Items <u>4.1 to 4.5</u> listed below on the Consent Calendar – Board Meeting Minutes are considered to be routine by the Board and will be enacted by one motion. There will be no separate discussion of these minutes unless a Board member or the Chancellor so requests, in which event the item will be removed from the general order of business and discussed separately.

   4.1 June 29, 2021 Special Meeting Minutes   A – **ACTION**
   4.2 June 29, 2021 Closed Session Minutes   B – **ACTION**
   4.3 September 1, 2021 Special Meeting Minutes   C – **ACTION**
   4.4 September 1, 2021 Closed Session Minutes   D – **ACTION**
   4.5 September 18, 2021 Special Meeting/Retreat Minutes   E – **ACTION**

END OF CONSENT CALENDAR – BOARD MEETING MINUTES

5. **COMMUNICATIONS**
   5.1. Community Comments
   5.2. Student Government Report
   5.3. Academic Report
       5.3.1.   Academic Senate Update
       5.3.2.   Provost Update
   5.4. Chancellor's Comments
   5.5. Board of Trustees Self-Evaluation

6. **MONITORING REPORT**
   6.1 Summer 2021 Monitoring Report   F – **INFORMATION**

7. **ACTION ITEMS**
   7.1. Board of Trustees 2022 Regular Meeting and Conference Schedule   G – **ACTION**
   7.2. Board Policies, Procedures, and Bylaws (second reading)   H – **ACTION**

8. INFORMATION ITEMS

    8.1 2020-2021 Annual Audit   I – **INFORMATION**

MOVE INTO CLOSED SESSION, PURSUANT TO MCL 15.268(a), FOR THE PURPOSE OF DISCUSSING THE CHANCELLOR'S EVALUATION

9. BOARD COMMENTS

10. ADJOURNMENT

Mission: OCC is committed to empowering our students to succeed and advancing our community.

BOARD OF TRUSTEES
SPECIAL MEETING MINUTES
June 29, 2021
Oakland Community College
2480 Opdyke Road
Bloomfield Hills, Michigan

1.   CALL TO ORDER

Chair Jackson called the meeting to order at 6:00 p.m.

2.   ATTENDANCE

Present:
Pamela S. Jackson, Chair
Kathleen A. Bertolini, Vice Chair
Susan Gibson, Secretary
Susan E. Anderson, Treasurer
Shirley Bryant, Trustee

Absent:
Pamala M. Davis, Trustee
Christine M. O'Sullivan, Trustee

3.   **APPROVAL OF AGENDA**

Chair Jackson added action item number 7.1 the Public Safety Unit Labor Agreement 2021-2024 and action item number 7.2 the Teamsters Bargaining Unit Labor Agreement 2021-2026 to be addressed by the Board after the Closed Session.

Trustee Anderson MOVED to approve the amended agenda, and Trustee Bryant seconded.

AYES: Anderson, Bertolini, Bryant, Gibson, Jackson

NAYS: None   Motion Carried

4.   APPROVAL OF MINUTES

4.1 June 15, 2021 Regular Board Meeting Minutes   A – **ACTION**

Trustee Gibson MOVED to approve the June 15, 2021 Regular Board Meeting Minutes. Trustee Bertolini seconded.

AYES: Anderson, Bertolini, Bryant, Gibson, Jackson

NAYS: None   Motion Carried

4.2 June 15, 2021 Closed Session Minutes   B – **ACTION**

Trustee Gibson MOVED to approve the June 15, 2021 Closed Session Minutes. Trustee Anderson seconded.

AYES: Anderson, Bertolini, Bryant, Gibson, Jackson

NAYS: None   Motion Carried

5.   **COMMUNICATIONS**

5.1. Community Comments - none

6.   **CLOSED SESSION**

Chair Jackson asked for a motion to move into closed session, pursuant to MCL 15.268(c), to receive an update on labor negotiations. Trustee Bryant so MOVED, and Trustee Bertolini seconded.

ROLL CALL VOTE:

AYES: Anderson, Bertolini, Bryant, Gibson, Jackson

NAYS: None   Motion Carried

The Board went into closed session at 6:05 p.m.

The Board returned to open session at 6:19 p.m.

7.   **ACTION ITEMS**

7.1 Oakland Community College and Police Officers Labor Council – Public Safety Unit
     Labor Agreement 2021-2024

     Trustee Anderson MOVED the Board of Trustees approve the collective bargaining agreement with the Police Officers Labor Council covering the period of July 1, 2021 through June 30, 2024. Trustee Gibson seconded.

     AYES: Anderson, Bertolini, Bryant, Gibson, Jackson

     NAYS: None   Motion Carried

7.2 Oakland Community College and Teamsters State, County, & Municipal Workers
     Local 214 Administrative and Management Staff – Teamsters Bargaining Unit
     Labor Agreement 2021-2026

     Trustee Bertolini MOVED the Board of Trustees approve the collective bargaining agreement with the Teamsters State, County & Municipal Workers Local 214 Administrative and Management Staff covering the period of July 1, 2021 through June 30, 2026. Trustee Bryant seconded.

     AYES: Anderson, Bertolini, Bryant, Gibson, Jackson

     NAYS: None   Motion Carried

8.   **ADJOURNMENT**

As there was no further business, Chair Jackson asked for a motion to adjourn. Trustee Anderson so MOVED, and Trustee Gibson seconded.

AYES: Anderson, Bertolini, Bryant, Gibson, Jackson

NAYS: None   Motion Carried

Chair Jackson adjourned the meeting at 6:22 p.m.

_____
Cherie A. Foster

_____
Date

_____
Pamela S. Jackson, Chair

_____
Susan Gibson, Secretary

Mission: OCC is committed to empowering our students to succeed and advancing our community.

![Oakland Community College logo] OAKLAND COMMUNITY COLLEGE®
Excellence *Empowered.*®

JUNE 29, 2021 CLOSED SESSION MINUTES

These minutes will be distributed at the meeting for approval.

BOARD OF TRUSTEES
SPECIAL MEETING MINUTES
September 1, 2021
Oakland Community College
2480 Opdyke Road
Bloomfield Hills, MI 48304

1. GENERAL FUNCTIONS

1.1 Call to Order:

Chair Jackson called the special meeting to order at 3:02 p.m. for the purpose of going into closed session, pursuant to MCL 15.268, Sec. 8(c), to discuss labor negotiations and to return to open session to further discuss labor negotiations.

1.2 Attendance:

Present
Pamela S. Jackson, Chair
Susan E. Anderson, Treasurer
Susan Gibson, Secretary
Shirley J. Bryant, Trustee

Absent
Kathleen A. Bertolini, Vice Chair
Pamala M. Davis, Trustee
Christine M. O'Sullivan, Trustee

1.2 Public Comments: none

CLOSED SESSION:

Chair Jackson asked for a motion to go into closed session for the purpose of discussing labor negotiations. Trustee Bryant so MOVED, and Trustee Gibson seconded.

ROLL CALL VOTE:

AYES: Anderson, Bryant, Gibson, Jackson

NAYS: None   Motion Carried

The Board went into closed session at 3:03 p.m.

The Board returned to open session at 3:55 p.m.

1.4 Labor Negotiations – OCCFA Labor Agreement - September 1, 2021 through August 31, 2026

Trustee Bryant MOVED the Board of Trustees approve the collective bargaining agreement with the Oakland Community College Faculty Association (OCCFA) covering the period of September 1, 2021 through August 31, 2026. Trustee Anderson seconded.

AYES: Anderson, Bryant, Gibson, Jackson

NAYS: None   Motion Carried

2. ADJOURNMENT

As there was no further business, Chair Jackson asked for a motion to adjourn. Trustee Gibson so MOVED, and Trustee Bryant seconded.

AYES: Anderson, Bryant, Gibson, Jackson

NAYS: None   Motion Carried

Chair Jackson adjourned the meeting at 3:56 p.m.

_____
Cherie A. Foster

_____
Date

_____
Pamela S. Jackson, Chair

_____
Susan Gibson, Secretary

Mission: OCC is committed to empowering our students to succeed and advancing our community.

OAKLAND COMMUNITY COLLEGE®
Excellence *Empowered.*®

SEPTEMBER 1, 2021 CLOSED SESSION MINUTES

These minutes will be distributed at the meeting for approval.

BOARD OF TRUSTEES
SPECIAL MEETING/RETREAT MINUTES
Oakland Community College
Auburn Hills Campus, Room G-240
2900 Featherstone Road
Auburn Hills, MI 48326
September 18, 2021

1. GENERAL FUNCTIONS

1.1 CALL TO ORDER

Chair Jackson called the special meeting to order at 9:02 a.m. for the purpose to address the State of Michigan Appropriation Local Strategic Value Resolution, appoint a delegate to the ACCT Leadership Congress, and to review quarterly reports; and to hold a retreat to review the Annual Monitoring Report, to receive an update on Programming and Institutional Advancement, to review proposed policies, procedures, and bylaws (first reading), and to discuss the Board's Self-Evaluation.

1.2 ATTENDANCE

<u>Present</u>
Pamela S. Jackson, Chair
Kathleen A. Bertolini, Vice Chair
Susan Gibson, Secretary
Susan E. Anderson, Treasurer
Shirley J. Bryant, Trustee

<u>Absent</u>
Pamala M. Davis, Trustee
Christine M. O'Sullivan, Trustee

Chair Jackson noted there was a concern raised about not having all of the trustees present to discuss the proposed Board policies. She asked if there was a motion to postpone this item to the October regular meeting. Trustee Anderson so MOVED. There was no second, and the motion failed.

Chair Jackson asked the Chancellor and Ms. Husband to meet with the two absent trustees prior to the October meeting to walk them through today's discussion.

2. ACTION ITEMS

2.1 State of Michigan Appropriation Local Strategic Value Resolution   **A – ACTION**

Trustee Bertolini MOVED the Board of Trustees approve the State of Michigan Appropriation Local Strategic Value Resolution. Trustee Bryant seconded.

AYES: Anderson, Bertolini, Bryant, Gibson, Jackson

NAYS: None   Motion Carried

2.2 ACCT Leadership Delegate **B – ACTION**

Chair Jackson noted a delegate from Oakland Community College needs to be appointed to vote at the October ACCT Leadership Congress in San Diego. Three Board members are attending: Susan Anderson, Susan Gibson, and Pamela Jackson. Chair Jackson inquired if there was a volunteer to serve as OCC's delegate. Trustee Gibson volunteered.

Trustee Bryant MOVED Trustee Gibson serve as Oakland Community College's voting delegate at the ACCT Leadership Congress in San Diego on October 13-16, 2021. Trustee Bertolini seconded.

AYES: Anderson, Bertolini, Bryant, Gibson, Jackson

NAYS: None   Motion Carried

3. **INFORMATION ITEMS**

CONSENT CALENDAR – INFORMATION ITEMS

As there was no separate discussion called for Information Items 3.1 through 3.5 on the Consent Calendar, Chair Jackson asked for a motion to receive and file these reports. Trustee Anderson so MOVED, and Trustee Bertolini seconded.

AYES: Anderson, Bertolini, Bryant, Gibson, Jackson

NAYS: None   Motion Carried

3.1 Finance Quarterly Report	**C – INFORMATION**
3.2 College Facilities Quarterly Report	**D – INFORMATION**
3.3 Information Technology Quarterly Report	**E – INFORMATION**
3.4 OCC Foundation Quarterly Report	**F – INFORMATION**
3.5 Strategic Plan Update	**G – INFORMATION**

END OF CONSENT CALENDAR – INFORMATION ITEMS

1. **GENERAL FUNCTIONS (continued)**

1.3 Public Comments - none

1.4   Retreat Topics

1.4.a   Annual Monitoring Report

Chief Strategy Officer Steven Simpson and Project Manager for Institutional Effectiveness   Kristin Carey Li presented the Annual Monitoring Report to the Board.

Topics addressed included:
- Key Performance Indicator (KPI) Targets
- Enrollment Trends
- Course Success
- Retention and Persistence
- Oakland 80 & Sixty by 30 Goals
- Corequisite Dev. Ed. Fall 2021 Launches

- Online Program Expansion – 10 in Fall 2021
- Workforce and Grants Investment
- Infrastructure Investment

Trustee Bertolini MOVED to receive and file the Annual Monitoring Report. Trustee Gibson seconded.

AYES: Anderson, Bertolini, Bryant, Gibson, Jackson

NAYS: None   Motion Carried

(Report on file)

1.4.b <u>Programming</u>

Associate Provost Joseph Petrosky and Director of Curriculum for Student Learning and Evaluation Rachel Lathrop discussed credit/non-credit potential offerings to meet the community need. Some of the topics covered included:

- Online Program Expansion Update and Future Plans
- Oakland 80/30 – Community Need and Curriculum
- March Retreat Summary of New Credit and Non-Credit Potential Programming
- New Credit Programming for Mental Health/Social Work
- Potential New Credit Programming for Supply Chain Management – Business
- Potential Revisions to Credit Programming for Concrete Management Coursework and EWD Potential
- New Credit Programming for Electrician Certification
- Potential New Non-Credit Programming in:
  - Rough Carpentry
  - Alternative Energy
  - Plumbing/Pipefitting
  - Small Business Entrepreneurship

1.4.c <u>Institutional Advancement Update</u>

Vice Chancellor for Advancement Daniel Jenuwine and Director of Government and Community Relations Eunice Jeffries provided an update on strategy and institutional considerations for 2021-2022. Mike Krombeen, from Midwest Strategy Group, also provided an update on government and community relations goals.

Mr. Jenuwine provided an overview of advancement and how the Board is engaged. Advancement includes the three Rs:

- Relationships
- Resources
- Reputation

He and Mr. Krombeen also discussed the goals of government relations, in particular to the COVID-19 Response. Mr. Krombeen also addressed legislative tracking, which includes:

- Offense vs. Defense
- MCCA/Coalition Issues
- OCC Specific Interests

Ms. Jeffries discussed how OCC works at the federal, state, and local levels. She also provided next steps for the budget update, capital outlay, and local collaborations.

Mr. Jenuwine shared the community relations goals:
- Establish relationships with civic and community leaders
- Increase resources through voter support of millage and bond issues
- Demonstrate the value of the College to the community
- Constituents have and share their positive experiences of the College

Community relations includes working with key partners, noted Ms. Jeffries. Some of these partners are:
- Chambers of Commerce
- Civic Groups
- Community Events
- K-12 Engagement

She also outlined some next steps for community relations, which include campus visits, community events, and presentations.

Mr. Jenuwine concluded the presentation by listing opportunities for Board engagement:
- Event participation
- Community presentations
- Source of feedback
- Seeking opportunities

A discussion took place on how the Board can keep updated on current key talking points for the College. Chancellor Provenzano inquired if it would be helpful if the Board received bi-monthly update emails from the Advancement team regarding key topics. Vice Chancellor for Marketing & Communications Liz Schnell also noted the trustees should be receiving a weekly OCC newsletter on Mondays with relevant current topics.

1.4.d   Board Policies and Procedures (first reading)

Policy Committee Chair Bryant stated her committee has been working on new Board policies and amended and new bylaws. She asked Ms. Husband to review these items with the trustees.

Vice Chancellor for Legal Affairs Eileen Husband reviewed new Board policies and amended and new bylaws. The new policies and amended and new bylaws are intended to supersede all existing policies, procedures, and bylaws on the same subject matter.

Upon completion of Ms. Husband's presentation, Chair Jackson asked for a motion for the Board of Trustees to approve the first reading of the following new Board policies and amended and new bylaws, Freedom of Speech and Expression Policy, Freedom of Information Act Policy, Amended Trustee Vacancy Bylaw Article II Section 7, and new Bylaw Cancelling Board Meetings Article IV Section 4.1. Trustee Gibson so MOVED, and Trustee Bertolini seconded.

AYES: Anderson, Bertolini, Bryant, Gibson, Jackson

NAYS: None   Motion Carried

1.4.e   Board Self-Evaluation

Vice Chancellor for Legal Services Eileen Husband addressed the Board regarding the Board Self-Evaluation compilation, which was distributed during the meeting.

Chair Jackson encouraged the Board to review the results at their convenience for discussion at the October Board meeting.

A brief discussion took place regarding trustee attendance at meetings.

The Chair then asked for a motion to receive and file the self-evaluation report. Trustee Anderson so MOVED, and Trustee Gibson seconded.

AYES: Anderson, Bertolini, Bryant, Gibson, Jackson

NAYS: None   Motion Carried

4. ADJOURNMENT

There being no further business, Chair Jackson asked for a motion to adjourn. Trustee Anderson so MOVED, and Trustee Bertolini seconded.

AYES: Anderson, Bertolini, Bryant, Gibson, Jackson

NAYS: None   Motion Carried

The meeting adjourned at 2:50 p.m.

_____
Cherie A. Foster

_____
Date

_____
Pamela S. Jackson, Chair

_____
Susan Gibson, Secretary

Mission: OCC is committed to empowering our students to succeed and advancing our community.

INFORMATION

Board Agenda Item 6.1
October 19, 2021

SUMMER 2021
MONITORING REPORT

Table of Contents

Executive Summary

The Summer semester is a time in the academic cycle when students can maintain or accelerate their momentum toward achieving their academic goals. It is a time when college guest students can benefit from the value of transfer courses. It is also a time of year when thousands of new and returning students prepare for the Fall semester, with extensive support from services at OCC.

Summer 2021 showed stability across most performance metrics.

- The College exceeded its conversion rate goal again this year, with 36.2% of newly admitted students enrolling in the summer term.
- Overall headcount enrollment held steady, down only 1.4% from the prior year.
- Average enrolled credits increased for the fifth year in a row, from 5.36 in Summer 2017 to 6.10 in Summer 2021.
- Course success showed a decline to 74.5% as students navigated the stress and complexity of the ongoing pandemic. However, this rate still exceeds the typical success rates for the Fall and Winter semesters.
- Numerous supports are in place to promote continued enrollment and academic success for students. During the pandemic, these supports have been bolstered by additional funding for students and the innovative delivery of online services and resources. Heading into Fall 2021, these innovations remain while the College returns to more in-person instruction. A blend of in-person, hybrid, and online instruction helps to meet varied student learning preferences, schedules, and competing demands of work and life. OCC serves a diverse student population and by providing options of different course modalities, students can choose which course sections best fit into their complex lives and learning needs.

OCC has supported students and employees through a time of tremendous change, finding new ways to work, teach, and learn, while keeping students on track and focusing on the health and wellbeing of the College community.

Now, as summer turns into fall, OCC once again joined the community at Royal Oak's outdoor Arts, Beats, & Eats festival. This celebration of art, music, food, and community was especially meaningful this year and OCC was proud to support the event while sharing college opportunities and connections with all who attended.

As Oakland County charts the course through the remainder of the pandemic, OCC continues to evolve and remains committed to excellence in academic offerings, professional opportunities, lifelong learning, and economic prosperity for the county and region.

Mission, Values, Vision & Strategic Plan

Strategic Direction 1: Cultivate Operational Excellence and Sustainability
  1.1 Become a student-ready college, promoting agency, access, and success for all students
  1.2 Promote educational excellence, innovation, and support
  1.3 Engage in continuous improvement through organizational analysis to nimbly respond to external opportunities and threats

Strategic Direction 2: Build a People First Organization
  2.1 Create transparent data infrastructure that allows for high levels of accountability and engagement from all employees
  2.2 Promote a culture of communication, collaboration, respect, and civility

Strategic Direction 3: Advance Diversity, Equity, and Inclusion Policy and Practice
  3.1 Build an integrated diversity, equity, and inclusion infrastructure to support students, staff, and community

Board Ends and Strategic Objectives

According to Board of Trustee Policy 4.1, Oakland Community College's purpose is to provide affordable higher education services to the people of Oakland County and the regional community, which advance individual economic mobility, personal growth, and the local economy, at a cost commensurate with the value of services provided. The eight Board Ends and the updated Strategic Plan create an educational environment that fosters student learning and supports student success.
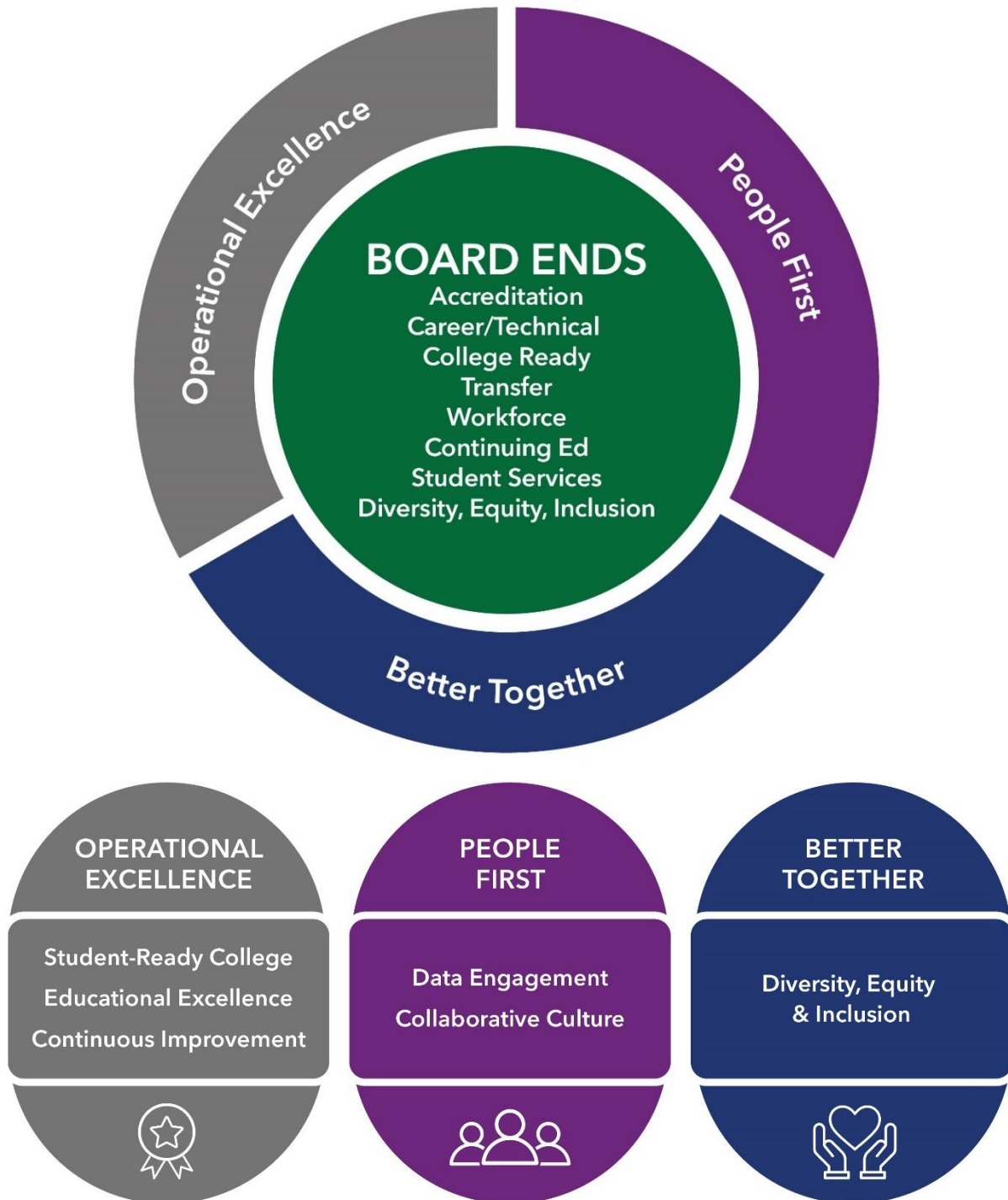
Key Performance Indicator (KPI) Tracking

In service of OCC's Board Ends and strategic objectives, and as core measures of continuous improvement, the College has established several Key Performance Indicators (KPIs) to track and evaluate throughout the year.

- Each indicator links to a report section with additional data, context, and interpretation.
- Targets for each indicator were determined based on the range of normal fluctuation, a forecast aligned with recent performance, the current context inside and outside OCC, and the College's actions for improvement.
- Enrollment projections specifically use statistical ARIMA methods that incorporate past enrollment, the number of high school graduates, the unemployment rate, and student applicant activity to predict future enrollment. However, projections are particularly challenging with current external factors such as public health and economic impacts during the pandemic that are difficult to incorporate into the statistical model.
- Input from faculty and staff helped inform targets. Ongoing research and analysis will continue to refine targets and support alignment with the College's strategic plan.

Summer Semester KPIs

Summer Semester Core KPIs	2018	2019	2020	2021	2020-21 % Change	2021 Target	Target to Actual
Conversion rate	31.2%	33.4%	48.5%	36.2%	-25.4%	33.0%	+3.2
Headcount enrollment	10,779	10,161	10,323	10,183	-1.4%	10,686	-503
Average enrolled credits	5.48	5.55	5.93	6.10	+2.9%	6.12	-0.02
Course success (C or higher)	76.2%	77.9%	78.7%*	74.5%	-5.3%	79.2%	-4.7

*Course success in Summer 2020 includes "Credit" grades for students who elected the Credit/No Credit option offered specifically due the impacts of COVID-19.

1.1: Become a student-ready college, promoting agency, access, and success for all students

This mission-critical strategic objective of the College involves meeting students where they are, empowering them through equitable systems and support structures, and providing services to help ensure their successful goal completion. Current strategic actions in this area include:

- Improvement of developmental education outcomes through access, placement, and corequisite models
- Expansion of online programs and courses
- Understanding and supporting the African American/Black Student Experience
- Building equity of student retention

Efforts to promote student success begin from when a student is first recruited and admitted to OCC, then continue throughout their pathway to goal completion.

Admissions Highlights

Admissions is now aligned under the leadership of Marketing and Communications Vice Chancellor, Liz Schnell.

Summer 2021 Recruitment Season by the Numbers

Expanded Virtual Offerings and e-Communication

20,000 registration reminder emails

11,000 inquiries

9,400 applications completed

2,163 automated outgoing texts

400+ retention calls to current students encouraging Fall 2021 registration

40 virtual recruitment events with capacity for 600 students, including Live Admissions and Final Registration Assistance via Zoom to support student onboarding

Return to Face-to-Face Events

500+ attendees interacted with OCC's admissions team at Milford Memories

15+ schools to hold face-to-face recruitment events, including Live Admissions where 100+ students apply and complete the onboarding process. These events typically generate 27% enrollment conversion compared to about 9% at college fairs.

Student Recruiter (SR) Program

The Student Recruiter program connects current students at OCC with prospective students and their families. Now in its fourth year, the program continues to be one of OCC's best recruitment tools, while also providing students with social connection, professional development, and scholarship support.

Admissions Staff Collaborations

Community {
- Detroit, Hazel Park & Pontiac Promise Zones
- Pontiac Career Pathway & Academy for Excellence
- West Oakland Parent Resource Network-Walled Lake/Novi
- Middle School Empowerment Experience

State {
- Futures for Frontliners
- Michigan Reconnect
- MACRAO Legislative Issues Committee

Adult Learners

1,603 Futures for Frontliners students enrolled in Fall 2021

1,130 Michigan Reconnect students enrolled in Fall 2021

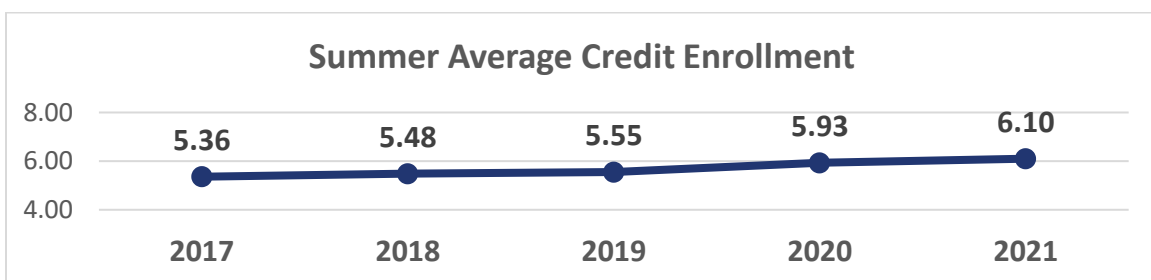**12** live, guided support sessions delivered via Zoom for participating Reconnect adult learners
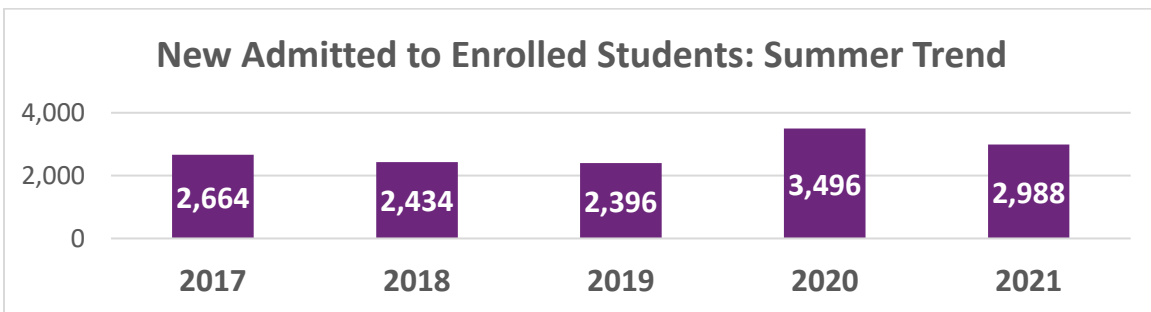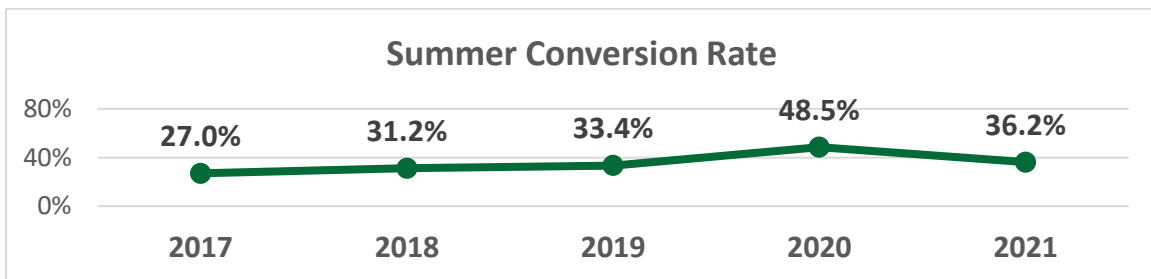
Further, OCC won a competitive grant through a partnership of the Michigan Department of Labor and Economic Opportunity (LEO) and the Michigan College Access Network (MCAN) to support the success of these student cohorts through credit for prior learning opportunities and coaching

Enrollment Data Trends


Recruitment → Admission → Onboarding → Enrollment

Several external and internal factors impact enrollment, including economic changes, public health, demographics, marketing and outreach, competition from other higher education institutions, admissions and onboarding, awareness and timely completion of the financial aid process, course scheduling and delivery, etc.

Summer Conversion Rate

Year	2017	2018	2019	2020	2021
Rate	27.0%	31.2%	33.4%	48.5%	36.2%

New Admitted to Enrolled Students: Summer Trend

Year	2017	2018	2019	2020	2021
Students	2,664	2,434	2,396	3,496	2,988

Summer Average Credit Enrollment

Year	2017	2018	2019	2020	2021
Credits	5.36	5.48	5.55	5.93	6.10

Data Source: Institutional Effectiveness, End of Session Data

[College guest student enrollment](#) allows students to enroll in OCC courses while attending another postsecondary institution. Particularly during the summer semester, college guest student enrollment is a popular option for students to complete degree requirements of their four-year institution while staying at home. Students can also enroll concurrently at both their four-year college/university and at OCC. They can take introductory courses and major pre-requisites and requirements in a smaller class setting, often with substantial cost savings while advancing their progress toward degree. Many choose to complete in-demand courses in English, Mathematics, Biology, Chemistry, Psychology, and more.

Summer Proportion of Guest Students

Year	Percentage
2017	7.6%
2018	8.4%
2019	9.5%
2020	9.5%
2021	7.5%
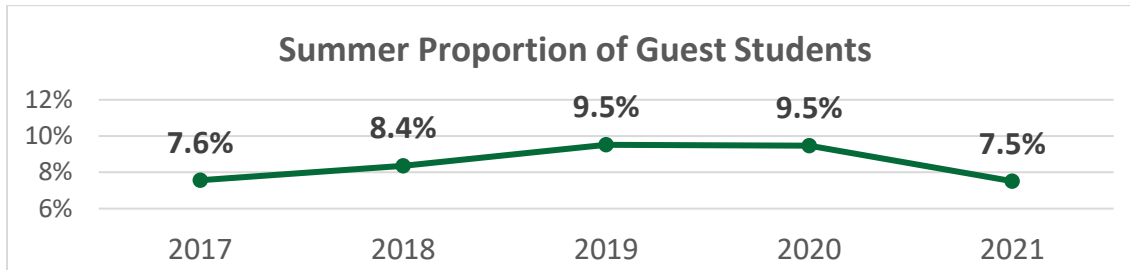
Data Source: Institutional Effectiveness End of Session Data

Summer 2021 Enrollment Insights

- Stable enrollment from 2020 to 2021
- MI Reconnect boost in students age 25 and over (+732 over 2020; 24% increase)
- More returning students (+590; 8% increase)
- Peer comparison difficult in summer; start dates and term structures vary widely

Category	Summer 2020	Summer 2021	# Change	% Change
Total Headcount	10,325	10,184	-141	-1%
Total Credits	60,940	61,814	+874	+1%
Average Credits	5.90	6.10	+0.2	+3%

Comparison as of day 170 of registration (8.24.21)
Source: Institutional Effectiveness Registration Dashboard

College Readiness

Throughout 2020-21, faculty, staff, and administration engaged in extensive collaborative planning to design corequisite course options in English and Math, supported by cross-functional teams through strategic planning. The corequisite support options will shorten the time to completion for students who otherwise would have placed into lower-level prerequisite developmental courses. Funding from OCC's Foundation will allow students to enroll in the corequisite courses for no additional cost. Through the significant efforts and dedication of faculty and staff across the college, these new corequisite courses launched in Fall 2021. Their impacts on student success and equity will be evaluated for continuous improvement.

English:

- In English, the new ENG 1510E course allows more students to enroll directly in college-level Composition I, by providing additional class time and enhanced support for their success. The discipline plans to offer dozens of sections of the new course in Fall 2021 and instructors will be trained on corequisite course delivery and pedagogy.

- The Guided Self-Placement (GSP) process has continued to evolve since its creation in Winter 2020. GSP allows students to make informed choices about what English course to take in order to maximize their success. The process was created in collaboration with faculty to address student placement when in-person exams were no longer possible due to COVID-19. So far, data show that GSP placement is comparable to the average success rate of other placement methods in terms of course completion.
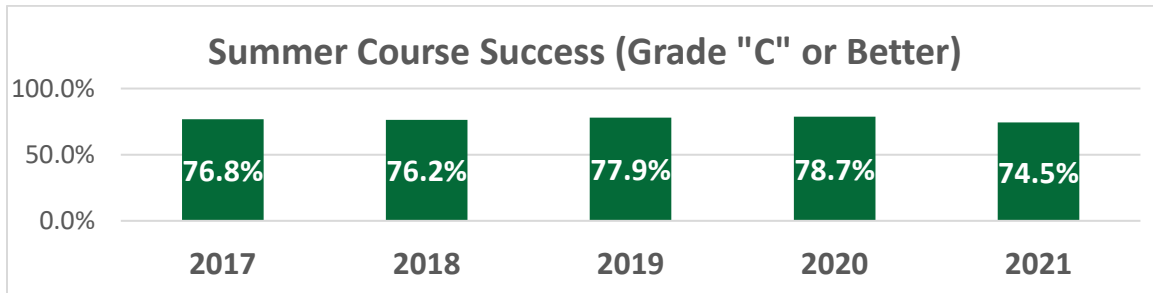
Math:

- Four new Math corequisite courses in Fall 2021 will allow students to begin at higher levels and accelerate developmental education progress with additional support, across both STEM and non-STEM math pathways.
  - STEM corequisite courses (cohort-based):
    MAT 1100E, MAT 1150E, MAT 1540E (+2 credits = 6 credits each
  - Non-STEM corequisite course (comingled):
    MAT 1125E (+1 credit = 5 credits)
  - Corequisite pilot courses place students a level higher than previously & increase access to college-level math within one year

Already, improvements to developmental education placement, practices, and curriculum have improved student outcomes in English and Math over the past several years. It is hoped that corequisite innovations can further advance student success and close equity gaps in student attainment of college-level coursework.

Course Success

The economic and public health aspects of the pandemic continue to affect student lives in complex ways, including an impact on course success. OCC has ongoing and expanded resources to support students to promote their success in a context of increased stress and financial strain.

Summary Course Success (Grade "C" or Better)

Year	Success Rate
2017	76.8%
2018	76.2%
2019	77.9%
2020	78.7%
2021	74.5%

Counseling:

- Counselors guide & support students, referring them to numerous resources to promote their wellbeing and success
- Goal to expand Early Alert utilization; support academic achievement & course completion
- Additionally, credit-based courses in Counseling provide sustained experiences for personal growth and development
  - 1-2 credits each, offered online and in-person throughout campuses
  - Orientation to College, Enhancing Self-Esteem, Career Planning, Personal Assertiveness

Academic Support Center (ASC):

- Counselors/Faculty can connect students to the Academic Support Center (ASC), with both virtual and in-person options to grow academic and personal skills
- In addition to numerous services for tutoring, supplemental instruction, seminars, and academic support, the ASC offers credit-based courses in College Success Skills, Textbook Learning Strategies, Lecture Learning Strategies, and Critical Thinking Strategies.

TUTORING

VIRTUAL & IN PERSON SEMINARS

INDEPENDENT STUDY SEMINARS

SUPPLEMENTAL INSTRUCTION

MATH & WRITING SUPPORT VIDEOS

ESL RESOURCES

Online Program Development

Ongoing faculty training and curriculum development continue to increase OCC Online program options for students. Ten total online programs are available in Fall 2021, helping to increase student access, provide flexibility for students juggling work and family responsibilities, meet diverse student learning preferences, compete with local colleges, and broaden market reach. An Online Taskforce worked diligently over the summer and prepared to serve students wishing for 100% online programs this Fall. This work included refining the OCC ChatBot, updating the application, refining admissions processes, etc. Nearly 50 students have already enrolled in the OCC Online degree and certificate programs, and 353 students have declared an online degree program as their major. Additional program development is underway.

Associate in Arts	Associate in General Studies	Associate in Science	Associate in Technological Sciences
Transfer Studies Certificate	Library Sciences & Tech Cert. of Achievement	Associate in Business Administration	Business Admin with Accounting Concentration
	Criminal Justice Generalist, Associate	Fire Fighter Technology	

Initial Fall 2021 Enrollment Data

- Focus on stability through pandemic; single digit drop in headcount and enrolled credits
- Other community colleges saw double-digit decline in 2020-21; room to innovate, recruit, and capture additional markets
- Need to boost average credits to encourage student momentum, progress, and completion

Category	Fall 2020	Fall 2021	# Change	% Change
Total Headcount	14,673	14,113	-560	-4%
Total Credits	125,146	115,570	-9,576	-8%
Average Credits	8.53	8.19	-0.34	-4%

Comparison as of day 81 of registration (9.30.21)
Source: Institutional Effectiveness Registration Dashboard

1.2: Promote educational excellence, innovation, and support

The continuous pursuit of educational excellence includes both the quality of academic content and the success of student learning. Numerous departments, faculty groups, and cross-functional committees at the College collaborate to continually advance curriculum, teaching practices, and student learning outcomes. Comprehensive student and academic support services provide students with resources, guidance, and growth throughout their College experience. Current strategic actions in this area include the assessment of student experiences and Student Life needs at OCC.
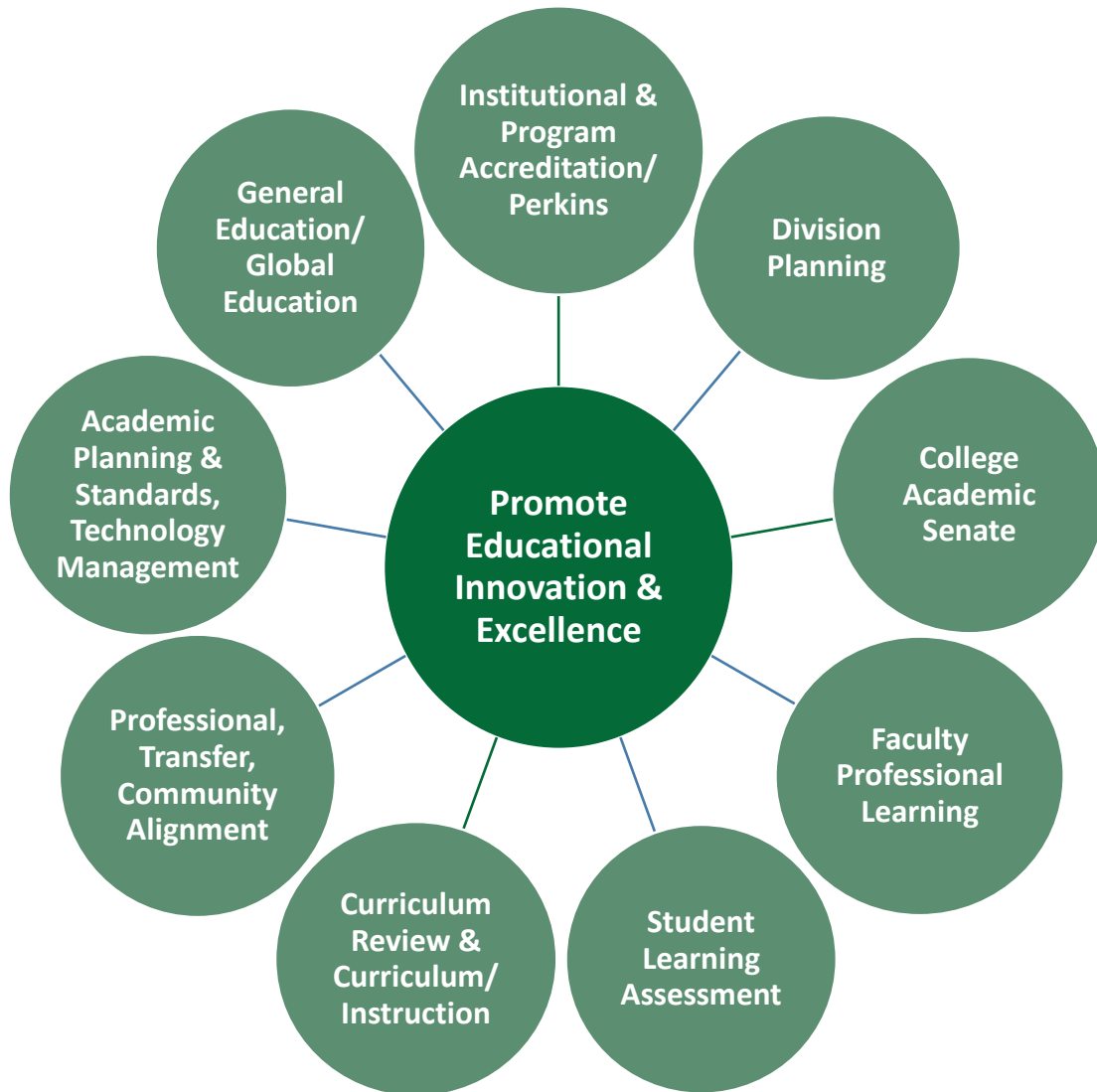
OCC Teaching and Learning Center (TLC)

TLC Mission:

Effective professional learning is coordinated through the Teaching and Learning Center, where faculty and staff innovate and improve through the study of best practices in pedagogy, discipline-specific content, and current academic research. The Teaching and Learning Center utilizes internal and external data to inform and promote teaching excellence.

The OCC Teaching and Learning Center (TLC) houses the new Academy for Teaching Excellence and existing Institute for Academic Technology and Instructional Innovation. The TLC has identified professional learning in the area of diversity, equity, inclusion, and justice as a central focus for its work in 2021 and beyond.

Academy for Teaching Excellence

Both full-time and adjunct faculty benefit from multiple opportunities for professional learning throughout the year, including interactive workshops led by their peers and external organizations. Workshops cover a wide range of topics and skills, including active learning, student engagement, inclusive teaching strategies, visual thinking strategies, trauma-informed instruction, and incorporating technology into teaching.

The work of the TLC is supported by the engagement of OCC faculty, including several leadership roles focused on global education, adjunct faculty engagement, student success and inclusive classroom strategies, teaching excellence, and technology innovation. The work of these faculty leaders will continue in 2021-2022, with a focus on continued outreach and workshop delivery.

Institute for Academic Technology and Instructional Innovation

The Institute for Academic Technology and Instructional Innovation, also known as ATG, has offered training workshops on an ongoing basis since its conception in 2004. In 2021, the Institute started coordinating its offerings with the Teaching and Learning Center. This transition provides optimal opportunities for faculty attendance and ensures that efforts are not duplicated across the professional learning sessions offered. Fifteen different academic technology themed workshops help faculty gain additional understanding and skills for their teaching and course delivery throughout the year. In addition to developing and facilitating workshops, the Academic Technology Group has participated in the Department Chairs Retreat, Adjunct Faculty Orientation, and monthly Town Hall meetings.

Curricular Development

New and innovative programming continues to provide opportunity and pathways to successful careers for prospective and current students.

A free five-week Pre-Apprenticeship program provides students with basic manufacturing skills such as shop math and blueprint reading, as well as an opportunity to earn OSHA 10 and MikeRowe WORKS Employability Skills certifications, job search training, and networking with area employers. The program is also a great transition into the College's Apprenticeship program, which offers students the opportunity to receive paid on-the-job training with one of OCC's partner employers while also taking specific courses at OCC necessary to complete the apprenticeship and earn an appropriate certificate or associate degree.

Through ServSafe Courses on restaurant food safety and sanitation techniques, OCC meets a community need that has increased greatly during the COVID-19 pandemic. OCC's Culinary Institute experts help prepare students to take the ServSafe Certification exam, offered in class and administered by the Educational Foundation of the National Restaurant Association. Upon successful course and exam completion, certified individuals will be qualified to train personnel in sanitation techniques, food borne illness, safety, personal hygiene, inspections, communicate with representatives of health departments, recognize sanitation deficiencies, and initiate improvements.

Starting in Fall 2021, OCC is launching a pre-engineering Associate of Applied Science (AAS) degree that enables students to earn almost half of the required credits needed to earn an engineering bachelor's degree when they transfer to a four-year institution. In addition to preparing for transfer to a four-year program, students who complete the Pre-Engineering AAS degree will also be qualified to work as an engineering technician in the electrical, mechanical, computer, or industrial industries.

Curriculum, Student Learning, and Evaluation

The Office of Curriculum, Student Learning, and Evaluation (CSLE) within Institutional Effectiveness works collaboratively with OCC faculty and staff to provide data and information that supports effective teaching, learning, and services for OCC students.

- **Expanded Degree Audit Summaries** of current and recent students help faculty reach out to students in an effort to increase persistence and completion. These processes use data to help faculty and program staff track and encourage student progress toward degree or transfer goal attainment. Their outreach and efforts can help students meet with counseling for guidance and complete their remaining requirements.
- **Curriculum Review** occurs on an ongoing, five-year cycle for every program, discipline, and general education outcome at OCC. Through an in-depth review of curriculum, initiatives, student outcomes, and goals, faculty and academic leadership track progress and develop actions plans for improvement.
- **Student Learning Assessment** efforts are supported by staff throughout the year. Additional workshops and an annual Assessment Day engage faculty in their understanding and implementation of effective assessment practices and their impact on improving student learning and success.
- **Student Services Evaluative Framework** includes a comprehensive, cyclical review of data and information related to student service departments at OCC. This three-year review cycle of each department guides continuous quality improvement and gives OCC staff data and information to guide decision-making and the development of improvement plans.

Myriad services provide essential guidance and support for students at every step of their college journey:

OCC Cares

OCC has made the Federal government's HEERF (Higher Education Emergency Relief Fund) grant available to all registered students in Fall 2021, with eligibility and award based on enrollment. In total, through 2021-22, OCC will give $14 million directly to students through this latest federal emergency relief funding program, continuing to make College more accessible and affordable while providing students with additional support during the pandemic.

The College launched the [Scholarship Universe](#) website to make applying for scholarships easier. The system matches students to their best scholarship opportunities and enables them to apply online to multiple scholarships through a personalized portal with customized alerts and automated reminders. For the second year, the [Summer Momentum Scholarship](#) and summer semester Foundation scholarship opportunities overall continue to support student credit attainment and academic progress. In Summer 2021, the Foundation awarded 218 scholarships totaling over $135,000. This second year of robust summer awards is part of OCC's strategy to help students complete their studies more quickly.

The Oakland Community College Foundation raised $240,910 through [The Garden Party](#) - the highest amount in the history of TGP. Proceeds from the event provide professional trade scholarships to young adults in need and ensure students attain professional skills, empowering them to achieve self-sufficiency. Over 450 students have benefitted since the first event in 2009, in their pursuit of programs such as Computer Information Systems; Engineering, Manufacturing & Industrial Technology programs; Nursing and other Health Sciences programs; Culinary Studies; and First-Responder programs and academies.

The College continues to participate in the Detroit Institute of Art's [Inside/Out](#) program, bringing reproductions of the museum's art collection to enrich OCC's [five campuses](#).

The [OCC Safe App](#) provides a campus alert device for emergency notifications, including emergency contacts, location sharing, support resources, reporting function to communicate with Public Safety, etc.

OCC's Mental Health Task Force launched the JED Foundation [Healthy Minds Study](#) for the second time in March 2021. Of nearly 1,300 respondents, 86% reported experiencing emotional/mental distress in the past month that distracted them from their academic performance. Overall, results showed that students had experienced financial hardship in the past and that the pandemic has exacerbated those struggles, including 34% with food insecurity. That said, overall students were satisfied with their experience at OCC and 90% were confident in finishing their degree despite the challenges they face. As a whole, the survey results pointed to a need for increasing student awareness about mental health resources and other supports for basic needs. The full report will be used by the task force to implement initiatives and actions in the year ahead.

Moving Beyond the Pandemic
Oakland Community College Counseling Department Presents
Mental Health & Wellness Virtual Seminars

Topics focus on re-entry anxiety, mindfulness, resources on campus, coping strategies and more

VIRTUAL SEMINARS EVERY WEDNESDAY
August 4 - September 8 • 12 - 1 pm

The Counseling Department offered seminars throughout the summer to support students and staff with the return to in-person work and school.

Topics included:
- Counseling at OCC: What We Do, How We Can Help
- Finding Financial Help and Other Resources for College
- Moving Beyond the Pandemic: Re-Entry Anxiety
- Cognitive Behavioral Strategies to Combat Pandemic Related Anxiety
- Mindfulness Meditation & Mindset
- Planning for the Future While Staying in the Present
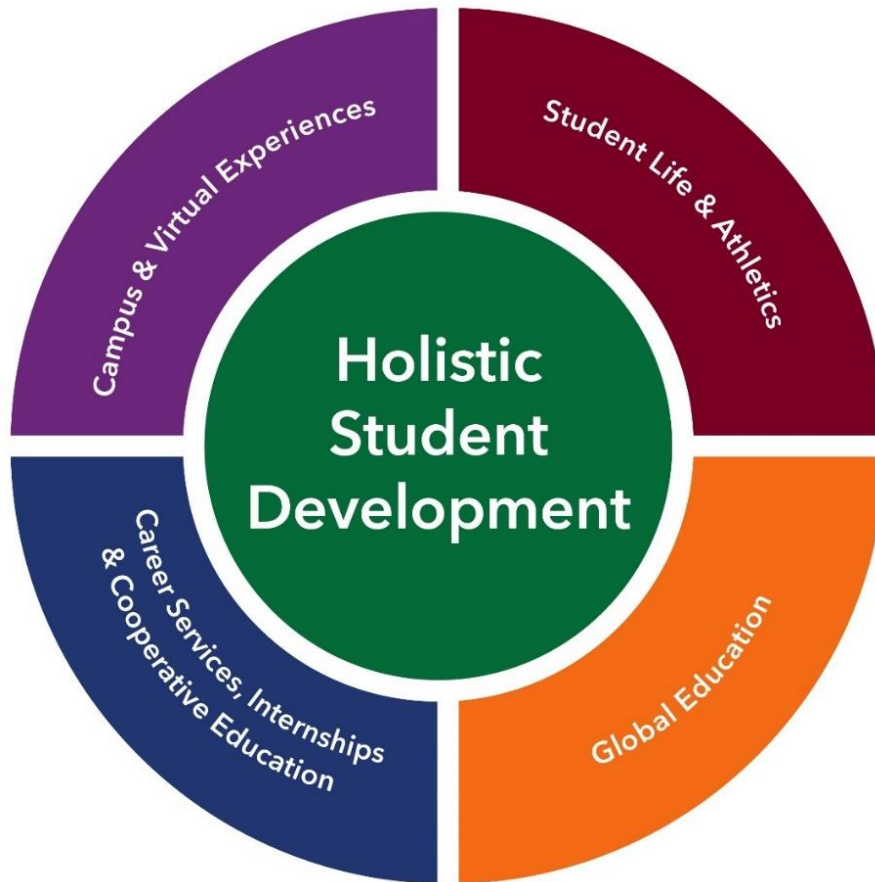
College learning and development happens both inside and outside the classroom. OCC offers opportunities for students to get involved that contribute to their intellectual, professional, social, and cultural growth. Extracurricular experiential learning activities enrich the college experience and support student success.

1.3: Engage in continuous improvement through organizational analysis to nimbly respond to external opportunities and threats

- OCC is developing actions and evaluative processes related to this strategic objective.
- Existing data structures and planned expansion of evaluative and analytical tools will support forecasting efforts and the analysis of external opportunities and threats
- National standards for organizational excellence can provide a structure for the College to utilize in its self-assessment and strategies for improvement

2.1: Create transparent data infrastructure that allows for high levels of accountability and engagement from all employees

OCC's Analytical Studies Department serves as a resource for the college community, by providing accurate and timely information to a variety of stakeholders. Data, research, and analysis can support college decision-making and policy development through a variety of analytic activities, reports, and projects. The department operates as a strategic partner across the college community, promoting a culture of evidence-based decision-making and institutional improvement through collaboration and engagement.

Data and Shared Goals

Shared institutional performance metrics and an ongoing use of data support continuous improvement while building transparency and trust. The rollout of data dashboards throughout the College (such as the Student Lifecycle Data Center) provide up to date information to help identify areas for improvement, set targets, and measure the success of actions and initiatives.

Data Dashboards

After a comprehensive development process, OCC has launched a dynamic, multi-faceted, interactive data dashboard with information about the academic progress of OCC's students, as well as general enrollment data. These tools provide institutional transparency while empowering the College and community to use both current and trend data to better understand and support OCC's diverse student population. Several specialized internal dashboards are in progress, to empower OCC's administration, faculty, and staff with deeper insights to help guide continuous improvement and institutional excellence.
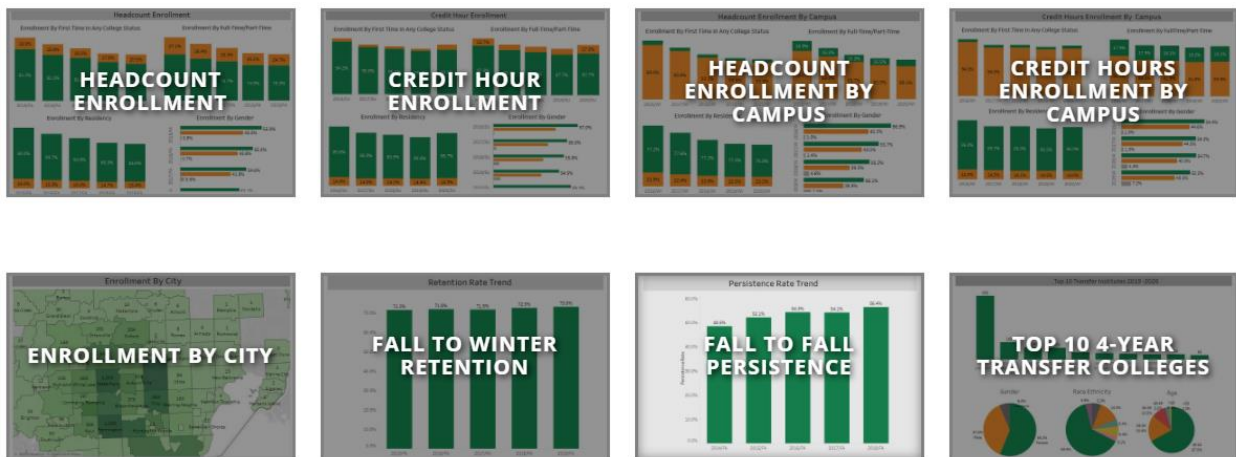
2.2: Promote a culture of communication, collaboration, respect, and civility

Communication and Collaboration

Through structures and processes of clear communication, individuals and departments across the College can collaborate to build efficiency and maximize impact. Growing a culture of collaboration brings the strength of multiple viewpoints and skillsets to institutional improvement, fostering an inclusive environment that values diverse voices and perspectives.

Current strategic actions for this objective include:
- Student Communication Governance
- Collaborative Decision-Making Model

3.1: Build an integrated diversity, equity, and inclusion infrastructure to support students, staff, and community

OCC is guided by its mission statement for diversity, equity, and inclusion:

> **The College will ensure that diversity, in all its forms, is respected and valued by fostering and promoting an environment of inclusiveness.**

- College and Campus Committees for Diversity, Equity, and Inclusion support initiatives, programming, policy, and practice
- As an organization matures, it can progress from an appreciation of diversity to a focus on inclusion and equity.
- A current strategic action for this objective is to deploy a DEI Climate Assessment tool, to evaluate the College across several areas, benchmark against peer institutions, and develop goals and strategies for improvement.

| DIVERSITY | Respecting and valuing the entire range of human and cultural differences |
| INCLUSION | Involvement, belonging, and empowerment of all - each perspective has worth and every voice matters |
| EQUITY | Policies, practices, and resources provide equitable access, participation, and outcomes for all |

"As a mission-based organization, we are steadfast in upholding our core values for all whom we are privileged to educate and employ – and to ensure we foster an environment that is inclusive and empathetic to the inherent differences that exist within our community." – Chancellor Peter Provenzano Jr.

In 2021, OCC began the development of a new DEI team led by OCC's first ever Vice Chancellor for Human Resources and Diversity, Equity and Inclusion, Andre Poplar, JD. In Summer 2021, that team expanded to include a Director of Diversity, Equity, Inclusion, and Justice, Kristina Marshall, JD, and an Administrative Assistant, Erica Bednarski. Their efforts can lead the College forward on sustained DEI work across the institution, further establishing a culture, climate, and system in which all are valued and can succeed.

In May, the College recognized Asian Pacific American Heritage Month and the Auburn Hills Committee for Diversity, Equity and Inclusion shared resources and programming so employees could explore, embrace, and celebrate the heritage, history and contributions of Asian Pacific Americans.
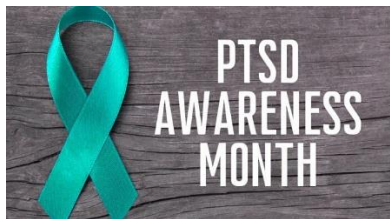
In June, OCC recognized Posttraumatic Stress Disorder (PTSD) Awareness Month by building awareness and sharing resources to support those affected by PTSD. At the invitation of OCC Veteran & Military Services, programming included a virtual event with U.S. Senator Gary Peters, a former Navy Reserve Officer and Combat Warfare Specialist, who talked with OCC veterans, students and employees about national policy and the impact of PTSD, trauma and stress in academics and everyday life.

Also in June, OCC celebrated Pride Month, in acknowledgement and support of the LGBTQIA+ community. OCC's Spectrum Club offers a supportive, welcoming, inclusive environment for LGBTQIA+ students and allies.

Expressing someone's chosen name and pronouns is one way our college community can help support transgender and nonbinary students and educators. It shows respect for a person's identity and creates a more inclusive environment for all. The College has been proactive in recognizing students, employees and others we interact with may use a chosen name other than their legal first name to identify themselves.

Active student organizations such as the Black Student Union, International Student Club (ISC), and other groups provide opportunities to connect, learn, and grow in DEI understanding and action.

Conclusion

The Summer semester is an important time for students to maintain or accelerate progress toward their academic goals. The pandemic, for all its challenges, has spurred innovation and growth at OCC, leading to expanded methods for learning and support. An ongoing data infrastructure allows the College to continually evaluate the efficacy of its efforts for continuous improvement, in service of its mission to empower students and advance the community.

Acknowledgements

Many thanks to the collaboration of numerous faculty, staff, and administrators from across OCC that contributed their insights, writing, review, and revision to this report, from its earliest stages through to the final draft. Their ongoing work and efforts help the students represented by these numbers to achieve success at OCC.

Glossary

CTE: Career and Technical Education programs provide students with core academic skills, employability skills, and technical, job-specific skills across a wide range of careers. They meet employer needs for a skilled workforce in sectors ranging from manufacturing to IT to healthcare, hospitality, and public services.

Conversion Rate: The number/percentage of admitted students that register and stay enrolled in the semester past the drop/add deadline.

Diversity: The entire range of human and cultural differences that includes, but is not limited to, race, ethnicity, gender, gender identity and expression, sexual orientation, age, socioeconomic status, veteran status, physical and cognitive ability or attributes, religious affiliation, national origin, citizenship, and political beliefs.

End of Session: Data and information based on the number of students enrolled in an entire semester and reported after a semester has ended, including late start and condensed format classes.

Enrolled: In OCC's definition within this report, an "enrolled" student registers for a course or multiple courses, then stays enrolled past the drop/add deadline, which includes submitting payment for that course.

Equity in education is when educational policies, practices, interactions, & resources are representative of, constructed by, and responsive to all people so that each individual has access to, meaningfully participates in, and has positive outcomes from high-quality learning experiences, regardless of individual characteristics and group memberships. (Fraser, 2008; Great Lakes Equity Center, 2012)

FAFSA: The Free Application for Federal Student Aid is the federal form that prospective and current students need to complete to determine their eligibility for financial aid.

FTIAC: First Time in Any College students are those with no record of prior college attendance.

Headcount: This is an unduplicated count of students, in which each student is counted once, even if enrolled in multiple courses or at more than one campus.

Inclusion: Involvement and empowerment where the inherent worth and dignity of all people is recognized. An inclusive college promotes and sustains a sense of belonging for all; it values and respects the talents, beliefs, backgrounds, and ways of living of its community members. Everyone's unique perspectives and concerns are heard and their voices truly matter.

Onboarding: The process for new students to join OCC, learn about its programs and processes, and prepare for academic success from the start. It includes admission, orientation, financial aid and placement testing as applicable, counseling, enrollment, purchasing books, etc.

Pell: The Pell Grant is the federal financial aid offered to students with the highest level of financial need. Pell eligibility can show the economic diversity among a college population and help inform support services and processes.

Persistence: In OCC's definition within this report, persistence includes students enrolled in a fall semester that also enroll in the following fall semester, minus those that successfully complete a credential or transfer to a four-year institution.

Registered: In OCC's definition within this report, a "registered" student has some registration activity of adding/dropping courses to their schedule for that semester.

Retention: In OCC's definition within this report, retention includes students enrolled in a fall semester that also enroll in the following winter semester, minus those that successfully complete a credential or transfer to a four-year institution.

OAKLAND COMMUNITY COLLEGE®
Excellence *Empowered.*®

BOARD OF TRUSTEES 2022 REGULAR MEETING
AND CONFERENCE SCHEDULE

PROBLEM/NEEDS STATEMENT

As a public body, Oakland Community College is required to publicly post at its principal office a listing stating the dates, times, and places of all of its regular meetings.

WHY THIS ACTION IS BEING RECOMMENDED

In order to comply with the Michigan's Open Meetings Act, the Board of Trustees is being asked to approve the January to December 2022 Regular Meeting and Conference Schedule dates as attached.

MOTION

Move the Board of Trustees approve the January to December 2022 Board of Trustees Regular Meeting and Conference Schedule attached hereto.

BOARD OF TRUSTEES
2022 Regular Meeting and Conference Schedule*

January 11, 2022**	AH Campus G240	6:30 p.m.	Regular Meeting
February 15, 2022	AH Campus G240	6:30 p.m.	Regular Meeting
March 24-25, 2022	**Montcalm C.C. Sidney**	**6:00 p.m. to to 3:00 p.m. next day**	**MCCA Board of Directors Spring Meeting**
April 12-14, 2022	**Virtual Event**	**AGB's National Conference on Trusteeship**	
April 23, 2022**	AH Campus G240	9:00 a.m. to Noon	Board Retreat
May 17, 2022	AH Campus G240	6:30 p.m.	Regular Meeting
June 21, 2022	AH Campus G240	6:30 p.m.	Regular Meeting
July 27-29, 2022	**Traverse City**	**MCCA Summer Conference**	
September 24, 2022**	AH Campus G240	TBD	Board Retreat
Sept. 29-30, 2022	**Kirtland C.C. Grayling**	**6:00 p.m. to 3:00 p.m. next day**	**MCCA Board of Directors Autumn Meeting**
October 18, 2022	TBD	6:30 p.m.	Regular Meeting
October 26-29, 2022	**New York, NY**	**ACCT Leadership Congress**	
November 15, 2022	TBD	6:30 p.m.	Regular Meeting

*The Board has the right to call additional meetings as needed.

**Meeting dates other than the third Tuesday of the month.

10/07/21

ACTION

PROPOSED NEW BOARD
POLICIES, AMEMDED AND NEW BYLAWS
(Second Reading)

PROBLEM/NEEDS STATEMENT

The following new Board Policies and amended and new Bylaws (collectively "proposed policies and bylaws") were proposed for first reading by the Board Policy Committee at the Board of Trustees' September 18, 2021 Special Meeting/Retreat.

- Freedom of Speech and Expression Policy
- Freedom of Information Act Policy
- Amended Trustee Vacancy Bylaw Article II Section 7
- New Bylaw Cancelling Board Meetings Article IV Section 4.i.

During the meeting, the Board received input regarding the above and passed a motion accepting the first reading and scheduling a second reading for the October 2021 Board Meeting.

Between the first reading and the second reading, the public and additional College stakeholders may provide input to the CEO, which may result in revisions or substantive changes to the proposed policies and bylaws. The purpose of the second reading is to provide final public comment followed by Board action. (Board Policy 1.4 Policy Creation and Review) The CEO and Board Policy Committee have not had an opportunity to meet and consider input received at the first reading and additional input from interested stakeholders. Therefore, it is proposed that the second reading be postponed to the November 2021 Board meeting to allow the CEO and Policy Committee time to meet and consider input regarding the proposed policies and bylaws.

MOTION

Move the Board of Trustees postpone the second reading of the following proposed new Board Policies and amended and new Bylaws to the November 2021 Board meeting.

- Freedom of Speech and Expression Policy
- Freedom of Information Act Policy
- Amended Trustee Vacancy Bylaw Article II Section 7
- New Bylaw Cancelling Board Meetings Article IV Section 4.i.

	Board Policy
OAKLAND COMMUNITY COLLEGE ®	
	Policy Type: Board
	Policy Title: Freedom of Speech and Expression
	Office Responsible: Human Resources
	Related Policies: Guidelines on Expressive Activity and Commercial Solicitation

Policy Statement

Oakland Community College is committed to the principles of free speech, and free expression embodied in the 1st Amendment to the Constitution of the United States. These freedoms are central to the College's academic mission and essential to a robust marketplace for the exchange of ideas and the pursuit of knowledge. As such, the College is committed to free and open inquiry, deliberation and debate in all matters. This includes the freedom to speak, listen, write, watch, express oneself artistically, challenge, learn, and otherwise participate in all forms of communication.

The College is an open forum where diverse opinions can be expressed and heard. Differing and competing views may cause discomfort or even offend members of the College community. The belief that an opinion is false, immoral, ill-conceived or even detestable by most members of the College community cannot be grounds for suppression. As such, the College does not impose restraints on speech for these reasons, including the speech of outside speakers.

The College fosters the ability of its community members to engage in open and vigorous deliberation and debate in an effective and responsible manner. The College prohibits speech and expression that violates the law, falsely defames a specific individual, constitutes a genuine threat, violates the College's harassment policies or unjustifiably invades substantial privacy or confidentiality interests. To the extent other policies or rules regulate conduct that may include speech and expression, they are not superseded by this policy. The College may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the institution. These exceptions and regulations are to be narrowly applied and shall not be used in a manner that is inconsistent with the College's commitment to freedom of speech and expression.

Although members of the College community are free to criticize and contest the views of others they may not obstruct or otherwise interfere with the freedom of others to express their views. Consequently, the College will not only promote the vigorous exchange of ideas and viewpoints, but also protect that freedom when others attempt to restrict it.

This policy applies equally to all individuals, groups, and viewpoints and encourages an atmosphere of positive engagement and mutual respect.

The CEO shall implement guidelines for freedom of speech and expressive activity consistent with the above and the First Amendment to the Constitution.

Change Log

XX-XX-2021   Adopted (Reference - Portions adapted from Georgetown University Speech and Expression General Policy)

Research

Free Speech Policy

Free Speech Policy
- NACUA Sample Speech and Expression Policy, November 2019
- Sample checklist provided by Kristine Zayko, Therese Leone, and James Ward as part of the materials for the NACUA November 2019 CLE Workshop session titled "Free Speech on Campus in a Hyper-Partisan Era: What Could Possibly Go Wrong?"
- Free Speech Center University of California
- UC Irvine Rights of Free Speech and Academic Freedom - https://freespeech.uci.edu/free-speech-faqs/
- University of Chicago – Report of the Committee on Freedom of Expression
- Grand Valley State University Grounds and Facility Use Policy
- Macomb Community College Expressive Use Policy
- University of Michigan Ann Arbor Freedom of Speech and Artistic Endeavors Policy
- Washtenaw Community College Expressive Conduct Policy
- Oakland University Free Speech Policy
- Georgetown University Speech and Expression General Policy
- Western Michigan Common Area Use Policy
- Ferris State University Free Speech Policy
- Michigan State University Outside Speakers Policy
- Eastern Michigan Bd of Regents Policy
- FIRE
- ACLU "Speech on Campus"
- ACE American Council on Education

	Board Policy
OAKLAND COMMUNITY COLLEGE®	
	Policy Type: Board
	Policy Title: Freedom of Information Act (FOIA)
	Office Responsible: Legal Affairs
	Related Policies: FOIA Administrative Policy and Guidelines; OCC Public FOIA Summary

Policy Statement

In 1976, the Michigan Legislature enacted the Michigan Freedom of Information Act, Act 442 of 1976 (FOIA), to allow persons (except those persons incarcerated in state or local correctional facilities) to have information regarding the operations or activities of government. The Oakland Community College (OCC) Board of Trustees affirms the State of Michigan's commitment to transparency pertaining to the inspection or receipt of non-exempt public records under Michigan's FOIA statute. The CEO shall be responsible for the College's compliance with the Michigan FOIA statute and shall develop, implement, and publish FOIA Procedures and Guidelines and a Public Summary which are hereby adopted by the Board as they may be amended from time to time and which are incorporated into this policy. The CEO shall also designate a FOIA Coordinator as required by the Michigan FOIA statute. The College's FOIA Procedures and Guidelines, Public Summary and other information is available on the FOIA webpage. All FOIA requests should be sent to the FOIA Coordinator at foia@oaklandcc.edu.

Change Log
XX-XX-2021   Adopted

Freedom of Information Act Policy

<u>FOIA Policy</u>
- Michigan Freedom of Information Act, Act 442 of 1976; MCL 15.231, et. seq.
- Bleau v Alpena Community College, 953 N.W.2d 405 (2021)
- Anklam v Delta College Board of Trustees, No. 341229, Saginaw Circuit Court LC 16-028824-CZ (2018), unpublished

Section 4. Bylaws Unique to Regular and Special Meetings.

…

i. Cancelling Regular Board Meetings – Any regular meeting of the Board may be cancelled at any time by the Board Chair in consultation with the Board Secretary and the CEO unless the agenda for the regular meeting includes an action item that cannot be effectively addressed at the next regularly scheduled Board meeting or the purpose for the cancellation is to block a Trustee from participating in a discussion and or vote on Board business, or for any purpose prohibited by the Michigan Open Meetings Act.

Notice of cancellation shall be provided to Trustees at least 24 hours prior to the regularly scheduled meeting whenever possible. This notice may be given by written electronic means, phone text message, or documented phone call.

Public notice of cancellation shall be posted in the same places as the notice for the regularly scheduled meeting as soon as possible after the decision to cancel has been made.

Board Bylaw Cancelling Regular Board Meetings

Research

Board policies for setting meeting calendar – Board Planning Cycle 1.12

Michigan Open Meetings Act

Attorney General's Handbook on Open Meetings Act

Board bylaw for scheduling Special Meetings by the Chair 5.b.

BYLAW – SUGGESTED REVISION

Article II. Trustees

7. Vacancy

a. Occurrences and Effective Date of Vacancy -The office of a member of the Board of Trustees shall become vacant immediately without declaration of any officer or any acceptance of the Board of Trustees or its members, upon the death of the incumbent, or their being adjudicated insane or being found to be mentally incompetent by the proper court; their resignation; their removal from office; their conviction of a felony; their election or appointment being declared void by a competent tribunal; their refusal or neglect to file their acceptance of office, or their refusal or neglect to take and subscribe to the constitutional oath of office and deposit the same in the manner and within the time prescribed by law; their ceasing to possess the legal qualifications for holding office including their residence qualification. Resignations shall be in writing and delivered electronically, via U.S. mail, or in person to the Board Chair. Resignations shall be effective immediately upon delivery and may not be withdrawn.

b. Filling Vacancies – Whenever a vacancy occurs, the remaining members of the Board, by majority vote, shall fill the vacancy with a qualified elector of the Community College District within thirty (30) days of the occurrence of a vacancy or other time frame as prescribed by law. The vacated or incumbent Trustee shall not be entitled to vote under any circumstances.

c. Announcing/Posting the Vacancy and Requesting Applications - The Board as a whole shall immediately begin the process of announcing/posting the vacancy via the media, the College's website, letters, and other modes of communication and ask interested persons to submit an application to the Board Chair. The Board will determine criteria for the position which shall be included in the announcements and postings. The announcements and postings shall provide links to the application with direction on how to submit the application and the deadline for submitting applications. All announcements and application forms shall comply with the Americans With Disabilities Act and the Michigan Persons With Disabilities Act.

d. The Selection Process - The process for selecting the appointee shall be conducted at properly noticed public Board Meetings at which a quorum is present and held in accordance with the Michigan Open Meetings Act as follows:

   i. The Board shall interview all candidates who submit a timely application and meet the statutory eligibility requirements to hold the office. Reasonable accommodations will be provided for those with legally protected disabilities.

   ii. The Board shall use agreed upon criteria for determining the successful candidate and use the criteria for formulating interview questions, evaluating responses, noting comments, and facilitating discussion of the candidates. A non-exhaustive list of criteria is attached as a guide per Exhibit A.

   iii.   Following the interviews, Trustees individually list all the candidates who are acceptable and meet the qualification criteria. Each Trustee publicly announces their list which is recorded in the Board meeting minutes.

   iv.   The Board Chair and Board Secretary review the lists and tabulate which candidates appear on all the lists or those that at least appear the most, narrowing the results to the top three candidates if at all possible. In the event there is a tie for the third spot, all candidates tied for the third spot will move forward.

   v. The Board Chair announces the top candidates and facilitates discussion of the candidates by the Trustees.

   vi.   Following discussion, each Trustee lists a first and second choice for the appointment. Each Trustee publicly announces their list which is recorded in the Board meeting minutes

vii. Following discussion, the Board Chair and Board Secretary tally the results, giving two (2) points for each first choice and one (1) point for each second choice.

viii. The Board Chair announces the results of the tally which are recorded in the Board meeting minutes. In the event the top two candidates receive the same amount of points, the Board will repeat steps v, vi, vii, and viii until the tie is broken.

ix.   The Board Chair recommends for appointment the candidate with the most points and seeks a motion for appointment of the candidate. On appropriate motion the Trustees vote by roll call vote. The individual Trustee's votes are recorded in the Board meeting minutes. The successful candidate must receive a majority vote of all members of the Board of Trustees.

e. Within five (5) days after the appointment to fill a vacancy, the Board Secretary shall provide written notice of the appointment to the County Clerk. Notice shall include the name, address, and office of the person who vacated and the name of the person filling the vacancy.

f.   Effective Date of Appointment -The appointed Trustee begins serving as a Trustee immediately after being appointed by the Board.

g.   Nature of Appointment - The appointed Trustee shall fill the general board member seat created by the vacancy but not any office held by the vacating Trustee. Vacant officer positions are filled under Bylaw Article III Section. 5 Vacancies of Officers.

h. Term of Appointment - The appointed Trustee shall hold the general office of Trustee until the next regular Community College District election held for the election of members to the Board of Trustees at which time the electors of the Community College District shall fill the office for the unexpired portion of the term or for a period of time as otherwise specified by law.

Exhibit A
Example Trustee Vacancy Criteria

1. **Student Advocate.** The candidate demonstrates a belief and true commitment to putting students first, the successful future of all students in the College, and a proven history of advocacy on their behalf.
Comments:
2. **Commitment to Public Community College Education**. The candidate demonstrates a passion for public community college education, providing a quality education, and is not driven by their own personal agenda or political aspirations.
Comments:
3. **Leadership**. The candidate demonstrates a passion for moving the College forward, is an innovative collaborative problem solver who is effective in building consensus, is not adverse to change and reform, and committed to transparency in decision making.
Comments:
4. **Board Policy Governance Model**. The candidate demonstrates an awareness of the Board's policy governance model and the ability to rely on data and facts in decision making.
Comments:
5. **Commitment to DEIJ**. The candidate demonstrates a commitment to the values of diversity, equity, inclusion and social justice as it relates to the college community including without limitation students and employees.
Comments:
6. **Fiduciary Oversight Role**. The candidate demonstrates an understanding of the fiduciary oversight role of a Trustee with the responsibility of determining College priorities through ENDS policies and dedicating resources to priorities while maintaining a balanced budget.
Comments:

7. **Higher Education Issues**. The candidate demonstrates an awareness of current issues in higher education that affect community colleges and OCC in particular.
Comments:
8. **Time Commitment**. The candidate demonstrates an understanding and commitment to regular attendance of Board meetings, committee work, professional development, and being well informed of issues coming before the Board.
Comments:
9. **Integrity**. The candidate has a demonstrated reputation for honesty, integrity and trustworthiness and adheres to a high ethical standard.
Comments:
10. **Community Engagement**. The candidate demonstrates an understanding of the importance of engaging the community.
Comments:

Existing Board Vacancy Bylaw

Article II. Trustees

Section 7. Vacancy. Whenever a vacancy occurs on the Board, the remaining members of the Board, by majority vote, shall fill the vacancy with a qualified elector of the College District within sixty (60) days as prescribed by law. The Trustee so appointed shall hold office until the next regular Community College election.

Within five (5) days after the appointment to fill a vacancy, the Board Secretary shall provide written notice of the appointment to the County Clerk. Notice shall include the name, address, and office of the person who vacated and the name of the person filling the vacancy.

<u>Filling Board Vacancy Board Bylaw 7 Research</u>

Macomb Community College

Montcalm

Saint Clair

Southwestern

Mott

Bay

Washtenaw

Michigan Association of School Boards

Michigan Community College Act

Michigan Elections laws

INFORMATION

2020-2021 ANNUAL AUDIT

PROBLEM/NEEDS STATEMENT

The firm of Plante and Moran, PLLC will review the Fiscal Year 2021 Annual Comprehensive Financial Report with the Board of Trustees at the October 19, 2021 regular Board meeting.

WHY THE ACTION WAS TAKEN

To inform the Board of Trustees of the financial status of the College and to conform to the policies of the Board of Trustees and the State of Michigan.