

## Instruction Framework 2023-2024

As the Office of Instruction navigates through the evolving realities of the post-pandemic educational environment and the future of work, we remain committed to practicing emotional intelligence, demonstrating empathy, and developing proactive, responsive strategies that benefit our students, faculty, staff, and the community. We will continue to follow and adapt the Guiding Principles for Instruction at COC for the 2023-2024 Academic Year that include:

- The physical, emotional, mental, and spiritual health, well-being, and safety of our students, employees and members of the community;
- A sustained commitment to promoting equitable access, support, and success opportunities through DEIAA for students, implementing culturally responsive as well as trauma-informed pedagogies and andragogies in accordance with the institutional goals of Access, Engagement, and Success; and
- A commitment to innovative and responsive academic strategies to address the issues of our time and the evolution of technologies across the instructional landscape (such as generative artificial intelligence) in order to capitalize upon the opportunities for our institution and the community.

The goals below build upon our 2022-2023 efforts with a focus on the following areas:

### 1. Learning and Teaching

- a. Create engaging instructional experiences that effectively integrate emerging technologies, digital connections, and focused learning experiences;
- b. Commit to creating inclusive, human-centered, and integrative learning spaces to meet diverse student needs by expanding student engagement opportunities such as pre-apprenticeships, apprenticeships, project-based learning, internships; and
- c. Support faculty's development of culturally responsive and trauma informed pedagogical and andragogical research supported practices in learning and teaching.

### 2. Norms of New Expectations

- a. Utilize disaggregated data to analyze outcomes through critical

- reflection, contextualization, and meaning-making of the data in order to identify strategies to mitigate or close equity gaps;
- b. Create an understanding of new and evolving post-pandemic expectations and opportunities for institutional excellence;
  - c. Emphasize the importance of holistic student support services and embed such resources into learning experiences both inside and outside of the classroom;
  - d. Champion equitable syllabus practices for clarity and empathy with continuing trauma recovery;
  - e. Increase comprehensive assessment models that diversify methods to more authentically assess student mastery of outcomes; and
  - f. Model a culture of human-centric guidance towards a path forward for all student groups.

### 3. Institutional Wellness

- a. Appreciate personal wellness and foster a supportive and nurturing work environment that promotes positivity, resilience, and agile mindset; and
- b. Maintain fiscal wellness through the development of a deeper understanding by all stakeholders of the realities of internal and external constraints, and foster a commitment to sustainable fiscal health beyond relief and recovery.