



**INSTRUCTIONAL PLANNING
COUNCIL
MEETING MINUTES OF
October 15, 2021
9:30 am – 11:30am, Zoom**

Members Present: Jessica Kaven, Lisa Palmer, Allison Hughes, Tammy Robinson, Joan Murphy, Jill Sumstad, Diana Tedone-Goldstone, Alison Field, Katie Perkins, James Carranza, Rian Morrison, Susan Mahoney, Alex Claxton

Members Absent: Karen Engel

Guests: none

1) Adoption and Approval of Agenda

Motion – To adopt agenda: M/S: Joan Murphy, Jill Sumstad

Discussion – none

Abstentions – none

Approval – approved unanimously

2) Approval of Minutes

Motion – To approve minutes of October 1, 2021: M/S: Lisa Palmer, Allison Hughes

Discussion – none

Abstentions – Alex Claxton (not present for 10/1 meeting)

Approval – approved

3) Equity & Antiracism Leadership Group Update

Alison Field presented on behalf of this informational item. Alison shared that she is new to IPC and new to her faculty coordinator role as co-chair of ACES, and in thinking about how best to share appropriate information with the group, she was reviewing her role and the role of IPC. Alison made note of two things that she thought were relevant to share with the committee. First, Alison discussed IPC's advisory role in discussing and identifying innovative instructional methods and opportunities to enhance teaching and learning and considering how the work in equity and anti-racism leadership might be connected in the future with conversations and efforts connected to professional development. Secondly, Alison shared that she considered her job description as faculty coordinator that states "serve in a campus leadership capacity on matters pertaining to online education" and "serves as a member of IPC." This is the framework that Alison used to approach this discussion and shared that she is interested in questions, considerations, or comments the committee may have regarding her role, and the work that will be done both in ACES and

as part of the effort to merge anti-racism and equity work.

Regarding the Equity & Antiracism Leadership Group update, Alison shared that this was a recommendation from last year that is being addressed. Members from the Anti-Racism Task Force and ACES come together in a smaller work group to establish recommendations to the campus for a future leadership group that merges equity and anti-racism. Currently the group is working on trying to operationalize ideas and vision and consider the group's plan. Some things that have come up that are relevant to instruction include curriculum development, specifically developing culturally relevant curriculum, support for our Ethnic Studies Program, explicitly addressing anti-racism within professional learning, and looking at policies and procedures in the classroom and in the work of instructional faculty. Alison shared that in brainstorming, some ideas that have arisen include addressing inequalities in syllabi or in grading policies, for example. Alison shared that the group is in the early stages or working together to define what this group might do and how to include the necessary parties. Alison added that the group will be meeting later in the day, and if the committee had any feedback, comments, or perspective, she can share that with the leadership group.

Alex Claxton and Tammy Robinson agreed with Alison's update. Tammy added that if IPC members feel there is something the leadership group should be covering and is not, to please share that. Jessica Kaven thanked Alison for bringing an update and shared that she hopes IPC can continue having discussions regarding how IPC can support the efforts of the leadership group. Jessica added that the ACES position, and its collaboration with the anti-racist work on campus has been a really important lens not only for IPC as a body, and not only for program review but in all conversations and she hopes this collaboration will continue. Jessica highlighted the importance of the ACES role as a crucial member of IPC.

4) Flex Day Workshop Update

Alison Field presented on behalf of this item. Alison shared that 11 faculty members participated in the CORA course for racial equity and now the faculty are working to share and amplify what they learned and the opportunities that came from the experience. Alison shared that the group did host a FLEX day workshop and it went very well. 34-36 attendees were present and since, Alison has been working on ideas for follow up. Participants were sent surveys and thus far, significant input is being received. According to this feedback, there is an emphasis on wanting to focus on the specific work that needs to be done, for example, more hands on workshops are requested. Additionally, attendees want practical tools that are efficient to use. Alison asked the group for comments, considerations, and questions.

Joan Murphy shared that she was really excited because she felt that a large part of equity and anti-racism work has to do with the campus curriculum. Joan highlighted a posting she recently saw for a curriculum developer at the district level, and was happy to see faculty receiving some support to continue integrating equity and anti-racism within curriculum. Lisa Palmer shared that the CORA presentation was the most effective faculty professional

development activity that she has participated in, in large part due to the fact that it was hands on and practical. Lisa appreciated that the presentation stressed what can be done right now to make classes more equitable by highlighting research regarding approaches that can be changed if even slightly to make a positive impact. Lisa applauded Alison for the work she did to make the presentation run smoothly and effectively. Alison appreciated all faculty who worked on this effort, including Lisa.

5) Innovation and Excellence in Teaching and Learning

Jessica Kaven presented on behalf of this item. Jessica shared that there have been many discussions both this year and last in IPC regarding professional development for faculty, and that these conversations have developed more specifically into listening to what faculty want, and this includes more discussion regarding teaching. Faculty want more hands on, practical ideas to improve the classroom experience. Faculty have the need for more Innovation and Excellence in Teaching and Learning (IETL) from the Center for Innovation and Excellence in Teaching and Learning (CIETL) since December 2020, and the IPC body has since supported the position that came forward from the Professional Development Planning Committee that involved more college-wide Flex planning. What appears to still be missing is the faculty lens, for example, where do faculty go if they need assistance in the classroom, or where do they go to receive support or guidance if they have a Performance Improvement Plan. These are topics that have emerged as areas of need for faculty on campus. Jessica shared that a group of faculty shared this information with Academic Senate at the most recent meeting. The information that was shared included: looking at our sister colleges, and the robust programs they have related to full time faculty support either through instructional design staff/faculty or full reassigned time/full positions for Distance Education. Ultimately, there needs to be more support around teaching from the instructional faculty lens. The faculty group proposed to Academic Senate the idea of putting together an IETL subcommittee of Academic Senate which will be voted on at an upcoming meeting, and is considering putting to board a coordinator position that is solely focused on teaching and the concrete things faculty need from the teaching aspect to assist faculty to be better teachers in the classroom.

Joan shared that she thinks it is a fantastic idea to have one person focusing on teaching and learning as a faculty resource, and asked how many units would be appropriate for that position, and how this dovetails with the position that was recently put forward by Dean Reed/ David Meckler. Jessica shared that this will address some of the holes in the current position that focused mainly on FLEX Day planning as well as incorporate the faculty perspective and what faculty hope to see in the process of identifying duties that need to be addressed and included. Jessica shared that main focuses will be how to create mentorship, how to solicit faculty engagement, how to collaborate to discuss teaching and learning specifically, and where these discussions take place to ensure support.

Lisa Palmer added that she completely agrees. She mentioned that mentorship is often something that is discussed but a program of sorts has yet to be established. Lisa felt strongly that it would be wonderful for new faculty to have structured communication with a veteran faculty member. Jill Sumstad added that being able to see other online classrooms as a guest would be helpful in the training process, especially as someone who teaches

solely online currently. Allison Hughes mentioned that DE is up for program review this year, and the team is asking for multiple positions to be able to build a complete DE team, and if this position was created, a complete support team for faculty would be present. Allison shared that she feels this position would enhance the DE positions as well. Jessica added that an IETL specific-faculty member could work closely with the ACES coordinator, and other planning committee faculty members to address the needs that have arisen in workshops. Tammy Robinson mentioned that she met with David Meckler and David Eck recently to obtain support and clarity regarding this position. Tammy highlighted that the online environment will continue to evolve, and stressed the importance of being in front of issues as opposed to being reactionary. Alison Field echoed the same need for big picture coordination and collaboration. Alison considered that currently, in terms of professional development opportunities that are offered, there is not sufficient thought being considered for reflection on life cycles as instructors, what is being offered to new instructors as well as instructors who have been present for several years, and instructors who have been present for longer and who may be ready for new exciting levels of innovation, master, or challenge. On-boarding, retention, and continued success are aspects that Alison wished to highlight that may not be addressed currently. Susan Mahoney added that FLEX Days are important, but they are also moments in time, and that sustained events/learning and continued interaction with ideas and topics throughout the semester would be helpful. Susan added that she feels there could be much more support offered to onboarding new faculty members, as little was offered when she was new. Now that she has been here for several years, her professional development needs differ, and therefore, she agrees with what Alison proposed and highlighted. James Carranza added that it is important to consider how the campus is intentionally talking about teaching, agreeing that FLEX Days are moments in time, and that sustained learning can assist with weaving these concepts into the fabric of faculty duties. James agreed that working with Academic Senate is necessary to obtain faculty buy-in from faculty leadership and thanked the committee faculty for bringing this as an agenda item. Allison Hughes mentioned that when it comes to FLEX Day, the planning, coordination, marketing, and scheduling of workshops is truly a whole coordinator role in itself, separate of establishing and developing the workshop content, holding the workshop, and creating other resources. Allison encouraged the group to think realistically, that sufficient and specific time and resources need to be established for faculty members to truly complete the prioritized tasks that are necessary for campus success. Susan added that as Honors Coordinator, she sees significant need and desire by honors faculty to obtain more professional development regarding navigating honors courses and support, but it often is not something that has developed due to the time it would take to establish something of this nature, and yet it would be very beneficial.

Jessica thanked the group for their input and added that she hopes the group can continue to discuss this topic in the future.

Susan asked for clarification regarding the various professional development positions that are being considered. Jessica shared that the group is building off the position that was forwarded by the Professional Development Planning Committee which is very much about college-wide PD opportunities as opposed to the instructional faculty teaching perspective. Because there is no CIETL, and no CIETL Coordinator exists, the idea is to focus on the support for teaching from the faculty perspective. There is no one central place to have

faculty come together to discuss teaching and directly related support, and additionally, the establishment of the subcommittee can potentially be the group that discusses these issues and where conversations can take place including the Academic Senate perspective. Jill asked which positions specifically the committee was discussing. Tammy added that the CIETL Coordinator morphed into the Professional Development Planning Coordinator and within this position, FLEX Day planning became the main focus, which did not as directly address instructional faculty teaching and learning needs. Therefore, the idea is that an alternate position be established to focus on these specific needs where a gap appears present. Jessica added that FLEX Day ends up being everything for everyone, and the need is a space for faculty to support each other from a teaching instructional lens on an ongoing basis. The committee discussed possible ways these positions could interact with other coordinator roles on campus. Lisa highlighted that she sees great opportunities for synergy among different groups on campus. Alison agreed that synergy with equity and anti-racism goals are also possible, and discussing how to close gaps will be necessary. Joan added that when there was a physical center for CIETL, this was helpful as it was a dedicated space for employees to come together for support and perspective. Allison added that she often considers why CIETL cannot be a program, similar to what our sister campus has. Jessica added that the faculty group working on this will iron out what this position will do and consider suggestions on where it should be housed incorporating input from Academic Senate and obtaining their perspective on the subcommittee with the underlying purpose of how are we supporting faculty members through the instructional faculty teaching lens.

6) Reassigned Time Communication Workgroup

Jessica Kaven mentioned that the workgroup now consists of Diana Tedone-Goldstone, Jill Sumstad, Joan Murphy, and Paul Naas in addition to herself. The workgroup drafted an email regarding reassigned time that was sent to the campus community, and they plan to reach out to faculty in positions that need to be renewed to ensure appropriate communication so the process can continue to move forward. Jessica shared that the workgroup made some updates to the webpage. Diana projected her screen and outlined the changes to the webpage that the workgroup made, including adding a “semester and year renewal due” column, in addition to an archive of past positions and faculty members who served in those positions, and ensured all pages are up to date with current information. Jessica thanked Diana for her work on this project.

- **Online applications due by 11/12**

Jessica asked the committee to spread the word that November 12 is the due date for all new, revised, or renewal position applications for reassigned time. Allison Hughes is adding to the website a list of questions to assist applicants in preparing for inputting their responses into the google form.

Susan asked to review the timeline, and the committee projected the Reassigned Time Application Timeline and went over each upcoming date.

7) Good of the Order

- Jessica shared that she attended the Professional Development Planning Committee to provide feedback on the position title that they submitted. The committee is now processing how to change the position title from Faculty Professional Development Coordinator, and a discussion was had regarding some of the additional needs of the campus faculty surrounding teaching and learning. Jessica shared IPC's feedback of pursuing a staff learning coordinator in addition to a faculty learning coordinator.
- Lisa shared that as Curriculum Chair she is a bit concerned that she has not received a number of the exam course equivalent assessments from faculty, and there is a deadline established by the CSUs that ask the community colleges to assess their courses and determine equivalence between courses and exam scores. Core instructional programs need to review courses, exams, and determine equivalencies. This has to be submitted by mid-November to the district Curriculum Committee, and therefore, Lisa must receive this information from campus faculty by around November 7.

8) Adjournment

Motion – To adjourn the meeting: M/S: Lisa Palmer, Allison Hughes

Discussion – none

Abstentions – none

Approval – approved unanimously

a) Meeting adjourned at 10:57 am.