

IP Goal 5: Create opportunities for faculty to collaborate and share effective teaching methodologies.				
Objective 5.1: Embed equity principles and practices in the classroom.	Timeline: Please Mark an "X" in which academic year(s) the action steps will be executed:			Brief narrative for action steps addressed in 2022-23: Describe your approach/priorities/plans for Year 1; What are the challenges and opportunities? What questions do you have that would be helpful to think through with the EPC?
	Year 1 (2022-2023)	Year 2 (2023-2024)	Year 3 (2024-2025)	
Engage faculty in creating working definitions and naming critical practices that address continued focus on equity in the classroom.	X			The Professional Learning Committee will be putting out a Spring FLEX Proposal tailored to this action step. The FLEX Proposal will be incorporating professional learning opportunities as it connects to both IP5 and IP6. This is occurring with faculty through the evaluation process, FLEX, and Program Review. For example: Provationary Faculty are asked to write an Equity Statement in their Teaching Portfolio. The Director of Student Accesibility Services' office provides FLEX Sessions for faculty around pedagogy as it relates to students with disabilities and what it looks like to build inclusive spaces. They provide the frame work for folks to engage in the work. There's room and need for us to intersect ableism and racism as it relates to our work. The English department has implemented several practices to improve universal design pedagogy by increasing the number of formative assessments, creating clearer student-centered assignments, using rubrics for grading assignments, increasing 1:1 instruction, and explicitly teaching reading strategies.
Provide professional development based on universal design for learning principles and transformative practices, including specific focus on decolonialization of the curriculum and anti-racist practices in the classroom (emphasis on course design, teaching methodologies and materials for courses, grading practices, leveraging learning management system)	X			The Professional Learning Committee will be putting out a Spring FLEX Proposal tailored to this action step. The FLEX Proposal will be incorporating professional learning opportunities as it connects to both IP5 and IP6. The English Department wrote a grant with the focus on contextualixing the ENGL 150s designed around UDL principles and reading and writing across the curriculum. They created a template that can be accessed by any member of the department. They made COOR revisions that support equity minded principles (see above). Last Fall they created a community in practice IRD within the English classroom to share ideas and strategies. They identified areas that the department want to focus on in the future. Prior to the pandemic they created an IRD with the focus on deconolozing the curriculum. They identified pieces and dropped them in places to reach more instructors. English Faculty as resources fo reading and writing across the curriculum? PD spring/District Directed call 2nd year/3rd implementation of product call.
Provide faculty with new oppourtunities to increase skills to effectively use technology and diverse instructional delivery modalities following the principles of anti-racism and universal design for learning.	X			The Professional Learning Committee will be putting out a Spring FLEX Proposal tailored to this action step. The FLEX Proposal will be incorporating professional learning opportunities as it connects to both IP5 and IP6. Stacey has multiple one hour sessions a week. It should also be noted that most FLEX activities are usually through the UDL lens. Question: How did you integrate OER into the Canvas shells PD? We need to encourage faculty to utilize canvas and ensure they are inserting content into Canvas correctly so that it is accessible and that the images are representative of our diverse students. Its important for faculty to organize the content in a way that makes sense and is accessible to student. Libertex can manipulate textbooks into canvas. Faculty should be using LTI (integration between Canvas and other technologies so that applications display well in canvas). We have LTIs in place already and some faculty are unaware. Students are protected when faculty use LTIs and they don't have to sign into two different systems. There could be privacy/accessible issues. We also need more faculty involved in providing PD. Another question that came up in conversation: How do we get feedback from students regarding the accessibility of the technology? The Echo grant has a DEI component in it with a focus on Creating open educational resources. There is also a DEI lens in the upcoming chancellor's office grant ZTC grant. Subject matter experts team up with students. The students work with OER faculty to ensure that they are reflected in the textbooks.
Provide Flex-time for collaborative, discipline-centered/driven investigation and evaluation of programs with regards to equity principles and practices.			X	(Holly has drop in data coaching every week)
Objective 5.2: Open the Teaching and Learning Center for faculty and staff professional learning.	Timeline: Please Mark an "X" in which academic year(s) the action steps will be executed:			Brief narrative for action steps addressed in 2022-23: Describe your approach/priorities/plans for Year 1; What are the challenges and opportunities? What questions do you have that would be helpful to think through with the EPC?
Tasks/Action Steps:	Year 1 (2022-2023)	Year 2 (2023-2024)	Year 3 (2024-2025)	
Convne professional learning stakeholders to work towards the creation of a Teaching and Learning Center that promotes inquiry, innovation, collaboration, and the embodiment of COM's vision of powerful learning across the district.	X			We are going to create a task force to convne professional stakeholders, identify current college initiatives, and devise vision and goals for the Teaching and Learning Center. This task force will build on what is going on with current professional learning activities. The Professional Learning Community will make a list and recommend to the President.
Identify current College initiatives, such as the faculty mentor program and UMOJA Equity Institute, that reflects the work in Action Step 5.2.1 and how this space can amplify and support this work.		X		
Devise the vision and goals of the Teaching and Learning Center based on an inventory of work already in progress at the institution and develop infrastructure, including staffing and space design, to connect and scale professional learning activities described in Objective 5.1.		X		