# Instructional Commission
**DRAFT** Workplan 2022-2023

| Priorities | Core Work | Actions | Responsible Team | Status |
|---|---|---|---|---|
| **Strategic Work** | | | | |
| **Enrollment** | Dual Enrollment practices focused on closing equity gaps | | Dual Enrollment Taskforce | |
| | Internal collaboration to solve problems | Micro-credentialing | | |
| | | Re-thinking "academic program" | | |
| | | Sector specific articulations | | |
| | | Regional college articulations | | |
| | Guided Pathways (keep students on the path) | | | |
| | High cost programs with low enrollments | | | |
| **ctclink** | Advocating for prioritization of shared interests (especially impacting students) | | | |
| | Improve understanding of governance process and decisions | | | |
| **Faculty Onboarding and Development** | Mentoring/retention of BIPOC faculty | Champion re-establishing Faculty of Color mentoring program | | |
| | FACTC partnership | | Kerry | |
| | Equitable Evaluations | | | |
| | Remote work | | | |

| | Hot to maintain relevancy | | | |
|---|---|---|---|---|
| **Leading with and from Equity** | Antiracist Work | | | |
| | Corrections | | | |
| | Collaborate with DEI regarding applications of climate survey for instruction | | | Should this be part of 23-24, or summer 2023? (KL) |
| | | | | |
| **Operational Work** | | | | |
| **Topical Work** | Promising Practices for this phase of COVID. | | | |
| | Use appropriate, accessible, and affordable technology to increase access. | | | |
| | Leverage our power as a commission within and outside the system. | Influence upcoming leg and budgeting cycle | | |
| | Evaluation / Assessment for faculty as it relates to student learning. | | | |
| **Operational Work** | Create a repository for information shared—beyond the list serve | Creation of innovation white papers | | |
| | Create structure to support development of teaching and learning (work with COPs, e-learning directors). | | | |
| | Liaisons (to and from) | | | |
| | SBCTC Workgroups/Committees | | | |
| **IC Standing Committees** | | | | |
| **College Transitions Committee** | Dual Enrollment | Dual Enrollment for HS+ | Promising Practices Exchange Topics (SBCTC) - Winter Focus | |

| | | | | |
|---|---|---|---|---|
| | Micro-credentialing – rethinking "academic program"<br><br><br><br>Advocacy work around research pilots to replace standardized testing with authentic alternative assessments.<br>Elimination of $25 tuition.<br>Prior Learning Assessment for HS+. | Develop Promising Practices Exchange<br><br><br>Develop Promising Practices Exchange Future connections with business and industry<br>Develop what the alternatives are. | Dual Credit/CTE, Running Start, CIHS<br><br>Promising Practices Exchange Topics (SBCTC) - Spring Focus Innovative Curricular practices | |
| **Transfer Committee** | Review CS degree options with a lens to reduce the jargon and confusion for transfer students.<br><br>Revisit the DTA in light of pathways work. Is there a way that the DTA can better serve transfer students?<br><br>Examine data from SBCTC and those data gathered from transfer students and summer retreat and determine ways that barriers to transfer can be reduced particularly with an equity mindset. | Develop Track #3 for Computer Science; review data on efficacy of CS DTA/MRP.<br><br><br>Bring SBCTC Data Analyst to transfer meeting; Have discussion with four-year partners on what data are needed to assess transfer barriers. | Transfer committee, Joint Transfer Committee, Articulation and Transfer Council (ATC) | |

| | | | | |
|---|---|---|---|---|
| | | Review data on relevant DTA/MRP degrees to see if still appropriate. | | |
| **Workforce Development Committee** | WEC Skills Standards. | Review WEC Skills Standards. | | |
| **Learning Strategies & Innovation** | Explore use appropriate, accessible, and affordable technology to increase access.<br><br>Review/implement modality name changes to ensure a better understanding of how the course will be taught. | Have discussion with LLC & eLearning prior to the final recommendations, to ensure we are all on the same page. (Keeping in mind, that modality changes may impact funding sources for some colleges). | | |