![Cañada College logo]

INSTRUCTIONAL PLANNING COUNCIL
PROGRAM REVIEW PRESENTATIONS
MEETING MINUTES OF
May 1, 2020
9:30 am – 11:30am, Zoom

Members Present: Adrian Afif, James Aganon, Chris Burns, James Carranza, Nick DeMello, Karen Engel, Allison Hughes, Jessica Kaven, Susan Mahoney, Joan Murphy, Candice Nance, Tammy Robinson
Members Absent: Rebekah Taveau, Katie Osbourne
Guests: Leonor Cabrera, Alexander Claxton, Jamie Hui, Diana Tedone-Goldstone, Michael Stanford

1) **Adoption and Approval of Agenda**

   > **Motion** – To adopt agenda: M/S: Allison Hughes, Joan Murphy
   > **Discussion** – none
   > **Abstentions** – none
   > **Approval** – approved unanimously

2) **Approval of Minutes**

   > **Motion** – To approve minutes of February 21, 2020: M/S: Joan Murphy, Nick DeMello
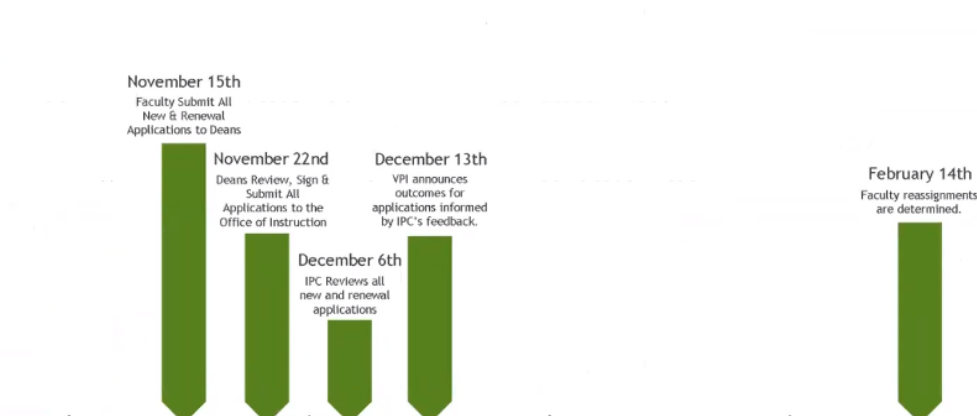   > **Discussion** – none
   > **Abstentions** – none
   > **Approval** – approved unanimously

3) **Discussion of Reassigned Time Request Process**

   Jessica projected the Reassigned Time application timeline for the committee and sought feedback on the process.

Reassigned Time Application Timeline

November 15th
Faculty Submit All New & Renewal Applications to Deans

November 22nd
Deans Review, Sign & Submit All Applications to the Office of Instruction

December 6th
IPC Reviews all new and renewal applications

December 13th
VPI announces outcomes for applications informed by IPC's feedback.

February 14th
Faculty reassignments are determined.

Jessica reminded the committee that applications are due November 15, Deans review by

November 22, the committee reviews by ranking order and discussion by December 6, and Tammy made the announcement of the outcome related to the application outcomes on December 13. By February 14, the faculty assignment outcomes should have been determined.

Joan mentioned that she was a bit confused still about positions that are institutionalized and how that application process for release time is different from other roles. Joan asked for clarification about the process. Tammy shared that when the process began, a charting was established to determine which positions were mandated or contractual through a third party versus those where an application comes into effect which requires a justification for those proposed positions, and the campus has to be sure that the positions are above faculty duties. Tammy shared that some positions are voted into and asked Jessica to provide more insight. Joan shared that she would like to know which positions are approved through Academic Senate and are under their purview and what the term lengths and processes may be. Jessica clarified that clear delineation of categories has been a task of Academic Senate to work with IPC. Jessica mentioned that it can be confusing to see some positions come through IPC which the committee is not ultimately responsible for, for example. At this time, IPC is reviewing program and departmental applications, and college-wide positions are living on the Academic Senate side. Some college-wide positions, such as Assessment Coordinator this past year, however, did come through IPC because of the recommendation by Academic Senate. Jessica shared that she agreed it would be helpful for there to be a clearer way to identify positions for the campus, and this is something that will need to be addressed directly with Academic Senate leaders. Tammy agreed that the justification for positions is crucial, but also agreed that this is a large task with many moving parts. Jessica reassured Joan that all positions have terms and are not grandfathered in, that college-wide positions are voted on and asked to reapply and for coordinator positions discussions take place with departments and deans. Jessica mentioned that she would follow up with Diana Tedone-Goldstone and share that the committee did voice some confusion about the different positions and where they live and the overall process. Joan suggested having a listing of the positions on the Academic Senate page.

Jessica shared that she and Allison did receive some feedback on the application forms. For example, on the renewal form, more detail was requested in terms of how much time the applicant was requesting and the name of the applicant. Jessica also mentioned that there were some issues with the scrolling of the boxes, and she will work to make sure suggestions for improvements are implemented. Jessica reminded the committee that much feedback was received that applications were not reviewed in a timely way and that information was not being disseminated appropriately, and that is why this semester, it is a goal to improve this part of the process. The role of IPC was to review positions and agree that the process was useful and worked appropriately.

Candice shared that she felt there should be a documentation process for an appeals process available to faculty, and this was something she and Tammy had discussed earlier. Tammy shared that she agreed this was something that should happen sooner rather than later. Candice agreed that the process appears to be cleaned up, but felt that this was the only missing piece.

Tammy mentioned that a goal is to make it easier for faculty members to continue the process, as it has been her experience that some faculty are frustrated when they have been in a role for some time and have been asked to complete certain tasks that may seem redundant. Streamlining the renewal process, therefore, was important but still allowing a space for accomplishments to be noted so that a succession plan was in place for the individual roles.

4) **Server Project**

Michael Stanford presented on the Establishment of a Secure Digital Media Server.

Cañada College Academic Senate Resolution

Resolution: Establishment of a Secure Digital Media Server

WHEREAS student access to all forms of media (such as movies, documentaries, music etc.) that are integral to faculty curriculum is of primary importance, and the ability to access said media is vital to the success of our student population; and

WHEREAS students and faculty may not always be able to rely on any given media being available on subscription streaming services for any length of time (evidence available if needed); and

WHEREAS by law distance education students cannot be required to use materials that are put on reserve in the library, and therefore need consistent online access to said required materials; and

WHEREAS fully online classes that lack consistent remote access to required media materials that would normally be presented and available in face-to-face and hybrid courses, are less robust in their content and are more limited in options for curriculum development; and

WHEREAS our students are frequently not able to access required media, due to limited availability in the library and their own time constraints, and therefore are looking for increased accessibility via streaming options; and

WHEREAS U.S. Federal Courts[1] and lower courts have ruled in favor of academic usage of media via secured streaming for the enhancement of curriculum; and

RESOLVED that the Cañada College Academic Senate request that a media server be available to students and faculty; and

RESOLVED that said media server be compliant with all copyright laws, yet give faculty the freedom to add content to their courses; and

RESOLVED that the District provide appropriate training to faculty on the usage of said media server and provide maintenance on said server.

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[1] See United States District Court, Central District of California Case No. CV 10-9378 CMB (MANx), Association for Information Media and Equipment, et.al., versus The Regents of the University of California, et.al, 2011. Decision can be found at: https://www.scribd.com/document/68615049/AIME-v-Regents-Univ-Cal-Streaming-Video

Michael shared that he is seeking as much support from various committees as possible to pursue this project. Michael shared that he has been working on this project for around ten years. Michael shared that there could either be one server at the district office, or one at each campus.

Michael supplied and reviewed the following Designated Server FAQ's:

Q: What is a "designated server?"
A: Over a decade ago the UCLA film school entered into a legal battle over the right as an educational institution to stream content from a secure (ID/password) sire. In 2011, they won their case. Now, universities and colleges have been installing their own systems to better meet the needs of their students and to empower their faculty in terms of curriculum development and presentation.

Q: What would the creation of a designated server do for our district?
A: 1) Empower students by giving them increased access to streamed content/curriculum.
2) Empower students by giving them a platform upon which to upload their work/projects.
3) Empower faculty by expanding various teaching modalities-e.g. documentaries, films, music, video clips, digital media projects, etc. The sky is literally the limit.
4) Empower (Significantly) online instructors by giving them a much more robust and reliable audio-visual modality with which to create innovative curriculum.
5) Solve the problem of "now you see it, now you don't"—creating curriculum that is intertwined or centered on something on YouTube or subscription sites and then seeing it taken down after investing significant time developing said curriculum. This is increasingly a major problem for faculty; Michael has thrown out three curriculum units this semester alone, and he knows several colleagues who are experiencing the same thing.

Q: How do students feel about this?
A: When surveyed they overwhelmingly wanted us to move forward with this. They even offered to start a petition in support before being told this was not a confrontational issue, but rather a win-win project.

Q: Why not use an outside vendor?
A: Outside vendors can house your original streamed content but not copyrighted material given that they are not educational institutions.

Q: Why not just upload streamed content to Canvas?
A: It would slow down the functionality of Canvas and your canvas account will be shut down if found out.

Q: Why not upload the streamed content to Google drives?
A: This works for a few clips but file size is an issue, and they monitor for large numbers of individuals streaming from a drive and will shut down the account.

Q: Why not upload everything to YouTube?
A: Pretty much the same will happen and the content owner will have the content taken down and possibly issue you a "CID" or cease and desist order.

Q: Why not hobble together several subscription sites with YouTube?
A: This is what we are currently doing at Canada and Diana Tedone and the library crew have always been very supportive of faculty in this regard. The problem is, once again, "now you

see it, now you don't." Subscription sites negotiate and renegotiate usage. This means if you spend countless hours creating something meaningful and intricate that helps your students learn by connecting with them via multiple teaching modalities, you can't count on the video being there in the future. The question really is whether or not we want to do our best to reach our students while simultaneously inspiring faculty to be as creative as we possibly can.

Q: What do we need to do next?
A: Hopefully unite the three colleges so that the DAS as a whole can take this to the BOT.

Q: Who will design the system and usage protocol?
A: We're not yet there but it would hopefully be a joint effort between the BOT, IT, and faculty.

W: What sort of copyright issues will we need to deal with?

Tammy asked about a cost associated with the program. Michael shared that IT would be able to supply this. Tammy agreed that she does see the need, but also agreed that it will need to be taken to IT and the district level. Michael reiterated that he is attempting to gain support from the various constituencies so that this can be escalated to the district level. Tammy mentioned that this may have to be approved through the board, but more information was needed. Allison mentioned that she is in full support of the idea, but that her only concern was the setup and training as well as the ongoing maintenance of the project, as it would be a substantial amount of work, especially during the pandemic when many roles who may support this project are overloaded at present. Allison shared that she would appreciate learning about the expectations of who would be assisting with this project, although she mentioned that she feels it is needed and would be valuable. Michael stated that he has called different colleges and universities to understand how they approached similar projects. He stated that one useful contact at Palomar College shared what was helpful for their setting was creating a protocol or having a screening system in place where someone is in charge of monitoring and uploading content for screening purposes. Allison shared that she would like information about who at ITS would be involved in this process. She also mentioned that the Interim Director of Web Services who is new to the position may not have the necessary background information. Michael shared that the process has not been taken that far as he was hoping to obtain the support of various on campus groups. Ultimately, the cost analysis would incorporate the necessary components, but he shared that the project has not yet escalated to that level.

Nick asked if having a private server for recordings of classes would reduce the need to have students sign waivers for filming classes. He shared that he has followed this process for FLP classes, and it was his thought that by placing this on a secure server, standardization and bypassing of this process may be possible. Allison mentioned that she believed this was a requirement for FLP because of the recording of students and the fact that the content would be shared with outside people or groups. Nick asked if accessible areas with specific privilege levels would be possible. Allison shared that ITS would be able to supply this information.

Jessica thanked Michael for his presentation and asked him to continue involving IPC if the committee can support him moving forward. Michael asked if any other bodies within the campus community should be involved. Tammy mentioned that if this is something that can improve the classroom experience, it would need to be introduced as soon as possible. Allison encouraged Michael to bring the discussion to ITS to incorporate them and obtain their insight.

5) **Revisiting and Updating IPC Bylaws**

Jessica shared that she is on a task force looking at participatory governance structures on campus, and Karen suggested reviewing IPC Bylaws through the template that all committees are seeking to follow. Jessica began the process by transitioning information from the committee document that has been developed over the past year within the new bylaws template.

The committee discussed the revisions and language of the bylaw document in sections to better reflect the responsibilities of the committee with more clarity including purpose (role, responsibilities), membership (composition, membership terms, how members are appointed or selected, annual orientation of members, expectations of service, removal), co-chair selection, administrative support, dissemination of information, formation & role of ad hoc committees or task forces, meetings (creating meeting agendas, procedure for conduct of meetings), actions & decisions/recommendations, bylaws change process, and evaluation.

Motion – To approve the edits to the IPC bylaw template document discussed, and to table the remaining edits for the next meeting: M/S: Candice Nance, Allison Hughes

> **Discussion** – none
> **Abstentions** – none
> **Approval** – approved unanimously

6) **Good of the Order**

Candice shared information regarding a spreadsheet that has been created to inform students of the format of courses in the upcoming summer semester, and if virtual meetings are required or not. She stressed that it was important for all campuses to be providing this information to students and employees, in addition to as much transparency as possible regarding covid related news and updates. Allison added that discussions regarding class size have also been taking place as the transition to fully remote courses takes effect.

7) **Adjournment**

Motion – To adjourn the meeting: M/S: Candice Nance, Joan Murphy

> **Discussion** – none
> **Abstentions** – none
> **Approval** – approved unanimously

a) Meeting adjourned at 11:34am.