



**INSTRUCTIONAL PLANNING  
COUNCIL  
MEETING MINUTES OF  
November 6, 2020  
9:30 am – 11:30am, Zoom**

**Members Present:** Jessica Kaven, Tammy Robinson, Lisa Palmer, Allison Hughes, Alex Claxton, Sakol Bun, Katie Perkins, James Caranza, Susan Mahoney, Karen Engel, Rebekah Taveau, Chris Burns, Jill Sumstad, Joan Murphy

**Members Absent:** Pisith Keo

**Guests:** Loretta Davis Rascon, John Perez, David Meckler, Nick DeMello, Doniella Maher, Jamie Hui, Mary Chries ConchaThia

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**1) Adoption and Approval of Agenda**

**Motion** – To adopt agenda: M/S: Karen Engel, Lisa Palmer

**Discussion** – none

**Abstentions** – none

**Approval** – approved unanimously

**2) Approval of Minutes**

**Motion** – To approve minutes of October 2, 2020: M/S: Lisa Palmer, Rebekah Taveau

**Discussion** – none

**Abstentions** – Joan Murphy, Jill Sumstad (not present at 10/2 meeting),

**Approval** – approved

**3) Technology Replacement Cycle Update**

Allison Hughes reported on this item. Allison projected the [Cañada College Technology Refresh Process](#) document. Allison explained that this document defines various components of the technology process, including different types of technology we have on campus, the types of computer labs, the standard office technology that staff and faculty use as well as other items. Allison explained that the refresh process should reflect a staggered refresh, meaning prioritizing making the last amount of impact on a program or college operations. The evaluation criteria for refreshment was outlined including the age of the equipment and programmatic needs. The refresh timeline outline was discussed from April through September of each year inclusive of inventory list and the yearly budget, and recommended installation cycle. Out-of-cycle refreshment steps were discussed if a need should arise outside of the typical cycle timeline. The communication of the refresh process will be presented each year at the Technology Committee. Lastly, helpful resources including technology standards, purchasing guidelines for technology, software acquisition, theft, loss, breakage, or failure of technology, and disposal of technology

are included in the document.

Lisa Palmer asked if ergonomic assessments were included in this document. Allison clarified that this process begins in Human Resources and IT would become involved once the assessment takes place and HR recommends technology related to the assessment needs. Jessica Kaven suggested that Lisa begin her process with Ingrid Melgoza in HR.

Loretta Davis Rascon asked where the IT replacement fund originates. Allison shared that a bond used to exist at the district level for technology, but this bond has since ended. Therefore, there is not a specific budget set aside for technology, and this is why the inventory list is needed to determine the level of need and the associated budget cost for prioritization of needs. Allison clarified that this is her understanding but the VPAS would have the most accurate, up to date information regarding budget allocation. Loretta asked about donating surplus items to community organizations and asked if any further information was known about this. Allison shared that Dean Hyla Lacefield shared with the Technology Committee that she is working to see if this is a possibility and is working with district staff to better understand how this would work. Allison shared that the last she heard, this is still in the discussion phase.

#### **4) Committee Bylaw and Plan Templates for All College Committees**

James Carranza presented on behalf of the task force related to this item. James clarified that in addition to him, the task force includes Jessica Kaven, Lortta Davis Rascon, Mary Chris Concha-Thia, and Karen Engel.

James projected and discussed the following with the committee:

## **Task Force Charge:**

- 1. Review and recommend improvements to the college participatory governance committee reporting structure.**
- 2. Suggest more uniform/standard definitions and guidelines for committee operations**
- 3. Establish consistent/structured templates and expectations for each committee: committee website, establishing/updating committee tasks, goals, or plans, processes, membership, reporting requirements**
- 4. Update/revise Cañada College Compendium of Committees to include committee definitions/requirements, terms, overall guidelines for committees and members**

# Proposed Action

- PBC adopts proposed Definitions for Committee Structure.
- College Committees use College Committee Bylaws Template.
- College Committees use 3-year plan template to align with and support Education Master Plan (EMP) and Strategic Enrollment Management (SEM) Plan.
- College Committees use participatory, representative membership.

## Definitions for Committee Structure

Council	A primary participatory governance body: PBC, IPC, SSPC, APC whose membership is representative of all four college constituency groups—students, faculty, classified staff, and administration
Senate	Academic, Classified and Student Senates each represent a single college constituency group. (These may include subcommittees per their bylaws.)
College Committee	Participatory governance bodies (with <i>at least</i> one of each of the four college constituency groups in their membership) each responsible for a specific plan. College Committees complete the following: <ul style="list-style-type: none"> <li>• Draft the plan (based on the college plan template to ensure alignment with college goals and accreditation objectives/standards)</li> <li>• Solicit input and seek approval for plan from each Planning Council</li> <li>• Submit plan to PBC for final review and approval</li> <li>• Monitor college-wide implementation of the committee plan</li> <li>• Report annually to PBC on the progress made toward achieving the committee plan</li> </ul>
Task Force or <i>ad hoc</i> Work Group	Small groups created by a Planning Council, Committee, or Senate for a short time—less than a year—for a defined “task” or purpose. Membership of the Task Force relies on topic experts, interested parties, and may include representation of college constituency groups as determined by the founding Planning Council, Committee, or Senate.
Operational Groups	Operational groups, for example, like iDeans or College Council, serve College functions or specific purposes related to college operations. Likewise, Professional Development (Article 13) or Evaluation Guidance Committees fulfill faculty contract obligations. They serve operational functions per the faculty contract. Operational groups are not college participatory governance planning committees.

Current	Proposed
No shared template for Bylaws	All Committees use the same template for their Bylaws (have the same elements)
No guidelines regarding committee membership and Co-Chair and member responsibilities	Membership representatives of every campus constituency group required for all College Councils and campus-wide committees. Roles and responsibilities are clearly defined.
Relationship between Councils and Committees not clear	PBC approves the role and purpose of all Planning Councils (PCs) and College-wide Committees. Committees submit 3-year plans to the three PCs for feedback and review/approval. PBC reviews for final approval.
No planning template or guidelines	Clear planning template and relationship between college plans, and organized, strategic planning timeline.
Inconsistent planning terminology	Committees adopt a common planning template, utilizing consistent terminology--goals, objectives, strategies, actions

Current	Proposed
Planning Council and Committee effectiveness only measured through annual Participatory Governance Survey	PBC reviews/evaluates annually all Planning Councils and College Committees as well as the participatory governance process
How and why committees get formed or exist is not clear	PBC can decide to create, change, or discontinue a college committee and is responsible for determining if the college committee is viable and effective (fulfilling its purpose) based on an annual evaluation of each college committee.
How College Committees plug into college decision-making not clear	College Committees are responsible for crafting, communicating, and monitoring a specific college-wide plan and keeping PBC apprised of progress (or lack thereof) in achieving the plan.

The goals, objectives, strategies, actions of each college plan “nest” within each other



EMP



Strategic Enrollment Management Plan



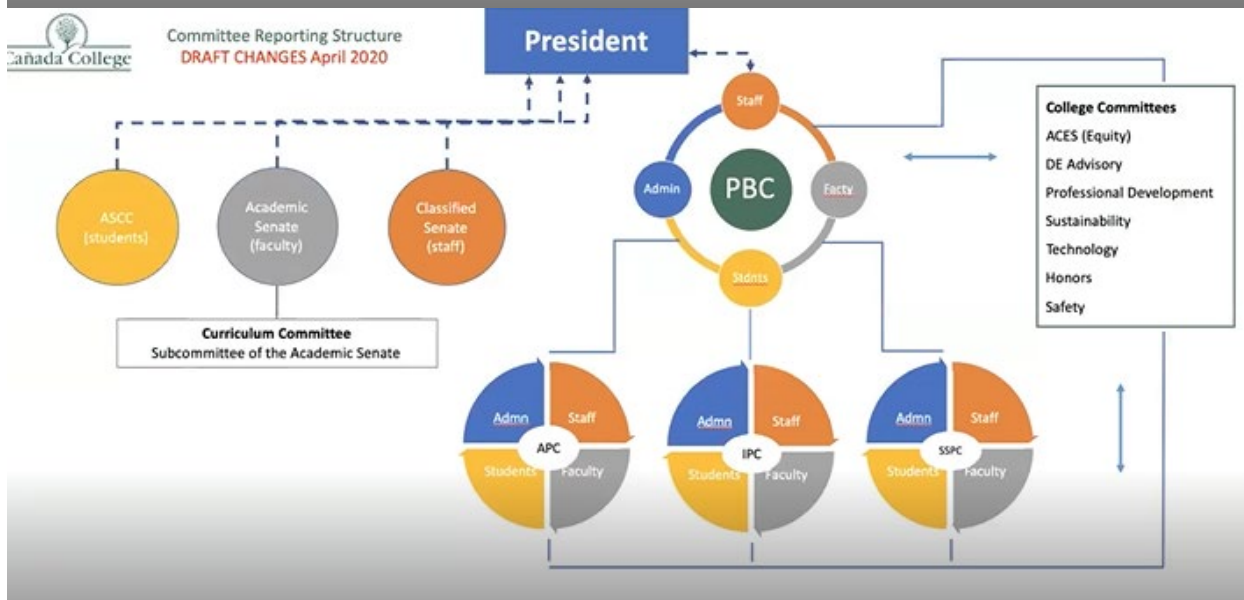
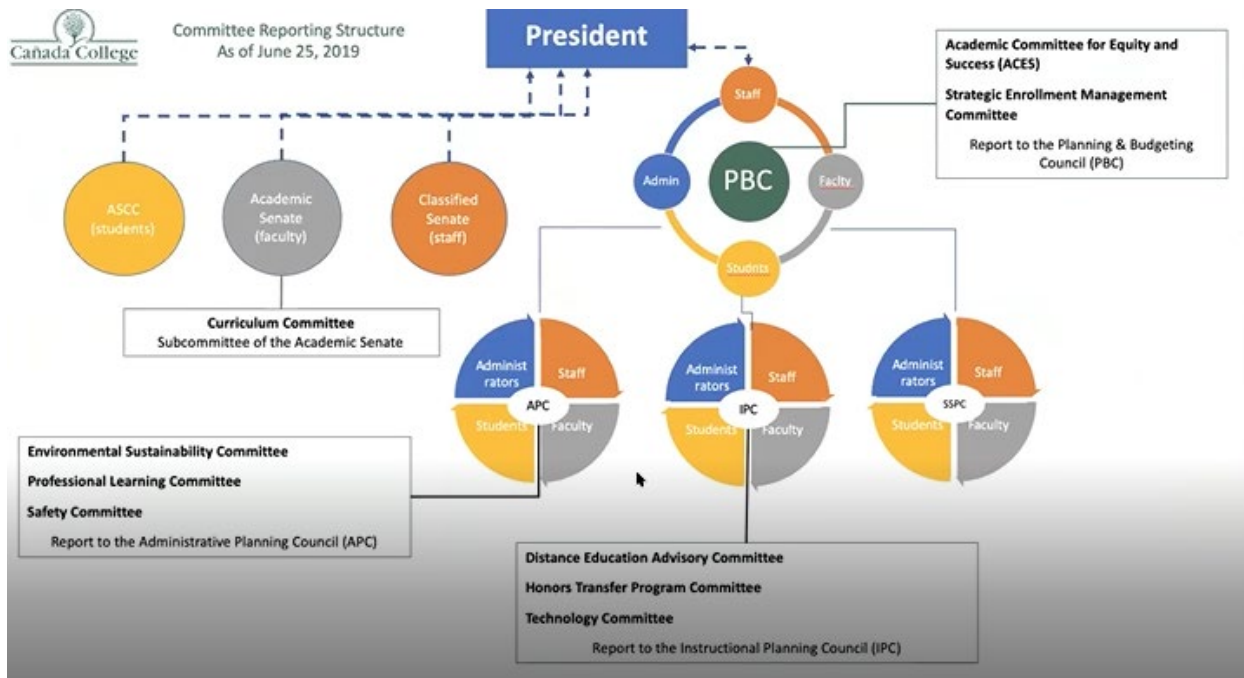
College Plans

## Education Master Plan

Strategic Enrollment Management Plan (inclusive of Guided Pathways objectives)

Equity Plan  
Online Education Plan  
Professional Development Plan  
Sustainability Plan  
Technology Plan  
Safety Plan  
Honors Plan

College committee plans align with and support the achievement of college goals and objectives documented in the Education Master Plan (EMP) and Strategic Enrollment Management Plan (SEM)



James provided insight that it was difficult to determine how committees report to various campus bodies without much context or background. After approval of college plans through PBC, the area of focus shifted from which councils committees report to, to the idea that college committees serve an important role on helping the college move forward on the strategic master plan, and all the councils and PBC are essentially responsible for reviewing and supporting the committee plans. The important work that committees are doing must be documented in a three year plan so the councils can support them.

James projected the College Bylaws Template, which is meant to be a guide as a resource for responsibilities, membership layout, and typical procedures associated with each committee. James clarified that this document is an overview of what bylaws typically include and therefore

should include. This rendition was adopted at PBC on October 21, 2020. Loretta advocated for the inclusion of classified staff members on the membership of committees with the intention to share information throughout the college campus, assisting to build a sense of efficiency and college community.

James projected the College Committee 3 Year Plan Template. This outlines basic guidelines to help committees identify what they are working on and how they are helping the college move forward on college-wide educational master plan or the annual plan. James reviewed the sections of the document including the purpose, committee responsibilities, plan timeline, objectives and actions including terminology. This was adopted at PBC on October 21, 2020 as well.

All documents can be found on the [PBC website meetings page](#).

Rebekah mentioned that she was considering this through the lens of the Equity Committee. She mentioned that she has reviewed these documents in detail, and mentioned that this particular process overlaps with a current planning process and document creation that currently exists. Rebekah shared that she understands the need for consistency, but asked if it was necessary to complete similar processes in various ways. Rebekah stressed that a concern of hers is that significant time is spent on planning which takes time away from action and implementation, and also that this process may take a significant amount of time for coordinators in addition to the other responsibilities that fall within their duties. James clarified that PBC adopted the plan in part to help committees organize and document all of the important work they are doing. James shared that this should help in the future looking back to understand the important work that was completed. James stated that there may be some overlap, but depending on how the committee is already involved in campus planning and reporting documentation, this would not necessarily be repetitive, but a way of documenting the important work the committees oversee and help the college manage. James also mentioned that some committees are more prepared and aligned with the college goals than others, so this can be used as a tool to assist committees in supporting the structure that may not be in place. Each committee can use these resources as appropriate for their particular needs. Rebekah asked how the campus can ensure that people read these documents. James shared that his hope would be that these documents can be used as a reference document that can be accessed to best support the college. James shared that reasonably, it appears that by the end of spring semester, some plans can be implemented for the direction this process will need to take moving forward.

Lisa asked for clarity if every committee has to complete these planning documents. James clarified that every college participatory governance committee will need to follow this process representing the four college constituency groups.

Jessica stated that committee members are open to requesting to put this on the agenda for future meetings to further discuss how IPC can continue to support the college mission, vision, and values.

## **5) Revamped Roles of Reassignment**

Tammy Robinson presented on behalf of this item. She shared that the committee is going to take a look at faculty coordinator positions which is something that had been discussed prior to the pandemic, but is now considered urgent because of the pandemic, guided

pathways, and resources that are needed. Tammy mentioned that the goal is to be more intentional moving forward. The institution needs to be clear regarding the duties of the various coordinator roles. Tammy projected the following drafts of each position to be discussed:

## 1. DE Coordinator



Canada College Office of Instruction

### **Reassignment Scope of Work:**

#### **Coordinator of Online Instruction**

### Background

To provide expertise, guidance and college-wide coordination in the service of excellent online teaching and learning for Cañada College students, the Office of Instruction, in consultation with the Academic Senate, is pleased to announce the position of Coordinator of Online Instruction.

### Position: Coordinator of Online Instruction

Under general direction of the Dean of Academic Support and Learning Technologies, coordinate Distance Education (DE) program development; provide training and support for online instructors; provide guidance regarding online and hybrid instruction and evaluation, and serve as the campus leader on all matters pertaining to online (distance) education.

### Core Responsibilities

In this leadership position, the Faculty Coordinator's responsibilities exceed those of serving on a college committee and are different from those enumerated in [Appendix D1](#) of the AFT contract.

#### **Co-Chair the Distance Education Advisory Committee (DEAC)**

- Co-Chair the Distance Education Advisory Committee
- Ensure the Distance Education Advisory Committee fulfills its responsibilities as a college-wide planning committee responsible to PBC for creating and monitoring the College's implementation of a Online Education Plan that supports the achievement of all college goals and strategic initiatives related to online teaching and learning as laid out in the Education Master Plan and Strategic Enrollment Management Plan and any subsequent Annual (operational) Plans.
- Collaborate with the administrator co-chair of DEAC to prepare and submit regular reports to PBC on the College's effectiveness in implementing the Online Education Plan and achieving college goals related to excellence in online teaching and learning
- As needed, submit a Distance Education Comprehensive Program Review or Annual Update as a part of the college's regular evaluation and resource request process.

#### **Provide leadership in faculty professional development in effective online course design and delivery**

- Responsible for Canvas (LMS) Training & Online teaching pedagogy.
- Coordinate Quality Online Teaching and Learning (QOTL) training certification program; train facilitators; update course materials; maintain certification records.
- Serve as the campus peer online course review (POCR) review lead and support the faculty peer online course review (POCR) team.





## Canada College Office of Instruction

- Serve as the Liaison with Deans regarding faculty preparation and online courses. (Includes some attendance at iDeans meetings).
- Be prepared to have one-on-one meetings with faculty for training and other issues as they pertain to hybrid and online instruction.
- Attend relevant professional development conferences and trainings as needed.
- Attend Monthly statewide meetings of DE Coordinators (online).\*
- Coordinate and participate in faculty course reviews using the OEI rubric.
- Report out to Academic Senate: (2-4 x per semester).

### **Serve in a campus leadership capacity on matters pertaining to online instruction**

- Serve as a Tri-Chair of the Technology Committee to identify, integrate and assess technical requirements for effective distance education delivery.
- Coordinate with the CIETL Coordinator and Professional Development Planning Committee on matters of online education professional development.
- Serve as a non-voting member (and liaison) with the Curriculum Committee: read and assess all DE addendums (meetings are 2 x month + time to read addendums).
- Represent Cañada at the District Distance Education Advisory Committee (DDEAC) 1-4X per semester.
- Assist in the development, review, and revision of policies and procedures related to distance education.
- Assist the College in complying with federal, state, and accreditation regulations related to online (distance) education.
- Other duties as assigned.

### **Communicate effectively and regularly with all constituencies regarding online education**

- Regularly review, update and maintain (keeping all information accurate and current) the College [Distance Education](#) and [DEAC](#) websites.

### **Desirable qualifications include:**

- At least three years of experience teaching fully online through online education
- Experience using the Canvas Course Management System (or similar in the delivery of online instruction).
- Experience with a variety of digital learning methods

### **Reassignment Expectation**

0.2 FTE (3 units) = 7.5 hrs/week or approximately 120 hrs/semester. Part-time faculty paid hourly (non-instructional load rate). Term: 2 years, renewable.

**Responsible Administrator:** Dean of ASLT.

Joan Murphy asked who authored the revamping of these positions. Tammy shared that a team of individuals, including Karen and James, other deans, and faculty came together to be intentional about coordinator tasks. The proposals are brought to IPC for additional input. Allison asked if it was appropriate to have a different scope of work for each of the two DE Coordinators and distinguish between them, as we now have two faculty members in the role. Tammy agreed that this would be wise to do and something to consider, and for the current purpose, the list explains what the position would need to oversee at present. Rebekah asked for clarification regarding budgetary considerations. Tammy clarified that while the salary is the same for the faculty member completing the role, coverage of instructional courses by full time faculty is required, while for adjunct faculty, an additional assignment is required. Jessica asked for clarification regarding the FTE and the number of positions. Tammy shared that two positions at .2 per semester is the proposal and that currently, the scope of work and clarity is the priority. James added that the dean or responsible administrator can communicate with faculty to prioritize the duties of the role to ensure organization. Jessica would like to see the commitment of two positions being considered, as she noted the significance of work the job description outlines for one person.

John Perez shared that this document was helpful for him as a new coordinator, but setting the standard now without connecting the role to a number of positions can be challenging and also wanted to ensure the temporary Instructional Designer role's duties would not overlap. Tammy clarified that the Instructional Designer's role is completely different, but the roles would work together to ensure the campus was supported properly. James added that with the uncertainty regarding how long institutions will be online, how well the campus is organized, how well supported faculty are, and how inviting the environment is for students will help the campus and district in the future. James also added that regarding feasibility and training, this document will assist with the importance of planning to assess feasibility, resources, and funding to strategize and prioritize. Allison shared that many people are becoming a part of the growing DE team, and it would be valuable to look at the coordinator position in the context of the others to better understand what each role is to complete and where the priority lies for each role within the scope of the larger DE team. Joan shared that she believes online instruction is not going away in the future, and that this position is crucial for the success of the college and district in the current climate, and supports allocating resources toward this position.

## 2. ACES Coordinator



Cañada College Office of Instruction

### Reassigned Time Scope of Work:

#### Faculty Equity Coordinator

#### Background

The Mission of Cañada College includes “ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals.” To help achieve this Mission, the College provides resources to support faculty leadership in the realm of equity in student access, success, and completion.

#### Role: Faculty Equity Coordinator

The lead faculty coordinating college efforts to support equity in student outcomes.

#### Core Responsibilities

In this leadership position, the Faculty Coordinator’s responsibilities exceed those of serving on a college committee and are different from those enumerated in [Appendix D1](#) of the AFT contract.

#### Co-Chair the Academic Committee for Equity and Success (ACES)

- Co-Chair the Academic Committee for Equity and Success (ACES)
- Ensure the Academic Committee for Equity and Success (ACES) fulfills its responsibilities as a college-wide planning committee responsible to PBC for creating and monitoring the College’s implementation of a College Equity Plan (inclusive of State mandated equity plans – such as the Student Equity and Achievement Plan (SEAP) that supports the achievement of all college goals and strategic initiatives related to equity in student access, success and completion as laid out in the Education Master Plan and Strategic Enrollment Management Plan and any subsequent Annual (operational) Plans.
- Collaborate with the administrator co-chair of ACES to prepare and submit regular reports to PBC on the College’s effectiveness in implementing the Student Equity Plan and achieving college goals related to closing equity (and obligation) gaps
- As needed, submit a Comprehensive Program Review or Annual Update as a part of the college’s regular evaluation and resource request process.

#### Provide leadership in faculty professional development with respect to culturally effective pedagogy

- Collaborate with the CIETL Coordinator, Coordinator of Online Instruction, Academic Senate, Professional Learning Committee and others to design and provide relevant, high-quality professional development opportunities for faculty to address inequity, racism and bias in teaching and learning practices, curriculum design, learning outcomes, and pedagogy.
- Collaborate with the Office of Planning, Research and Institutional Effectiveness (PRIE) to conduct and present the result of inquiry into equity in student access, success and



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completion as well as the design and results of evaluations of interventions to address inequity, racism and bias on campus.

### **Serve in a campus leadership capacity on matters pertaining to online instruction**

- Serve as a member of the Instructional Planning Council (IPC).
- As needed, attend and participate in meetings with other participatory governance bodies, especially the Planning and Budgeting Council (PBC) and Academic Senate.
- Attend Division meetings as needed to further to work of ACES and the College Equity Plan.
- In collaboration with college administrators and the PRIE Office, ensure the College is in compliance with the letter and spirit of state regulations, federal rules, and other guidelines specific to student equity, accreditation processes, and other relevant accountability mandates.
- Attend college-wide strategic planning meetings, such as the Leadership Retreat and Guided Pathways (Interest Area) meetings.
- Other duties as assigned.

### **Communicate effectively and regularly with all constituencies regarding equity in student access, success and completion**

- Regularly review, update and maintain (keeping all information accurate and current) the College [ACES website](#).

### **Desirable qualifications include:**

Possess and interest in on-going personal professional development to remain current in promising practices with respect to equity in student access, success, and completion and the role of faculty therein.

### **Reassignment Expectations**

0.2 FTE (3 units) = 7.5 hrs/week or approximately 120 hrs/semester. Part-time faculty paid hourly (non-instructional load rate). Term: 2 years, renewable.

### **Responsible Administrator**

Vice President of Student Services.

Rebekah shared that she thinks this proposal is well done. She has been working with Dean Reed for some time and submitted a draft of which Dr. Robinson and Dr. Perez incorporated into this document. There are, however, some concerns with solutions that she wanted to address. Rebekah shared the following document outlining the type of work and the tasks involved with the ACES Coordinator [here](#). Rebekah brought up the concern of how all of this work will be completed and shared this document [here](#). Rebekah shared that less staff has been historically connected to this area of focus, and now the proposal calls for lessening the units dedicated to this position, which was a concern. Tammy stated that Rebekah has done great work, and that we are moving as a campus to an Anti-Racist Taskforce where this work will be included, and being careful of duplicating efforts is necessary. Equity across the board is also a priority. Currently, the campus is considering this position from a different perspective, where Anti-Racism is now an institutional focus, and equity needs to be a focus of all we do moving forward. Rebekah appreciated the comment that the campus is looking to incorporate this content more thoroughly in the campus culture. Rebekah also suggested a tri-chair model moving forward, and Dr. Robinson agreed that sufficient staffing is important to assess efficiency and needs. Rebekah shared that there has been a positive response to this overall, and she looks forward to continue to do, and do more in regard to equity.

Doniella Maher suggested it would be helpful to understand how the goals and role of the Anti-Racist Task Force have been defined, and how this fits within the larger campus plan to then be able to provide input on the appropriateness of the ACES proposal and duties. She also mentioned that she appreciates the focus on equity, and the possibility of two DE Coordinator roles increases the overall amount of FTE dedicated to one area of focus in comparison to other positions. Loretta shared that she believes our campus does not have parity with the other two campuses as we do not have one focused position dedicated to equity. She mentioned that without this direct parity, she cannot quite see the reason for decreasing the hours of the ACES Coordinator, but realizes that this does depend on the function and duty of the Anti-Racist Task Force.

### 3. CIETL Coordinator



Cañada College Office of Instruction

#### **Reassignment Scope of Work:**

**Center for Innovation and Excellence in Teaching and Learning**

**CIETL Coordinator**

#### **Background**

To achieve its goals of providing “educational and student services programs that help students meet their unique academic goals,” and “investing institutional resources on the structures, processes and practices that focus on a diverse student and staff population, promote excellence, equity, inclusion and transformative learning,” the College provides resources for dedicate faculty leadership for innovation and excellence in teaching and learning.

#### **Role: CIETL Coordinator**

In collaboration with the Office of Instruction and the Academic Senate, provide leadership on issues related to faculty professional development to ensure the College provides innovative, excellent teaching and learning for all students. Lead the Center for Innovation & Excellence in Teaching and Learning (CIETL).

#### **Core Responsibilities**

In this leadership position, the Faculty Coordinator’s responsibilities exceed those of serving on a college committee and are different from those enumerated in [Appendix D1](#) of the AFT contract.

#### **Co-Chair Professional Development Committee**

- Co-chair of Professional Development Planning Committee (PDPC)
- Non-voting member of Academic Committee for Equity and Success (ACES)
- Ensure the Professional Development Planning Committee fulfills its responsibilities as a college-wide planning committee responsible to PBC for creating and monitoring the College’s implementation of a Professional Development Plan that supports the achievement of all college goals and strategic initiatives related to professional development as laid out in the Education Master Plan and Strategic Enrollment Management Plan and any subsequent Annual (operational) Plans.
- Collaborate with the administrator co-chair of the PDPC to prepare and submit regular reports to PBC on the College’s effectiveness in implementing the Professional Development Plan and achieving college goals related to on-going professional development.

**Coordinate Flex Day Planning (in collaboration with the Academic Senate Governing Council)**

- Call for proposals, vet and draft scheduling, promote faculty participation, evaluate the event, in coordination with the other Co-chair of Professional Development Planning Committee, the ASLT Dean.
- Ensure faculty approval of the Flex Day agenda in a timely manner.
- Meet with Skyline and CSM PD coordinators for planning district-wide PD and Flex Day events and resources.

**Coordinate faculty professional development opportunities**

- Work closely with the Coordinator of Online Instruction to facilitate professional development related to excellence in online teaching and learning
- Work closely with the Faculty Equity Coordinator to help ensure quality professional development to support faculty achieve equitable outcomes for all students
- Host workshops and discussion groups for faculty to improve teaching and learning, curriculum design, student learning and program learning outcomes, pedagogy, etc.

**Serve in a campus leadership capacity on matters pertaining to faculty professional learning**

- As needed, attend and participate in meetings with other participatory governance bodies, especially the Planning and Budgeting Council (PBC) and Academic Senate
- Attend Division meetings as needed to further to work of CIETL and the College Professional Development Plan
- In collaboration with college administrators and the PRIE Office, ensure the College is in compliance with the letter and spirit of state regulations, federal rules, and other guidelines specific to faculty professional development, accreditation processes, and other relevant accountability mandates
- Attend college-wide strategic planning meetings, such as the Leadership Retreat and Guided Pathways (Interest Area) meetings.

**Communicate effectively and regularly with all constituencies regarding professional learning**

- Regularly review, update and maintain (keeping all information accurate and current) the College [Professional Development Planning Committee and CIETL websites](#).

## Reassignment Expectations

0.2 FTE (3 units) = 7.5 hrs/week or approximately 120 hrs/semester.

Part-time faculty paid hourly (non-instructional load rate)

Term: 2 years, renewable

## Responsible Administrator

Dean of ASLT.

David Meckler noted that the current position is a non-voting member of the Technology Committee and has only been informally working with ACES, and agrees that the CIETL Coordinator does not necessarily need to be present at meetings, but if the Technology Committee identifies a training need, they can incorporate the CIETL Coordinator as needed. Additionally, David included that Flex Day continues to be the main focus of time for this position. An operational calendar had been planned for Flex Day planning, but COVID has disrupted this, so the goal is to return to this planning process which should allow the CIETL Coordinator to focus more thoroughly on other aspects of this position.

Jessica asked what next steps are for these positions. Tammy clarified that this is currently for informational purposes. Jessica added that the feedback from last year included IPC being included in discussions regarding position changes. Jessica shared that according to the Reassigned Time Application Timeline, in the month of January, the VPI and Academic Senate, in consultation with iDeans and the appropriate council, /committees, will create and/or revise position description/announcements and that this therefore is part of the committee process. Jessica added that this work will continue.

Rebekah asked if there will be an announcement of who needs to reapply. Tammy confirmed this will take place.

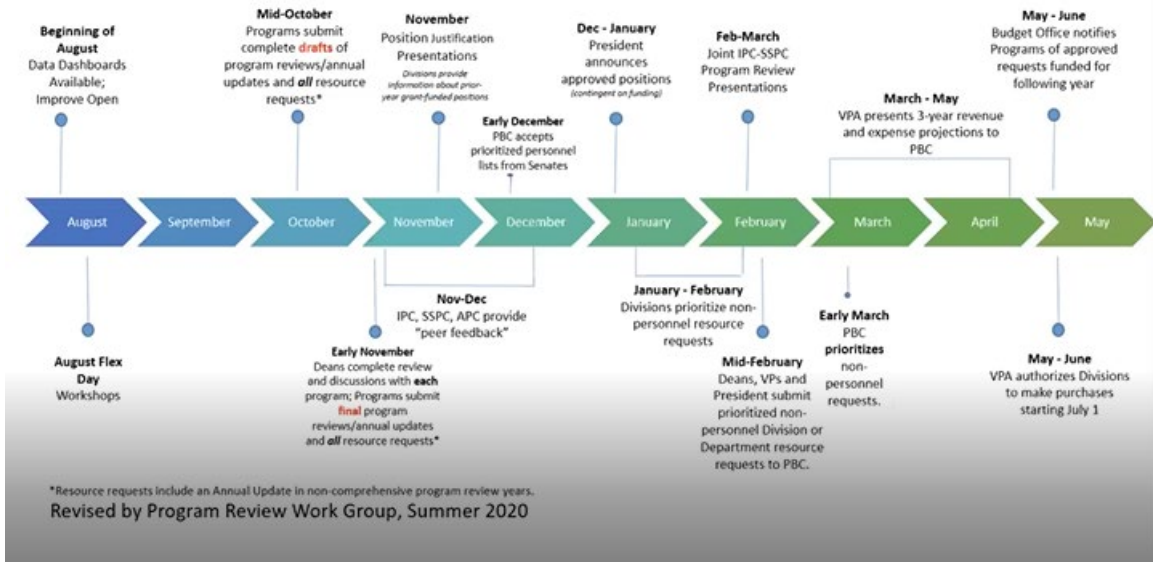
#### 6) [Reassigned Time Application Timeline](#)

Jessica projected the above timeline and reviewed the dates and processes required for the current cycle. Karen asked when faculty members apply to serve in the role. Jessica clarified that currently, the establishment or renewal of positions is taking place, and next semester, applicants will apply to fill the roles. Rebekah and Karen clarified submission requirements. Tammy shared that streamlining the process has been a priority this past year, and attaching a job description puts the oneness on the administration as opposed to the faculty member regarding the necessary duties of the coordinator role. Jessica reviewed the application template with the committee. Karen clarified that some of the confusion may still lie with the differences between programmatic release time versus college wide positions. Jessica clarified that faculty have been asking for positions the college will commit to that would not require a renewal process, and is something that should be considered, otherwise, the oneness is on the faculty member to request the position. Jessica shared that she feels this would be helpful to define.



## 7) Updated Timeline for Position Requests

### Program Review Timeline (as of fall 2020) (Approved by IPC and PBC in September 2020)



Karen presented on this item. She shared that IPC controls the timeline for Program Review, which was approved a few meetings ago. PBC has been receiving frequent updates regarding the economic outlook and the lack of funding generally that is quite likely. It therefore took some time to decide if resource requests will take place this year, and ultimately the decision was made to move forward even if the data is used for archival purposes only. Position justification presentations needed to therefore take place, and the date this year is inconsistent with what was approved on the above timeline. Karen is proposing approving moving position request positions to December 2 and 3, which is later than usual, meaning it will impact senate prioritization, senate input, and ultimately the President's announcement of approved positions will therefore not take place until late January possibly. Jessica asked what this means for annual updates. Karen stated that some programs have asked for extensions. Karen added that IPC would need to vote on allowing extensions for granting extensions on the annual updates, which include personnel requests.

**Motion** – To approve changes to the Program Review timeline including moving position justification presentations to December 2 and 3, and the President's announcement of approved positions to late January: M/S: Joan Murphy, Allison Hughes

**Discussion** – none

**Abstentions** – none

**Approval** – approved unanimously

**Motion** – To extend the deadline for annual updates to Friday, November 13: M/S: Karen Engel/Alex Claxton

**Discussion** – none

**Abstentions** – none

**Approval** – approved unanimously

**8) Good of the Order**

**Rebekah shared that on November 10, election results will be tallied and analyzed as a community. The committee remembered and noted the significance of former President Tom Mohr's impact on the campus.**

**9) Adjournment**

**Motion** – To adjourn the meeting in memory of former President Tom Mohr: M/S: Jessica Kaven, Tammy Robinson

**Discussion** – none

**Abstentions** – none

**Approval** – approved unanimously

a) Meeting adjourned at 11:34 am.