



**INSTRUCTIONAL PLANNING
COUNCIL
PROGRAM REVIEW
PRESENTATIONS MEETING
MINUTES OF
September 18, 2020
9:30 am – 11:30am, Zoom**

Members Present: Rebekah Taveau, Jessica Kaven, Katie Perkins, Susan Mahoney, Tammy Robinson, Alex Claxton, Pisith Keo, Joan Murphy, Chris Burns, Karen Engel, Lisa Palmer, Sakol Bun, James Carranza

Members Absent: Allison Hughes

Guests: Jamie Hui

1) Adoption and Approval of Agenda

Motion – To adopt agenda: M/S: Rebekah Taveau, James Carranza

Discussion – none

Abstentions – none

Approval – approved unanimously

2) Approval of Minutes

Motion – To approve minutes of May 1, 2020: M/S: Alex Claxton, James Carranza

Discussion – none

Abstentions – Lisa Palmer, Katie Perkins (both not present at 5/1 meeting)

Approval – approved

3) IPC Bylaws & Membership

Jessica Kaven projected the current draft of the IPC Bylaws document. Jessica pointed out that at the next IPC meeting, a vote will need to take place to elect the co-chair who would begin the role this academic year for a one year term. The co-chair would need to be chosen from the list of faculty positions that are part of the membership of IPC. Jessica informed the committee that they are able to request a bylaw change should they wish to implement any changes after reviewing the document further, and that the change would need to be brought forward to the committee as an action item on a future agenda. James Carranza asked if the bylaws provide a timeline as to when the selection of the co-chair and membership must take place. Jessica shared that this could be an item added to a future agenda.

4) College-wide Program Review Improvement Task Force Update & Timeline

Karen Engel presented on behalf of this item. Karen shared that Academic Senate has purview over instructional program review and Academic Senate has asked IPC to oversee the process for Instructional Program Review. Karen stated that during the last accreditation cycle, one recommendation was to improve the campus program review process. IPC, PBC, and SSPC united to form a joint college-wide program review task force to improve the process. The task force worked last spring to generate proposals which were recently taken to PBC for approval. Some changes are within IPC's purview to approve, particularly the suggested timeframe:

Reminder:

- Due COVID-19 and remote college operations, no instructional, student services, or administrative programs will be undertaking a *comprehensive* program review in 2020-21
- Programs requesting resources will be required to submit an Annual Update

Overall process improvements:

- Establish an on-going, cross-functional Program Review Work Group (an operational committee) to coordinate and oversee the Program Review process each year.
 - Membership on that Work Group could include:
 - ~~Academic Senate/IPC rep~~
 - Academic Senate
 - IPC rep
 - SSPC rep
 - ~~Office of Instruction~~
 - Instructional Technologist (Office of Instruction) – by position
 - Classified Senate (CSEA member)
 - VPAS
 - PRIE
- Adopt a updated Timeline for 2020-21

James asked if this could be a subcommittee of Academic Senate. Karen stated that the research showed that the idea was to create a group reflective of all functions moving through and assisting to facilitate the process and allow them to coordinate the process together in an ongoing operational way. James stated he felt the various people could serve on the committee, but his view of having this serve as a subcommittee of the Academic Senate was to have a group be directly responsible for organizing the work. James shared if this was to be an operational committee, designated co-chairs should be established, as most typically, operational committees on campus are connected to some entity. James stated that he thought this was useful, but that the committee needed to be organized under some type of ownership to ensure the work was being completed and accountability was maintained.

Tammy Robinson agreed that she finds James' idea significant. As a new member to the committee, Lisa asked for clarification regarding the role of IPC. Tammy asked Karen's opinion of having the group report to PRIE. Karen shared that PRIE would happily play an organizing or coordinating role, but felt PBC ultimately was more appropriate as there are significant cross-functional duties that align more with various campus entities. James shared that Instruction and Student Services have tended not to connect historically, and therefore, the idea of presenting a cross-functional team can exist to better synthesize and better organize goals for forward movement. James highlighted the importance of including the perspectives of various campus entities in the program review process to encompass feedback from different groups that may have different perspectives or approaches that could ultimately better support students. Jamie Hui shared that she was initially unsure of what program review was, and being part of IPC helped her understand the significance of the process. Jamie shared that a cross-functional group may encourage more employees to take part in the process and see the value in it and ultimately be a better way to have more of the campus community involved. James agreed that we tend to solve problems within individual groups without collective action. Tammy voiced that it is important to discuss how to move forward in a foundational way, and the significance of all three council's input is necessary. Tammy also voiced moving forward with joint program review presentations. Rebekah Taveau appreciated that classified senate is part of the membership that has been proposed. Rebekah shared the perspective that it is crucial to communicate the real problems people are experiencing and considering if the right solutions are being explored. James clarified that this proposed work group would be the body making recommendations about the process as a coordinating body opposed to the body reviewing the program reviews; it is not a deciding group but rather a resource and coordination group.

Motion – To approve the formation of the above operational group and its membership and asks that PRIE (Accreditation Liaison Officer) plays a coordinating role (bringing the group together) and that the group report regularly to PBC, IPC, and SSPC. M/S: James Carranza, Karen Engel

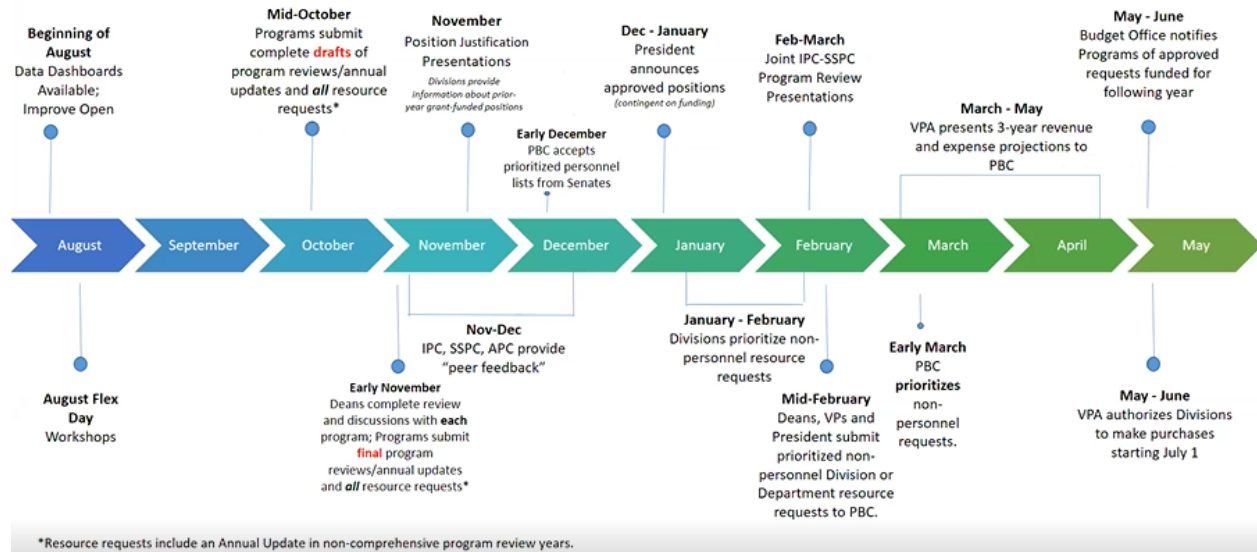
Discussion – none

Abstentions – Lisa Palmer

Approval – approved

Program Review Timeline (as of fall 2020)
(Pending IPC and PBC approval)

Jessica projected and explained the following timeline to the committee by monthly events. She shared that IPC is responsible for approving the timeline, and for setting the due dates specifically for the submission of the program review/annual updates and when deans need to submit. Karen mentioned that the appropriate language for the Early March timeline segment is "PBC certifies non-personnel requests":



Susan asked for clarification regarding the Nov-Dec peer feedback section of the timeline. Jessica proposed specific dates for submissions of annual updates and resource requests. Jessica proposed a due date for faculty to submit their program reviews, and an alternate date for deans to provide their feedback.

- Motion** – To approve the above timeline, and the specific due dates of October 23 for faculty submissions and November 6 for dean review:
M/S: James Carranza, Lisa Palmer
- Discussion** – none
- Abstentions** – none
- Approval** – approved unanimously

5) College’s Annual Strategic Plan

Karen presented this item. Karen explained that an annual planning process and a five year planning process both exist. The college annual planning process does the following:

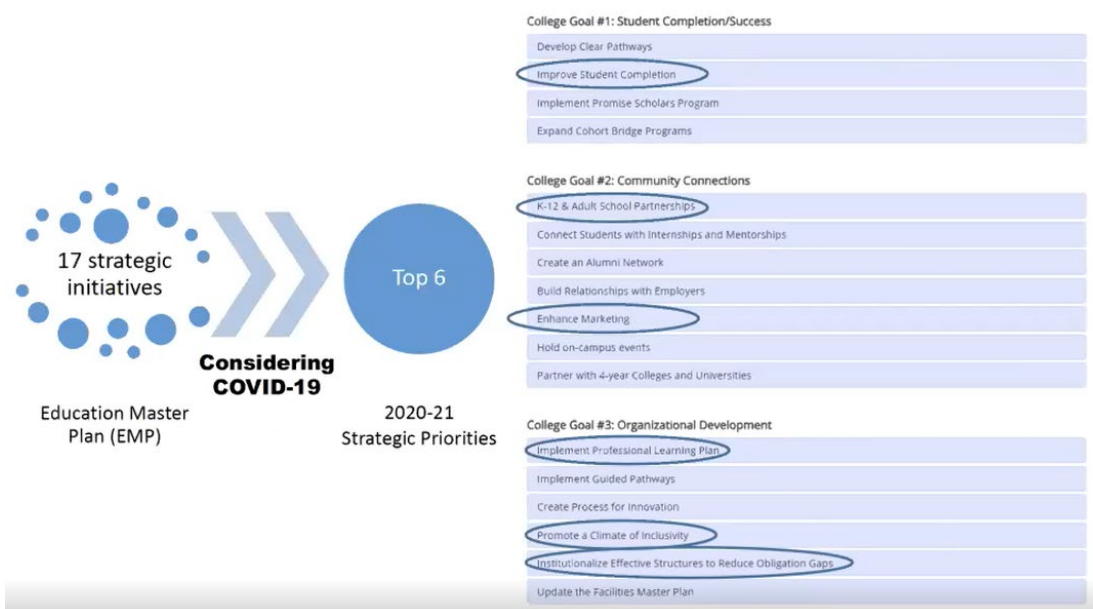
- Sets forth the activities to be implemented in one year to support the achievement of the five-year goals articulated in the Education Master Plan, which are in support of achieving the College Mission.
- Is a synthesis of objectives, strategic initiatives, and activities of other college plans, grant deliverables, and recent mandates from the State Chancellor’s Office.



Currently, we are in year 4 of the Educational Master Plan, and Year 1 of the Strategic Enrollment Management Plan.

FOCUS THIS YEAR:

- Prioritize support for students, faculty and staff during COVID-19 and remote campus operations
- Apply guiding principles (or a framework) related to fulfilling the campus-wide commitment to becoming an anti-racist institution and fulfilling its mission of “ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals.”



Strategic Priority #1

Improve student completion via enrollment management, student retention and course scheduling

Origin	Description	Responsible Administrator	Committee/Group
Leadership Retreat Objective	Prioritize online student success with an emphasis on interpersonal connections	VPI Robinson and VPSS Pérez	College Cabinet
Leadership Retreat Strategies (2020-21)	Integrate Student Success Teams (from Guided Pathways) into online learning environment	VPSS Pérez	Guided Pathways Steering Committee and Interest Area Leads
	Prioritize connecting students to resources (eg., Connection Sections, Canvas modules)	VPSS Pérez	Guided Pathways Steering Committee and Interest Area Leads
	Identify problems students are having EARLY and solve problems collaboratively (Early Alert collaboration with Tech Committee, DEAC, ITS as well as Counseling)	VPI Robinson	Guided Pathways Steering Committee and Interest Area Leads
	Communicate frequently with students and keep them engaged with faculty, resources & each other	VPI Robinson	Academic Senate
	Provide direct support for students in crisis	VPSS Pérez	College Cabinet
SEM Objectives	Maintain clear, accurate degree and certificate program maps in Program Mapper, including the identification and verification of hidden prerequisites	VPI Robinson	Interest Area Faculty, Curriculum Committee
	Develop and strengthen Career Education degrees/certificates that are not available at the other two campuses and/or for which there is excess demand in our service area	VPI Robinson	Workforce Tri-Chairs
	Strengthen transfer support services, including our 2+2 agreements and the University Center	VPI Robinson	Transfer Task Force

Strategic Priority #2

Collaborate with Pre-K to Adult School partners to promote relationships, seamless transitions, and alignment of pathways

Origin	Description	Responsible Administrator	Committee/Group
Leadership Retreat Strategies (2020-21)	Strengthen dual enrollment & early college opportunities (SEM 1.3.1)	Director Mayra Arellano	IPC
	Strengthen communication with and engagement of parents (especially in E. Palo Alto, N. Fair Oaks)	Director Mayra Arellano and Olivia Cortez-Figueroa, Recruiter	IPC
	Publish all materials in English and Spanish	Director Megan Rodriguez-Antone and Olivia Cortez-Figueroa, Recruiter	IPC
SEM 1.3.2	Create more robust K-14 academic pathway programs (including summer programs)	Director Mayra Arellano	IPC
SEM 1.4	Increase conversion of Adult Education and English Language Learners (ESL) to Cañada College degree and certificate programs	VPI Robinson	iDeans

Strategic Priority #3

Expand and enhance marketing

Origin	Description	Responsible Administrator	Committee/Group
Leadership Retreat Strategies (2020-21)	<i>Rely more on the student perspective in all marketing and communications (esp. BIPOC students)</i>	Director Rodriguez-Antone	Marketing and Outreach Work Group
SEM 4.1	Be known as the college where students complete in two years	Director Rodriguez-Antone	Marketing and Outreach Work Group
SEM 4.2	Increase the percentage of high school students from the Sequoia Union High School District coming to Cañada within one year of completing high school	Recruiter Cortez-Figueroa, Director Rodriguez-Antone	Marketing and Outreach Work Group
SEM 4.3	Be known as the college that is responsive to our community's evolving needs by providing dynamic, evolving, quality instructional programs from which students can launch careers that make a living wage	Director Rodriguez-Antone	Marketing and Outreach Work Group
SEM 4.3.1	Develop an updated marketing, messaging and outreach strategy to support the objectives of this plan. Include implementation plans for paper, online and social media	Director Rodriguez-Antone	Marketing and Outreach Work Group
SEM 4.3.3	Engage community partners around the College's strategic enrollment management objectives	Director Rodriguez-Antone	Marketing and Outreach Work Group

Strategic Priority #4

Implement the Professional Learning Plan and establish a robust college-wide professional learning program that engages campus constituents while creating opportunities for innovative practices that support student success and promote equity

Origin	Description	Responsible Administrator	Committee/Group
Leadership Retreat Strategies (2020-21)	<i>Provide consistent PD throughout year for online learning with an anti-racist lens</i>	Dean Reed	Professional Learning Committee
	<i>Conduct peer-to-peer (P2P) online course reviews with an anti-racism lens; align course content with effective pedagogical practices to ensure learning and closing of equity gaps</i>	Dean Reed	DEAC
	<i>Make time for Collaborative (Re) Design: Time for faculty and staff to co-create on Flex Days, in Division meetings, and in Interest Area Groups</i>	VPSS Pérez	Guided Pathways Steering Committee
SEM Addendum	Due to COVID-19 and the shift to remote instruction, provide faculty with the tools and professional development they need to serve students remotely	VPI Robinson	Academic Senate, DEAC, iDeans
SEM Addendum	Due to COVID-19 and the shift to remote student support services and instruction, provide staff with the tools and professional development they need to serve students remotely	Deans/Supervisors with VPAS Mendoza, District HR Director Feune	College Cabinet, District Cabinet

Strategic Priority #5

Promote a campus culture that fosters a climate of inclusivity

Origin	Description	Responsible Administrator	Committee/Group
Leadership Retreat Strategies (2020-21)	<i>Strengthen new employee orientation and on-going support (esp. for Adjuncts)</i>	VPAS Mendoza, VPI Robinson, VPSS Pérez	Professional Learning Committee
	<i>Organize Critical Conversations on Race</i>	VPSS Pérez	College Cabinet
	<i>Hold a virtual college hour each week and/or set up "brave spaces" to increase communication</i>	VPSS Pérez	College Cabinet
	<i>Celebrate actions and anti-racism successes</i>	VPSS Pérez	College Cabinet
SEM 3.2/ Guided Pathways	Ensure all students are well connected to the College, including connections to fellow students, faculty, services, programs and resources	VPSS Pérez	Guided Pathways Steering Committee

Strategic Priority #6

Institutionalize effective structures and best practices of HSI (Hispanic-Serving Institutions) and AANAPISI (Asian American and Native American Pacific Islander-Serving Institutions) in order to reduce *obligation gaps*

Origin	Description	Responsible Administrator	Committee/Group
Leadership Retreat Strategies (2020-21)	<i>Create and align our new Guided Pathways Success Teams clearly with Puente, EOPS, TRIO, Promise, etc</i>	VPSS Pérez	Guided Pathways Steering Committee
	<i>Build intentional connections between instructional support services and instruction</i>	VPSS Pérez and VPI Robinson	College Cabinet
SEM Goal 3	Align and sustain pro-active student support services with programs of study to ensure effective and timely student enrollment, retention, persistence and completion	VPSS Pérez	Guided Pathways Steering Committee
SEM 3.1	Streamline the Transcript Evaluation Process	VPSS Pérez	Guided Pathways Steering Committee
SEM 3.3.1	Create and sustain Interest Area Success Teams	VPSS Pérez	Guided Pathways Steering Committee
SEM 3.3.2	Develop, launch and sustain First Year Experience programs for each Interest Area	VPSS Pérez	Interest Area Faculty Leads
SEM 3.3.3	Scale the number of opportunities for Career Exploration, work-based learning and job placement in each Interest Area across all student types	VPSS Pérez	Guided Pathways Steering Committee



Origin	Description	Responsible Administrator	Committee/Group
Leadership Retreat Strategies (2020-21)	Hiring and retention of diverse employees	College Cabinet	College Cabinet with Academic and Classified Senates and District Academic Senate and District Cabinet

Karen specifically sought feedback on priority 2 as IPC is proposed as the committee involved in the reporting structure for these items. Tammy shared that she likes the idea of having Mayra present to the committee to assess what supports her position may need. Jessica appreciated Karen for presenting this information at the beginning of the year so as to appropriately prepare. Tammy commended Karen for the great work she has done thus far.

6) Anti-Racist Framework

Karen projected the following Anti-Racist Framework draft document to the committee. Karen shared that the need to take action on social and racial injustice in our country lead the college leadership to host three critical conversations on race in June and July, and another will take place in October. In addition, at the end of those conversations, the thought was that it would be helpful to provide definitions and a commitment to complete this work as a foundation or starting point to begin the work. The below framework draft is available for employees to provide feedback. PBC received recommendations for forming an Anti-Racist Taskforce comprised of faculty, staff, administrators, students, and possibly some type of outside consultant or expert with the purpose of providing the scope of work to deliver and provide expertise, with the expectation that this work is done everywhere, every division, department, committee. James as the PBC representative is in charge of supplying the IPC feedback of the document back to PCB:



Anti-Racist Framework

Draft as of September 2, 2020

Definitions

Racism: Historically rooted system of power hierarchies based on race—infused in our institutions, policies and culture—that benefit White people and hurt people of color. Racism isn't limited to individual acts of prejudice, either deliberate or accidental. Rather, the most damaging racism is built into systems and institutions that shape our lives. Most coverage of race and racism is not “systemically aware,” meaning that it either focuses on racism at the level of individuals’ speech or actions, individual-level racism, dismisses systemic racism, or refers to racism in the past tense. -- [Race Reporting Guide, Race Forward, The Center for Racial Justice Innovation, 2015](#)

Antiracist: One who is supporting an antiracist policy through their actions or expressing an antiracist idea... *To be antiracist is a radical choice in the face of history, requiring a radical reorientation of our consciousness.*

- Ibram X. Kendi, *How to be an Antiracist*

Commitments

We are Cañada College - a community of scholars and practitioners. As a collective and as individuals we commit to:

- ◆ Critically examine our behaviors and college practices for the conscious and unconscious ways in which we contribute to systemic racism;
- ◆ Uplift stories and data about the impact of anti-Blackness, oppression, poverty, and racism in our communities;
- ◆ Re-imagine and build a community of learning and service based in anti-racism, social justice, and liberation.

We welcome and invite these commitments as essential components of an anti-racist and socially-just community for the students we serve, the community where we work, and the world we live in.

Areas of Impact:

- Hiring and Retention of Diverse Employees
- Teaching and Learning with students
- Support Services and Resources
- Structures, Facilities, and Community Space(s)
- College Mission, Vision, Values

Jessica echoed the desire to bring outside bodies in to evaluate the process to highlight things that the campus may not be aware of, and of which we can possibly be more critical. Lisa shared that it would be nice to have concrete events planned. She stated that one relevant topic is the upcoming election and voter suppression. She stated that she felt very motivated to begin implementing events to assist the campus in understanding the history in relation to voter suppression or the importance of voting, which have contributed to systemic injustice. Rebekah stated that she is in strong support of this and is pleased that a college framework is being established in addition to a taskforce who can analyze the needs of the campus and communicate the needs to the campus. She shared that she will be a part of upcoming meetings and discussions to better plan how the equity committee as a collective body will be supporting this movement in addition to people’s individual involvement. Rebekah shared that a year was spent planning the current activism series and she then spent time this summer to discuss with each of the speakers how best to discuss current events, including Black Lives Matter. Rebekah shared that the first event recently took place and there were over 96 people present discussing racism and different methods of activism. Professor Aguirre is going to speak on October 8 about voting and getting the

vote out, and was Rebekah's hope that links can be made where groups work together on tasks. Jessica asked for clarification as to when the taskforce would be formed. Karen shared that PBC is scheduled to officially decide on the implementation of the taskforce on October 7. Jessica asked if it was appropriate to begin providing feedback prior to the taskforce being established so as not to lose momentum so that a set of ideas could be generated prior to the formation of the group, providing a base of ideas for the taskforce on which to build.

Karen projected the Recommendation of the Anti-Racism Task Force:

Duration: September 2020-March 2021

Scope of Work:

- Ensure Councils, Committees, Senates, and Guided Pathways groups apply this Framework
- Provide expertise and resources to those applying the Framework to their work
- Help organize and lead Flex Day sessions: October, January, March
- Evaluate progress

Proposed Membership:

- 2 administrators, 2 faculty, 2 classified staff, 2 students + a possible external Anti-Racism Consultant

Karen shared that feedback has been received that more employees have the opportunity to take part in the task force by increasing the number of representatives from each unit to 3. James suggested that it would be helpful to provide feedback on both the Framework and the Task Force. James shared that marketing representation on the work group would be necessary to communicate the events and progress the campus is making to the greater community. Rebekah added that it could also be possible to have one member of the task force be responsible for communicating every progress and update to marketing. Rebekah shared that she wants to see language that suggests permanence, to not only build on the momentum of current events, but to ensure this is sustainable. James suggested placing the framework front and center in every component of the college. Karen suggested adding the framework to the committee template. Rebekah asked if there would be some type of ensured budget for the task force and asked for clarification regarding funding. James suggested making a recommendation to PBC to support budget considerations to support task force recommendations. Alex asked what the process would be if a group on campus is not aligned with the framework, or if there was a consequence for on campus groups who did not abide by the framework. Rebekah said that it would be a component of everyone's plan and it is necessary to evaluate plans on a regular basis to ensure the framework is incorporated. James suggested it may become the role of the co-chairs to ensure that the work is kept front and center. Karen shared that the vision included that Flex Day reporting had a public,

campus wide platform to report out and highlight what was going well to keep groups honest and engaged. Rebekah suggested making these events part of the mandatory portions of Flex Day to ensure all college employees have exposure to these ideas and information.

James asked for additional suggestions or ideas to be taken to PBC regarding the framework document. Rebekah provided feedback that she wants to ensure the framework is not simply deficit focused, but rather is inclusive of black achievement, accomplishment, or success. James pointed out that there is no definition of privilege or white privilege in the document. Jessica ensured the committee that this does not have to be the only time the committee discusses this framework.

James summarized the recommendations of the committee he will present to PBC. With regard to the task force:

- Including in the scope of work or other description a campus communication component
- Budget considerations in support of Flex Day activities in particular
- Notion of all college session for Flex Day reserving time as a college to discuss

With regard to the framework:

- Including positive aspects of black achievement of the black community
- Including language reflective of white entitlement/white privilege
- Including language specific to supporting students

7) ACES Coordinator Position Update

Rebekah projected the following document, a working draft of the ACES faculty coordinator position modifications proposal. Rebekah shared that this has been a conversation since 2018, as the description has presented as outdated. When ACES started in 2015, equity was still being defined, and since, much significant growth has been reflected. Rebekah shared that her goals include updating the description, ideally have the application go out in the fall, select someone by the spring, and foster a smooth transition between coordinators to set the next coordinator up for success. Alternately, if the transition has to happen in the summer, building in this expectation so that preparation can take place now. Rebekah shared that she will also be receiving feedback from Dr. Manuel Perez in Student Services, and is presenting this document to IPC as an overview of proposed changes for discussion, and ultimately it will be brought to PBC for approval.

Rebekah discussed the following document with the committee, highlighting changes from the previous position description and describing the proposed revised duties, reflective of the current duties of the coordinator:

WORKING DRAFT ACES Faculty Coordinator Position Modifications Proposal
 Revising and Sharing since 2018. Updated Sept. 18 2020

Co-Edited by Rebekah Taveau and David Reed

PREVIOUS DUTIES DESCRIPTION	REVISED UPDATED DUTIES DESCRIPTION 2020
	<ul style="list-style-type: none"> Schedule and plan ACES meetings in consultation with committee members and co-chair, plan, create, and announce agenda, Facilitate meetings and manage note taking and timing. Compile and share notes. Update Website. Collect feedback from members on meetings and activities.
<ul style="list-style-type: none"> lead the development of the Basic Skills and Equity plans while ensuring the effective contributions of all stakeholders and consultation with the Academic Senate 	<ul style="list-style-type: none"> Working with Co-chair, assist in the development of the Student Equity and Achievement Program (SEAP) plan while ensuring the effective contributions of all stakeholders and consultation with the Academic Senate and other shared governance bodies as required for college-wide planning processes
<ul style="list-style-type: none"> monitor and provide support to Basic Skills and Equity initiatives 	<ul style="list-style-type: none"> Promote equity initiatives. Organize teams to attend equity related professional development opportunities and share information with the campus community.
<ul style="list-style-type: none"> monitor all activities to ensure compliance with the letter and spirit of state regulations, federal rules, and other guidelines specific to the Basic Skills Initiative, Equity, Accreditation Planning Agendas, and other relevant accountability mandates 	<p>Work with Co-chair to monitor all activities to ensure compliance with the letter and spirit of state regulations, federal rules, and other guidelines specific to the SEAP plan, accreditation processes, and other relevant accountability mandates</p>
<ul style="list-style-type: none"> coordinate, implement, and monitor the ACES Inquiry process in collaboration with other relevant professional development groups on campus 	<ul style="list-style-type: none"> Provide guidance and recommendations on equity-related professional development in collaboration with other relevant professional development groups on campus
<ul style="list-style-type: none"> collaborate with administration to write and submit state-mandated reports 	<ul style="list-style-type: none"> Serve as faculty representative in work with co-chair, Dean of Counseling, and Business Office to complete state-mandated reports.
<ul style="list-style-type: none"> deliver department, division, and college-wide presentations on BSI work & Equity activities 	<ul style="list-style-type: none"> Deliver department, division, and college-wide presentations on equity activities and share updates at college shared governance meetings when relevant to ACES work
<ul style="list-style-type: none"> provide regular reports to the Academic Senate on BSI and Equity plans and activities 	<ul style="list-style-type: none"> As needed, provide reports to the Academic Senate, ASCC and other shared governance bodies on Equity plans and activities
<ul style="list-style-type: none"> participate as a member of the Instructional Planning Council 	<ul style="list-style-type: none"> Participate as a member of the Instructional Planning Council
<ul style="list-style-type: none"> coordinate professional development activities on campus with the Professional Learning Committee participate in Student Success/Basic Skills/Equity conferences, workshops, webinars and trainings 	<ul style="list-style-type: none"> Participate in Student Success/SEAP/equity conferences, workshops, webinars, and trainings as needed to remain current in best practices, and state and national level dialogues. Collaborate with the Professional Learning Committee.
<ul style="list-style-type: none"> monitor developments at the state level and contribute to state and national dialogues for change collaborate with staff, faculty, and the Office of PRIE to explore effective ways to evaluate and assess impacts of new and ongoing interventions 	<ul style="list-style-type: none"> Collaborate with staff, faculty, and the Office of PRIE to explore effective ways to evaluate and assess impacts of new and ongoing interventions

Rebekah asked the committee for comments, suggestions, or questions. Jessica said that she would like to see the work of the role more clearly disseminated across campus from a communication standpoint, allowing marketing to be more active in terms of support. Rebekah asked the committee to reflect on what their vision for the role is. Ideally, Rebekah

shared that there would be a program coordinator, or a portion of an administrative role that may also assist the ACES Coordinator, in addition to marketing support with the intention of working in a coordinated way. Joan Murphy asked if ASLT provides any administrative support to the role. Rebekah shared that she took on the responsibility and utilities the support of a task force of volunteers. It was suggested that student support through a work study option may be an alternate approach to seeking administrative support. Jessica asked if Rebekah's next steps were to take the document to the deans and VPs for feedback. Rebekah shared that she would take this to PBC and also Academic Senate. Rebekah asked James about clarification regarding the timeline. James shared that this was a matter of process. Tammy shared that this position was campus wide, and the position would be approved through IPC. Rebekah shared that this was important information as this used to be mandated, and asked for clarification regarding the process knowing this information.

8) Reassigned Time Application Process & Timeline

Jessica projected the IPC website and walked the committee through the Reassigned Time instructions posted including how to apply, where new applications versus renewal applications are located, and the process timeline. Jessica commented that the deadline for submission for new and renewal applications is November 13 of this year. If positions expire at the end of the current academic year, an application would be due this fall to renew the position beyond spring 2021. Rebekah asked if the application for renewal relies on a particular description. Jessica shared that the renewal process does not require the position description, and rather this is generated when the position is approved. Karen mentioned she has been working through guided pathways on the emerging role of lead faculty for interest areas, and it has been important to have a scope of work for that role. Karen asked for clarification regarding renewals processes and the scope of work. Jessica clarified that the description is separate than the renewal of the application. Jessica clarified that opting to renew the position will not include a new description for the position. Jessica mentioned that IPC is working to communicate the appeal process more clearly to the campus. Jessica showed the committee where the appeal process is defined on the IPC website.

Joan mentioned that Mary in the Business Office was seeking information regarding who was awarded the position. Joan further asked for clarity regarding the separation of positions that do not come through the VPI office, and that the timeline for the process align with the schedule so that deans and faculty members can make plans for their load. Tammy added that a website update can be added to include the names of those in the position. Jessica shared that feedback received regarding applications for renewal was too repetitive, and that is why the application is more streamlined. The main idea behind the renewal is to receive a summary to track what people have been doing and a reflection of the feedback, rather than repeating or revising work duties. For new applications, building of coordination duties are approved after the position is in place. The application and the description of the coordination duties are not the same. Karen asked a clarifying question regarding the different types of positions-mandated vs. discretionary. Tammy shared that initial applications can present ideas and the next step is to establish a work plan. Karen asked if an opportunity to present revised descriptions would be provided, and Tammy agreed that receiving revised position descriptions makes sense. Jessica shared that this can serve as a reminder that position descriptions need to be reviewed. Tammy shared it is important for the campus community to understand the work that is being completed for the approved release time. James returned to

Rebekah's position description and asked if the revised description meant that this position would be approached as a new request. Jessica asked if this might fall within the appeal process. Tammy shared that they would submit an application with a revision. Karen shared that she felt the job descriptions need to be posted early in the process. Rebekah asked the committee to be proactive in the name of equity and student support. In the interest of time, Jessica and Tammy stated that reassigned time would be continued at the next meeting.

9) Good of the Order

10) Adjournment

Motion – To adjourn the meeting: M/S: Karen Engel, Joan Murphy

Discussion – none

Abstentions – none

Approval – approved unanimously

a) Meeting adjourned at 11:53am.