



**INSTRUCTIONAL PLANNING  
COUNCIL  
MEETING MINUTES OF  
December 4, 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 Sidman-Taveau, Chris Burns, Jill Sumstad, Joan Murphy

**Members Absent:** Pisith Keo

**Guests:** Patty Hall, Sarita Santos, Jamie Hui, Matt Lee

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**1) Adoption and Approval of Agenda**

**Motion** – To adopt agenda, with the inclusion of a discussion item “Career Ladders Project Focus Group Professional Support” proposed by Karen Engel: M/S: Lisa Palmer, Rebekah Sidman-Taveau

**Discussion** – none

**Abstentions** – none

**Approval** – approved unanimously

**2) Approval of Minutes**

**Motion** – To approve minutes of November 6, 2020: M/S: Rebekah Sidman-Taveau, Joan Murphy

**Discussion** – none

**Abstentions** – none

**Approval** – approved

**3) Career Ladders Project Focus Group Professional Support**

Karen Engel presented on this item. The Multicultural Center is being planned physically and it has come to Karen’s attention that we have an opportunity to receive assistance with research into what the campus would like to see in terms of programming for the center by way of the Career Ladders Project. Karen shared that the campus worked with them quite a bit in past years and they assisted in conducting student focus groups. Currently, this opportunity is available free of cost to help facilitate six focus groups early next year to obtain feedback regarding the Multicultural Center programming. Karen shared that the Student Senate passed a resolution regarding their programming preferences. The hope is that focus groups will include students, faculty and staff. Karen proposed the idea that out of 6 focus groups, perhaps four may be conducted with various affinity groups on campus, with the premise that in small groups, participants may be more forthcoming with what they would like to see. Karen shared that she is seeking IPC’s guidance and general thoughts to

plan for the focus groups to take place mid-February.

James shared that it sounds like a good idea to him, and he suggested that Career Ladders could possibly help the campus identify which cohorts of students to focus on and worth with. James shared that he likes the idea of focus areas to understand what is in the best interest of students, faculty, and staff. Karen shared that there is an expectation that there will be a professional development component to the center. Karen shared that she can return to the next meeting with the feedback recommendation in terms of specific subgroups the campus would want to see with the focus groups. Karen asked the group for opinions regarding the methodology of the project, and is seeking guidance from the council regarding forward movement in this endeavor. Lisa shared that she thinks it is a great idea and is in favor. She shared that one possible affinity group that often is not considered is parents, and this area crosses cultural boundaries. Patti Hall contributed another affinity group as evening students and online students. Rebekah was also in agreement that the focus groups are a great idea. She mentioned that the affinity group idea works well based on her past experience with focus groups and suggested seeking input from student senate regarding their opinion of the affinity groups. Karen asked the group if they felt strongly regarding mixing students, faculty, and staff in focus groups. Joan shared that she loves the idea of focus groups. Joan and Rebekah agreed that having groups separately participate would be preferable. James added that we can share our preferences and Career Ladders may be able to assist with their expertise in ensuring the process is reflective of the campus needs. Karen shared that she will return to IPC with their recommendation and that the committee will likely be asked to assist with identifying participants.

#### **4) Reassigned Time Application Review**

The committee discussed the results of the rating forms that committee members submitted and reviewed the comments that were included. If a representative from that position or area was present, they had an opportunity to add their comments, and the committee could ask questions and provide input on if IPC should recommend support of the position or not.

Alex Claxton shared that as a first time committee member, it was difficult to understand what the duties were for renewal applications. Instead, applicants tended to list things that they had done over the past several years, as opposed to their duties. Joan agreed that many of the applications included past accomplishments and to-do lists, but the job description pieces were missing. Susan echoed this sentiment as well and expressed her wish to establish a way to complete this in a more effective way moving forward. Rebekah shared that applicants were working under a very short timeline this cycle, and also suggested charts could be a possibility in the future to make the information more relational. Katie also added that the committee had discussed previously having a separate set of questions for the coordinator positions. Karen agreed that next year, the committee should look to operationalize this a bit better. Tammy added that the pandemic really changed the process as well, and that folks did their best they could with the time they had. Moving forward, we will continue to streamline the process.

The committee began reviewing the applications, with five statements to consider:

The responsibilities associated with this reassignment are NOT included as part of faculty workload, the position's proposed outcomes align with the college's strategic plan and initiatives, the amount of reassigned time is reasonable, the amount/duration of reassigned time requested is reasonable, and duties are most appropriately performed by a faculty member.

### **ACES Coordinator: Renewal Application**

Jessica asked about the amount of release time this position was being considered for. Tammy clarified that in the past, this position had five units of release time, and now the campus is ensuring there is equity across reassigned time, therefore this was considered at 3 units or .2 as opposed to 5 units. Tammy shared that currently we have a task force, and that the amount of time may be increased in the future, but currently we need to be mindful of budgetary constraints. Tammy shared that we need this position, it is simply a matter of ensuring equity and being mindful of the budget. Rebekah added the following document to share with the committee from past and present co-chairs of ACES:

Dear Fellow IPC Members,

Regarding the ACES Coordination position application for renewal, please note that we were between Co-chairs at the time of the application. However, former Co-chair of ACES, Dean David Reed, and current Co-chair of ACES, VPSS Manuel Perez, have sent comments "to share with

Pasted from David Reed's email 12/3/2020:

Dear IPC,

I'd like to share my strong support for the continuation of the ACES/Equity Faculty Coordination reassigned time request. For the past three years I have worked in partnership with Rebekah in her role as faculty coordinator and I can attest to the critical importance of this position in our pursuit of institutional equity. ACES has made an impact in so many areas of the college; faculty and staff professional development, student support program assessment, the equity lecture series, faculty inquiry projects that pioneered innovative uses of data, and many more.

Thank you for your consideration of this important request,  
David

Pasted from Manuel Perez's email 12/3/2020

I hope that my thoughts in italics below can serve as my comments on the reassigned time application.

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*I read and saw your full application for reassigned time – it was thorough, detailed, and robust with*

*information about all the important work that has been done and that you have coordinated. The various projects and work is important and critical to the mission and vision of our campus community. With a tri-chair model for the equity committee, with the anticipated learnings of the antiracism task force, with the upcoming college cultural center, and (if approved) with 5 units of reassigned time, I believe that the time is ripe for strategic reimagining of our current structures. In light of these added conversations and initiatives, we must ask the question: in what ways can 5 units of reassigned time (for 2 years) be enhanced to match this extra energy and direction? I don't see this as a reductive conversation, but rather an important and necessary imagining of possibilities.*

Tammy shared that the role of the committee right now is to review the application to provide input if the position should be kept if and the committee should provide their support for it. After this, the time allowance will be considered to ensure the person in the role has the appropriate amount of time based on the required duties of the role. Tammy shared that the committee has done a good job improving the reassigned time process from past years, and they have worked hard to ensure the process is due to campus need and is fair and equitable.

Susan added that regarding the ACES position, it seems like there is strong agreement that this role is vital, and she did not understand what other support there may be for this. Susan asked to better understand the resources that are being put toward this campus-wide effort. Tammy reiterated that the goal of the committee today was to decide if the role should move forward, and agreed that clearly there is agreement that it should. The details will be worked out in the future due to the inclusion of the Antiracist Taskforce. Rebekah shared that there is some concern from people that the Antiracist Taskforce may be temporary, and that there is a difference of having a faculty member that creates consistency and has the history that could leverage long relationships. Rebekah shared her hope that equity will have sufficient resources to be successful. Rebekah shared that looking at a tri-chair model may be a possibility to further explore.

Jessica stated that the committee is in agreement that this position is important with the concern about the reassigned time allocation amount that will be forthcoming in the process.

### **Assessment Coordinator: Renewal Application**

Tammy highlighted a comment by the committee asking why faculty members have to continue to renew previously approved positions. Tammy shared that this is related to transparency on the campus to ensure SLO cycles are being met. Tammy shared that being in accordance with ACCJC is also crucial. Joan asked for clarification regarding mandated positions. Tammy shared that certain positions such as Academic Senate officers are externally mandated and do not come through IPC. Coordination roles as part of a faculty member's regular assignment also do not come to IPC. Bringing reassigned time to IPC is a chance to remain transparent in the process and makes the process more intentional and less arbitrary. Tammy shared that Assessment Coordinator is one example of a position the campus would like to see move forward, as the campus believes there is a need. James added that this process is for the committee to screen the positions. He mentioned that some colleges have full time positions dedicated to SLOs through the PRIE office, and while this college does not, this position on our campus is significant and crucial to the accreditation process. James suggested that the committee may wish to consider planning out different needs that may be present in different years or different phases of

accreditation and ensuring there is support at the appropriate times. Jessica added that it was a recommendation of the accreditation team that the reassigned time for this position was increased as the previous amount was insufficient based on the duties of the role. Joan asked Jessica if this role does the work for the whole college and every division within int. Jessica confirmed that this was the case.

### **COLTS Coordinator: Renewal Application**

Committee members were unsure if this application was for one or two positions, and if teaching COLTS was an appropriate use of faculty vs staff time. Jessica shared that it is a shared position, and was a commitment to our athletes that do not have direct support connected to their learning. This was to address this particular population to support the fact that athletes have different transfer and eligibility requirements to provide wraparound support as part of the first year experience. Jessica shared that she did provide data that supports student athletes are more successful with this type of support. Matt Lee echoed Jessica's statements and shared that despite the fact that at present, the pandemic has altered athletics to some degree, athletes will be working on plans for eligibility to move forward and to transfer and the support will be something that will be necessary. Not only is it the commitment our students have for the college, but the commitment our faculty members make to ensure the success of our students. This program is also broadcasted at the high school level at outreach events as this is a fundamental piece of the program. Joan asked if this was considered a learning committee for student athletes. Jessica shared that it is a hybrid learning community and a first year experience for student athletes. James shared that he would ideally like to see this formalized into an actual program with a budget and staff to support it. James added that it started as a professional development opportunity, and it has evolved into coordination. The next phase could be formalizing it into a program. James shared favorable thoughts on anything the college can do to bring together athletics and instruction in support of student equity. Rebekah shared that this presents as a model program the campus can look at for other areas. Tammy shared that this should be part of the campus Anti-racist Task Force due to the work it has done to further the educational goals of student athletes.

### **Digital Art Coordinator: Renewal Application**

Tammy shared that she was not clear why there was uncertainty with the CTE programs. She clarified that these fall within a different scope and they do need to be discussed on a campus level, but also that their roles include outside work within the community, such as recruitment of faculty, instructors, and employers in addition to on campus coordination. Some committee feedback was that some of the duties may be assisted by non-faculty positions. Tammy shared that there is much grant support behind advertising. Rebekah shared that the program has made many achievements recently. Tammy shared that this program completes a tremendous amount of outreach and goes above and beyond for students to be successful. Tammy highlighted the film festival that students compete in and have historically done very well as one successful result of this coordination role being present.

### **Education and Human Development Coordinator: Renewal Application**

One committee member's comment highlighted that a number of the tasks appear to overlap with D1 duties. Tammy stated that we need to be careful about any task that is part of faculty load as coordinator roles must go above and beyond. Tammy clarified that this role does extend out into the community and does significant work with sites outside of the college. Alex raised the question regarding how coordination done by faculty differs from that done by a staff role and how they are distinct. Jamie Hui described an example of faculty versus staff roles from her experience in relation to community facing roles, and programmatic focuses versus direct student supports. Patty Hall shared that staff tend to focus on direct student support. Patty would like to look at a job description for this job description and communicated her hope for a more efficient way to present the work that is done so that IPC and the college can understand the roles more thoroughly and that the coordinators' time is used in an appropriate way.

### **ESL Coordinator: Renewal Application**

Tammy shared that there is much outreach associated with this role and especially during the past four years, the position has taken on a shifted role due to the current administration and the fears that have been stoked and are very real for students. A committee member asked how the duties of this role differ from the ESL Program Services Coordinator position. James shared that there are six different courses at four different sites. James shared that there is a Retention Specialist as opposed to a PSC that works on levels 1, 2, and 3 series. There are about 350 students in the ESL program. The current faculty role does much interaction with the community and partnering with different leads at adult schools, and coordination of faculty on and off campus and this type of work would not be appropriate for a retention specialist in terms of program development. James shared that having someone who is bilingual is crucial to the coordinator role as the students are often highest at risk as they are new to the country and a percentage of them is undocumented, so building partnerships and trust in the community is essential. James shared that we are the one college in the district that works directly with adult schools and offers courses at the adult schools. James shared that it is crucial to take education to the community and not have the expectation that the community come to us. Rebekah shared that about 85% of the ESL population is LatinX. Rebekah also shared that this program is bringing students through to obtain degrees and certificates.

### **Fashion Coordinator: Renewal Application**

Joan shared that in the past when discussing reassigned time, the committee was asked to be familiar with Appendix D1, and when reviewing applications, this may be why committee members are being extra conscious of the fact that some duties seem to overlap. Tammy highlighted the Artistry in Fashion event, and the international travel opportunities that are two things that go above and beyond typical faculty duties. Alex shared that there were significant overlap in D1 duties when reviewing the proposal, and Tammy shared this reiterates how crucial it is to ensure duties are correctly delineated. James shared that it will be important to communicate essential duties from a list of things that coordinators have done during their tenure. Susan added that the application did not ask for duties, but rather accomplishments.

### **HTP Coordinator Renewal Application**

One committee member shared that the number of hours per semester to coordinate the number of students in the program seemed excessive. Susan clarified that while there are 100 students enrolled as members, far more are taking honors classes, and there are many logistics and moving parts to this coordinator role. Susan shared that in addition, there is the connection building and mentoring of all the students and the faculty that are involved in addition to the transfer schools and priority transfer agreements, and local, regional, and national opportunities for students to present their work. Tammy added that this role has also had to complete an external accreditation and program review in addition to accreditation. Tammy clarified that this is an external mandate position that still needs to come to the committee for transparency.

### **Interior Design Coordinator: Renewal Application**

Patty Hall shared that Elsa Torres was involved in helping to propose the resolution to streamline and change the reassigned time application process as it can be difficult to figure out what to write as responses to stand out beyond D1 duties. Patty shared that some faculty took the approach of adding every accomplishment to the application whereas others were much more conservative in their responses, and that has added to some of the confusion surrounding the process. Tammy shared that she will continue to work with other bodies in the school to continue to refine the process in an attempt to make it better than the year before. James added that CTE programs have professionals in the field which can lead to additional turnover, so therefore there may be some overlap with certain D1 duties and moving forward, if there is something that does overlap, to have faculty note in what excess capacity.

### **Medical Assisting Coordinator: New Application**

Tammy shared that during the current pandemic, we are aware of how important the areas of first responders are. Tammy shared that there is significant coordination outside of the classroom that must be done in this position. Alex mentioned that this is the first time in the application review process that a strongly disagree portion is present when considering the amount/duration of reassigned time requested is reasonable. Tammy considered that a significant other portion of the committee felt it was appropriate. Tammy considered that there is a significant need for coordination with clinical sites and hospitals, and sites being closed due to the pandemic. Patty added that the program has been run for 1.5 years without any reassigned time and the faculty is working 60-70 hour weeks to attempt to keep the doors open. Making time to connect with and develop relationships with the community and recruit faculty is crucial.

### **Writing Center Coordinator: Renewal Application**

James shared that this position will take faculty coordination in the form of tutor training, working with tutors, and faculty and departments developing processes and strategies of referring and supporting students. This will need to be further considered to solidify how many students are being served and the specific services offered in partnership with the Learning Center. Rebekah shared that in her perspective, all faculty will contribute to tutoring and will give input on how to coach students through writing, but if they are working with tutoring and helping design that over the long term, that seems above and beyond typical duties. Lisa added that continuity and consistency is very important with student success, and that this role is to

help all students in all disciplines, not just English and therefore requires someone who has knowledge of writing pedagogy and is seeking feedback from people across campus regarding student needs. Lisa also shared the challenges of navigating a virtual writing center after COVID-19. Susan shared that she hopes to see the writing center expand and thrive and the significance of consistent coordination is appropriate. James shared that coordination of resources and how we ensure that students who need services receive them is also a role of the coordinator. Committee members discussed the challenges of temporary staff positions and the turnover that has historically taken place and the need for consistent faculty members.

#### **5) Provide Feedback on Instructional Program Review Process**

Jessica explained that typically, IPC would review narratives of the comprehensive program review submissions, but that process is on pause. She asked the committee if they had any thoughts related to program review, though the role of the committee is minimal this year. Susan shared that a goal should be to get the whole college more involved in the process, and being more proactive about involving others beyond IPC. Tammy shared that the turnout the last few years has been better. James shared his vision that SSPC and IPC could work together and bring student services and instruction together in reviewing program reviews as compartmentalizing the process does not help the campus learn more about other components of the college. James also added that so many of the program reviews of past years do not speak to the data very well, partially because we have the data dashboards and much information available. James shared that it would be helpful to faculty who are completing the program reviews to have a more clear sense of the key data points that should be focused on. Making consistent data points would be more appropriate overall. Allison shared that this year, changes were finalized late in the program review cycle, and that moving forward, ensuring changes are finalized by the end of spring semester so people can start working on their program review in the fall without having to worry about the process changing would be preferable. Additionally, communicating more about updates and due dates would be helpful. Lisa also added that a primer on statistical analysis would be helpful when working to analyze the data. Susan echoed Lisa's sentiment about more clarity on what types of data should be reported. Rebekah suggested inviting Karen, Milena, or Alex to department meetings when faculty are analyzing their data or to invite people to come to ACES to discuss their data with the group, including what they see and where there are gaps to encourage conversation and provide additional training. James suggested an IPC operational calendar for the spring semester. Matt also added the importance of completing a comprehensive annual plan that is reflective of the departmental needs.

#### **6) Addition to IPC Bylaws**

Jessica projected the IPC Bylaws and highlighted areas that require further discussion by the committee. In the interest of time, Jessica asked the committee if they would prefer to bring this agenda item to a future meeting.

**Motion** – To move the discussion of the additions to IPC Bylaws to a future meeting: M/S: Lisa Palmer, James Carranza

**Discussion** – none



**Abstentions** – none  
**Approval** – approved

**7) Good of the Order**

Sakol mentioned how much ACES has helped him while at the college and that past events have exposed him to different perspectives. He shared his belief that ACES is essential to provide equity to all students.

**8) Adjournment**

a) Meeting adjourned at 11:33 am.