



**INSTRUCTIONAL PLANNING
COUNCIL
MEETING MINUTES OF
May 7, 2021
9:30 am – 11:30am, Zoom**

Members Present: Jessica Kaven, Lisa Palmer, Allison Hughes, Alex Claxton, Rebekah Sidman-Taveau, Chris Burns, Susan Mahoney, Tammy Robinson, Jessica Boyle, James Carranza, Karen Engel, Joan Murphy

Members Absent: Pisith Keo, Sakol Bun, Jill Sumstad, Katie Perkins

Guests: Elizabeth Terzakis, Lezlee Ware, Sarah Aranyakul, Julian Branch, Michael Hoffman, Sarita Lopez

1) Adoption and Approval of Agenda

Motion – To adopt agenda: M/S: Lisa Palmer, Joan Murphy

Discussion – none

Abstentions – none

Approval – approved unanimously

2) Approval of Minutes

Motion – To approve minutes of April 16, 2021: M/S: Lisa Palmer, Alex Claxton

Discussion – none

Abstentions – Joan Murphy (was not present for 4/16 meeting)

Approval – approved

3) Formation of an UMOJA Program

Lezlee Ware and Elizabeth Terzakis presented on behalf of this item. She shared that the committee was present today in the hopes that the committee will officially endorse bringing UMOJA to the college. Elizabeth added that ASCC has officially endorsed UMOJA most recently.

Motion – To endorse the formation of an UMOJA Program: M/S: Rebekah Taveau, Lisa Palmer

Discussion – Alex Claxton asked for clarification regarding what providing an endorsement meant. Lezlee clarified that the committee was tasked with checking the temperature on the campus for establishing a support program for Black students and they have gone

to all participatory governance and other support programs to discuss this, as it was important to the college president to ensure the campus would be willing to support an UMOJA Program. Lezlee added that this endorsement will be shared on proposals, reports, and the official UMOJA statewide application that will be submitted. Jessica Kaven congratulated the group on receiving PBC's endorsement. Lezlee added that PBC also approved part of the UMOJA budget. Jessica also added that the next item on the agenda is related to reassigned time as PBC also approved the consideration to request resources for UMOJA out of cycle.

Abstentions – Alex Claxton

Approval – approved

4) UMOJA Request for Reassigned Time (out of cycle)

Lezlee Ware presented on behalf of this item. She shared that as Jessica mentioned, the position is out of cycle as this came together in fall of 2020 as a result of George Floyd's murder. The Black Students Matter subcommittee of Academic Senate was established to address the needs of black students on campus. Because the group came together at this time, they missed the regular deadline. Lezlee also clarified that buy-in from the campus was also required and took time to establish. Lezlee shared that they would like to officially launch this in fall of 2022, but prep time is needed in order to be successful. Plans for fall 2021, and a soft launch for spring 2022 would be planned. For now, reassigned time is being requested for fall 2021 and spring 2022, and the program would follow the typical reassigned time cycle effective next year.

Elizabeth Terzakis added how grateful she is that PBC allowed for the applying of funds/reassigned time out of cycle. She shared how she felt it was important to be flexible, and that when it comes to fighting racism and anti-black racism, recognizing that bureaucratic structures are set up to maintain the status quo and that change is required to create an equitable environment for students. Elizabeth appreciated PBC for their flexibility in this endeavor.

James Carranza added that the goal at present is to solidify basics regarding the program, and the institutionalization of the program will be a future goal. With the basics in place, the group can communicate with the UMOJA Community Statewide Office. James added that having the campus on board, establishing a space and budget in addition to the formation of an MOU are all steps involved in allowing the program to move to the next level.

The committee then reviewed the responses and ratings they provided on the feedback form regarding the UMOJA reassigned time position. Jessica clarified that the action piece on the agenda was for the committee to support the consideration of the position and that Dr. Robinson will ultimately make the final decision with the committee's input in mind. The committee reviewed the responses to the following considerations: 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, amount/duration of reassigned time requested is reasonable, duties are most appropriately performed by a faculty member, as well as committee member comments.

Lezlee added that it is crucial for the faculty who will be the core of the UMOJA program to be completing the outreach. Lezlee added that marketing has been doing outreach, and that the number of black students has not increased, and this is why it is important to have faculty work to complete the outreach, allowing the ambassadors to be the teachers who will be teaching the courses who can speak to what the program/classes will look like and how it has been designed for students specifically. Lezlee clarified that this is why the reassigned time request is heavy initially. Moving forward the position would be aligned with CSM's position, which allows the faculty 1 unit of release time. Sarah Aranyakul added that her role is to help coordinating the program initially, and in fall of 2022, it would only be on person so the reassigned time would be less. Sarah also addressed concerns of similarity to the PUENTE Program. Sarah added that UMOJA plans to offer more programs and services. Michael Hoffman added that this is the first program of this type that has been launched since the start of Guided Pathways, and exploration is taking place for the program to be established to function as a success team for the bulk of black students on campus. Michael added that this is an investment to launch the program in a way that will make it successful in the long term. Elizabeth added that this is something new and there will be a learning curve. Elizabeth replied that this program allows for the statements and goals written in the EMP and mission and vision statement to be put into action. Lezlee added that black people have experienced extensive trauma, including that from school, and it will be the role of the faculty to explain how this will be different and what they may gain from the experience. Elizabeth added that meeting the student populations will help teachers shape and inform the pedagogy. Susan and Rebekah added their support to faculty taking on this role. Susan asked for clarification regarding the position needs in terms of release time after the initial building period. Lezlee shared that they would follow the CSM model where the coordinator would hold six units and the program faculty would have one additional unit for being part of the core group to use this time to support retention. Joan asked for further clarification on release time requested as it does seem significant and suggested the use of a classified partner to assist with recruitment. Michael Hoffman expressed his thought process related to the importance of allowing sufficient time to establish a proper program foundation. Lisa Palmer asked about clarification of release time distribution, if this would be established as 3 units for a counselor and 3 for a coordinator. Lezlee added that research has shown it is more successful to give one person 6 units and complete the full coordination, however, she acknowledged that it may make more sense for the campus to split the units depending on the needs of the campus. Sarah Aranyakul will be the counselor for the program, but this will not influence the coordination time requested.

Motion – To support consideration of the proposal for UMOJA coordination reassigned time out of cycle: M/S: Rebekah Taveau, Joan Murphy

Discussion – none

Abstentions – none

Approval – approved with all committee members supplying votes in

favor and Alex Claxton supplying vote against.

5) Anti-Racism Taskforce Update

Alex Claxton and Tammy Robinson presented on behalf of this item. Alex shared that there is a draft proposal on the campus website that has been created over the course of the year with an expansion of the initial proposal. Alex shared that this would be a resource and reference used to inform anti-racism work. This work will continue in the fall and while the task force work has come to completion, the work will continue through PBC. Alex shared that the document will continue to be revised over the summer and the final PDF will be uploaded early in the fall.

Alex shared the following link for access to the document:

<https://canadacollege.edu/antiracism/FULL%20PBC%20PROPOSAL%20-%20Canada%20College%20Antiracism%20Taskforce%204-21-2021.pdf>

Rebekah asked if feedback was received from other groups. Alex added that there was a request to again visit additional constituency groups to ensure the task force touched base with the various committees and councils prior to summer break to inform people of the state of work and to allow space for additional questions and feedback. Alex emphasized that this will be a living document. Tammy added that she wants people to feel safe discussing these topics on campus as we work to dismantle racism. Feeling safe in expressing opinions with emotion is crucial in this process, and definitions have been proposed on the document to assist in facilitating discussions. Rebekah asked if race as a social construct had been included in the glossary, and Alex confirmed that it has been added in a subsequent version. Tammy added that the college has been interviewing consultants as a neutral body to engage the campus and review our master plans is crucial. Tammy reviewed the college-wide engagement section of the document with the committee. Alex reviewed the communication braiding college constituency feedback section of the document with the committee. James Carranza added that it would be nice to see this presented on opening day as part of the President's Address and various summer training retreats. James invited Alex to present the content at his division meeting.

6) Cultural Center Focus Group Update

Karen Engel presented on behalf of this item. Karen reminded the committee of the focus groups that the Career Ladders Project helped organize and gather feedback surrounding the new Cultural Center. Karen added that these took place in March and February. Karen updated the committee that the summary of findings of the focus group could be found here:

<https://canadacollege.edu/antiracism/Canada%20College%20Focus%20Group%20Findings%20Spring%202021-final.pdf>

Karen also shared with the committee a link to provide feedback on the Cultural Center focus group summary report by Career Ladders Project, seen here:

[https://docs.google.com/forms/d/e/1FAIpQLSdx1ulM3CaIrxEB6FGHZOBsEazT4f-1DjRINvu3KHzYXtWXEg/viewform?usp=sf link](https://docs.google.com/forms/d/e/1FAIpQLSdx1ulM3CaIrxEB6FGHZOBsEazT4f-1DjRINvu3KHzYXtWXEg/viewform?usp=sf_link)

Karen shared that the hope was to have an event where the results were discussed, but due to the end of the academic year approaching, this will be a flex session on College Flex Day in August where Career Ladders Project will be present and provide a summary of their recommendations. Karen added that this was also shared at PBC and has been included in the President's update.

7) New Employee Orientation DRAFT Canvas Course

Karen Engel and Tammy Robinson presented on behalf of this item. Karen shared that a to-do item on the college work list has been to refresh and update how we orient new employees: faculty, staff, and administrators. Karen shared that in Canvas there is an existing module for this purpose that can be updated and refresh so employees could have access to this information in one place online. Karen projected the Canvas screen with the employee orientation as it exists at present for the committee and elicited feedback from the group. Tammy shared that we can continuously update this and monitor usage this way. James suggested adding building maps to help orient new employees. Tammy suggested also taking this to division meetings. Allison added that she made this Canvas shell, and the intent was to use this as a supplement to an in-person orientation. She added that she would be happy to help update and build components within the shell. Allison added that the vision was to include a section where new employees could be directed to the appropriate employee who would be best suited to answer their question on campus. Allison suggested obtaining feedback from deans and division assistants as well. Allison also mentioned that there was an outdated website for orientations, and if the website could be updated as a way to include the new Canvas shell for overall integration of the orientation process. Jessica suggested using a key for acronyms.

8) Program Improvement/Discontinuance Process

Jessica Kaven and Tammy Robinson presented on behalf of this item. Jessica reminded the committee that Academic Senate is asking governance groups for feedback on the Program Improvement/Discontinuance Process, and this has been discussed at the past several IPC meetings. Jessica added that the committee asked good questions related to program discontinuance, and if a program is discontinued, what happens to the courses that are associated with the program. Jessica, Lisa Palmer, and Diana Tedone-Goldstone did some research. Jessica shared that the goal is to update the committee on information and elicit feedback from the group if all are ok moving forward with providing academic senate with an update with any suggestions the body may have moving forward. Lisa and Jessica shared the following with the committee:

Curricular Ramifications of the Program Improvement Process if a Program Gets Nixed

From Teresa Morris, CSM curriculum chair:

From a curricular standpoint the word “program” is used in many fuzzy ways.

- Departments - There are discipline areas (aka departments) on campus that are often referred to as programs (have faculty and courses and do program reviews) but do not have their own certificates or degrees (example [Geography](#)).
- Programs of Study: There are courses associated with “degree programs and certificates” that come from various disciplines (example: [Kinesiology](#)) or all one discipline ([Music](#)). Folks also refer to this as a ‘major.’

The last program discontinuance at CSM was in 2011 when James Carranza was Academic Senate President.

You could discontinue a department but still have faculty who could maintain the COR for a course that is used in a program of study or the GE. Stand-alone courses are problematic for a variety of reasons though.

My two cents about program discontinuance– be very clear about what is being discontinued – the institutional structure aka department? The program of study leading to a degree or certificate – (curriculum committee action needed)? Both?

For more information, see [Program Discontinuance: A Faculty Perspective Revisited](#) (2012).

Note from Lisa: The above document gives the state academic senate’s thorough explanation of the processes and factors that should be considered when determining program viability. The appendix includes useful examples of the processes followed at various California community colleges.

From Jose Peña:

Cañada does have a policy that courses should be program (degree, certificate, or transfer) applicable.

However:

- Almost all courses are IGETC or AA or certificate applicable, so should a program be discontinued, we don't need majors in a field in order to continue offering courses in that field.
- Exceptions exist. Some courses are not program applicable but meet student needs (examples: ESL courses are standalone because our students need them; the same may be true of some ECE courses that are no longer part of the ECE degree).
- If a program were discontinued, it would be up to the relevant dean and faculty to propose banking or retaining associated courses.

James Carranza provided some context regarding historical instances. Lisa suggested revisiting this in the fall, possibly looking at the processes that exist at other campuses that may have worked well. Jessica summarized that they will share the document with Academic Senate and recommend that another look be taken in the fall semester with this information in mind.

Jessica provided a link to the discontinuance article referenced in the above statement here: [https://asccc.org/sites/default/files/Program Discontinuance Fall2012 0.pdf](https://asccc.org/sites/default/files/Program_Discontinuance_Fall2012_0.pdf)

Jessica also provided a link to the document the committee worked through with the intention of capturing the committee's suggestions:

<https://docs.google.com/document/d/1I5ra7fr1YskuMjDX5nMkqTtOOTiy4U2eaxKoiY8hGWg/edit>

9) Good of the Order

Jessica shared that the next meeting is the last meeting of the semester, and some of the things the committee will have to do are to summarize what the committee has done and share this with the campus community, set dates for the fall including reassigned time, identifying PBC rep and the faculty co-chair for the next cycle, and confirming committee membership for next year.

Lisa added that the Ethnic Studies program was approved by the state and the courses were approved for transfer for the CSU system.

James added that the campus is finalizing hiring for the new Ethnic Studies instructor as well.

Julian Branch added that two Engineering Laser Optics programs were approved by the BACC recently.

10) Adjournment

Motion – To adjourn the meeting: M/S: Jessica Kaven, Rebekah Taveau

Discussion – none

Abstentions – none

Approval – approved

a) Meeting adjourned at 11:45 am.