Cañada College

**INSTRUCTIONAL PLANNING
COUNCIL**

**MEETING MINUTES OF
April 7, 2023
9:30-11:30am, Zoom**

Members Present: Jessica Kaven, Chris Burns, Candice Nance, Chloe Knott, Sarah Cortez, Alison Field, Erik Gaspar, Alex Claxton, Lisa Palmer, Natalie Melgar, Chialin Hsieh, Jose Manzo, James Carranza, Jill Sumstad, Karen Engel
Members Absent: Allison Hughes, Susan Mahoney
Guests: Sarah Harmon, Kai Gorman, Lezlee Ware, Gampi Shankar, David Eck, David Reed, Julian Branch

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1) **Adoption and Approval of Agenda**

> **Motion** – To adopt and approve agenda: M/S: Alex Claxton, Lisa Palmer
> **Discussion** – none
> **Abstentions** – none
> **Approval** – approved unanimously

2) **Approval of Meeting Minutes (March 17, 2023)**

> **Motion** – To approve meeting minutes of March 17, 2023: M/S: Lisa Palmer, Sarah Cortez
>
> **Discussion** – none
> **Abstentions** – none
> **Approval** – approved unanimously

3) **IPC Bylaws**
   - Faculty co-chair term (increase from 1 year to 2 years)
   - Possible member inclusion of OER/ZTC Coordinator

   Jessica Kaven reminded the committee that this is an agenda item carried over from March 3, 2023. Jessica noted that this is an information/discussion item and if the committee is interested, this can be brought back to a future meeting as an action item. Jessica projected

the current membership:

MEMBERSHIP

Composition
- 17 voting members
- 9 Faculty – appointed by Academic Senate
  - 6 Faculty Positions
    - Curriculum Committee Chair
    - Faculty Assessment Coordinator
    - Honors Transfer Program Coordinator
    - Academic Committee for Equity & Success Coordinator
    - Counselor
    - Librarian
  - 3 Faculty Members-at-large (faculty-at-large positions will be used to balance membership – adjunct, career education, division representation, etc.)
- 2 Classified Staff Members-at-large – recommended by Classified Senate and appointed by CSEA
- 1 Instructional Technologist
- 2 Students – appointed by the ASCC

She noted that one consideration is to include the OER/ZTC Coordinator position under the "faculty positions" section. Jessica asked Sarah Harmon for input. Sarah added that one piece of the OER/ZTC Coordination is going to be shifting in the coming academic year, where classified assistance will be solicited. Sarah shared that it was discussed with Dean David Reed that this position should have a voice within instructional planning as the campus is creating zero cost pathways for degrees and certificates which is tied to guided pathways and curriculum among other areas. Candice Nance shared that she agreed this was a positive idea, noting that it is crucial for this voice to be included in the robust conversations held at IPC. David Reed highlighted how important communication is and reiterated that this work will continue to grow and that having this voice will be a vital connection. Candice suggested adding this position in, as opposed to taking another position out or replacing a current position. Jessica projected the current language regarding the IPC Chair:

CO-CHAIR SELECTION
The co-chairs will comprise of the Vice President of Instruction and one faculty member from the faculty position list. The faculty co-chair will be elected by the committee for a one-year term and will be selected by the last meeting of the spring semester in preparation for the upcoming academic year.

Jessica shared that because the IPC Faculty Co-chair position was recently approved for reassigned time for a two year term, the thought was to consider changing the term length to align with that funding. Lisa Palmer noted that this makes sense to her, that often the first year of a term requires a significant amount of learning and the continuity for the second year would be wise. Candice agreed that it is important to have someone in the position longer than one year, in addition to the reassigned time reason. Alex Claxton asked if the reassigned time has begun this year, or if it will start next year. Jessica clarified that the

request was to begin next fall, however, it was approved to begin this spring, and currently the faculty co-chair is receiving reassigned time. The term as requested will begin fall 2023. Alison Field noted that the position she holds for ACES has been officially disbanded and it has evolved into the Equity and Anti-Racism Planning Council, which is in a pilot phase, and she suggested making a change to reflect this in the membership section of the bylaws. She noted that it could state "Faculty Equity Coordinator" which is the title of the reassigned time position, and as part of that role the faculty member is the Equity and Anti-Racism Planning Chair Faculty Co-Chair. This item will be brought back to the next meeting as an action item.

4) **Strategic Enrollment Management Operational Plan**
   - **Feedback on Draft of Operational Plan**

   Jessica projected the current version of the SEM Operational Plan for the committee. She reminded the committee that the group reviewed this plan in March, and Lisa Palmer recommended that the group take more time to review as it was a very lengthy document, so as not to feel rushed. A work group was created. Jessica, Lisa, Alison Field, and Jill Sumstad met together over several meetings and provided feedback on the plan. The group also met with VPI Chialin Hsieh to ask questions and continue to revise the document together. The committee today is being shown a cleaner version of what the work group recommended. Chialin emphasized how amazing this work group has been in this endeavor. Chialin shared that the main focus is not to change the direction of the document, but to make it more concise and clear. The group began discussing various parts of the document, providing input and feedback:

   ## Strategic Enrollment Management Goals, Objectives & Strategies

   The primary objective of Strategic Enrollment Management (SEM) is to **maximize the probability** that each student is able to achieve their educational goal(s) at Cañada **within three years.**

   ### Goal 1: Strengthen and publicize *clear degree and certificate programs* that remove barriers to completion in three years.

   Objectives

   1.1 Maintain clear, accurate degree and certificate program maps in Program Mapper and align them with changes in Curricunet, the Catalog, and Student Education Plan templates.

   Strategies
   1.1.1 Bank old courses and degrees that we no longer offer to streamline the catalog and clarify pathways.
   1.1.2 Evaluate high unit local degrees (over 34 major units) to optimize degree complete-ability in two years.
   1.1.3 Evaluate the differences between the local degree and AA-T and AS-T degree requirements and consider changes to local degree requirements in order to optimize complete-ability in two years.
   1.1.4 Identify, address, and publicize a complete sequence of prerequisites (e.g., hidden prerequisites) in program maps, schedules, and/or the course catalog.
   1.1.5 Publicize classes that are only offered once a year or once every other year in the catalog and make sure the Program Mapper and SEP templates are in alignment with the offering pattern.
   1.1.6 Publicize course availability in the catalog for a subset of classes that meet all active Programs of Study requirements and ensure the Program Mapper and SEP templates are in alignment with the offering pattern.
   1.1.7 Clarify and list course frequency information that are only offered once a year or once every other year in the catalog and make sure the Program Mapper and SEP templates are in alignment with the offering pattern.

   Many committee members shared the perspective that a three year focus could create barriers for students who are seeking to complete their educational goals in two years.

Erik Gaspar added that student athletes comprise between 10 and 14 percent of the full time student population and in many cases they are on a two year track because of athletic participation, so this is another practical piece of evidence for the 2 year term language. Alex Claxton, Gampi Shankar, and Karen Engel also offered insight into the 2 year language, stating that this aligns with Guided Pathways, and the original intent of the SEM Planning Group was naming two years as the expectation for the college. The group discussed the language of the catalog as a contract, and the college being held accountable for the words they choose to include. David Eck suggested prompting students to go to the program website for the most up to date information regarding course offerings/availability.

1.2 Develop and implement strategic resources and interventions to strengthen pathways to college, with an emphasis on recruiting and retaining our BIPOC students.

Strategies

1.2.1 Create, optimize, and scale dual enrollment opportunities for high school students.
1.2.2 Provide faculty support and professional development to ensure an effective dual-enrollment program
1.2.3 Create more K-14 academic pathway programs (including summer programs) in partnership with feeder school Districts and community organizations.
1.2.4 Expand promotion of Cañada's programs of study and support services for prospective students at local high schools and in the community.
1.2.5 Increase the percentage of high school students from the Sequoia Union High School District coming to Cañada within one year of completing high school.
1.2.6 Increase the number of Adult Education and English as a Second Language (ESL) students to Cañada College degree and certificate programs.
1.2.7 Evaluate the implementation of strategic resources and interventions to ensure effectiveness.
1.2.8 Implement Living Promise MOU (Sequoia Union High School District, Cañada College, SFSU, CSU East Bay).

1.3 Strengthen transfer support services to increase transfers.

Strategies

1.3.1 Publicize annual goals and operational strategies for the Colts U Transfer Center.
1.3.2 Increase the number of UC and CSU transfer agreements.
1.3.3 Expand UC and CSU transfer agreement and Associate Degrees for Transfer workshops
1.3.4 Build year-two goals and strategies for Districtwide alignment and expansion of the Colts U Transfer Center partnerships with local 4-year Universities.
1.3.5 Implement the provisions of California Assembly Bills 1111 and 928 and develop processes for local-level and Districtwide alignment as needed. (EMP 3.9)

Jessica highlighted the importance of remaining consistent with reference to the EMP throughout these goals.

Goal 2: Create and manage a *course schedule* focused on student completion in three years.

Objectives

2.1 Create a Student-First Schedule that offers various modalities and times to reduce scheduling conflicts.

Strategies
2.1.1   Create a one-year course schedule.
2.1.2   (new) Evaluate and offer hybrid short courses, mini-mester, or fast-track courses.
2.1.3   Schedule summer courses and bridge programs (e.g., Jams) to support student completion.
2.1.4   Provide and evaluate a variety of online and face-to-face courses and programs to maximize student completion (e.g., 100% online degree and certificate programs).
2.1.5   Evaluate and offer key courses (particularly those with one section per semester) in multiple modalities to leverage online and multi-modal instruction to maximize student access and success. (EMP 4.12)

2.2 Ensure access to instructional technology, training and professional development to support quality of instruction across all modalities.

Strategies
2.2.1   Provide support for faculty to learn current standards (i.e., CVC-OEI, Universal Design for Learning) to ensure courses are equitable, engaging, and effective for students.
2.2.2   Provide trainings needed to ensure new technology resources facilitate quality teaching and learning (EMP 4.11).
2.2.3   Ensure all faculty, staff, and students have access to the hardware and software technology resources needed to provide instruction in multiple modalities (EMP 4.10).

The group continued to provide feedback on the highlighted areas reworked by the work group. David Reed reminded the committee to recall the spirit of the changes, based on the needs/preferences students have reported. The group discussed the process of confirming each year what courses/programs are able to be offered in each modality, and to then market them accordingly. Gampi Shankar suggested an audit for programs to review their courses to ensure accuracy on a regular basis. Candice Nance felt that publicizing the catalog production schedule would be useful as a transparent measure for faculty to plan ahead regarding student focused scheduling. Sarah Harmon discussed the need to focus on accessibility in course materials.

Goal 4: Ensure the College effectively supports the community's evolving needs by providing culturally-relevant, community engaged, quality instructional and student service programs.

Objectives

4.1 Create and sustain an antiracist, inclusive and equity-minded campus culture (EMP Goal 2)

Strategies

4.1.1   Develop updated marketing, messaging and outreach strategies that address the needs of Black, Indigenous, People of Color (BIPOC) communities and special program populations, including implementation plans for paper, online and social media.

4.1.2   Build new and strengthen existing community engagement partnerships and relationships with BIPOC and special program populations that the College has not successfully connected with in our service area.

4.1.3   Develop and launch the Cultural Center facility and set goals for the academic year.

4.1.4   Onboard and training Cultural Center leadership team (Director, Program Services Coordinator) in alignment with College-wide goals for equity and antiracism.

4.1.5   Develop new and expand proactive student support initiatives and programs for the success of College BIPOC communities (e.g., Men of Color program, UMOJA, PUENTE, ARC Project).

4.1.6   Develop, launch, and support the proposed Faculty Academy of Antiracist, Equity-minded Pedagogy and Classroom Practices, as well as other faculty-driven teaching and learning opportunities, to help students, particularly those who are disproportionately-impacted, succeed (e.g., culturally responsive teaching, which includes course design and pedagogy).

4.1.7   Support the participation of underrepresented students in program-relevant, experiential, and work-based learning.

4.1.8   Provide opportunities for faculty to advance equity-minded teaching at the college.

4.1.9   Provide opportunities for Success Teams to advance equity-minded advising at the college (e.g., advising that could affect student aspirations for a particular field and/or program selection).

In the interest of time, Jessica asked the committee to continue reviewing the document and provide feedback to areas the group did not get to discuss as a whole. Per Chialin, April 12 is the last day for feedback to be submitted. Chialin shared that the goal is to have all feedback incorporated by April 17 and have a complete version 2 of this draft ready. The draft will them be reviewed at different council meetings with the goal of bringing the document to PBC in May.

5) **Enrollment Strategies**
   - **Updates, Outcomes, and Goals**

     Chialin Hsieh presented enrollment data on behalf of this item, highlighting trends and discrepancies noted.

October   November   December   January
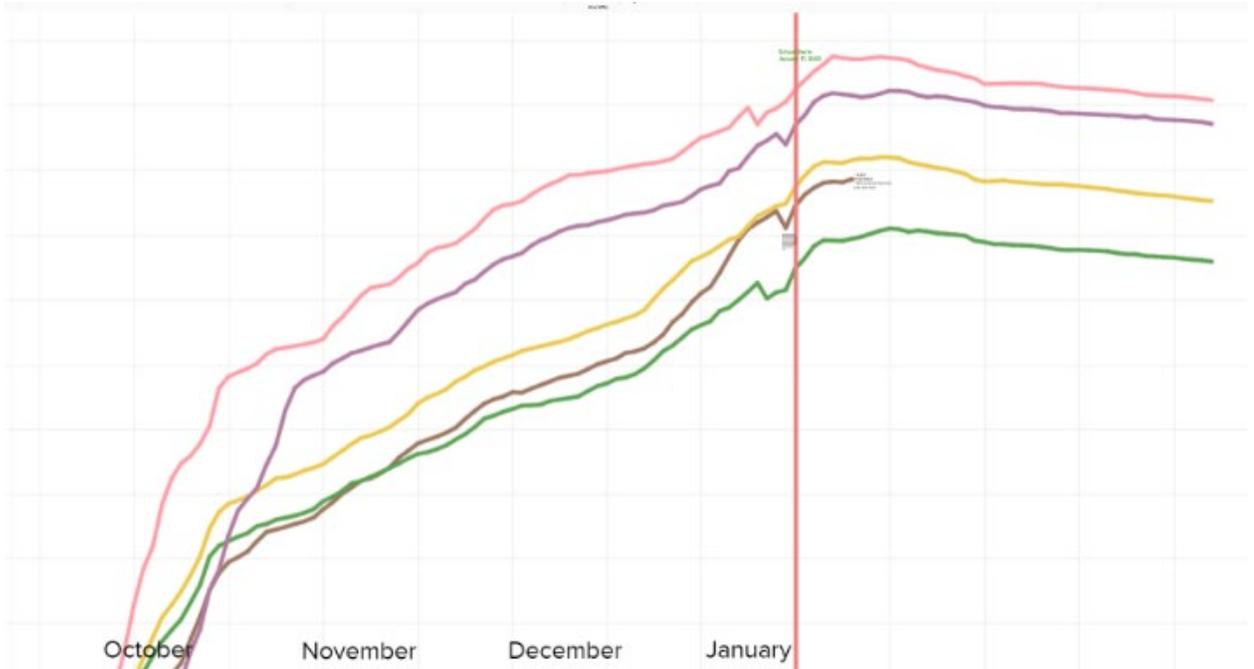
Oct & Nov 2022

Oct 2022 (-90days)

Retention Specialists from both IA and Special Programs communicated with students on **updating their SEP**

Nov 2022 (-80 days)

Retention Specialists from both IA and Special Programs communicated with students on **priority registration**

Extended Hours for A&R, Welcome Center and Financial Aid on selected Fridays and a Saturday during open registration.

Priority Registration Extended Hours:
Friday November 4
Saturday November 19

Nov 2022 (-80 days)

Retention Specialists from both IA and Special Programs communicated with students on course registration during **open enrollment.**

Nov & Dec 2022

Customized SSL communication (automated)
This communication is automatic and reminds students to complete Matriculation steps, Financial Aid application and Registration

Nov & Dec, 2022	December 7, 2023:	Dec 8--Dec 14, 2022	Dec 20, 2022	Dec 23 --Dec 31, 2022
Welcome Center Drop-In Session for **course registration**	HS Counselors & Community Partners Forum – 1. Strategic messaging and partner invitations to participate in Super Saturday, 2. Share awareness about Free College with SB893	Ron and Retention Specialists communicated with students who **enrolled in fall 2022 but not yet spring 2023**	Ron and Olivia communicated with **Stopped Out Students** (300 students enrolled in 731 courses)	(During winter break) Marketing team posts **daily course highlights on social media**

Sample Social Media Stories & Posts

January 2023

January 3, 2023	January 6, 2023	January 7, 2023	January 9 to January 30	January 11, 2023	January 12, 2023	January 19, 2023	January 24, 2023	January 30--February, 2023
Ron communicated with 294 students who enrolled in 0 or 1 course to **encourage them to enroll one more course.** 48 students enrolled in about 100 courses (average of 2 courses).	Marketing sent communication reminders to students on spring registration and Super Saturday	Super Saturday (80 students participated, 62 students enrolled in 141 courses)	Extended Hours for Spring 2023 Registration included hours on Fridays	Marketing team promotes courses with **fewer than 10 students in social media** (about 80-courses)	Welcome Center Drop In Session for **course registration**	Marketing team promotes 125-**Late-start classes on social media**	Marketing team sends a communication to students on **late start classes and late Add Period.**	Marketing team promotes Late-start classes on digital screens through month of February

Dean's conversation--class cancellation

10 days before classes starts: Instructional Deans worked with faculty on the low enrolled courses

5 days before classes starts: Instructional Deans cancelled the low enrolled courses

Instructional Division informed students on course cancellation and recommended course options. Inform Counselors.

Enrollment Goals and Outcomes

Goal for Spring 2023	Enrollment	Fill Rate	FTES	FTEF	FTES/FTEF
College Goal	11,000	70%	1271.0	93.0	13.7
Canada Academic Sup & Learn T.		70%	3.2	0.2	13.3
Canada Bus. Design & Workforce		70%	320.7	23.5	13.7
Canada Counseling		70%	16.9	1.2	13.7
Canada Humanities & Soc. Sci.		70%	414.4	30.3	13.7
Canada Kinesiology, Athl & Dan		70%	90.5	6.6	13.7
Canada Science & Technology		70%	425.4	31.1	13.7

Division	Goal Met ⭐				
Enrollment & Fill Rate by Division	1.20.2023				
	Enrollment	Fill Rate	FTES	FTEF	FTES/FTEF
Canada Academic Sup & Learn T.	71	10%	⭐ 3.3	0.2	19.6
Canada Bus. Design & Workforce	3195	69%	313.3	24.0	13.1
Canada Counseling	129	57%	10.1 ⭐	0.8	12.0
Canada Humanities & Soc. Sci.	3315	68%	366.8	32.3	11.3
Canada Kinesiology, Athl & Dan	943	67% ⭐	109.2	7.7	⭐ 14.1
Canada Science & Technology	2980 ⭐	76% ⭐	473.0	31.3	⭐ 15.1
Grand Total	10633	68%	1275.7	96.4	12.9

Enrollment & Fill Rate by Division by					
Online (Asynch and Synch)	1.20.2023				
Division	Enrollment	Fill Rate	FTES	FTEF	FTES/FTEF
Canada Academic Sup & Learn T.	39	⭐ 68%	1.3	0.1	⭐ 18.6
Canada Bus. Design & Workforce	2269	⭐ 74%	222.0	12.9	⭐ 17.2
Canada Counseling	88	59%	6.0	0.4	⭐ 13.6
Canada Humanities & Soc. Sci.	1737	⭐ 86%	177.2	10.9	⭐ 16.2
Canada Kinesiology, Athl & Dan	301	⭐ 94%	30.8	1.4	⭐ 22.7
Canada Science & Technology	1638	⭐ 90%	222.6	8.7	⭐ 25.6
Grand Total	6072	⭐ 81%	659.9	34.4	⭐ 18.7

**School Starts
January 17, 2023**
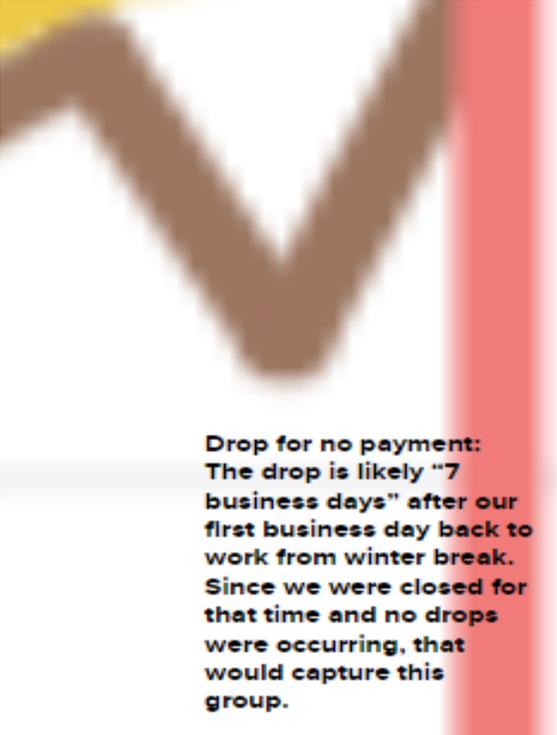
Drop for no payment: The drop is likely "7 business days" after our first business day back to work from winter break. Since we were closed for that time and no drops were occurring, that would capture this group.

Effectiveness & Summary

1. **Update students' SEP** (CAN Continue Students 2627)
   a. 85% of SEP had been updated. (as of 11/23/2022)
   b. Undecided group has the lowest % of SEP update (55%).
2. Outreach to students who **enrolled in the fall but yet enrolled in the spring** (CAN Continue Students 2627)
   a. 67% (1733) of the students (2627) enrolled in 5580 courses in spring
3. A total of 10900 enrollments in spring 2023:
   a. 47% (5580) from CAN Continuing students;
   b. 23% from CAN returning/New Students; and
   c. 30% from Skyline and CSM.
4. **Stopped-Out Students** (data as of 1.25.2023)
   a. 1800+ students stopped out since spring 2022.
   b. 300 students enrolled in **731 courses** (~average 2.4 course/student)
   c. 48% of the course enrollment came from Hispanic students.
5. **Super Saturday** (data as of 1.25.2023)
   a. 84 students attended, 62 students enrolled in **141 courses** (~average 2.3 course/student)
   b. 64% of students were Hispanic
6. **One more course** (data as of 1.31.2023)
   a. 294 students enrolled in either 0 or 1 course.
   b. After communication, 16% (48) of the 294 students enrolled in 2+ courses. 48 students enrolled in ~**100 courses**.
7. **In summary, the efforts (#4, #5, and #6) contribute to about 972 course enrollment (which is close to 10% of our total enrollment).**

Summary of Strategies Going Forward
1. Update students' SEP
2. Prioirty Registration, extended hours (Welcome Center, Financial Aid, Success Teams)
3. Open Registration, extended hours (Welcome Center, Financial Aid, Success Teams)
4. HS Counselors & Community Partner Forum
5. Reaching out to student who enrolled in the fall but not yet enrolled in the spring (Success Teams)
6. Stopped-out Students (Success Teams and Outreach Teams)
7. Encourage students who only enrolled in one course take additional course (Success Teams)
8. Marketing--Social Media
   - Daily open courses highlights
   - Courses have fewer than 10 students
   - Late-Star courses
   - Late Add code

Future Strategie/Things to Consider
1. Continue to work with instructional deans and faculty to develop proactive registration spaces for continuing students during the months of December and May (open registration time).
2. These spaces can include faculty bringing their classes to an identified computer lab or space to register for their courses and/or Welcome Center and IA Retention Specialist team members can come to classrooms to assist students with registration.

Additional registration events (exact dates TBA):
1. Connect to College: End of April, the first week of May
2. May 2023 – Super Friday/Saturday Event (Focus: HS Seniors)
3. June/July 2023 – Super Friday/Saturday Event
4. August 2023 – Super Friday/Saturday

High School Recruitment:
- Thursday, March 23, 2023: Woodside HS
- Monday, April 3, 2023: Sequoia HS
- Tuesday, April 4, 2023: Carlmont HS
- Wednesday, April 5, 2023: Menlo-Atherton
- Friday, April 7, 2023: Middle College
- Tuesday, April 11, 2023: Evening/Spanish combined
- Wednesday, April 19, 2023: Pescadero HS
- May 2nd (confirming now): East Palo Alto Academy

*Application workshop on Jan. 24 at Aragon HS (60 attendees) and at Carlmont HS on Jan. 25 (15 attendees)
*Virtual presentation (in collab with my fellow recruiters) on Jan. 27 at Hillsdale HS with 400+ in attendance

The group brainstormed reasons surrounding particular trends that were experienced throughout the year.

6) **Reassigned Time Due Dates, 2023-2024**

Jessica projected the following document and initiated a discussion on the proposed dates outlined below:

Suggestion: add Fall: positions are establish; Spring positions are filled

- November 10th: Faculty Submit Applications
- November 13th: All applications will be sent to the appropriate dean/VP for review, recommendation, and signature
- November 17th: Dean Review, provide recommendation, sign, and submit to the Office of Instruction
- December 1st: IPC Reviews all applications, provides feedback, and votes on recommendations
- December 4th: VPI and iDeans provide feedback on all applications
- December 8th: Based on IPC and iDeans feedback, the VPI announces their decision. ~~outcomes for applications informed by IPC's feedback~~
- NEW: Faculty submit all appeals by end of January (for all out-of-cycle applications, appeals are due within 7 days of decision)
    - Changing to 10 days was discussed in March
- NEW: March 1: Faculty reassignments are determined. VPI announces faculty for each position and communicates to division deans, division assistants and VPAS
- NEW: March 10th: VPAS Provides account number to division deans and division assistants
- NEW: March 15th: Division assistants, with approval from division dean, submits PAF to Business Office. Deans will work with faculty regarding load and fall class scheduling
- NEW: Note: Academic Senate and AFT will inform iDeans and VPI on their reassignments as soon as possible

Motion – To approve the reassigned time dates and edited process language as noted above: M/S: Lisa Palmer, Candice Nance
Discussion – Candice asked when the district would move in the direction of docu-signing important documents. Candice and Chialin will discuss this separately.
Abstentions – none
Approval – approved unanimously

7) **Reassigned Time Faculty Appointments as of 4/7/2023**

Jessica shared that tracking and sharing reassigned time has historically been a challenge. Diana Tedone-Goldstone, past Academic Senate President, initiated the creation of a list to exist on the Academic Senate webpage, and the current leaders are maintaining it, however, it has been found that this information is ever-changing. A working document where changes can be tracked in one place in real time where the college can view was necessary. Jessica and the VPI Office have been working on this document that shows, in one place, the type of position, the position name, the amount of FTE, the assignment length, the approval and renewal dates, and the person currently in the role. The committee was shown the current draft of the document which will be made available to the campus soon, after all information is confirmed. Candice thanked Jessica for this document, and for the transparency this is able to provide. Lisa also was thankful for this document, and asked that we ensure it remains accurately updated.

8) **Increasing Engagement, Involvement, and Communication in Instructional Program Review**

Jessica reviewed past suggestions that had been offered including requiring of the presence of the following employees:
- Faculty Leadership Roles
  - Faculty Reassignment
  - Instructional Committee Members

Chialin shared that from her standpoint, she would like faculty coordinators who have received reassigned time to strongly consider attending as their voices are crucial. Lisa agreed and suggested the event take place on Flex Day, a day when people are required to be available. David Eck said that the Flex Day idea would be a great option to try out, and we could see if more people attend with this approach. Jessica highlighted that the typical times of the year when Flex Days are present may not align with the past schedule of reassigned time events. Additionally, reassigned time review tends to take multiple hours which would be longer than a typical Flex Day session. David suggested piggybacking on a more general college wide event to increase attendance, for example, division meeting dates. James noted that the purpose is not to get more generalized feedback, but rather, the specific voices of campus constituents and more specifically faculty leaders who should be present to assist with structurally aligning campus priorities. The group also discussed the past suggestion of allowing asynchronous feedback. Alison Field suggested that the "why" piece seems as though it could use strengthening/clarifying. Erik stated that it appears to be an issue of who is needed in the room. Erik considered if the committee could put together a list of roles who should be present in the room.

9) **Good of the order**
-Candice asked if International Student Services could come and present on the COVID changes around International Students and DRC. Jessica asked that she be emailed this requested agenda item.
-Lisa presented a Curriculum report: 1) course inactivation process moved to fall to allow time for cross-discipline discussions; 2) thank you to faculty and deans for reviewing CORs; the campus is in good shape for completing the CORs on our list for this academic year; 3) yesterday she sent out the 2/5 year COR review cycle so people can plan ahead for 2023-24.
-Jessica shared that on behalf of Dean Carranza and Faculty Learning, there is an email that was sent out regarding HSS Mini-mester Pilot, and encouraged everyone to attend.

10) **Adjournment**

Motion – To adjourn the meeting: M/S: Lisa Palmer, Alex Claxton
Discussion – none
Abstentions – none
Approval – approved unanimously

a) Meeting adjourned at 11:35 am.