



INSTRUCTIONAL PLANNING COUNCIL

MEETING MINUTES OF May 17, 2024 9:00am-11:30am, Zoom/9-154

Members Present: Diana Tedone-Goldstone, Lisa Palmer, Maribel Zarate, Karen Engel, Kiran Malavade, Ava Johnson, Chialin Hsieh, Jose Manzo, Althea Kippes, Paul Roscelli, Vijeet Upadhyay, Erik Gaspar

Members Absent: James Carranza

Guests: Ameer Thompson, Michiko Kealoha, David Eck, Elizabeth Terzakis, Gloria Darafshi, Jasmin Padilla Valencia, Wissem Bennani, Manuel Perez, Lezlee Ware

A. Adoption and Approval of Agenda – Diana Tedone-Goldstone noted revisions to the agenda including changing item E to a discussion/action item, and F to be an informational item.

Motion – To approve the agenda including the revisions noted above: M/S: Diana Tedone-Goldstone, Lisa Palmer

Discussion – none

Abstentions – none

Approval – approved unanimously

B. Approval of Minutes – May 3, 2024

Motion – To approve minutes of May 3, 2024: M/S: Lisa Palmer, Karen Engel

Discussion – none

Abstentions – none

Approval – approved unanimously

C. Equity and Antiracism Planning Council (EAPC) Draft Revision of College’s Land Acknowledgement

Kiran Malavade and Michiko Kealoha presented on behalf of this item. Kiran shared that this item is returning to IPC in an attempt to find consensus on the wording of the Land Acknowledgement document. Kiran stressed that when taking part in social justice work, the ask is for people to consider their values and those of the college, potentially with discomfort present. The draft of this document was brought to SSPC after previously being discussed in IPC. That draft included the change to take out the word “capitalism.” SSPC had questions and concerns regarding the replacement of “capitalism” with “economic exploitation.” After some discussion, SSPC, voted to return the word “capitalism” to the document, and approve the draft. The document is now being brought back to IPC for discussion, to either move forward in consensus with SSPC, or to further understand the concerns of IPC and return for further discussion in the fall. Michiko Kealoha shared that if IPC does not approve the document at today’s meeting, the group will be waiting until fall, and essentially, another academic year to share this at commencement. Michiko appreciated the opportunity to share at today’s IPC

meeting, as an approval today would mean the document could be shared at this year's commencement. Kiran and Michiko shared the following proposed language with the committee:

Proposed Update

From Equity and Antiracism Planning Council Delegate Gonzalo Arrizon:

Why racism and capitalism are intertwined: From Dr. Kendi's *How to Be an Antiracist* text: "Capitalism is essentially racist; racism is essentially capitalist. They were birthed together from the same unnatural causes, and they shall one day die together from unnatural causes. Or racial capitalism will live into another epoch of theft and rapacious inequity, especially if activists naïvely fight the conjoined twins independently, as if they are not the same." Ibram X. Kendi, 2019

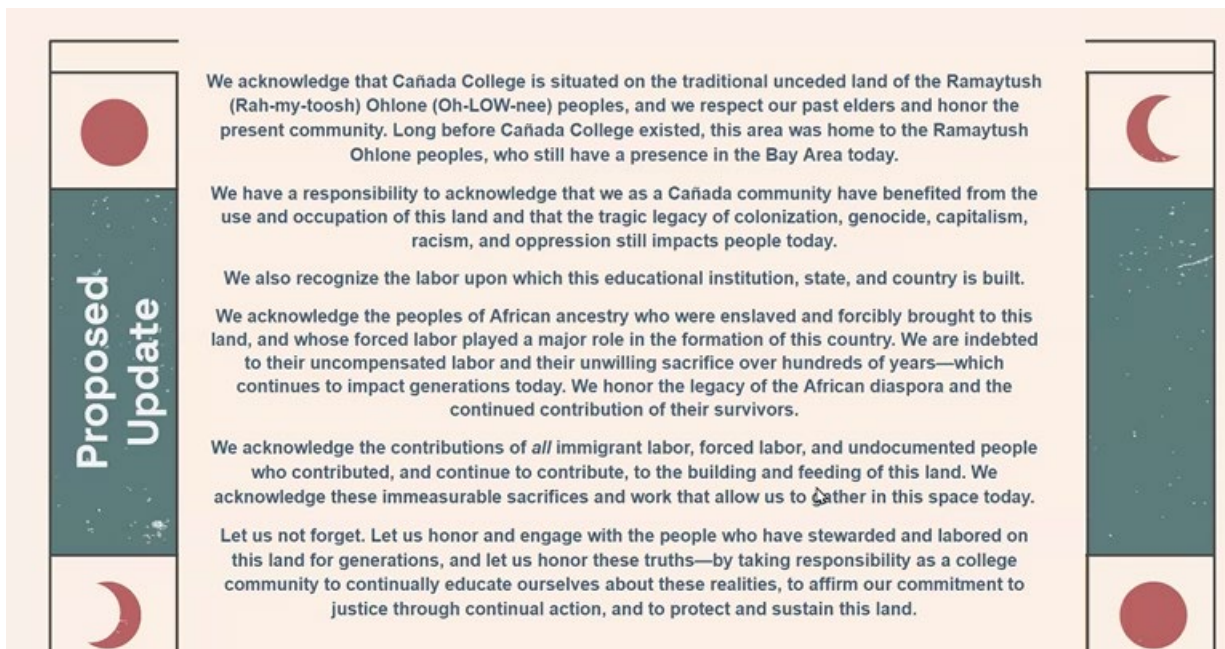
A rationale for WHY it is crucial that we connect land and labor: "Separation of people from land and the disconnection between land and our bodies is a purposeful tool of colonization to further dehumanization. Land acknowledgements without discussion of reparations only function to perform activism." (Source: Ellis 2020)

I don't think "economic exploitation" fully captures the racialized violence that's been perpetuated by yes, capitalism in the U.S.

Kiran shared that one of the things that came up in our conversation is about the balance between a more universally applicable statement and the specific experience of us here on this land at this college.

Kiran was given permission to read Alison Field's words: "When I read this, I think the context for the land acknowledgement is clear. It's about our college and what happened here in this place. But this is complicated by the details of the history here, so we do need to find a balance. For example, we can't necessarily literally trace the detailed history of this particular square footage that we occupy, at least in part, because the Ohlone people in this region were driven out so quickly and effectively, either getting absorbed into Spanish mission settlements or fleeing to the East Bay, which was a site of resistance for a while. We may not know much in the way of the specific details of the workers who toiled in this specific olive grove or on this specific ranch, but we do know that in spite of California being labeled a 'Free State,' African Americans, Indigenous Americans, Chinese Americans, Native Hawaiians, and others were enslaved and or forced to work here, and that had everything to do with capitalism, and even racial capitalism, as the specific economic system that was put in place here."

Michiko highlighted how awesome it is to have this conversation, and to have the original creator, Jasmin Padilla Valencia, in the room. Because of Jasmin's leadership in initiating the acknowledgement, this conversation has blossomed into a campus wide discussion.



Kiran shared that the group would like to hear any concerns regarding adding back the word capitalism. Diana Tedone-Goldstone appreciated that EAPC members took the comments from SSPC and brought them back to IPC, completing research and returning with evidence and justification regarding keeping capitalism in the document. Lisa Palmer shared that she agreed and felt that the specific type of exploitation is important and that it makes more sense given the logic of the argument that is being made. She shared that Alison's comments and how capitalism is at the root of a lot of the problems makes sense to her. She also added that she is happy that the word 'every' has been taken out of the second paragraph.

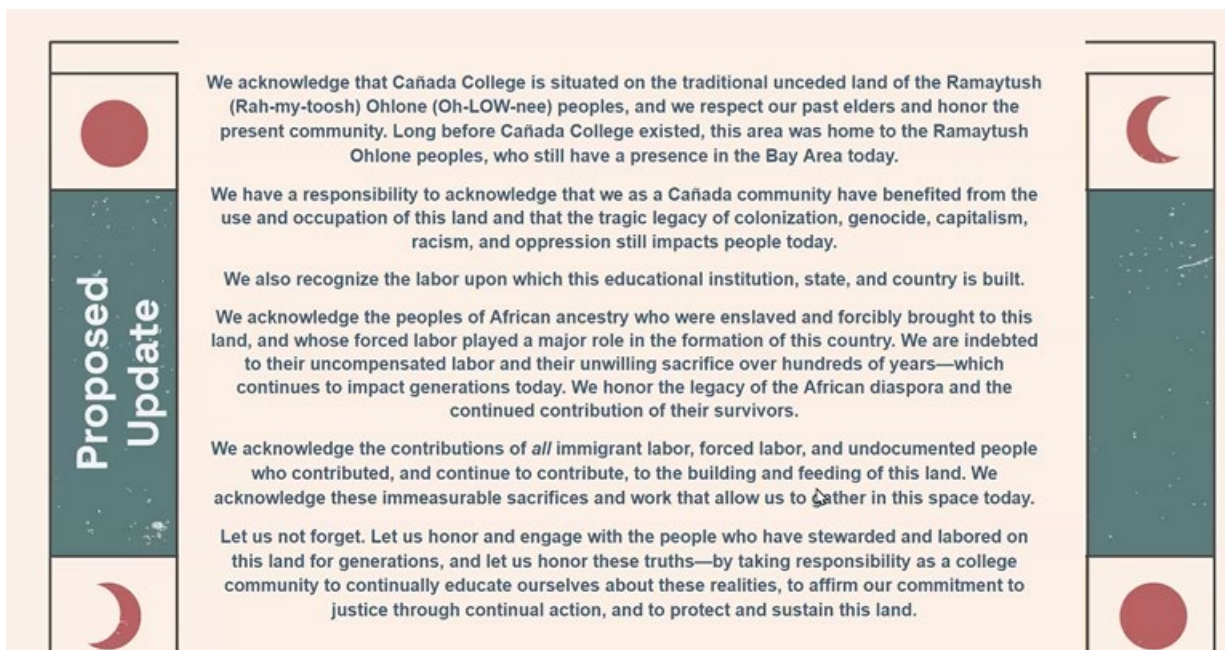
Elizabeth Terzakis responded to comments that were made at the last meeting regarding the inclusion of the word capitalism, and arguing that while capitalism generates wealth, it is unevenly distributed and concentrated at the top, which is a major issue. Elizabeth believed capitalism should be addressed alongside imperialism and racism and highlighted the history of the land upon which the campus was built. Jasmin touched upon the significance of land acknowledgements, noting that they can be uncomfortable but are important for recognizing historical context. Jasmin advocated for incorporating and enhancing land acknowledgements to benefit and educate people.

Lezlee Ware added that discussing issues like capitalism provides an opportunity to educate and stimulate critical thinking. She emphasized the importance of reflecting on past, present, and future roles in academic growth and added that examining capitalism is valuable for students and colleagues alike. She supported continuing these discussions as part of academic discourse. Elizabeth and Kiran discussed the complexity of acknowledging historical injustices, such as the impact on Indigenous societies and cultures. They emphasized that recognizing these issues is about acknowledging the reality of participating in systems built on past exploitation, not about assigning guilt to individuals. The goal is to face the truth, take responsibility for education, and use this understanding as a basis for learning and action.

Lisa Palmer agreed with much of what had been discussed but raises a concern about the use of the term "every" in the context of acknowledging the benefits from a system built on historical injustices. She suggests replacing "every" with "we, as a college community" to avoid the absolute term and more accurately reflect the collective impact and benefit from the system, while still acknowledging that not everyone might feel included in this characterization. Kiran clarified that SSPC did not have issue with that word being changed.

Althea Kippes expressed her opinion that capitalism should not be included in the land acknowledgement statement. She emphasized that the inclusion of capitalism was discussed previously and she remains opposed to it. Paul Roscelli argued against the inclusion, citing different interpretations and historical arguments. He suggested that capitalism should not be singled out as a system of oppression and expressed his disagreement with the current proposal, feeling that data points of a variety of scholars may have not been considered. He suggested using “economic” which suggests a wide variety of systems. Althea suggested that further discussion and consultation with experts might be needed to address the complexities of including capitalism in the statement and to ensure it reflects a broader range of experiences.

Lezlee Ware emphasized that the ongoing discussion supports her earlier point about encouraging critical thinking regarding terminology, history, and the future direction of the community. She highlights the value of democracy, where disagreement is natural, respectful debate is encouraged, and decisions are made through voting. She proposed that this conversation could be valuable for college discussions with students.



Motion – To approve the proposed update as revised above: M/S: Kiran Malavade

Discussion – none

Abstentions – none

Approval – motion passes with 2 votes against and all others in favor

D. Cal-GETC Update

Gloria Darafshi presented on behalf of this item. She shared the following with the committee:

Cal-GETC GE Areas (effective F25)

Area	Subject	Courses
1	English Communication English Composition Critical Thinking and Composition Oral Communication	1 course 1 course 1 course
2	Mathematical Concepts and Quantitative Reasoning	1 course
3	Arts and Humanities Arts Humanities	1 course 1 course
4	Social and Behavioral Sciences Two disciplines	2 courses
5	Physical and Biological Sciences Physical Science Biological Science Laboratory	1 course 1 course 1 unit
6	Ethnic Studies	1 course
Total Courses (units)		11 courses (34 semester units)

Cal-GETC Updates

- Cal-GETC 2.0 Standards are coming out in June
- No changes to subject areas and course guidelines
- Significant change regarding Catalog Rights for COMM courses:
 - *If a student took a COMM course that satisfied Area 1C Oral Communication in IGETC for CSU, and the student loses catalog rights, that class will count for Area 1C regardless of catalog rights.*
 - *This change was added to Cal-GETC standards to mitigate hard to students who took college COMM courses before Fall 2025.*

GE Courses that don't migrate to Cal-GETC without approval

Course	Title	Current CSUGE Area	Potential CALGETC GE Area
COMM 110	Public Speaking	A1 Oral Comm.	1C Oral Comm
COMM 127	Argumentation & Debate	A1 Oral Comm.	1C Oral Comm
COMM 130	Interpersonal Communication	A1 Oral Comm.	1C Oral Comm
COMM 140	Small Group Communication	A1 Oral Comm.	1C Oral Comm
PHIL 103	Critical Thinking	A3 Critical Thinking	1B Crit. Thinking & Comp.
PHIL 200	Intro. to Logic	A3 Critical Thinking	disallowed
PLSC 103	Critical Thinking about World Politics	A3 Critical Thinking	1B Crit. Thinking & Comp.
CHEM 410	Chemistry for Health Sciences	B1 Physical Science	5A Physical Science
PHYS 405	Applied Radiographic Physics	B1 Physical Science	disallowed
BUS.113	Personal Finance	B4 Math Concept	disallowed
MATH 130	Analytical Trigonometry	B4 Math Concept	disallowed
MATH 150	Math for Elementary School Teachers	B4 Math Concept	disallowed
DRAM 300.4	Rehearsal & Performance I	C1 Arts	disallowed
FASH 150	History of Fashion	C1 Arts	3A Arts
INTD 150	History of Interiors I	C1 Arts	3A Arts
INTD 151	History of Interiors II	C1 Arts	3A Arts
ENGL 110	Comp., Lit., & Crit. Thinking	C2 Humanities	3B Humanities
ENGL 161	Creative Writing I	C2 Humanities	disallowed
ENGL 164	Creative Non-Fiction	C2 Humanities	disallowed
SPAN 110	Elementary Spanish	C2 Humanities	disallowed
SPAN 120	Advanced Elementary Spanish	C2 Humanities	disallowed
SPAN 121	Advanced Elementary Spanish I	C2 Humanities	disallowed
SPAN 122	Advanced Elementary Spanish II	C2 Humanities	disallowed
BUS.100	Intro. to Business	D Social Sciences	occupationally oriented
BUS.101	Human Relations in the Workplace	D Social Sciences	occupationally oriented
BIOL 310	Nutrition	E1 Lifelong Learn/Self-Dev.	no GE Area
CRER 137	Life & Career Planning	E1 Lifelong Learn/Self-Dev.	no GE Area
HSCI 100	General Health Science	E1 Lifelong Learn/Self-Dev.	no GE Area
HSCI 116	Women's Health Issues	E1 Lifelong Learn/Self-Dev.	no GE Area
KINE 101	Intro. to Kinesiology	E1 Lifelong Learn/Self-Dev.	no GE Area
KINE 105	Stress Management	E1 Lifelong Learn/Self-Dev.	no GE Area
KINE 109	Lifetime Fitness & Nutrition	E1 Lifelong Learn/Self-Dev.	no GE Area
P.E. courses	AQUA, DANC, FITN, INDIV., TEAM, VARS	E2 Lifelong Learn/Self-Dev.	no GE Area

E. Updating List of advisory tasks “Annually review how the campus is meeting Standard IIA and IIB” to “Annually review how the campus is meeting Standard II.”

This item was tabled and will be discussed next academic year.

F. IPC Achievements 2023/2024

Diana Tedone-Goldstone and Chialin Hsieh presented on behalf of this item. They shared the following presentation with the committee:



Program Reviews

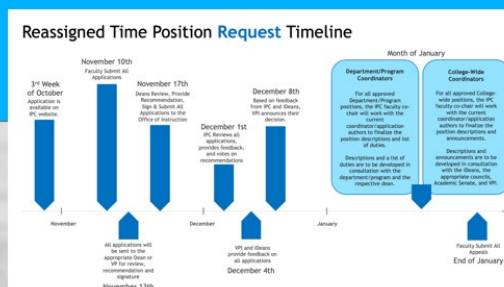
- Provided feedback on 13 program reviews!
 - Approved new rubric for Library and Learning Center
 - First time organizing groups beforehand
 - Lessons learned:
 - Don't add folks to groups the day of
 - Organize groups earlier
 - Have orientation at the beginning of the semester on how to give feedback to program reviews

Program Review Presentations



Reassigned Time Applications

- Provided recommendations on **18** Reassigned Time Applications
 - Plus two out of cycle revision requests



Improved Reassigned Time Process

- Improved communication with faculty, deans, and business office
- Improved business processes with the help from the VPAS Office
- Better planning on reassigned time and faculty load
- Continue great collaboration with the Academic Senate

And More!

- Dual Enrollment Faculty Handbook/Student Handbook
- AB1705 Update
- Professional Development Plan
- Technology Plan
- Distance Education Plan
- UMOJA Updates
- MESA Updates
- Course Modalities and Success
- Faculty Teaching and Learning update
- SLO and PLO Assessment Plan Update
- Curriculum and State Initiatives

G. Potential Impacts Summer and Fall Enrollments (e.g., FAFSA, Fraudulent Enrollment/Bots)

Manuel Perez and Wissem Bennani presented on behalf of this item. They shared the following information with the committee:

Student Services Updates



Mitigate Financial Aid-Related Fraud

- ITS extracted data and looked for fraud "identifiers."
- ITS added "Identity Verification holds" to stop disbursement and future registration.
- Emailed students to confirm identity prior to the release of funds and "Identity Verification holds."
- Reported suspected Title IV (FA) fraud to the U.S. Department of Education's Office of Inspector General (OIG)
- Faculty dropped inactive (non-attending) students by the census date.



FAFSA Simplification Act

**Replacing the Expected Family Contribution (EFC)
With the Student Aid Index (SAI)**

Expanding Access to Federal Pell Grants

**Streamlining the FAFSA Form for students and their
families**

**Families with mixed status will be able to submit
an electronic signature in lieu of a paper signature.**

24-25 FAFSA Challenges

- Access to the FAFSA form was delayed by two months
- Confusing questions on application
- Currently, there are over 20 technical issues still needing a resolution
- Parents with mixed status unable to sign off on the FAFSA as promised
- Students unable to make corrections on FAFSAs until early May
- Delays for schools
 - Banner Releases
- Limited and vague communication to students and schools
- Chain reaction to state aid and CADAA
- FAFSA/CADAA corrections
- **Eight-month process will now need to be completed in 2 ½ months**

SMCCCD/Cañada College Response

Outreach:

- Simplification Act Website
- Email reminders
- Collaboration with feeder schools
- Additional workshops
- Communication campaigns
 - Emails, WebSchedule, WebSMART, SSL, Canvas, Schedule Bill, and website

Tentative Timeline:

- Install Banner release-May 25th
- Award CCPG-By mid June
- Award Free College (New students)-By mid June
- Award Pell Grant- 2nd week of June
- Student financial aid communications/WebSMART requirements- 2nd week of June
- Other aid awarded-Early July
- ***First Fall disbursement-August 9th***

H. Good of the order

I. Important Dates

a. May 18-24 Finals week

b. May 25 Commencement!

J. Adjournment

K. Adjournment- Meeting adjourned at 11:29am.