



**INSTRUCTIONAL PLANNING
COUNCIL
MEETING MINUTES OF
April 16, 2021
9:30 am – 11:30am, Zoom**

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

Members Absent: Pisith Keo, Sakol Bun, Jill Sumstad, Joan Murphy

Guests: Jamie Hui, Julian Branch

1) Adoption and Approval of Agenda

Motion – To adopt agenda: M/S: Lisa Palmer, Chris Burns

Discussion – none

Abstentions – none

Approval – approved unanimously

2) Approval of Minutes

Motion – To approve minutes of March 19, 2021: M/S: Lisa Palmer, Alex Claxton

Discussion – none

Abstentions – Susan Mahoney (was not present for entirety of 3/19 meeting)

Approval – approved

3) Reassigned Time Process Workgroup Update

Jessica shared that the workgroup did meet with Tammy to share the most recent information, and is now seeking feedback and discussion from the committee. Jessica shared that the workgroup would like to summarize the work and provide some recommendations for the group to discuss. Jamie Hui shared how she became involved in this process within her division. Jamie shared that while she is not a voting member of IPC, she attends the meetings because she was previously involved and wants to continue to learn. When reassigned time was discussed, Jamie informed her division that she would be part of the workgroup and asked for their feedback and ideas. Jamie mentioned that previously, a resolution was presented by CE faculty who felt the reassigned time process was too cumbersome. The IPC workgroup reviewed the resolution that was created and took this into consideration. The workgroup recognized that this application was for the whole campus to access as opposed to one program/department, and kept this in mind when reviewing and providing recommendations. Jessica added that there were multiple pieces of feedback taken into consideration from visitors to IPC, IPC members as reviewers/authors,

contacts related to the business and workforce division, and the resolution proposed by CE faculty at Academic Senate. Jessica shared that the committee attempted to take as much feedback as was supplied to generate revised versions of the application (one for new applications and one for renewals) in a Google Form format. Jessica shared that the workgroup considered the four areas that have historically been looked at by IPC when reviewing applications: are the responsibilities outside of D1 duties, do the outcomes/duties align with the EMP, is the amount requested reasonable, and are the duties most appropriately performed by the faculty member. Jessica shared that the workgroup would like feedback and direction from the committee regarding next steps. Allison projected the proposed revised version of the application via Google Sheets for the committee. Allison walked the committee through the different areas of the form, described the various sections and explained how the form is interactive.

Lisa commended the workgroup and shared that the application looks much cleaner and easier to complete. Karen added appreciation for the group and mentioned that she is still a bit stuck on the sequence. She asked if for college wide positions, would faculty members still apply via this form and then later respond to the scope of work with different questions, clarifying if it was still a two part process. Jessica shared that a recommendation has yet to be provided on this item, and that it had been discussed with Tammy. As it stands right now, there would be a second process for college wide coordinators. Allison added that feedback did include having a drop-down menu for coordination duties, and added that this was not possible because of the vast differences in position duties. She added that past applications are available on the IPC website, and coordinators can copy and paste/amend these past submissions to save time. Lisa asked if for renewal applications, past versions could auto-populate. Allison shared that this is not possible via the Google Form, but that she could add instructions informing faculty members to view past submissions for reference on the IPC website. Alex added that as a new person to this process, the renewal forms did not give him any information on whether the job was outside of the D1 duties, and he felt he had to infer what the job description was based on the accomplishments. Therefore, aligning the application with how the committee will be evaluating the applications was important to him. Jessica added that there is an optional question added for the renewal application should the applicant wish to include the summary of their experience. Jessica asked the committee as authors and reviewers if anything could be made clearer, or if anything was missing. Karen reiterated her previous mention of connecting the scope of work secondary piece to college-wide position applications. James discussed his interpretation of the two part process and provided examples. Tammy added that the importance of the two part process is to ensure that what has been proposed has been completed. Tammy clarified that the first piece is to explain what the role will do and how students are being served, virtually why this reassigned time is important so the committee can see the value in the position. The committee has to be mindful that double dipping and repetitive roles do not exist for accreditation purposes. The second piece would be the faculty member assigned to complete the role.

Lisa asked if a role such as Curriculum Chair would be part of this process. Tammy shared that it would not as that is a mandated position. Tammy clarified that it is important to differentiate the positions because there is not a one size fits all approach. Jessica added that the goals/strengths an applicant would bring to the position would be included in the applicant application after the role is approved rather than the position request application. Jessica clarified that the committee does need to provide clarity on the two-step process for college wide positions because there are additional steps in addition to the application including the job announcement and scope of work,

and the committee must align the two. Jessica added that in addition to having questions related to the process, the workgroup also addressed the concern of who actually owns the reassigned time process. Jessica shared that the committee discussed if it would be useful to create a workgroup to help facilitate the process as sometimes faculty are not aware when positions are up for renewal and who sends out that communication. Jessica asked the committee for feedback on this item. James shared that he loves the idea of a timeline and clarifying the operation. James agreed that it would be helpful to have a small group to facilitate this. Lisa added that a clear timeline would be great. Jessica added that next steps can be to share this information with iDeans and seek feedback there, in addition to deans sharing this information with their departments for additional feedback as currently, representation from all divisions is not present. The committee should continue to consider if they would like to create a work group through IPC to help facilitate the process and approve this as a future agenda action item. Lisa proposed that IPC representatives from the committee take this information and share it with their divisions as well. Allison provided the link for representatives to share with their respective divisions and elicit feedback: Reassignment Application: <https://forms.gle/acAhtEBgmM9MBjZb7>

Jamie asked if the timeline workgroup can include non-IPC members, or if it will only be inclusive of IPC members. Jessica shared that the committee can brainstorm how this looks, but that the people involved would be responsible for brainstorming how the process moves forward.

4) Program Review Deferral & Extension Process

Jessica shared that she and Allison attempted to apply the feedback that IPC had received regarding the program review deferral and extension process language a few meetings ago, and is now seeking feedback and discussion and approval from the committee about the current state of proposed revisions as official language. Allison projected the 2nd draft of the Program Review Extension Policy with the committee feedback incorporated. The language was amended to more clearly explain the process. Jessica highlighted the deferral and extension section of the document. The committee edited for grammar. The committee as a whole shared that they appreciate the revisions made and that the document is much clearer. Chris proposed revisiting the wording of “exceptional circumstances” when considering situations such as illness or maternity/paternity leave and suggested that this wording did not seem appropriately reflective of these scenarios, which are often very common. The committee worked to remove this language altogether to make the document more inclusive, including “as needed” and “extenuating circumstances” in place of exceptional circumstances. Alex asked for clarification if the dean or the writer of the review contacts the work group. Allison clarified that the decision for an extension or deferral is up to the program review author and their dean or VP to decide and the respective planning council and program review group needs to be informed. The committee continued to discuss and edit individual sentences on the document. The final version of the 2nd draft is seen here:

Program Review Extension & Deferral Policy 2nd DRAFT

All instructional programs, student services programs and administrative services are expected to **follow** the annual cycle and timeline for submitting comprehensive program review and annual updates as communicated on the [college program review website](#) each year. If programs do not submit the required documentation and related materials by the deadline, they will not be eligible to request resources for the following academic year. Programs **should work with the appropriate dean/VP** for an extension or deferral if warranted. The following policy is meant to clarify and simplify the process for getting short-term extensions and deferrals when needed.

- Comprehensive Program Review & Annual Update **Extensions:** Program review deadlines are set in order to allow time for many other college processes to take place during an academic year, so extensions are rare. Program review authors and the **appropriate Dean/VP** may deem that a short-term extension (no more than 5 days) of the deadline for a particular program is warranted. **Program review authors should work with the dean/VP and follow-up with the respective planning council (i.e., IPC or SSPC) if an extension of more than 5 days is needed. A program view deferral might be recommended if a longer extension is needed.**
- Comprehensive Program Review & Annual Update **Deferrals:** **Program review authors** unable to submit their comprehensive program review or annual update due to extenuating circumstances will be expected to complete their comprehensive program review or annual update during the following program review cycle. These extensions are rare and a rationale must be given.
- **For all extensions and deferrals, the dean/VP must notify the PBC Program Review Work Group (canprogramreview@smccd.edu) as soon as possible with confirmation of the new deadline.**

Motion – To approve revised language to the Program Review Extension & Deferral Policy: M/S: Lisa Palmer, Chris Burns

Discussion – none

Abstentions – none

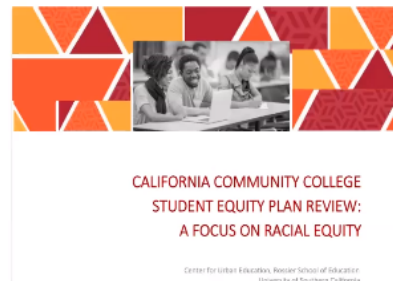
Approval – approved unanimously

5) Review of Equity Question on Program Review

Rebekah presented on behalf of this item:

Revised Questions in Program Review for 2022

- Rationale
- Proposed Process and drawnnnnnn out timeline
- Types of changes recommended



Rationale: Program Review Venue for Current State Goals

- Vision for Success goals: reduce outcome gaps by 40% within 5 years and fully close those gaps for good within 10 years.
 - Racially minoritized students suffer greatest inequities in college.
- State Chancellor Call to Action urging colleges to update their “equity plans with urgency” to more directly address “equity and structural racism.”

CUE (2021):

- Accept racial inequity as a problem of institutional performance
- Employ equity plans as “anti-racist policy” (Kendi, 2019)
 - Develop capacity for practitioners to have productive conversations about race and racism
 - Use race specific language and activities: engage instructional faculty in the equity effort and demonstrate specific equity-minded classroom practices.

Proposed Process and Timeline

1. Karen, Alison, and Rebekah share suggestions about proposed area of change with IPC and get feedback in May. Then we revise our recommendations as needed.
2. We present the recommendations to Academic Senate in the fall to see if they'd like to form a task force to work on it or get further assistance from us.
3. Academic Senate takes it from there. They have until spring 2022 to go through the process to integrate it in the next program review.
4. This would be in time for the next SEAP for 2022-2025

Types of Changes Recommended

1. Clear inclusion of racial equity
2. Improved guidance re: which data to look at to be able to answer each question.
3. Inclusion of equity through out rather than as a separate section

Karen presented the following examples and discussed them with the committee:

Example of Changes

Current State of the Program

7A. Enrollment Trends

Use the [data provided by PRIE](#) to examine your enrollments. Describe the 5-year trends in enrollment in your department as a whole and for each course. What do you notice? Also consider and discuss trends in the number of sections offered and the overall load (weekly student contact hours/full time equivalent faculty) of each course. If applicable, describe any other enrollment data that is relevant to your program.

7B. Significant Changes in Your Program Enrollment

If there have been significant changes in enrollment or course offerings in your program, please describe these changes and the factors that might be influencing them. If enrollment is declining, why? Be sure to disaggregate the enrollment data by student age, gender, race & ethnicity. Are there any student groups showing a gap in access? Why might that be? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how course offer patterns (times/days/duration/delivery mode/number of sections) affect your enrollment?

Jessica thanked Rebekah for her work on this and shared that faculty feedback has included seeking guidance to ensure they are speaking appropriately to this topic, and how dialogues can be facilitated in the most meaningful ways. Karen clarified that whatever group is formed in the fall to review these questions, they would have access to using the recommendations proposed by IPC for consideration and guidance. Rebekah added that she would be happy to return to IPC in May to share more ideas and then everything would be taken up in a more formal way come fall. Katie added that it would be useful to have someone serve as a guide to assist in highlighting gaps and to highlight aspects that they may not have considered in the same way independent of this guidance. Karen shared that PRIE is always available to sit down and work through this information with those interested. Rebekah shared that this has been referred to as a “data coach” in other institutions. James suggested that deans can also be helpful in this area and can serve as resources. James shared that this provides an opportunity for holding important conversations.

6) Program Improvement/Discontinuance Process

Jessica shared the following document with the committee:

<https://docs.google.com/document/d/1JT-RBPHWZHMryC9N0at15Rt1r7Ax5pfe/edit>

The committee reviewed the above document where committee members added their individual feedback. Jessica and Allison compiled/summarized this feedback in bullet-pointed format in the following document:

<https://docs.google.com/document/d/115ra7fr1YskuMjDX5nMkqTtOOTiy4U2eaxKoiY8hGWg/edit>

The committee reviewed the document line by line discussing and revising/editing the content for clarity and amending recommendations to accurately reflect the intent. Jessica encouraged committee members to continue to add their feedback to the new document to ensure all thoughts are incorporated. This will be revisited at a future meeting in the interest of time.

7) **Good of the Order**

8) **Adjournment**

Motion – To adjourn the meeting: M/S: James Carranza, Lisa Palmer

Discussion – none

Abstentions – none

Approval – approved

a) Meeting adjourned at 11:31 am.