



INSTRUCTIONAL PLANNING COUNCIL

MEETING MINUTES OF

May 3, 2024

9:00am-11:30am, Zoom/9-154

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

Members Absent: Vijeet Upadhyay, Erik Gaspar

Guests: David Eck, Samantha Vargas, Mayra Arellano, Jasmine Jaciw, Anniqua Rana, Alison Field, Michiko Kealoha, Kim Lopez, Doniella Maher

- A. Adoption and Approval of Agenda** – Diana Tedone-Goldstone noted revisions to the agenda including the removal of item J: Update on Funeral Program, and the addition of item G: Land and Labor Acknowledgement and I. VPSS Transition Update.

Motion – To approve the agenda including the revisions noted above: M/S: Lisa Palmer, Paul Roscelli

Discussion – none

Abstentions – none

Approval – approved unanimously

- B. Approval of Minutes – March 15, 2024**

Motion – To approve minutes of March 15, 2024: M/S: Lisa Palmer, Karen Engel

Discussion – none

Abstentions – none

Approval – approved unanimously

- C. Approval of Minutes – April 5, 2024**

Motion – To approve minutes of April 5, 2024: M/S: Lisa Palmer, Jose Manzo

Discussion – none

Abstentions – none

Approval – approved unanimously

- D. Dual Enrollment Update**

Mayra Arellano and Samantha Vargas presented on behalf of this item. They shared the following presentation with the committee:

Cañada College

DUAL ENROLLMENT

DUAL ENROLLMENT UPDATE SPRING 2024

Mayra Arellano, Samantha Vargas



Meet The Team



**Mayra
Arellano**

Director of HS
Transition &
Dual Enrollment



Daryan Chan

Faculty
Coordinator
Dual Enrollment



**Samantha
Vargas**

Program Services
Coordinator Dual
Enrollment



**Maribel
Zarate**

Retention
Specialist Dual
Enrollment

Cañada College
DUAL ENROLLMENT

Quick Updates

- 01** Highlights for 2023-2024
- 02** Evaluation Process
- 03** Professional Development
- 04** What's Next?



Cañada College DUAL ENROLLMENT Fall 2023 Updates



High Schools Served

7

- Carmont High School
- Hillsdale High School
- Merito Atherton High School
- Pescadero High School
- Sequoia High School
- Woodside High School
- Middle College/Cañada College

Pathways Offered

4

- Business/Marketing
- Digital Arts and Animation
- Engineering
- Education and Human Development

Instructors Teaching

8

Cañada Faculty - 6
High School Instructors (Min. Quats) - 2

Sections Offered

10

Total Enrollments

209

Cañada College DUAL ENROLLMENT Spring 2024 Updates

High Schools Served

6

- Carmont High School
- Hillsdale High School
- Merito Atherton High School
- Pescadero High School
- Sequoia High School
- Woodside High School

Pathways Offered

5

- A-G Requirements
- Business/Marketing
- Digital Arts and Animation
- Engineering
- Education and Human Development

Instructors Teaching

13

Cañada Faculty - 8
High School Instructors (Min. Quats) - 2
High School Instructors - 3

Sections Offered

18

Total Enrollments

500



Woodside High School, HIST 202



Hillsdale High School, ECE 201



Carmont High School, BUS 100



Woodside High School, ENGR 100

"Dual Enrollment courses are beneficial to high school students wanting to earn credit for high school and college credit. Other than raising my own 3 teenagers, teaching dual enrollment courses to high school students has been an awakening."

- Cañada College Faculty

CCAP Agreement: 2024-2027

01

CCAP Agreements have been board approved for 2024-2027.



02

Pathways being added: Interior Design, Fashion Design and Entrepreneurship



Evaluation Process-Update

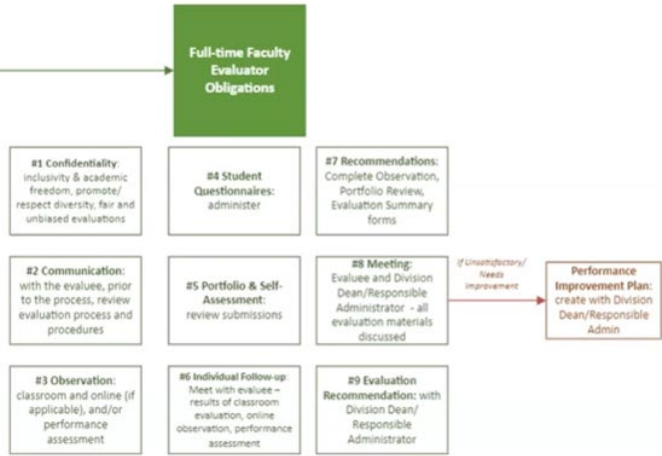
Dual Enrollment Instructor Evaluation Process

SMCCCD Faculty Evaluation Procedures

01 Dual Enrollment Districtwide HS Partners Conversation-Summary of Dual Enrollment Policies and Procedures

02 In Spring 2024, Cañada only had one HS Teacher who met the minimum qualification and followed faculty evaluation.

Evaluation Procedures



Professional Development

- 1** PD at Menlo Atherton HS: Dual Enrollment with Cañada and Skyline Colleges
- 2** Dual Enrollment: Co-Teaching Model and Engaging with High School Students
- 3** Dual Enrollment Support Workshop: Empowering Faculty and Students
- 4** Foothill College: Dual Enrollment Summit

Paul Roscelli asked about the growth rate from 250 students to 500, asking if there were any specific programs that either increased or decreased substantially. Mayra clarified that History 202 was not offered in the fall, but was offered in the spring and about 100 students took part in this course. Introduction to Business was also not offered in fall but was offered in spring. The Business Pathway was able to expand to 6 sections which resulted in an increase of students. Paul asked how it is determined who evaluates the instructors. Mayra clarified that the dean will identify the faculty members who will evaluate the instructors.

David Eck asked if there were faculty involved in drafting the new CCAP agreement. Mayra

highlighted that there were not significant changes from the prior version of the agreement to the current version. She noted that on the current version, it was important to be clear that there is an evaluation process for instructors as outlined by SMCCD. Chialin added that the specific courses do not need to be included in the CCAP, and the course offerings can be very fluid. The Dual Enrollment team will reach out to deans and faculty to decide which courses will be offered through Dual Enrollment. Each year, specific courses will be reported to the state on Appendix A of the agreement. David added that the Statewide Academic Senate level is stressing the importance of faculty involvement in CCAPs and equivalency. David stressed that Academic Senate needs to be involved at the CCAP level and not just at the Appendix level. Chialin suggested that Academic Senate leaders be invited to the next District Dual Enrollment Council Meeting. Chialin added that the college is very conscientious and intentional about the way in which Dual Enrollment is expanded and she appreciates the feedback. David Eck noted that concerns are surrounding trustees discussing reassigning faculty to teach Dual Enrollment courses. The pressure from the trustees and the broader statewide emphasis on this are both reasons to be concerned and highlight why Academic Senate should be involved in the process.

Paul asked if we have data regarding the number of Dual Enrollment students who also enroll in non-Dual Enrollment courses and the modalities they select. Mayra shared that surveys are being conducted with students to understand their intended plans for future courses at our college and that the data will be available to share soon. Chialin added that this information is collected as part of the Dual Enrollment Strategic Plan as well.

E. Updates to Reassigned Time Form

Diana Tedone-Goldstone presented on behalf of this item. Diana shared the current draft of the Reassigned Time Application, noting updates including a question asking if the position is grant funded and reorganization to the revisions to existing positions section. The form can be found here: [Draft of Reassigned Time Form for Fall 2024](#).

Motion – To approve the updated Reassigned Time Application form: M/S: Lisa Palmer, Paul Roscelli

Discussion – none

Abstentions – none

Approval – approved unanimously

F. Professional Development Collaboration with Puente

Anniqa Rana and Kiran Malavade presented on behalf of this item. They shared the following document with the committee: [Puente Professional Development Proposal](#)

Kiran noted that she hopes sharing this document of professional development opportunities will increase excitement, participation, and awareness within the college community. Kiran reviewed the specific trainings within the proposal:

| Timeline | Topic Overview | Fee |
|---------------------------------|--|----------------------------------|
| Flex Day: August 13, 2024 | Pedagogies of Cariño: Asset-Based Approaches and Culturally Affirming Classrooms Audience: All Faculty + Staff Participants learn about Puente's foundational pedagogy, core elements of Community Cultural Wealth, and identify practices to affirm students' community cultural wealth. | In-person: \$4,500 |
| October 4, 2024 (1-3pm) | Whose STEM is it? Cultivating Belonging in STEM Audience: STEM Faculty (Division Meeting) Participants will learn about the historical STEM legacies that students can connect with through their cultures, how to increase STEM access for students, and how to build community around STEM justice on their campuses. | In-person/ Hybrid: \$4,000 |
| Flex Day: October 9, 2024 | Counseling with Corazón: Heart Practices for the Journey Through and Beyond Community College Post-AB1/705 Audience: Counseling Faculty Participants will engage with Puente's culturally affirming mindsets and practices central to supporting marginalized | In-person: \$4,500 |

| | | |
|----------------------------------|--|-----------------------|
| | students through each stage of their college journey, including matriculation, setting goals, navigating required coursework, and building community networks that will continue to support them along the way. | |
| | Introduction to Culturally Responsive Practices and Anti-Racist Equity Work for Peer Educators Audience: Peer Educators Participants will build community as a group; learn about equitable approaches to peer education; and deepen their understanding of themselves as equity leaders on campus. | In-person: \$4,500 |
| Flex Day: January 10, 2025 | Community Care and Wellness for Equity Workers: Taking Care of Ourselves and Eachother Audience: All Faculty + Staff Participants will be guided through an exploration of ways to engage in self and community care; resource themselves, their colleagues, and students; and strengthen the bonds of community in their division. | Online: \$3,000 |

| | | |
|--|---|--------------------|
| Flex Day: April 17, 2025 | Bringing Our Whole Selves to School: How Linguistic Justice Cultivates Belonging for Educators and Students Audience: All Faculty + Staff Participants will explore ways to create more equitable college campuses by honoring linguistic justice via departmental, curricular, and pedagogical choices. | Hybrid: \$4,500 |
| Total Program Fees In-person/hybrid/online as outlined above | | \$25,000 |

Paul Roscelli asked how to evaluate those who have been trained to assess if a demonstrative difference is being made for students. Anniqua shared that looking for the information and documentation/conversations that currently exist regarding the impact of this material on the workplace and the day-to-day work of employees is a place to start. She added that assessing for all levels of expertise, internal and external are considered. Local processes, documentation and long-term longitudinal student engagement and success rates are also considered. Paul stressed that it is difficult to measure increased awareness. Anniqua added that individual groups who participate in the trainings will identify benchmarks of how the concept or change made an impact and the measurement of this impact will then be reviewed.

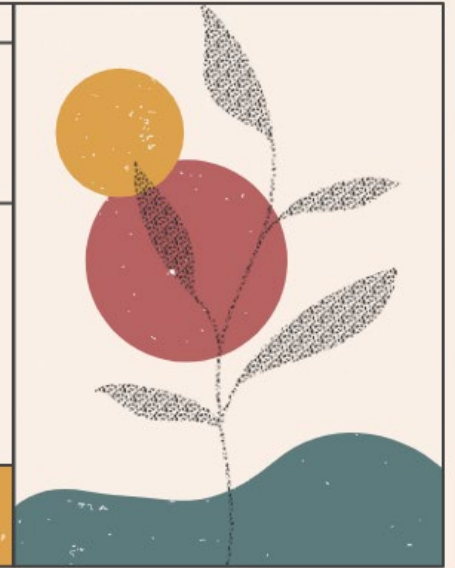
G. Land and Labor Acknowledgement

Kiran Malavade and Michiko Kealoha presented on behalf of this item. Michiko shared the following presentation with the committee:

'24

Land & Labor Acknowledgement

SSPC Presentation | May, 2024



Centering Our Students



Our students were the ones to say we need this—Land and labor acknowledgements are a low effort, high stakes way institutions acknowledge and uplift marginalized communities.

(And the deep critical discussions around campus that have come from this draft is really cool.)



Why at Cañada?

01

We can commit to uplifting Black, Indigenous, and People of Color (BIPOC) hxstories and present day community wherever and whenever we can.

02

Our EAPC Mission is to disrupt and dismantle systemic racism, and acknowledging our histories is a start.

03

EAPC has heard from Umoja, Black Minds Matter, and the Black Student Union that there have been numerous incidents of our campus perpetuating anti-Blackness and we need public commitments towards justice.

04

In listening session this week with community members we heard from our Black community members in North Fair Oaks that they want to know that they can trust us as an institution.

05

Student Equity and Achievement Program Plan data shows that we have 133 less Black students applying to Cañada since 2021.

06

Umoja has set this example of African diaspora and ancestor acknowledgements at our Spring Flex Day opening session, and called us in to do the same.

Connections to Our College Values

- **Anti-racism:** commit to actively combat individual racism and to interrogate racist structures and policies
- **Diversity:** a community where different cultures are represented, recognized and celebrated



Timeline of Evolution



**June
2018**

Student Senate leader Jasmin Padilla Valencia creates a land acknowledgment for Student Senate after attending the National Conference on Race and Ethnicity



**Sept.
2022**

Student leaders, Professor Field, and Dr. Kealoha meet with Dr. Cordero from the Association of Ramaytush Ohlone to revise the statement.



**Nov.
2023**

EAPC recommends the 2022 land acknowledgement to be the official college land acknowledgement, and be posted on the college website.



**Spring
2024**

Inspired by Umoja's opening presentation at Flex Day, which included a Sankofa Ancestral Acknowledgement, a new acknowledgement has been drafted.

Why we are here?

We are bringing you a proposed revision to our current Land Acknowledgment, co-created with students, Student Life, and Dr. Cordero from the Association of Ramaytush Ohlone, and approved by the president through recommendation of EAPC to be posted on our website.

We'd like your feedback and approval.

To view the original: canadacollege.edu/eapc/landacknowledgment.php

What is a Land and Labor Acknowledgement?

These statements acknowledge our economic and developmental success is tied to historic and ongoing systems of oppression.

These acknowledgements are being vocalized across the nation with organizations and schools before events, meetings, and in class syllabi.

It is a tool to hold all of us accountable for knowing these injustices have occurred and not shy away from the truth, while starting and sustaining the conversation on this topic. It can also be a commitment to move forward collectively.



Why Are There Land and Labor Acknowledgements?

They are an ever-evolving way to engage in critical reflection starting with the lands in which we educate, live, work, and exist on.

We aim to do this by purposefully remembering our histories and continued impact on Black, Indigenous, and People of Color still today.

These statements and commitments ensure people coming to our events like Commencement, like our Equity and Antiracism Planning Council, and even our classes know our values as a college right from the beginning.



Why at educational institutions?

Educational institutions have been at the forefront of this work, because as the California Community College Chancellor's Office states, "Our institutions were founded upon exclusions and erasures of Indigenous peoples [and People of Color]." So land and labor acknowledgements and commitments is "a call to action to work towards new and different ways of doing and knowing" (Professor Field).



Additionally, these statements remind us that Indigenous people have not been given this land back, African Americans have not been provided reparations, and that immigrants and undocumented people still suffer from injustice.

A wrong has not been made right, and our equitable teaching inside and outside of the classroom should remind our community of that.

We purposefully link land and labor because we recognize systems of colonization, capitalism, imperialism, and racism, intrinsically link land and labor.

How we've utilized Land Acknowledgements as a reminder to take action:

- **June 2018** - Student Senate attends National Conference on Race and Ethnicity and realized our college lacked awareness of the surrounding indigenous community and land we are on. Student Senate goes into inquiry on how to create land acknowledgements.
- **August 2019** - First land acknowledgement on campus is spoken and written in every Student Life meeting (Student Senate and Inter-Club Council)
- **November 2021** - Student Life hosts first virtual Indigenous People's Day event
- **January 2022** - The Library creates a LibGuide on the Ramaytush Ohlone & land acknow.
- **May 2022** - First land acknowledgement at Commencement
- **August 2022** - College offers first Ethnic Studies Intro to Native American Studies course
- **September 2022** - Students, faculty, and staff meet with Dr. Cordero from The Association of Ramaytush Ohlone and share Student Senate land acknowledgement, then revise and update the statement.
- **November 2022** - Student Life hosts first in-person Indigenous People's Day campus-wide event
- **November 2022** - Student Senate asks for and creates an ACES task force
- **November 2022** - Student Life invites participants campus-wide to participate in Indigenous Peoples' Sunrise at Alcatraz
- **January 2023** - College President gives first land acknowledgement at Flex Day and a workshop is held
- **February 2023** EAPC Land Acknowledgements and Beyond Team Formed
 - Alison Field, Kiran Malavade, Mary Ho, Michiko Kealoha, Yuliana Leon Subias, Jasmin Padilla Valencia, Manuel Alejandro Pérez, Karen Engel
- **March 2023** - Land acknowledgement is said at the Orgullo y Educación (OYE) Conference
- **April 2023** - EAPC Land Acknowledgements and Beyond Team put on Earth Day event
- **May 2023** - On Mother's Day Weekend, members of the Equity and Antiracist Planning Council Subcommittee "Land Acknowledgements and Beyond" and the EMP Cultural Center Workgroup joined in community with Native and Indigenous peoples at the Stanford Powwow. Together, they experienced the Grand Entry, Drum Contests, and special performances by the Stanford Pacific Islander Student Association, and the Muwekma Ohlone Tribe of San Francisco Bay Area and the Sacramento Youth Group. The group enjoyed fry bread together, found art to decorate the Dream Center, and met location association community members.
- **August - May 23-24:** Cultural Center hosts events with BAAITS, does an Equity Excursion to Alcatraz, Equity Excursion to the San Jose State University Native American Indigenous Students Success Center, and "Kapuchatoli" on the lawn games, co-hosts Black History Month Programming and Equity Excursions to learn about Black Panthers



Undocumented Community Center



"I think that a Land Acknowledgement is crucial and an updated one shows our effort to be more inclusive every time."

"It is a beautifully written statement and I am super grateful for all the thought and care that went into writing it."

Student Senate



"It looks great to me!"



Faculty

"This looks great and if you ever need a volunteer to read it at an event, happy to do so"

"This is great! I really appreciate the addition of acknowledgment of immigrant labor and undocumented people too."



Umoja + BSU

"I think it looks great."

"This looks really good to me"

Feedback Received via Email

Feedback Received in Planning Councils:



EAPC

"Hearing it out loud is so powerful. I got some feelings and emotions. It would be amazing to have this read at Commencement. How impactful for graduates and their families. To be publicly acknowledged and acknowledged often is great. In a place where sacrifices of their families and people in conjunction with a celebration of loved one is the work." - Krystal

"It resonated with how deep and committed we continue to be as a campus; to be this inclusive in our acknowledgement. We are setting a precedent of what true acknowledgements can be." - Eileen





"We are an educational institution and it is direct and clear and strong. It's unapologetic!" - Yolanda

"It is very intentional and a best practice." - Mahitha


"I like how it set a tone of respect and mindfulness, which permeates throughout our campus culture."

- Mariela

Draft of the Current Statement at the time of IPC Meeting:

| | | |
|---|---|---|
|  Proposed Update  | <p>We acknowledge that Cañada College sits on the traditional unceded land of the Ramaytush (Rah-my-toosh) Ohlone (Oh-LOW-nee) peoples, and we pay respects to past elders and honor the present community. Long before Cañada College existed, this area was home to the Ramaytush Ohlone peoples, who still have a presence in the Bay Area today.</p> |   |
| | <p>We have a responsibility to acknowledge that every member of the Cañada community has benefited from the use and occupation of this land and that the tragic legacy of colonization, genocide, capitalism, racism, and oppression still impacts people today.</p> | |
| | <p>We also recognize the labor upon which this educational institution, state, and country is built.</p> | |
| | <p>We deeply thank the people of African ancestry who were stolen from their homelands and brought to this land, and whose free labor played a major role in the formation of this country. We are indebted to their uncompensated labor and their unwilling sacrifice over hundreds of years—which continues to impact generations today. We honor the legacy of the African diaspora and the continued contribution of their survivors.</p> | |
| | <p>We acknowledge the contributions of <i>all</i> immigrant labor, forced labor, and undocumented people who contributed, and continue to contribute, to the building and feeding of this land. We acknowledge these immeasurable sacrifices and work that allow us to gather in this space today.</p> | |
| <p>Let us not forget. Let us honor and engage with the people who have stewarded and labored on this land for generations, and let us honor the truth—by taking responsibility as a college community to continually educate ourselves about these histories, to affirm our commitment to justice through continual action, and to protect and sustain this land.</p> | | |

Hopes...



Debut this at Commencement with our students and community.

Add to our website with resources.

More Context

This draft has been shared with:

- Umoja
- Black Student Union
- Undocumented Community Center
- Student Senate
- Jasmin Padilla Valencia and Alison Field (part of original team)

EAPC has voted unanimously to adopt this and recommend to our president that this be our college statement on April 23, 2024

Michiko asked IPC for feedback on the statement. Paul Roscelli stated that the use of the word capitalism is at best incomplete, suggesting that if capitalism is used, it should be either correctly characterized or omitted. Paul shared that while capitalism is used as an argument for recognizing injustices, it is also true across the world that wherever capitalism sits, there is the greatest wealth. Paul shared that in his own courses, he does not use the words capitalism or communism as they are both loaded words, instead using command economies and market economies. Paul stressed that while he does not feel the use of capitalism is wrong, rather it appears incomplete. He highlighted that there is no recognition of the role the government played in history as well, and for these two reasons, he would have trouble with the document as written. Paul also highlighted that capitalism is not the only system that has oppressed people.

Lisa Palmer shared that hearing the document read aloud was powerful. When she first read the document, she did note that it may appear overwhelming. She suggested that it may be appropriate to condense it into something more pithy so people can process it more easily. Philosophically, she wondered about the line that stated every person has benefitted from the oppression in this system, noting that there are members of the community who are victims of this oppression and system and questioned if it was possible to both benefit and be victims. She noted that those who may have been victims of the system may not consider themselves beneficiaries. She suggested removing the word “every” which may make the statement more accurate for some people in their self-perception or identity. Paul agreed with removing “every,” suggesting the use of “some” or “people” as alternatives.

Alison Field responded to the idea that the document may appear overwhelming and shared that one of the things that helped her is to look at the document as a call to action that identifies particular communities that are already part of our action plan, noting that the campus wants to work actively toward some new and different way of doing, being, and healing of past injustices and histories. Alison also added that she has learned from other institutions that this can be adopted, and adaptations or abbreviated versions can be incorporated into syllabi or courses. The overall adoption would be reflective of the commitment as a college or institution.

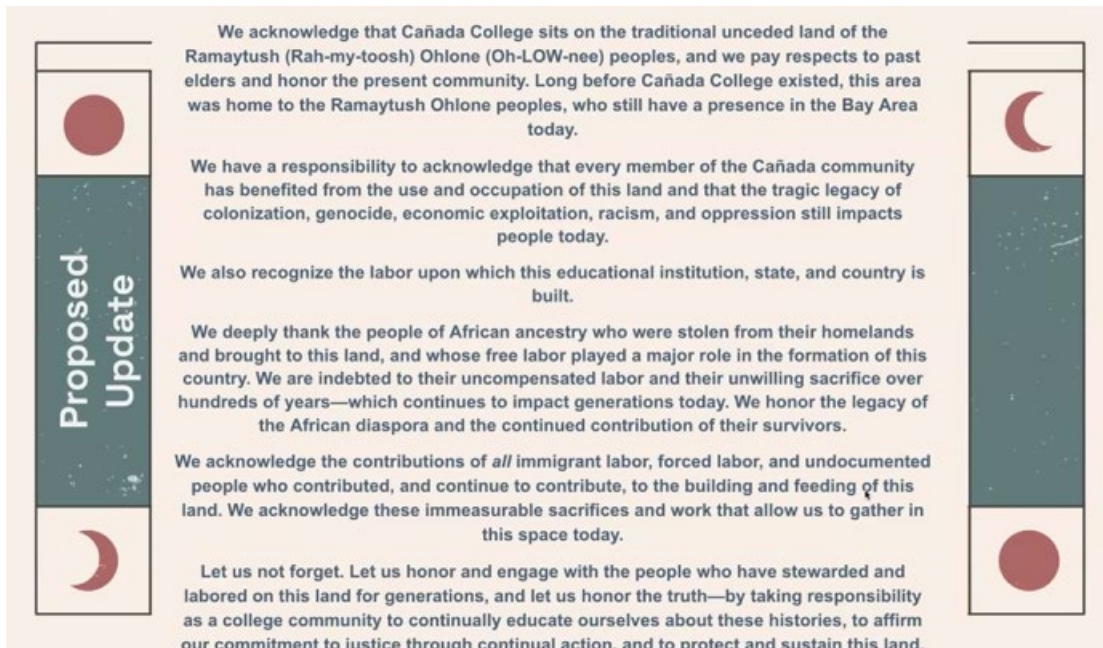
David Eck shared that he felt it is possible to be both a victim and benefit, highlighting the complicated

existence people have and how each person’s existence varies. He highlighted that as all members of the college, he does think it is accurate to say we have all benefitted from its legacy. Diana Tedone-Goldstone added that she does appreciate how thorough the document is, and feels it is an appropriate level of thoroughness for the College Land and Labor Acknowledgement, noting that it may be appropriate to have a shortened version present in a course syllabus, for example.

Karen Engel suggested using “economic exploitation” as opposed to capitalism. David Eck agreed that it is important to call out economic exploitation as a factor, especially understanding ways in which, as members of the college, we are beneficiaries of that legacy. Anniqua Rana shared that her takeaway is this document is an extremely powerful statement and the conversation surrounding it is rich and intellectual. She hopes that this conversation is translated into the spaces where our students live and at some point we have a follow up about how students have been engaged with this statement within the classroom. Althea Kippes stated that she agrees capitalism should be removed from the statement.

Kim Lopez shared that similar to PBC, where items come forward that impact the entire college community, she does not want this to be a surprise. She wants to make sure that IPC, SSPC, and other participatory governance groups are aware of changes that are being requested and are supportive. Kim highlighted that Michiko’s hope is that this can be read at graduation, and because this version has significant changes from the version that was previously approved, she would like the dialogue to happen now.

The document was updated to include language that was discussed in the meeting as follows:



Motion – To approve the updated Land and Labor Acknowledgement: M/S: Kiran Malavade, Karen Engel

Discussion – none

Abstentions – 3

Approval – approved

H. IEPI PRT Second Visit Update

Anniqa Rana presented on behalf of this item. She shared that last week, the second visit with the IEPI team took place. This is an advisory group at the state level that provides feedback and the focus on our campus was regarding professional development. The group returned last week to share their “Menu of Options for Institutional Consideration for Its Innovation and Effectiveness Plan.” The three areas included: Faculty Academy of Antiracist, Equity-minded Pedagogy and Classroom Practices, General Professional Development for all Employee Groups (Classified Professionals, Faculty, and Management), and Clearly Define and Communicate an Equity Vision for the College. Within the document there are potential next steps, including recommendations about how the areas may be addressed which include resources to assist in the process. The group has been working to respond to the feedback and hopes to have the document complete by next week.

The documents can be found here:

[List of Primary Successes and Menu of Options for Institutional Consideration](#)

[Institutional Innovation and Effectiveness Plan Update](#)

I. VPSS Transition Update

Kim Lopez presented on behalf of this item. She stated that she would like to share her thoughts on next steps for filling the soon to be vacated VPSS position at the college. Because the role will be vacant come July 1, this does not leave much time. She would like to start the permanent selection process in the fall, advertising the position and putting together a selection committee in August and September, first level interviews in October, and additional interviews and forums in November and December. The plan would be to have a new permanent VPSS in place by January. In the interim, a rental registry will be used to fill the vacancy. If an appropriate candidate cannot be found via the registry, the position would be advertised as an interim position with a committee formed and an anticipated start date of the process being June. Kim asked for the group’s feedback. David Eck asked how past experiences have been using the registry to fill high level positions. Kim shared that she has personally worked with two people within the district that were selected via the registry and she was impressed with them. Kim highlighted that she would look at the person, their skillset, and whether or not they would be a good fit for the college in the short term. David asked if it is typical that registry candidates end up applying for the permanent position. Kim shared that it is not typical and would be very unusual that someone from the registry would apply for the permanent role as they are usually retirees coming out of retirement for a short period of time. Althea Kippes asked if faculty have any role in this process. Kim shared that she would be interviewing the candidates along with the consultation of the other VPs as it is typically a very short-term assignment. Involving other groups on campus would not be part of this hiring process at this level. Doniella Maher asked if the person selected from the registry would be part of the hiring committee for the permanent role. Kim shared that they would not be serving on the committee for the permanent role.

J. Faculty Teaching and Learning Update

Doniella Maher presented on behalf of this item. She shared that she is the new Faculty Teaching and Learning Coordinator. She shared her past involvement with professional development on campus with the committee. In this role, she would like to use the FTLC position to institutionalize, coordinate, and center a lot of the amazing work that is happening on campus through, for example, EAPC, the AB 1705 grant, FLP, and other areas. She sees this role as reopening and providing the space for conversations with colleagues, building upon the work Lezlee and Jessica had started. One

Conversations with Colleagues took place last week, and one more is scheduled before the year ends. Doniella will be planning for next fall and would like to hear ideas that the committee enjoyed or appreciated in addition to gaps in professional development the committee feels should be addressed.

Anniqua Rana shared that she is very excited about Doniella being in the role. Paul Roscelli shared that he would like to see funding for Professional Development for faculty to become relevant in their discipline, which historically has seemed to be a low priority focus. Doniella highlighted that the college has also struggled to implement post-professional development discussions and encouraging both of these items could be helpful. Lisa agreed that a plan for sharing would be a great idea. Anniqua and Chialin agreed that a showcase of sorts would be helpful. Kiran suggested that an interesting idea would be to incorporate students in hearing what their professors learned at conferences in relevant disciplines to their areas of study.

Doniella added that she will be continuing the new faculty orientations, and will be incorporating an EAPC component. Continuing to make this a forward-facing experience for faculty, including assigning mentors and ensuring materials on the website are up to date is a priority.

K. SLO and PLO Assessment Plan Update

Paul Roscelli presented on behalf of this item. Paul shared that he is the SLO/PLO lead for accreditation and he has been working with Karen, Anniqua, Chialin, and Allison to understand the current state of SLOs and PLOs. He is working on ensuring items are completed appropriately for accreditation, including ensuring documentation and language for PLO and SLO areas are consistent for faculty in messaging and resources. Paul has been successful in addressing the inconsistencies but there is a list of those which are still present that are actively being addressed. Anniqua added that the college is in a good place regarding SLO and PLO reporting based on the plan that the previous coordinator and team had in place. The second step is to replicate what happened a few years back where faculty leads from each division became guides/mentors/facilitators around SLOs and a larger support team would be established. Paul shared that they are working on establishing a guide of items that these roles would familiarize themselves with. Plans were also updated from PDFs to Excel spreadsheets. Paul shared that next year there will be a greater emphasis on making sure that PLOs are being confirmed directly or indirectly by faculty work. This will be an ongoing process. Paul has had a standing drop in hour this year to work with and address faculty concerns one-on-one and he hopes to continue this next year. Lisa reminded the committee that SLOs on syllabi must match the SLOs on the course outlines of record in CurricUNET.

L. Good of the order

M. Important Dates/Updates:

- a. Diana shared that the therapy peacock will be returning to the library on May 13 between 12-1pm. Therapy dogs will be coming on May 16 between 12-1pm.
- b. Paul shared that students will be taking part in the Honors Research Symposium at Stanford tomorrow, and commended Rebekah Taveau on her work with honors students.
- c. ASLT Division has an end of semester division party next Thursday, 11:30am and all are invited to join.
- d. Jose shared that on Wednesday, Brothers Achieving Milestones will host a year end celebration at 12:30pm on the rooftop of building 23.

N. Adjournment- Meeting adjourned at 11:16am.