



INSTRUCTIONAL PLANNING COUNCIL

MEETING MINUTES OF April 18, 2025 9:30 am-11:30 am, Zoom/9-154

Members Present: David Eck, Lisa Palmer, Paul Roscelli, Chialin Hsieh, Jose Zelaya, Nicolette Gualino, Erik Gaspar, Julie Luu, William Tseng, Rebekah Sidman-Taveau, Lindsey Irizarry, Karen Engel

Members Absent: Kiran Malavade, James Carranza, Maribel Zarate

Guests: Anniqua Rana, Jenni McGuire, Alex Kramer, Stephen Redmond, Althea Kippes, Nada Nekrep, Ameer Thompson

A. Adoption of Agenda –

Motion – To adopt the agenda. M/S: Lisa Palmer, Chialin Hsieh

Discussion – none

Abstentions – none

Approval – approved unanimously

B. Approval of Minutes – March 21, 2025

Motion – To approve minutes of March 21, 2025: M/S: Chialin Hsieh, Paul Roscelli

Discussion – none

Abstentions – none

Approval – approved unanimously

C. CWA Program Presentation

- This program presentation was delayed from the March 21st meeting due to technical difficulties.

The CWA program presented the six-year program review presentation to IPC:

*Note, due to size limitations within this document and the large file sizes of the program review presentations, presentations are available online at <https://canadacollege.edu/ipc/current-meetings.php>. To review/download copies of all presentations, including the CWA Program, please reference the IPC website, 2024/2025 Academic Year Meetings and the 'Materials' section of the 3/21/25 meeting for all presentations.

If viewing minutes post-AY 24/25, please reference presentations here: <https://canadacollege.edu/ipc/past-meetings-members.php>, select Fall 2024-Spring 2025, and review the 'Materials' section of the 3.21/25 meeting.

D. Reassigned Time Accountability and Reporting Framework Discussion

- Update from the February 7 IPC workgroup, which will share some possible changes to the Reassigned Time process. Chialin Hsieh, Paul Roscelli, Erik Gaspar, Lisa Palmer, and David Eck presented the following slides:



Reassigned Time Reporting Showcase

This presentation will share options on showcasing the incredible work being done through reassigned time. We want to ensure we have a clear, supportive way to document and celebrate the outcomes of these projects.

Work Group:

Lisa Palmer, Paul Roscelli, Erik Gaspar, David Eck, and Chialin Hsieh

Present to IPC

4.18.2025

Purpose of Reassigned Time

Value

Colleagues value the work being done through reassigned time.

Documentation

There is a shared interest in documenting outcomes.

Celebration

Reassigned time creates things worth celebrating.



Options



1. Showcase

Faculty coordinator presents work at IPC, Flex, or other college events.

Timing: September, October, and/or November.



5. Reporting Page Suggestion

Create a reporting page for each reassigned time position showing faculty name and supervising dean.



2. Work Plan

Create a work plan checklist using the job description. Work with deans to update progress.



3. Process for Sharing Concerns

Create a process for submitting concerns about reassigned time work completion. Email an IPC co-chair, who forwards concerns to the administrator. Expect confirmation of forwarding.

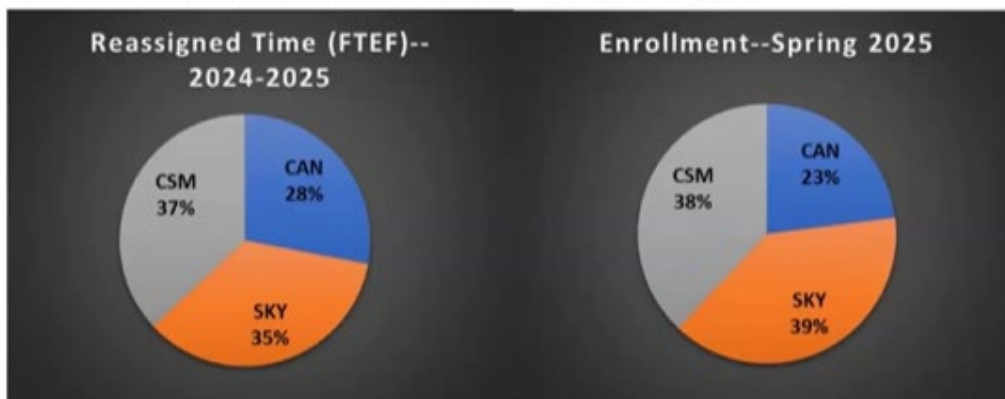


4. Status Quo

No changes.

Districtwide Reassigned Time and Enrollment Comparison

Pie chart: Cañada has a higher ratio of reassigned time to enrollment



This table shows the reassigned time costs for each college in 2024-2025, including FTEF, total costs, the percentage of district spending, and enrollment.

	Reassigned Time FTEF		Reassigned Time \$		Enrollment 2.20.2025	
CAN	32	28%	\$1,955,719	28%	12,655	23%
SKY	41	35%	\$2,483,694	35%	21,544	39%
CSM	42	37%	\$2,576,997	37%	20,730	38%
Total	115	100%	\$7,016,410	100%	54,929.00	100%

Note: FTEF = Full-Time Equivalent Faculty

CAN Fall 2024 and Spring 25 Reassigned Time (FTEF)

FTEF	Fall 2024	Spring 2025	Total	Expense	%
College/Department Position	8.68	8.68	17.36	\$1,056,356	54%
Academic Senate/AFT	2.74	2.27	5.01	\$304,859	16%
Grant-funded	5.70	4.10	9.77	\$594,505	30%
Total	17.12	15.02	32.14	\$1,955,719	100%

SKY Fall 2024 and Spring 25 Reassigned Time (FTEF) (Estimation Only)

FTEF	Fall 2024	Spring 2025	Total	Expense	%
College/Department Position	12.04	11.78	23.82	\$1,449,244	58%
Academic Senate/AFT	3.26	2.67	5.93	\$360,841	14%
Grant-funded	5.18	5.89	11.07	\$673,610	27%
Total	20.48	20.34	40.82	\$2,483,694	100%

CSM Fall 2024 and Spring 25 Reassigned Time (FTEF) (Estimation Only)

FTEF	Fall 2024	Spring 2025	Total	Expense	%
College/Department Position	18.77	18.16	36.93	\$2,247,190	
Academic Senate/AFT	2.82	2.60	5.42	\$329,807	
Grant-funded	?	?	?	?	
Total	21.59	20.76	42.35	\$2,576,997	

The group discussed the idea of implementing a showcase to highlight coordinator roles, with the intent to encourage faculty participation and provide clarity around each position's responsibilities. Several speakers supported the concept, noting that showcasing the work could help inform and attract potential new coordinators, assist with succession planning, and allow for mentoring or coaching opportunities. Rebekah Sidman-Taveau emphasized the importance of recognizing the extra effort most coordinators put in, and suggested creating clear documentation like handbooks to streamline transitions. However, multiple participants, including Althea Kippes and Lisa Palmer, expressed concerns about the additional workload such initiatives would impose, particularly on already overburdened coordinators. They cautioned that the value of such efforts might not justify the time and energy required, especially when similar documentation and evaluation already occur during program reviews and renewal applications. Ultimately, there was consensus that while increasing transparency and support could be beneficial, any new processes must be thoughtfully designed to avoid unnecessary duplication and strain.

E. Degree/Certificate in Menlo Park and EPA (EMP 1.4)

- Update on progress related to Educational Master Plan 1.4

Alex Kramer presented on behalf of this item:

Education Master Plan Update

Goal #1: Student Access, Success and Completion

EMP GOAL 1.4



"Create new degree and certificate programs (especially career education programs not yet available in the District) that support the evolving short and long-term needs of prospective students and regional employers."

Education Master Plan Update

Goal #1: Student Access, Success and Completion



- **Apprenticeship Pathways:**

- Digital Marketing
- Extended Reality (XR)

- **Certificates:**

- Digital Marketing
- Business Information Worker

- ***Bachelor's Degree:***

- Interaction Design (TBD)

F. Career Exploration Experiences for Students (EMP 3.11)

- Update on progress related to Educational Master Plan 3.11

Education Master Plan Update

Goal #3: Community Connections

EMP GOAL 3.11



"Create and expand career exploration experiences (such as work-based learning, internships, and job shadow opportunities) for students during their time at Cañada, particularly during their First Year (in each Interest Area), as they choose a program of study and refine their education goals. Close racial equity gaps in access to career development and job placement opportunities."

Education Master Plan Update

Goal #3: Community Connections

Cañada College Interest Area Speaker Series

Date: Wednesday, March 5th
Time: 4:30-5pm Social Mixer,
5:00-6:00pm Guest Speaker
Location: Bldg. 9-154

About our speaker!

John is a water resources engineer dedicated to sustainable water management and addressing climate-driven water challenges. A recent graduate from San Jose State University and **Cañada College alumnus**. He has contributed to critical projects, including transboundary water conflict analysis in the Apalachicola-Chattahoochee-Flint River Basin and groundwater sustainability initiatives.

His work focuses on developing innovative solutions to ensure resilient water infrastructure and equitable access to resources in the face of climate change.

John Dillard

IN - PERSON & ZOOM

Zoom ID: 82365096317

Free Food & Drinks

• Work-Based Learning Activities:

- Career Speakers
- Industry Tours & Job Shadowing
- Internships & Summer Jobs
- Service Learning & Volunteer Work
- Paid On-Campus Work (e.g. Menlo Studio)
- Work Experience Education
- Pre-Apprenticeship & Apprenticeship
- Job Fairs

Education Master Plan Update

Goal #3: Community Connections



Recent Career Events:

- SJSU Engineering Diversity Conference
- Brunch with Biotech at Mission College
- Genentech Tour
- Recruitment Weekday Events
- Fall 2024 & Spring 2025 Job Fairs

Highlights:

- Career Center serves ~ 300 Students/Year
- Fall 2024 Job Fair: 60 Employers; 170 Students
- Recruitment Weekday: 28 Employers; 60+ Students

Education Master Plan Update

Goal #3: Community Connections



Challenges:

- Capturing Outcomes & Compliance with Vision Aligned Reporting (VAR)
- Database Tools to Better Engage Students & Employers
- Coordination & Scaling of Work-Based Learning Opportunities

Before transitioning to the strategic enrollment plan goal, Alex paused to check if there were any questions regarding the first two goals. Paul Roscelli recalled a previous initiative involving soft skills workshops that had been successful with a large student turnout, particularly due to the needs of first-generation students. They suggested offering similar sessions again, focusing on workplace expectations and cultural norms. Alex responded positively, acknowledging the demand for such training from employers and expressed interest in collaborating with the Career Center and possibly BDW. Paul offered PTK as a resource to help facilitate the workshops. The discussion also touched on the challenges of vision-aligned reporting and how it connected to the broader theme of doing meaningful work versus simply reporting on it. A question was raised by Jose Zelaya about the job prospects tied to the Business Information Worker certificate, to which Alex responded that it prepared students for administrative roles like executive assistants, with foundational computer and business skills applicable across industries.

G. Strategic Enrollment Management Plan (SEM) Updates

1. 1.2.6 - Increase the number of Adult Education and English as a Second Language (ESL) students to Cañada College degree and certificate programs.
 - i. Presenter: Alex Kramer

Strategic Enrollment Plan Update

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



SEP STRATEGY 1.2.6

"Increase the number of Adult Education and English as a Second Language (ESL) students to Cañada College degree and certificate programs."

Strategic Enrollment Plan Update

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



Cañada Team:

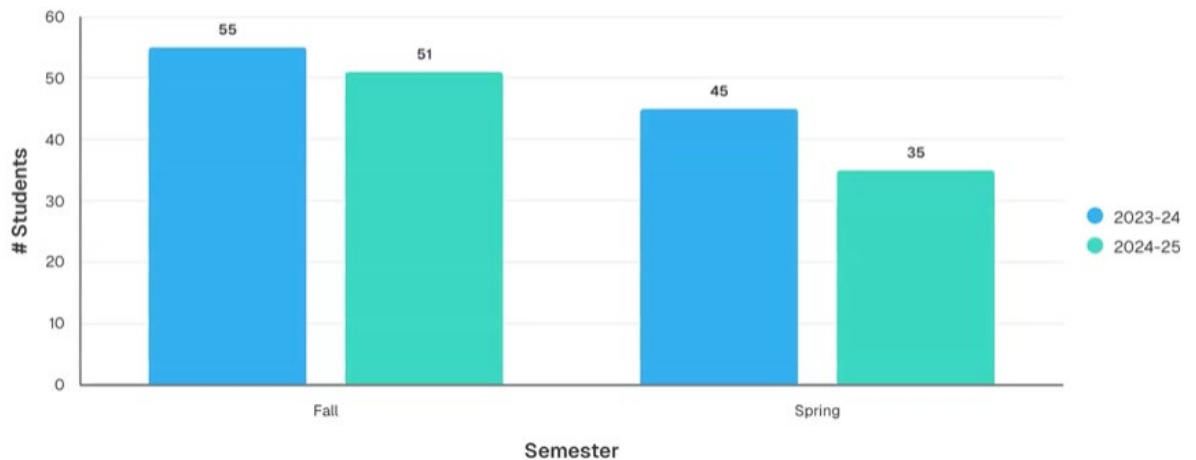
- Janet Ramirez, Transition Coordinator
- Diana Espinoza-Osuna, ESL Retention Specialist

Areas of Support:

- Information Sessions
- College Tours
- Residency Reclassification
- Registration Assistance
- Counseling

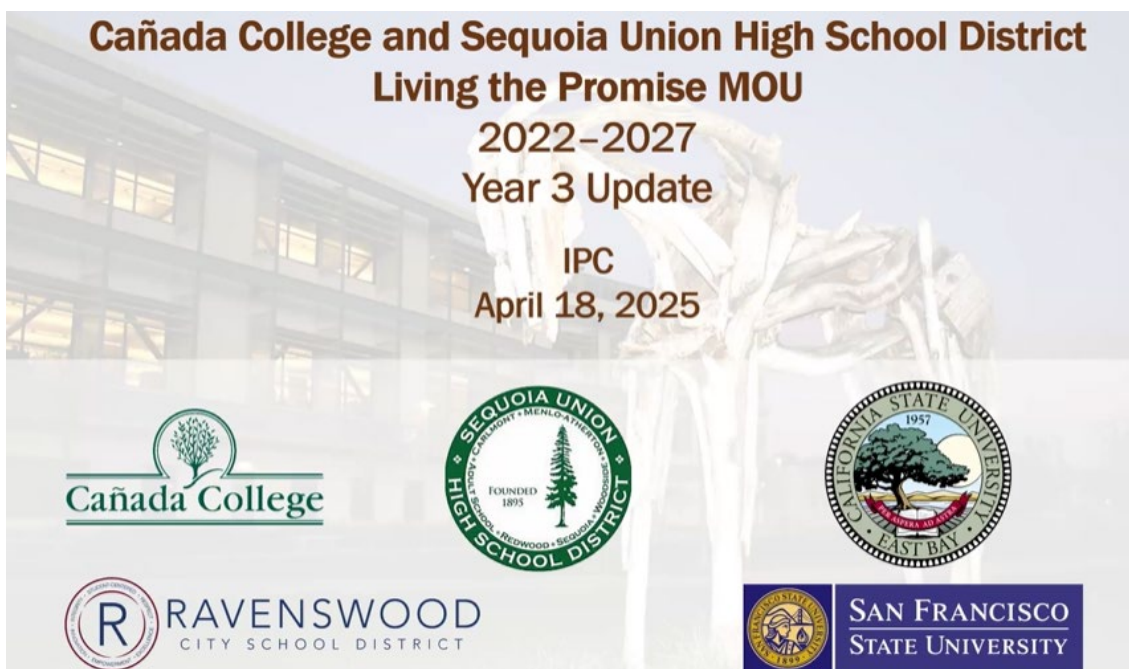
Adult School Student Matriculation

Cañada College | Academic Years 2023-24 & 2024-25

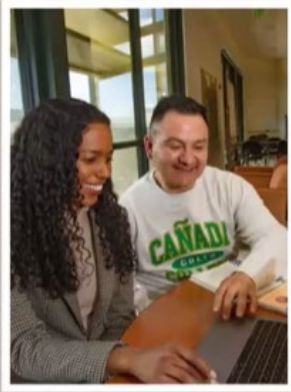


David Eck raised concerns about a potential decline in enrollment due to the current political climate and wondered if that was already contributing to the dip in college-wide numbers. Alex acknowledged the issue and explained that they planned to maintain close communication with adult school partners to continue supporting students as best as possible. Paul Roscelli questioned whether demographic trends in the service areas might impact their goal of increasing student numbers. Alex responded that they were working with the PRIE team to gather data and noted that their recruitment focused on students from five main adult schools in the area. He added that while they aimed to support students from any adult school, changing demographics—particularly rising living costs—were pushing many target students out of the area. Combined with the political climate, this could further complicate outreach and enrollment efforts.

2. 1.2.7 - Implement Living The Promise MOU (Sequoia Union High School District, Cañada College, SFSU, CSU East Bay)
 - i. Presenter: Stephen Redmond



Major Components of the MOU



1. Hire Key staff
2. Joint K- 14 Equity Leadership Academy
3. Ongoing communication protocol with SUHSD students and families
4. Early college access (Dual Enrollment and Middle College)
5. Early college access with Ravenswood City School District
6. Pathway with Sequoia District Adult School
7. Pathway from Cañada to SFSU and CSU East Bay

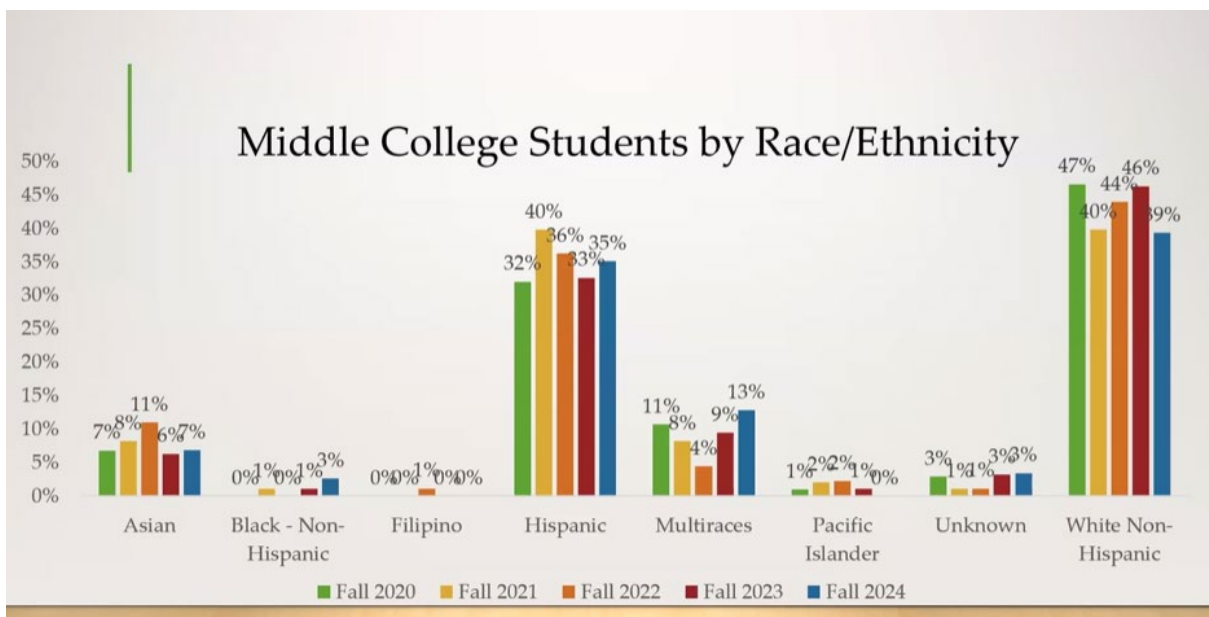
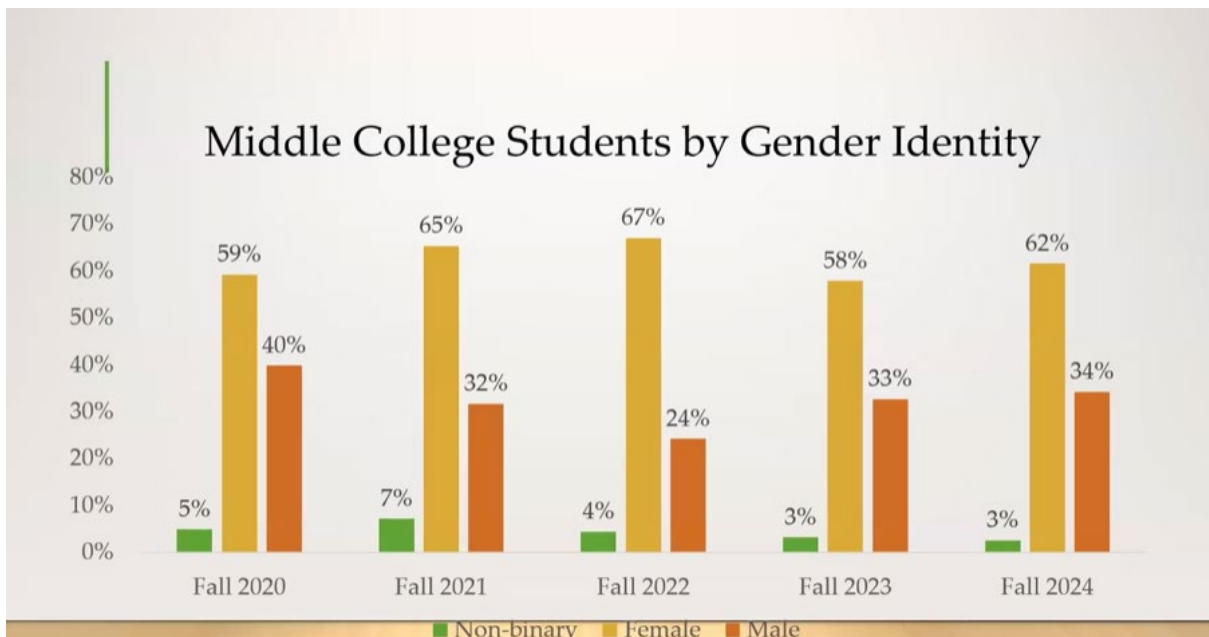
2024-2025 Major Focus Area

1. Continue increase on early exposure (Middle College and Dual Enrollment)
2. Continue regular communication with high school students & families
3. Continue early college access with Ravenswood City School District



Middle College Students





2024-2025

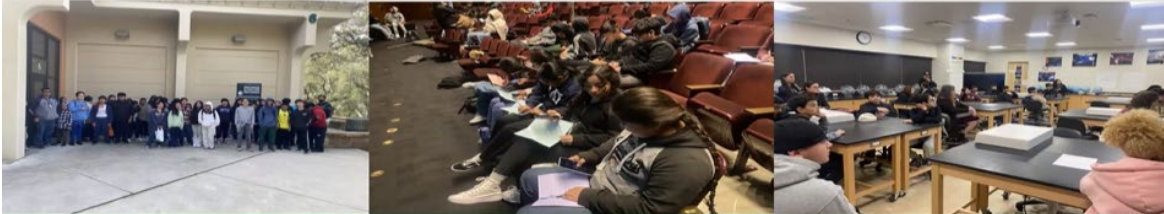
1. Early College Exposure/ Middle College

1. 28% increase in the number of Middle College students since 2021-2022.
2. Focus on more BIPOC, First Gen, and transfer students.
3. More supports needed.
4. Harder to find classes



3. Establishing Early College Access to Ravenswood City School District

- 1. Winter Break Camp (48 students served)
- 2. Summer Camp (Summer 2025)
- 3. College and Career Guide (All 8th grades students and families)
- 4. Black Student Union- Mock Interviews



3. Establishing Early College Access to Ravenswood City School District



New Focus

- **2024-25: Year Three**
 - Developing pathway with Sequoia District Adult School (Continued work)
 - Developing transfer pathway from Cañada to SFSU and CSU East Bay (Final stages of MOU with CSU East Bay)

Lisa Palmer expressed appreciation for the middle college students and was pleased to see the program's growth. A question was raised about which classes were hardest for students to register for each semester. William Tseng and Nicolette Gualino, both students, responded that they had not personally faced difficulties registering for classes due to proactive support from counselors and advisors who reminded them well in advance. However, William noted that general education classes like English 100 and 110 might be more difficult to get into due to high demand among all college students. Nicolette agreed with this observation. Stephen mentioned that math courses were typically challenging to enroll in but noted that Dean Thompson had been very supportive in addressing those issues.

3. 2.1.1 - Create a one-year course schedule

i. Presenter: Ameer Thompson

4. 2.1.3 - Schedule summer courses and bridge programs (e.g., Jams) to support student completion

i. Presenter: Ameer Thompson

Ameer Thompson provided an update on two strategic initiatives. For item 2.1.1, the creation of a one-year course schedule, he stated that while substantial progress had not yet been made, preliminary discussions had taken place at the instructional deans' level, and he and Chialin planned to engage more deeply in the coming months. Regarding item 2.1.3, which involved scheduling summer courses and bridge programs to support student completion, he reported productive conversations among the deans and confirmed that the summer schedule was open, with enrollment up by approximately 8%. He highlighted the development of a new "program completability dashboard" by the PRIE team, which offered a comprehensive, data-rich overview of course offerings, enrollments, and degree requirements. Ameer emphasized how this tool helped guide course planning and informed decisions about creating student-centered schedules. While the dashboard did not show popular elective courses not tied to specific programs, it was positioned as one of several tools—including qualitative surveys and counselor feedback—used for strategic planning. Discussion followed about how the dashboard could also streamline assessment efforts by focusing on high-impact courses.

~~5. 2.1.5 - Implement degree/certificates that are obtainable via evening, weekend and online~~

~~i. Presenter: James Carranza~~ This item is tabled to the next meeting.

6. 2.2.1 - Provide support for faculty to learn current standards (i.e., CVC-OEI, accessibility standards, Universal Design for Learning) to ensure courses are equitable, engaging, and effective for students

i. Presenter: Anniqua Rana

7. 2.2.2 - Ensure all faculty, staff, and students have access to the hardware and software technology resources needed for instruction in multiple modalities (EMP 4.10)

i. Presenter: Anniqua Rana

8. 2.2.3 - Provide training needed to ensure new technology resources facilitate quality teaching and learning

i. Presenter: Anniqua Rana



STRATEGIC ENROLLMENT MANAGEMENT PLAN (SEM) UPDATE

IPC April 18, 2025



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-QE1, ACCESSIBILITY STANDARDS, UNIVERSAL DESIGN FOR LEARNING) TO ENSURE COURSES ARE EQUITABLE, ENGAGING, AND EFFECTIVE FOR STUDENTS



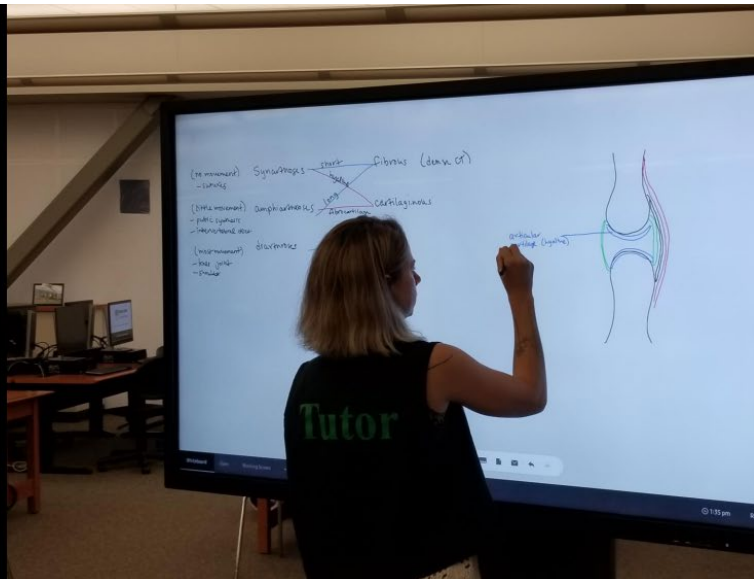
2.2.2 - ENSURE ALL FACULTY, STAFF, AND STUDENTS HAVE ACCESS TO THE HARDWARE AND SOFTWARE TECHNOLOGY RESOURCES NEEDED FOR INSTRUCTION IN MULTIPLE MODALITIES (EMP 4.10)



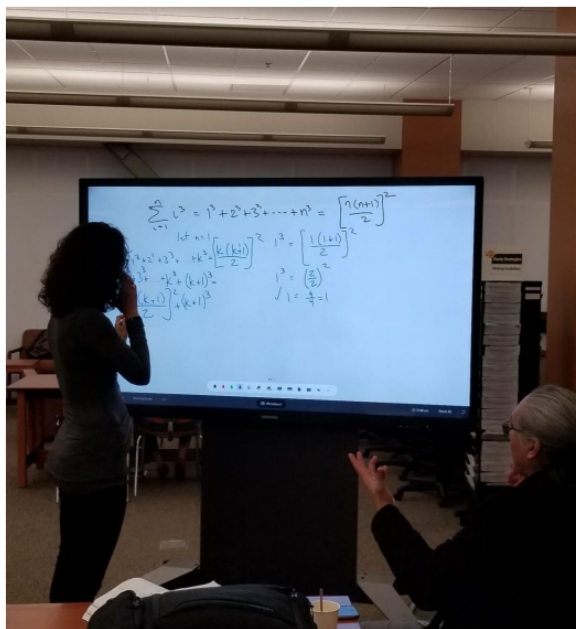
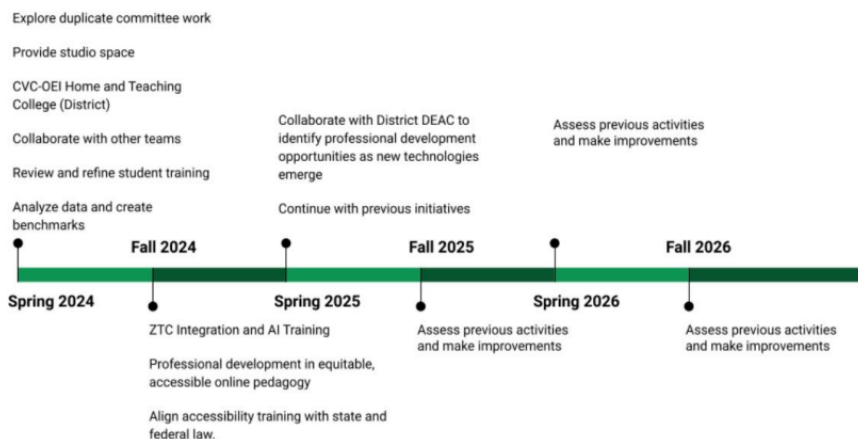
2.2.3 - PROVIDE TRAINING NEEDED TO ENSURE NEW TECHNOLOGY RESOURCES FACILITATE QUALITY TEACHING AND LEARNING



2.2.1 FACULTY TRAINING IN EQUITY, ACCESSIBILITY, AND UDL STANDARDS & 2.2.3 TRAINING FOR EFFECTIVE TECH INTEGRATION



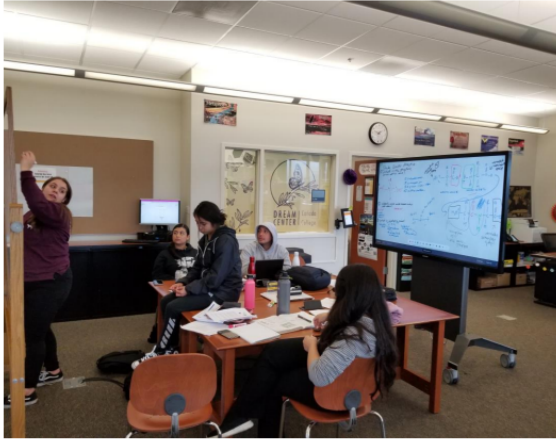
DISTANCE EDUCATION PLAN



DISTANCE EDUCATION MILESTONES

- QOTL Training: Expanded QOTL offerings; new QOTL-E course for faculty support.
- POCR Certification: Local POCR process for internal course reviews and QR-badging.
- Instructional Designer Role: Increased faculty support for course development and review.
- Growth in Online Courses: Significant rise in online enrollments and 5% improvement in success rates.

DISTANCE EDUCATION ACCOMPLISHMENTS



- Faculty Development Milestones
 - Increased participation in Regular Substantive Interaction training
 - Peer-reviewed online course enhancements
- Equity & Innovation
 - Culturally responsive online teaching practices
- Institutional Alignment
 - Embedded DE into Program Review & PD Planning

DISTANCE EDUCATION – NEXT STEPS

Is my course component an RSI element?

1. Is it predictable, timely and scheduled in advance? (REGULAR)
2. Is it explained in my Communication Plan (Introductory Module)?
3. Is it specific to course-content? (SUBSTANTIVE)
4. Is it instructor-initiated?
5. Is it documented within my Canvas course?

- Complete a full audit and establish a reporting structure for Regular and Substantive Interaction (RSI) compliance
(Reference: [ACCJC DE FAQs, Nov 2024](#))
- Launch a student feedback loop to assess and improve online instruction
- Develop Canvas course shell templates to support onboarding and consistency for new online faculty



Outcomes for Technology Plan



Timely

feedback/data from students to improve technology offerings



Increased

technology literacy among faculty, students & staff
equity in technology access and usage
awareness and utilization of student lab facilities



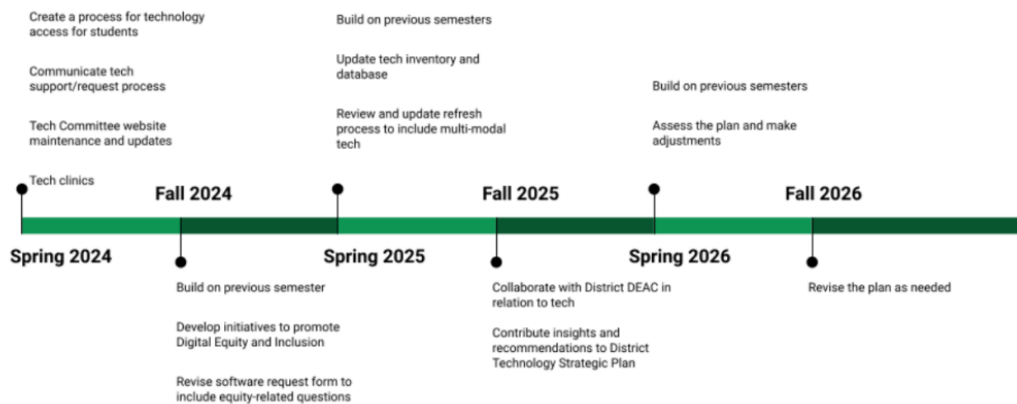
Improved

utilization and understanding of multi-modal technologies
clarity and efficiency in technology support processes
technology integration considering multi-modal approaches



Enhanced

satisfaction with technology support and training services
equity considerations in software requests
accuracy and relevance of technology inventories
Informed decision-making through survey insights and contributions to the strategic plan

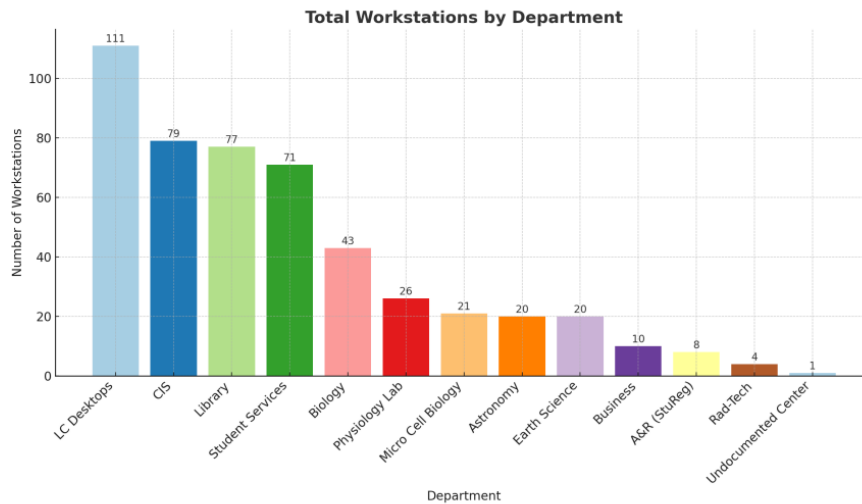


TECHNOLOGY PLAN

TECHNOLOGY AVAILABILITY

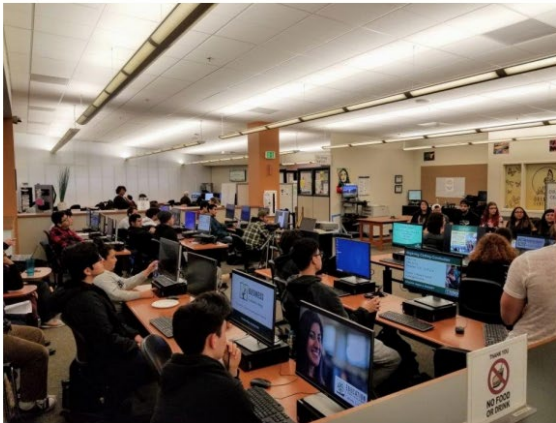
- Faculty and Staff: [Technology Refresh Process 2025.docx](#)
- Students: [Tech Loan Program 2025.pptx](#):
 - Chromebooks 359
 - Mobile hotspot 229
 - Graphic calculators 150
 - 2025: Workforce funds for approximately 50 more laptops
- Labs and Classrooms





TOTAL WORKSTATIONS BY DEPARTMENT

TECHNOLOGY – NEXT STEPS



- Improve onboarding tech orientation for students
- Explore AI tools and adaptive technologies
- Launch Tech Champions program for faculty peer support



TECHNOLOGY MILESTONES

- Campus Refresh Process
 - Updated labs and instructional equipment
 - Improved inventory and lifecycle management
- Communication Improvements
 - Targeted outreach to students, faculty, and staff
 - Streamlined support documentation and help desk guides

TECH SUPPORT

- General Tech Support: <https://helpcenter.smccd.edu/requestform/>
- Instructional Tech Support for **faculty** and **students**: <https://www.canadacollege.edu/onlineteaching/contact.php>
- Technology Loan for **students**: <https://canadacollege.edu/library/technology-services.php>
- Bilingual Workshops for **students** (Library)
- **Free** printing for **students**: <https://canadacollege.edu/studentlife/freeprinting.php>
- Bilingual Tech Support in the Learning Center: <https://canadacollege.edu/learningcenter/index.php>

If you are a **student** or **staff member** experiencing technology issues [please contact us!](#) We can assist in your classroom or with student issues like Canvas or email. The Tech Team is available in person at the Learning Center Monday through Friday, or reach out and [Contact the Tech Team](#).

Paul Roscelli brought up concerns from some faculty members regarding RSI (Regular and Substantive Interaction) requirements. He noted that faculty felt restricted by rigid expectations around classroom practices without clear rationale, comparing the current situation to the early, overly prescriptive days of student learning outcomes. These faculty members reportedly felt constrained in how they assess students and expressed a need for more flexible approaches. Paul emphasized that while the issue might be better addressed by the Senate, it was important to acknowledge faculty discomfort early to avoid resistance similar to what was previously experienced with SLO implementation.

H. MESA Program Update

- General update on the Math, Engineering & Science Achievement (MESA) Program. Rance Bobo presented on behalf of this item:





Program Updates

Brief History

- One of the Original 35
- Funded by MESA Statewide
- Funded via State Discretionary Funds (\$80K)
 - 120 Students
- 2020: Funding was not renewed
 - June 2020 Program was paused
- 2023: MESA funded via State Title 5
 - EOP, Puente VROC.....
 - 95 MESA Centers within the State
- March 2024: Program Revived

Current Standings

- 38 Current (Initially 42)
- Class of 2025: 9 Transferring in the Fall
- Class of 2026: 19 applying in the Fall
- Fall 2025: Heavy Recruiting Drive

MESA Center



Conferences



Current/Future Happenings

- Priority Registration
- Transfer Essential Workshops
 - April 25th (CSUs) & May 2nd (UCs)
- Robotics Club: Automated Trash Retrieval Robot
- May 9th: Transfer Celebration
- August 2025: Environmental Studies Alaska Trip

Paul Roscelli reflected on the history and significance of the MESA program. He recalled a time before MESA when there was even a proposal to move the entire engineering program to CSM due to low student numbers, which would have negatively impacted other departments like physics, math, and English. Paul emphasized MESA's critical role not just for science students but for the college overall, noting that its students often enroll in a high number of units and support various academic areas. Paul encouraged sending MESA students to PTK conferences where many four-year institutions recruit engineering students, thus expanding their opportunities beyond UC and CSU systems. Paul praised Rance for his unique and student-centered leadership of MESA, highlighting his strong presence in the Learning Center and the program's growing impact. David Eck reframed the reported student retention data positively, noting that losing only four students was impressive given typical college major changes. David stressed the importance of early support for new students to prevent future attrition and reaffirmed the college commitment to improving retention through proactive engagement.

I. Curriculum Report

To: IPC

From: Lisa Palmer, Curriculum Chair

Re: Report

Date: April 18, 2025

- 1) Thank you to all faculty who updated curriculum on the matrix for 2024-25. The CORs are in the queue and on schedule to be reviewed and approved this academic term.
- 2) Thank you to the faculty who are taking part in Common Course Numbering taskforces and doing pre- and post- surveys. These are our opportunities to design our curriculum in the Common Course Numbering era, so please participate.
- 3) Our meeting of 4/17 was cancelled due to Flex.
- 4) We are holding a special Common Course Numbering work session on Thursday, April 24th, from 1:10 – 3:30 in the FTLC and via Zoom. Please come if feasible especially if you have courses in the CCN Phase II(A) cohort or if you have questions about common course numbering or curriculum in general. I will also connect with faculty via email.

[Phase II CCN Template Survey of Art from Prehistory to the Medieval Era ARTH C1100 \(PDF\)](#)

[Phase II CCN Template Survey of Art from the Renaissance to Contemporary ARTH C1200 \(PDF\)](#)

[Phase II CCN Template Principles of Microeconomics ECON C2001 \(PDF\)](#)

[Phase II CCN Template Principles of Macroeconomics ECON C2002 \(PDF\)](#)

[Phase II CCN Template Introduction to Literature ENGL C1002 \(PDF\)](#)

[Phase II CCN Template Critical Thinking and Writing through Literature ENGL C1003 \(PDF\)](#)

[Phase II CCN Template United States History to 1877 HIST C1001 \(PDF\)](#)

[Phase II CCN Template United States History since 1865 HIST C1002 \(PDF\)](#)

- 5) For Common Course Numbering information, here is the link to the [Chancellor's Office Common Course Numbering information page](#).
 - a. Phase II(A) course revisions are due to CurricUNET by October 2025 for F26 implementation.
 - b. We are awaiting CSU and UC articulation results from the Phase I courses that were submitted in F24.
 - c. Phase II(B) templates are supposed to be released by late May/early June 2025. They, and Phase III courses, won't need to be updated until F26, for implementation F27.
- 6) On the Curriculum agenda for 5/1:
 - a. Approving the CORs and program updates in the queue
 - b. Discontinuing the FSE program
 - c. Consolidating the IDST degrees
 - d. Electing new curriculum chair

J. **Important Dates-** none reported

K. **Adjournment**

Motion – To adjourn the meeting: M/S: David Eck, Chialin Hsieh

Discussion – no additional

Abstentions – none

Approval – approved unanimously, meeting adjourned at 11:31am