



INSTRUCTIONAL PLANNING COUNCIL

MEETING MINUTES OF

May 1, 2026

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

Members Present: David Eck, Chialin Hsieh, Alex Claxton, Allison Hughes, Lisa Palmer, Rebekah Taveau, William Tseng, Kiran Malavade, Adriana Lugo, Karen Engel, Paul Roscelli, Lindsey Irizarry, Jose Zelaya

Members Absent: Erik Gaspar, Marco Raymundo

Guests: Anniqua Rana, Alex Kramer, Robyn Ledesma, Ameer Thompson, Nada Nekrep

A. Adoption of Agenda

Motion – To adopt the agenda. M/S: Rebekah Taveau, Lisa Palmer.

Discussion – none

Abstentions – none

Approval – unanimously approved

B. Approval of Minutes

- March 20, 2026

Motion – To approve minutes of March 20, 2026. M/S: Chialin Hsieh, Lisa Palmer.

Discussion – Rebekah Taveau requested an addition to *I. Strategic Enrollment Management Plan Updates – Retention, Guided Pathways, and NOW (Nights, Online, and Weekends) Related Initiatives* noting that calls from Cañada phones are viewed as an unknown number and may be a barrier to reaching students.

Abstentions – Paul Roscelli, Kiran Malavade

Approval – approved

C. Menlo Studio Faculty Advisor, Mentor, and Coordinator - Out-of-Cycle Reassigned Time Position Request (Grant-Funded)

- Since the reassigned position would be fully grant-funded, it is an information item only. If you have any questions or comments, please email one or both of the IPC co-chairs, or to the Dean of Business, Design and Workforce (BDW), Alex Kramer.

Dean of BDW, Alex Kramer, presented information on the Menlo Studio Faculty Advisor, Mentor, and Coordinator position. The reassigned time would be an allocation of .2 FTE each semester for the next two academic years. Duties associated with the reassignment time include supporting students participating in work-based learning through student coordination, campus collaboration, guidance, and project development.

D. IPC Faculty Co-chair for Fall 2026 – Spring 2027

- Faculty co-chair Dave Eck is transitioning to Dean starting in the Fall semester
- According to [IPC's Bylaws](#), the faculty co-chair is a member of IPC, who is voted on by IPC members. The co-chair's responsibilities are explained in the [reassigned time position application](#).
- In this agenda item, we will accept nominations for the faculty co-chair role. Then IPC members will recommend who to forward, including voting if there are multiple nominations.

The IPC Co-chair term runs from Fall 2025 through Spring 2027. Due to David Eck's transition to the Dean of HSS position in June 2026, the remaining term will cover Fall 2026 and Spring 2027. Per the IPC bylaws, all 17 voting members may nominate and vote for the IPC Co-chair. The position is limited to faculty members serving on IPC. Allison Hughes self-nominated as IPC Co-chair.

Motion – To approve Allison Hughes as IPC Co-chair for Fall 2026 – Spring 2027. M/S: Lisa Palmer, Rebekah Taveau.

Discussion – none

Abstentions – William Tseng

Approval – approved

E. Land and Labor Acknowledgment – Suggested Update

- Current [Cañada College Land and Labor Acknowledgment](#)
- Proposed update: include the Muwekma tribe

Kiran Malavade presented a proposed minor revision to the Cañada College Land and Labor Acknowledgement, based on updated information from Native Lands Map. The revision would add the item below in red:

“We acknowledge that Cañada College is situated on the traditional unceded land of the Ramaytush (Rah-my-toosh) and **Muwekma (Moo-ek-mah)** Ohlone (Oh-LOW-nee) peoples, and we respect our past elders and honor the present community.”

The remainder of the previously approved acknowledgement would remain unchanged. The revision had been reviewed by the Equity and Anti-Racism Planning Council and was being brought to other councils for review and approval.

Motion – M/S: To adopt the change in language. M/S: Lisa Palmer, Chialin Hsieh.

Discussion – none

Abstentions – none

Approval – approved

F. QOTL (Quality Online Teaching and Learning) Recertification Format Idea Share Out from District DEAC (Distance Education Advisory Committee)

- Share out of recertification ideas for QOTL that have been discussed at District DEAC.

Allison Hughes presented a draft concept from District DEAC for a new, flexible online teaching recertification option for faculty who have completed QOTL1 and QOTL2. QOTL1 and QOTL2 are approximately five- to six-week courses, with 25 hours of training each. The proposed QOTLR format would provide an alternative to repeating QOTL2 and could be completed over a flexible two-year period. Faculty would complete three district micro-courses of their choice, conduct a consultative review of a course or course component with their local campus team, and participate in check-ins with an instructional designer or cohort. Faculty could complete the work individually or with colleagues and could connect the activities directly to their existing teaching and course-development work.

Discussion included whether the proposed two-year timeframe was too long and could make it difficult for faculty to maintain momentum. Members also expressed that the longer timeframe could provide flexibility for faculty to integrate recertification into their existing course-development work. Questions were raised about whether the three-year recertification recommendation applies regardless of how frequently a faculty member teaches online, and whether recertification is tied to online teaching assignments. Allison clarified that recertification is currently a recommendation, not a requirement, and is not tied to whether a faculty member currently teaches online or is assigned an online course. Rather, the purpose is to help faculty maintain current online teaching certification so they are prepared to teach online when opportunities arise. The three-year recommendation is intended to align the frequency of online teaching professional development with the rapidly changing technology and online teaching landscape, as previous district training was largely a one-time training and could leave faculty without additional training for many years.

Allison also shared that Title 5 requires online teaching training/professional development, while the frequency and specific requirements for recertification are determined locally. If recertification were made a requirement, additional conversation would take place to determine how it would affect faculty without necessarily tying it to online teaching assignments. Chialin Hsieh noted that new faculty are strongly encouraged to complete online teaching training before being assigned online courses. Rebekah Taveau supported maintaining the three-year recertification cycle, noting that it allows faculty to plan for the time needed to complete the training and apply it to their teaching. Anniqua Rana shared that the [Faculty Handbook for Online Teaching & Learning](#) includes guidance on online teaching training. Additional data on faculty completion of QOTL training could be shared with the IPC in the future.

The proposal remains in the draft stage. District DEAC plans to gather additional feedback and identify faculty interested in participating in a potential fall pilot.

G. [Honors Transfer Program](#)

Rebekah provided an overview of the Honors Program, highlighting continued growth in enrollment, student participation, transfer success, and conference engagement. In 2025–26, the program had 322 honors enrollments and 241 headcounts, representing a 66% increase in enrollments and a 67% increase in headcount since Fall 2022. The Honors Transfer Program currently has 140 members, approximately double the membership in 2019. The program had a record 20 graduates in 2025 and 17 graduates this year (2026). Students have continued to

achieve strong transfer outcomes, including admission to UCLA, UC Berkeley, UC Irvine, UC Davis, UC Santa Cruz, UC San Diego, Stanford, NYU, Cornell, and other universities. Rebekah noted that the program supports the college's Educational Master Plan goals related to transfer readiness and reducing transfer equity gaps, with students from diverse backgrounds, including first-generation, low-income, international, multilingual, and other student populations, successfully participating in the program.

Rebekah discussed the importance of maintaining sufficient and flexible course pathways for students to complete the Honors Program. The college offered 12 honors sections in Fall 2025 and 11 honors sections in Spring 2026, with only a small number offered as honors-only courses. Most sections have limited honors enrollment capacity. Challenges to expanding honors offerings include concerns about course cancellations, faculty workload, the addendum process for establishing honors courses, and the need to coordinate offerings with deans well in advance. Rebekah noted that the program is strategically prioritizing courses that fulfill requirements for multiple majors and have multiple sections, while also working to develop additional honors-only offerings in areas such as science, business, and workforce programs. Chemistry 210 was identified as a potential future honors offering, as it is required for all science majors, pending faculty participation and completion of the addendum process.

Council members discussed the benefits of honors-only and cross-listed sections, noting that cross-listed courses can support enrollment and provide a more manageable faculty workload, while honors-only courses offer students a cohort experience. It was clarified that honors courses are open to all students. Discussion also noted the need for sufficient course offerings and flexible pathways to support timely program completion.

Rebekah highlighted the value of honors conferences and research showcases in supporting student presentations, mentorship, and professional development, noting that four students presented at the National Collegiate Honors Council Conference. While these opportunities provide valuable experiences for students, increasing conference costs and the administrative burden of securing funding were noted as challenges, with discussion of the need for greater institutional support.

IPC commended the Honors Program for its contributions to student success and equity, highlighting the academic strength and potential of students across diverse student populations, including EOPS, Puente, and ESL, Veterans, International and other student populations. Rebekah thanked the Honors team, counselors, ambassadors, faculty, advisory committee, and administrators for their continued support.

H. [IPC Achievements and Reflections 2025 - 2026](#)

- End-of-year summary report on IPC's achievements

IPC reviewed its work and accomplishments for the academic year, including completion of 14 instructional program reviews, updates to the program review questions and rubric, and development of a spring review option for departments with limited tenure-track faculty availability. Discussion highlighted the importance of communicating available deferral options and making the program review process feel meaningful and connected to ongoing college planning. Members discussed opportunities to improve program review presentations by focusing more on program identity, purpose, and impact in addition to data.

IPC also reviewed its work on reassigned time applications, including improvements to application guidance and readability. Members identified the need for clearer rubrics, proactive communication about reassigned time, and clarification of Appendix D duties to distinguish them from reassigned time responsibilities. Additional IPC accomplishments included completing the current Strategic Enrollment Management Plan initiatives, contributing to accreditation efforts, collaborating with Academic Senate, providing feedback on Distance Education and Regular and Substantive Interaction (RSI) efforts, reviewing the college's Student Equity and Achieve Plan (SEAP), making revisions to the Program Improvement and Viability (PIV) Process, and engaging in discussions related to SLO, program review, and curriculum review cycles.

Members reflected positively on IPC's work and described the council as engaged, supportive, and a valuable forum for constructive feedback and collaboration. Members expressed appreciation for the thoughtful discussion and guidance provided during presentations and encouraged greater faculty engagement in IPC. One member remarked that no IPC meeting this year could have been accomplished through email, highlighting the value of the council's discussions and collaboration.

I. Curriculum Report

Adriana Lugo shared that Curriculum Committee's final meeting for Spring 2026 will be on May 7, 2026.

J. Agenda Item Requests/Suggestions for Future IPC Meetings

- Opportunity to request agenda items for future meetings
- When building IPC agendas, the co-chairs consider the [IPC bylaws](#) as well as general time constraints.
- For Fall 2026, agenda requests can be made by emailing the IPC co-chairs Chialin Hsieh (hsiehc@smccd.edu) and Allison Hughes (hughesa@smccd.edu)

K. Annual Evaluation of Participatory Governance

- Please complete the [participatory governance evaluation](#) survey. This survey collects feedback on how participatory governance is working across the college.

L. Important Dates:

IPC members agreed that the May 15, 2026 meeting was not needed. Lizette Bricker (VPSS), Chialin Hsieh (VPI & IPC Co-chair), and David Eck (IPC Co-chair) will present the [Strategic Enrollment Management Plan 2023-2028 Progress](#) at Planning and Budgeting Council on May 6, 2026.

Adjournment

Meeting adjourned at 11:04 am.