



INSTRUCTIONAL PLANNING COUNCIL

MEETING MINUTES OF September 18, 2026 9:30 am-11:30 am, Zoom/9-154

Members Present: Chialin Hsieh, Allison Hughes, Neve Willis, Ron Andrade, Sarah Cravy, Karen Engel, Lindsey Irizarry, Adriana Lugo, Kiran Malavade, Nick Martin, Roz Young

Members Absent: Jessica Marshall, Anniqua Rana

Guests: Diana Tedone-Goldstone, Alex Kramer, Ameer Thompson

A. Adoption of Agenda

Allison Hughes provided an update to agenda item D. [Faculty Handbook 2026-2027](#). The previous agenda included a link to the 2025–2026 Faculty Handbook. Updated information will be provided during the discussion of item D and the IPC website will be updated with the correct link.

Motion – To adopt the agenda with the correction to the Faculty Handbook 2026-2027 link. M/S: Paul Roscelli, Ron Andrade.

Discussion – none

Abstentions – none

Approval – unanimously approved

B. Approval of Minutes

- September 4, 2026

Motion – To approve minutes of September 4, 2026. M/S: Roz Young, Chialin Hsieh.

Discussion – none

Abstentions – Karen Engel, Neve Willis

Approval – approved

C. IPC Goals for 2026-2027

- Review and discuss [draft goals from our 9/4 meeting](#).
- The goals presented for review from the above link are listed below:

IPC Goals (2026-2027)

- Standing Goals:
 - Provide feedback on instructional comprehensive program review narratives in accordance with the Academic Senate guidelines. (Fall)
 - Review and provide feedback on reassigned time applications. (Fall)
 - Evaluate the instructional program review process yearly. (Spring)

- Host instructional program review presentations. (Spring)
- Proposed Goals for 26-27:
 - Participate in Instructional Inquiry Groups as needed
 - Regularly invite groups for updates and feedback throughout the year.
 - Invite reassigned time applicants to join our 12/4 meeting to be available if questions come up.
 - Support Academic Senate Cycle Alignment Work Group
 - Support the New Program Development Process as needed
 - Review and Offer Feedback on the Faculty Handbook

Motion – To approve IPC Goals for 2026-2027. M/S: Chialin Hsieh, Paul Roscelli.

Discussion – none

Abstentions – none

Approval – unanimously approved

D. Faculty Handbook 2026-2027

- Review the handbook and bring feedback to our next meeting.
 - The information as it relates to your leadership/experience
 - Where and when we could use this information with faculty. For example, orientations, beginning of semester division meetings, program meetings...etc

Allison Hughes presented the Faculty Handbook 2026-2027 and the ongoing work to update the resource and improve its accessibility and usefulness for both full-time and part-time faculty. The Faculty Handbook is intended to consolidate key information into one resource, including teaching and course procedures, curriculum and technology, professional learning, governance and service, and safety. Currently available as a PDF on the college website, members were invited to provide feedback on the handbook's content and ways to increase faculty awareness and use of the resource, including recommendations for where it could be shared.

Members discussed potential ways to share the Faculty Handbook. Paul Roscelli suggested having a printed copy available for faculty, which could be housed in the division office while faculty could continue to access the online version. Kiran Malavade suggested sharing the Faculty Handbook with new faculty as part of the onboarding process, including through a resource page developed for deans to share with new faculty at the beginning of each semester. Kiran also recommended sending the handbook as a separate email so it can be easily located and referenced. Chialin Hsieh raised the possibility for a digital or AI-supported format to improve navigation and help faculty locate information more easily, and Lindsey Irizarry noted that this could be explored in the future to make the Faculty Handbook more accessible and user-friendly.

The group also discussed the frequency of updates. The current proposal is to update the Faculty Handbook annually in alignment with the annual College Catalog update, as many of the policies and procedures referenced in the handbook are connected to the Catalog.

Members were asked to review the Faculty Handbook and provide suggestions for edits, additions, or missing information. This item will return to a future IPC meeting for further discussion.

E. COCI Report—AI-Related Courses

- Looking at the landscape of AI-related courses offered across California and across disciplines.
- **Discussion: What surprises you about this data? What are the possibilities around AI-related courses?**

Chialin Hsieh and Alex Kramer shared a state-level Chancellor's Office Curriculum Inventory (COCI) report compiled by Rock Pfothenauer, former chair of the Bay Area Community College Consortium (BACCC), which provides an inventory of AI-related courses across California community colleges. The report is intended as an informational resource and was shared in connection with the college's AI inquiry work; no action was requested of IPC.

The inventory identified 237 AI-related courses statewide, including 99 in the Bay Area and 12 across the Mid-Peninsula region: City College of San Francisco (3), Cañada (0), College of San Mateo (7), and Skyline (2). The data can be filtered by college, TOP code, course status, and other criteria, providing viewers with an overview of how neighboring colleges are incorporating AI across different disciplines and programs. Chialin and Alex noted that the inventory categorizes courses as high, medium, or low AI-related based on the extent to which AI is reflected in the course title or description. The data highlighted the range of AI-related instructional content across colleges, including courses focused on artificial intelligence, AI literacy, data science, educational technology, business, accounting, graphic design, and other discipline-specific applications.

Discussion focused on the need for additional data, including enrollment information, as well as the observation that a small number of colleges with higher numbers of AI-related course titles may contribute significantly to regional totals. Members also noted that similar course titles may represent different content and that AI-related instruction may already be embedded within existing courses.

Members discussed the potential distinction between courses focused on building AI technologies, using AI within a particular discipline or profession, and developing general AI literacy. The discussion also considered how curriculum development can keep pace with rapidly changing technology and whether future student needs may be better addressed through foundational AI literacy, discipline-specific applications, or technical AI programs. Members emphasized the importance of considering student perspectives, workforce needs, and transfer pathways when exploring potential curriculum development. The group was encouraged to continue the discussion through the AI inquiry work.

F. Fall 2026 Enrollment Update

Chialin Hsieh presented the [Fall 2026 Course Enrollment and Modality Update](#), a routine post-census report aligned with the Educational Master Plan and ACCJC standards. Fall enrollment across modalities (Face-to-Face, Online Asynchronous, Online Synchronous, and Hybrid) was approximately 12,000, with an overall fill rate of 81% and 102 FTEF. The college continues to monitor enrollment, fill rates, FTEF, load, and course sections, noting that the Fall 2026 load increased to 461, continuing an upward trend from previous years.

A question was raised regarding the definition of load. Karen Engel confirmed that load is calculated by dividing weekly student contact hours (WSCH) by full-time equivalent faculty (FTEF). WSCH represents the number of hours of instructional contact between students and faculty each week. FTEF includes both full-time and adjunct faculty, with adjunct workloads aggregated into full-time-equivalent units. An example was provided using a typical 3-unit, 17-week course, where an enrollment of approximately 35 students would generate a load of 525. Enrollment above 35 students would result in a load above 525, while enrollment below 35 students would result in a load below 525.

Chialin then presented a more in-depth review of modality. The distribution of course sections was approximately 50% face-to-face, 26% online asynchronous, 15% hybrid, and 9% online synchronous. Student enrollment was proportionally higher in online modalities, particularly online asynchronous courses, which generally fill at higher rates. Chialin reported that 12 sections were canceled due to low enrollment in accordance with the district course cancellation procedure. She noted that deans intentionally schedule core courses to support students' ability to complete degrees and programs within two years, and that most programs remain completable through Cañada and, where applicable, sister colleges within the district. Members were invited to submit any questions and comments to VPI Hsieh.

G. 2026-2027 Program Review Cycle

- Review Instructional Program Review Cycle and Timeline
 - Who's up for Comprehensive this year?
 - Program Review Templates and Forms
- We will review IPC's role in Program Review Feedback on 11/6.

IPC reviewed the upcoming [Schedule of Instructional Program Review](#) cycle, screenshots included below from the Program Review website. Comprehensive narrative submissions are due October 16, with IPC review scheduled for November 20. The November 6 meeting will include a more detailed review of IPC's role and the program review process. The [IPC Feedback Form](#) can be access on the IPC site within Templates & Forms. Lindsey Irizarry and Allison Hughes are also working to update the IPC feedback form, with a Smartsheet option being considered as an alternative to the current fillable PDF.

Three-Year Cycle

Comprehensive Program Reviews Due Fall 2026 (CURRENT CYCLE)	Comprehensive Program Reviews Due Fall 2027	Comprehensive Program Reviews Due Fall 2028
Art & Art History (deferred until Spring 2027)	Astronomy & Physics	Anthropology
English	Biological & Health Sciences	Career Courses
English as a Second Language	Chemistry	Communication Studies
Ethnic Studies (deferred until Spring 2027)		
Kinesiology, Athletics & Dance	Cañada NOW (formerly College for Working Adults)	Dual and Concurrent Enrollment
Learning Center	Distance Education	Economics
Library	Earth Science	Ethnic Studies
Music	Engineering	History
Spanish	Honors Transfer Program	Philosophy
Theatre Arts	Mathematics	Political Science
Umoja (deferred until Fall 2027)		Psychology
		Sociology

CTE Programs Four-Year Cycle with Two-Year Mid-Cycle Review

Reviews Due Fall 2026 (CURRENT CYCLE)	Reviews Due Fall 2027	Reviews Due Fall 2028	Reviews Due Fall 2029
Accounting	Human Services	Digital Art & Animation	Computer Science
Business	Medical Assisting	Fashion Design	Cooperative Education
Computer Business Office Technology	Radiologic Technology	Interior Design	Education & Human Development
Paralegal	Computer Science (Mid-Cycle Review)	Accounting (Mid-Cycle Review)	Photonics & Laser Technology
Digital Art & Animation (Mid-Cycle Review)	Cooperative Education (Mid-Cycle Review)	Business (Mid-Cycle Review)	Human Services (Mid-Cycle Review)
Fashion Design (Mid-Cycle Review)	Education & Human Development (Mid-Cycle Review)	Computer Business Office Technology (Mid-Cycle Review)	Medical Assisting (Mid-Cycle Review)
Interior Design (Mid-Cycle Review)	Photonics & Laser Technology (Mid-Cycle Review)	Paralegal (Mid-Cycle Review)	Radiologic Technology (Mid-Cycle Review)

H. Reassigned Time Position Request Positions and Process – 2026-2027

- [List of reassigned positions up for renewal](#)
- Information about [renewal and new reassigned position request process](#). This year's position application form will be ready by October.

- [Reassigned time position list](#): spreadsheet that provides complete list of all current reassigned time positions in the college.
- We will review IPC's role in Reassigned Time Feedback on 11/6

IPC reviewed its role in evaluating reassigned time applications, including determining whether the requested work falls outside a faculty member's regular assignment and therefore requires reassigned time, or is already covered under Appendix D of the faculty contract. Faculty submit applications, typically with dean approval, and IPC reviews whether the requested reassigned time is appropriate. Several college-wide and department/program positions are up for renewal for Fall 2026, as shown in the screenshots below. Renewal applications, along with any new reassigned time applications, will be reviewed at the December 4 meeting. IPC will provide additional information about the review process and criteria at its November 6 meeting. Faculty whose programs or reassigned time applications are being reviewed will be invited to attend the respective review meetings to answer questions and provide additional information.

Reassigned Time Renewal Schedule

Reviews Due Fall 2026	Reviews Due Fall 2027	Reviews Due Fall 2028
College-Wide Positions	College-Wide Positions	College-Wide Positions
CTE Liaison	Dual-Enrollment Faculty Coordinator	Honors Transfer Program (HTP)
Faculty Equity Coordinator	Faculty Learning Program (FLP) Coordinator	<i>Also any 2-year positions approved in Fall 2026.</i>
Faculty Teaching and Learning Coordinator	Flex Day Coordinator	
Instructional Assessment Coordinator	Online Instruction Coordinator	
Department/Program Positions	Department/Program Positions	Department/Program Positions
Biology Department Coordinator	Business Department Coordinator	<i>Any 2-year positions approved in Fall 2026.</i>
CBOT Coordinator	Chemistry Department Coordinator	
Community Learning Through Sports (COLTS)	Controlled Digital Lending Coordinator	
ESL Coordinator	Digital Arts and Animation Department Coordinator	
Interior Design Coordinator	English Department Coordinator	
Instructional Planning Council (IPC) Faculty Co-chair	Fashion Design Department Coordinator	
	Human Services Coordinator	
	Math Department Coordinator	
	Medical Assisting Coordinator	
	Social Sciences Coordinator	
	Umoja Program Coordinator & Faculty	
	Writing Center Coordinator	
	On Hold - Dual-Enrollment - HIST Faculty (Pilot)	

I. Curriculum Report

Adriana Lugo shared a presentation on [Common Course Numbering \(CCN\) Updates](#) that was developed for and presented to the Academic Senate on September 10. CCN was established through legislation to improve credit mobility, transferability, and articulation across California's higher education system. The Academic Senate for California Community Colleges (ASCCC) developed the CCN templates, with Phase I completed and implemented in Fall 2025 and Phase II completed and implemented in Fall 2026; Cañada completed 7 courses in Phase I and 16 courses in Phase II. Phase III is currently paused, with implementation anticipated no earlier than Fall 2028, as 52 templates covering 44 courses remain pending. The pause is intended to allow the Chancellor's Office to work with the UC and CSU systems to address articulation concerns and ensure the templates align with Cal-GETC and UC transferability requirements before colleges proceed with the next phase.

Adriana also shared that the district plans to transition from CurricUNET to CourseLeaf next year, with additional information to be shared as it becomes available.

J. Important Dates:

- October 16th - [Comprehensive Program Reviews](#) due
- November 20th - New, revised, and renewed [reassigned time](#) position applications due
- November 20th - IPC will review comprehensive program reviews, extra-long meeting
- December 4th - IPC votes on reassigned time position (new, revisions, and renewals)

K. Adjournment

Meeting adjourned at 11:06 am.