



PLANNING AND BUDGETING COUNCIL MEETING MINUTES
Wednesday, November 16, 2016, Room 2-10

Members present: Supinda Sirihekaphong, Lorraine Barrales-Ramirez, Rachel Corrales, David Meckler, Peggy Perruccio, Leonor Cabrera, Kim Lopez, Michelle Marquez, Megan Rodriguez Antone, David Johnson, Debbie Joy, Doug Hirzel, Chialin Hsieh, Paul Naas, Jamillah Moore, Maria Huning, Nick Carr

Members absent: Gregory Anderson, Lea Moreno, Karen Pinkham

Guests and others present: Alex Kramer, Heidi Diamond, Joan Murphy, Alison Field, Nenaji Jackson, Mary Chries Concha Thia

AGENDA ITEM	CONTENT
I. WELCOME AND APPROVAL OF MINUTES	Meeting called to order at 2:15 PM Motion to approve Minutes of the November 2 meeting passed as amended, with one abstention.
III.	Meeting adjourned at 4:00 pm.
II. BUSINESS A. Adoption of Professional Learning Framework	<p>Motion to adopt Professional Learning Framework as submitted by Professional Learning Committee.</p> <p>Director of Professional Development and Innovation Erin Moore and Professor Alison Field presented the Professional Learning Framework on behalf of Professional Learning Committee. Erin informed on the recent terminology change from “Professional Development” to “Professional Learning” is in line with how the state is referencing the concept of professional growth and individual development.</p> <p>Erin provided background on efforts by the Leading from the Middle Group and the Professional Learning Committee and their work to develop framework draft, including receiving feedback from constituency groups, campus committees, college cabinet and individuals within the campus community. Their feedback and comments were summarized and incorporated where appropriate.</p> <p>Discussion highlights:</p> <ul style="list-style-type: none"> • Question posed as to the connection between these efforts and the feedback/ideas discussed during the recent IEPI PRT team visit. Erin advised the framework addresses the definitions the team asked about. The team also discussed with the committee moving the plan forward toward a common idea, its relevance to constituencies and individuals and foster their participation. • Comment raised that professional development specifically includes keeping up with innovation in all disciplines and use of broad terms in the framework text. Members expressed that the proposed framework is the umbrella for the subsequent professional learning plan, as well as a guidepost for the educational master plan currently being written. Specifics will likely be addressed in these and other plans – and it not necessary to address specifics within this proposed framework. • Co-Chair Hirzel raised that when the professional learning/development plan is developed, examples of the specifics that would be included in the plan are the integration of the various constituency groups’ roles concerning their members’ professional learning as well as items such as flex days planning. • Amendment to the motion to adopt the framework: remove the wording that discusses resource allocation/funding as this is considered operational and is not in appropriate for the framework. Amendment to the motion to adopt passed.

<p>B. Draft of Educational Master Plan (EMP) Goals</p> <p>C. Arts Task Force Progress Report</p>	<ul style="list-style-type: none"> Amendment to the motion to remove the term “morale” from the framework’s core concept: “Renew and refresh workplace strengths and morale.” Amendment did not pass. <p>Motion to adopt the framework as amended passed, with three abstentions.</p> <p>Doug Hirzel provided an update on the Educational Master Plan committee and the proposed EMP goals. The EMP team received input from campus forums during October for the EMP Goals. These comments were discussed among the committee and sorted into three categories. Proposed goals and related themes are:</p> <ol style="list-style-type: none"> Student Completion and Success: <ul style="list-style-type: none"> Goal: To provide educational and student services programs that help students meet their unique academic goals; minimize logistical and financial barriers to success; and highlight inclusivity, diversity and equity. Themes: Academic/Career Pathway, Student Support Services, Student Success. Community Connections <ul style="list-style-type: none"> Goal: To build and strengthen collaborative relationships and partnerships that support the needs of, reflect and enrich our diverse and vibrant local community Themes: Business, Civic, and Non-profit Community Organizations; 4-year Transfer Institutions, K-12 Community including Adult Schools. Organizational Development: <ul style="list-style-type: none"> Goal: To invest institutional resources on the structures, processes and practices that focus on a diverse student and staff population, promote excellence, equity, inclusion and transformative learning. Themes: Curriculum Development, Equity, Inclusion, Organizational Structure, Professional Development <p>Co-chair Debbie Joy added that all forum comments have been posted on the EMP webpage. An email will be distributed to the campus community for review and comment on the development and description of these goals. These comments will be reviewed and incorporated where appropriate and brought back to PBC. Moving forward, the next steps will be to develop the narrative on the how these goals were developed and how we see our college move toward achieving them in the next five years. It is anticipated that the draft narrative will be available for review and discussion in early spring 2017. The complete and final Educational Master Plan will serve as a guide for SSSP plan, equity plan, facilities plan, and other college plans that will implement the EMP.</p> <p>Professor David Meckler provided an update on the activities of the Arts Task Force. Background: Last spring, the Arts Task Force began efforts to promote participation and enhance campus support and community awareness of Cañada arts programs. David presented on activities toward these objectives.</p> <p>Presentation highlights:</p> <ul style="list-style-type: none"> Emphasized institutional learning outcomes evidenced in the arts: critical thinking, communication, creativity and community. Evident benefits to non-arts majors (STEM, transfer students and others) Arts can be a significant factor in quality of life, well-being and self-image Strengthening the arts programs and increasing participation are in alignment with the college’s mission <p>The task force’s efforts for the current academic year, include:</p> <ul style="list-style-type: none"> Creating cohesive, useful information tools that can be distributed by effective means Organize efforts into the surrounding neighborhoods and local community to promote arts program(s) Increase the presence of the arts on-campus: theatre and dance performances, film screenings etc.
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<p>D. Evaluate New Positions Proposal Process</p>	<ul style="list-style-type: none"> • Provide input on space use and allocation toward increasing campus performance spaces • Participate in curriculum discussions, integrate and advocate for arts courses <p>Doug Hirzel opened general discussion on the New Position Proposals process completed in November. (Reminder that the November process will be the only one for the 2016-17 academic year.)</p> <p>Comments included:</p> <ul style="list-style-type: none"> • The real time input-and-reply process allows for good feedback. Anonymity encourages participation • Presenters respond to both weaknesses and questions sections instead rather than just questions section. Also, some audience inputs contain wrong information. • Fine-tuning of input process is needed so audience members are not stepping on others' comments while typing. • Time crunch for presenters – audience needs to read material ahead of time. Some audience questions are clearly addressed in supporting documents that were provided in advance. <p>Doug shared the co-chairs' concerns that some of the written comments could be characterized as irrelevant, insensitive, etc. As this comments-questions-replies analysis is a PBC work document, how should this be handled? Doug provided example of editing a specific comment that effectively “scrubbed” its negativity.</p> <p>Comments included:</p> <ul style="list-style-type: none"> • Editing can be construed as censorship. A disclaimer can be added that statements shown are expressed opinions of the audience participants. • As the document is a collection of anonymous inputs, the college has responsibility for what it contains. This responsibility continues if the document is kept online. • Document reflects our robust dialogue. • Larger issue: does the public process and public document deter some people from participating? Perhaps some training or preparation on what to expect would be helpful, both from the presenter and audience perspectives. Also, co-chairs are requested to begin each session by advising participants that inputs be respectful and professional.
<p>E. Recommend New Position Proposals Analysis to College President</p>	<p>Motion to recommend new position proposals strengths/weaknesses analysis to college president, to adopt that the online analysis document be removed to conclude the process and only a printed version be retained for review upon request.</p> <p>Motion passed unanimously.</p>
<p>F. Strong Workforce Project Plan</p>	<p>Director of Workforce Development Alex Kramer, Dean Heidi Diamond and VP Michelle Marquez provided a brief overview on the Strong Workforce Initiative</p> <p>Presentation highlights:</p> <ul style="list-style-type: none"> • Initiative was introduced by the Office of the State Chancellor to address the need to fill nearly two million “middle skills” job openings anticipated by 2025. • Career Technical Education is the focus of the Strong Workforce Initiative. The CTE Task Force developed recommendations. The state will support the implementation of these recommendations by providing ongoing categorical funds over the next three years. • 60% funds will be allocated among the 72 community college districts and 40% funds will be allocated among ten multi-district regions. The regional funds have not yet been allocated. • San Mateo Community College District allocation for the 2016-17 fiscal year = \$2,076,866 <p>Of this amount, the Cañada allocation for the 2016-17 fiscal year = \$554,609</p>

	<p>(Please refer to Administrative Services SharePoint site for additional funding/allocation information.)</p> <ul style="list-style-type: none"> • Next steps include submission of proposals for funding that include requested criteria (1) Evidence of labor market demand, (2) Evidence of CTE enrollments/certificates and degrees completed, (3) District certification • Refer to the Strong Workforce Initiative presentations for more information and other important due dates in December 2016 and January 2017.
G. Staffing Update	<p>New employees announced: Allison Hughes, Instructional Technologist, effective October 3, Fund 1 Kate Gibson, Retention Specialist A2B/Transfer Program, October 10, Fund 3 Alex Kramer, Director of Workforce Development, October 31, Fund 3 Nenaji Jackson, Interim Director, Post-Secondary Success and Completion, November 10, Fund 3</p> <p>Staffing news: Maggie Baez, Assistant Project Director A2B, effective November 1, Fund 3 Mary Chris Concha Thia, College Business Officer, November 14, Fund 1</p>
H. Matters of Public Interest	No items announced.
III.	Meeting adjourned at 4:15 pm.