



**PLANNING AND BUDGETING COUNCIL MEETING MINUTES**  
**Wednesday, February 3, 2016**

**Members present:** Doug Hirzel, Debbie Joy, Rachel Corrales, Anniqua Rana, Supinda Sirihekaphong, Lezlee Ware, Nick Carr, Paul Naas, Peggy Perruccio, Winnie Kwofie, Chialin Hsieh, Megan Rodriguez, David Johnson, Gregory Anderson, Kim Lopez, Joanna Dai, Lorraine Barrales-Ramirez, Winnie Kwofie, Jennifer Hughes

**Members absent:** Michelle Marquez

**Guests and others present:** Mary Chries Concha Thia, Janet Stringer, Ana Budd, Monica Malamud, Erin Moore, Joan Murphy, Jessica Kaven, Jenny Castello, Adolfo Leiva, Misha Maggi, Jamillah Moore, Nadya Sigona, Lizette Bricker, Jeanne Stalker, Heidi Diamond, Denise Erickson, Elizabeth Terzakis, Michael Walsh, David Meckler, Barbara Bucton

AGENDA ITEM	CONTENT	PRESENTER
<b>1) APPROVAL OF MINUTES</b>	Meeting called to order at 2:12 PM Motion to approve Minutes of the December 16 meeting. Revised to reflect minor clerical corrections and added information that Adult Education Block Grant funding may allow for a new fulltime employee in each of the adult schools <u>and each of the community colleges.</u> Welcome to new member, Acting College President Jennifer Hughes.	Co-Chairs Debbie Joy and Doug Hirzel
<b>2) BUSINESS</b> A. Early College High School	Discussion on Early College High School. VP Anderson introduced Dr. Jamillah Moore, SMCCD Interim Vice Chancellor of Educational Services and Planning. One of her assignments is to represent the District at discussions on New High School/Small High School planning groups, whose efforts are led by Supt. Jim Lianides and the Sequoia Union High School District (SUHSD.) Dr. Moore, VP Anderson and Counselor/faculty member Sigona are part of a smaller subgroup of this planning group that discusses the details of this project. The school is slated to open in Fall 2018 with both a tech focus and an early college focus. Students will graduate with internship experience and college credits. Highlights included: <ul style="list-style-type: none"> <li>• These District efforts are consistent with the District strategic plan relating to creating and maintaining community partnerships.</li> <li>• This discussion at PBC is consistent with our shared governance process and collegial consultation engagement so faculty and staff are aware these conversations are taking place. Faculty is already in schools and we are moving forward in early college programs. This is a unique instance, in that SUHSD is in the process building a brand new school.</li> <li>• SUHSD has determined that it will be a technology-oriented, innovative high school.</li> <li>• The model of this school is that college credit courses will be offered in 11<sup>th</sup> and 12<sup>th</sup> grades. These courses would be in</li> </ul>	Jamillah Moore, Nadya Sigona, and Gregory Anderson

<p>B. Update on College Professional Development Plan</p>	<p>English and math, but also may include apprenticeship-type programs.</p> <ul style="list-style-type: none"> <li>• Goal is that this high school would graduate students who already have completed the courses required as first-year math and English courses at two- and four-year colleges.</li> <li>• The planning subgroup has been meeting over the last 5-6 months to discuss curriculum alignment and transitions as well as any other factors, including multiple measures assessment, common assessments, advanced placement.</li> <li>• SUHSD is commended for opening dialogues and utilizing discussion opportunities within the existing educational community.</li> <li>• One issue that has been discussed is that the school (initially planned for 400 students) will be at capacity as soon as it opens.</li> <li>• The college-level courses offered would our District curriculum. The question of concurrent enrollment or by our faculty is being discussed. Our classes, though not located on college campus.</li> <li>• Minimum qualifications per the current contract would be enforced.</li> <li>• Similar efforts did not work in the past - question of perception on the students' part.</li> <li>• New school will be located across the street from Facebook in Menlo Park. Land has been purchased but groundbreaking has not taken place.</li> <li>• SUHSD high schools are all open enrollment high schools. Supt. Lianides is interested in the demographics of this new school to mirror those of the community.</li> <li>• Physical education and other elective courses may be considered in the future.</li> <li>• Suggestion: encourage Cañada students to consider being mentors and interns.</li> <li>• Reinforce/change high school students self-vision that they can be successful college students. Important to engage counselors and parents toward students' success and future planning. Any college is a positive step forward after high school.</li> </ul> <p>Discussion on College Professional Development Plan Erin Moore presented on the status of the College Professional Development Plan. She reminded that Professional Development (PD) Task Force did the groundwork and we are progressing from these efforts. This entails talking with and getting input from all the College committees, groups and constituencies. Erin has almost completed meetings with the planning councils, constituency groups, Academic and Classified Senates for their input. From these discussions and some study of other institutions PD plans (College of the Canyons is an example,) the plan has begun to take form. Erin noted that the Educational Master Plan revisions, due in the coming months, may affect the PD plan, as we want to be in consistent in language and timeframe. Also, goals and objectives will be consistent with other college plans.</p>	<p>Erin Moore</p>
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Draft outline of College Professional Development Plan includes:

1. Mission
2. Strategic direction
3. Definition of Professional Development
4. Purpose
5. Determining and implementing needs
6. Formation of professional development team
7. Goals

Discussion highlights:

What is professional development?

- Work related vs non-work related, work-life balance
- Determine benefit to organization succession planning as well as increasing employees skills. Keeping up with technology and related skills to meet the demands of the organization
- Individualized learning vs. organizational learning.
- Enrich knowledge of employee in order to keep growing with the organization
- ESL training for in-class tutors
- Professional Organizational Development (POD) advance teaching and learning for organizations and individuals, bring out the strengths of faculty and staff
- Opportunity for faculty and staff to share skills and experience, recognize excellence, and an opportunity to celebrate staff and faculty successes.
- Identify staff and faculty with expertise in specific areas and skills; identify shared skill sets.
- Plan should be applicable college-wide
- Allow for reactive and proactive professional development

Discussed formation and make-up of professional development team

- Faculty
- Classified
- ESL faculty and classified
- CTE disciplines
- ACES
- Administrators

Discussed role of committee

- Identify professional development needs
- Plan flex days
- Address college-wide needs
- Participate in future planning
- Evaluate and assess the program
- Look for key themes and successes, program continuity
- Outreach and funding

Discussed overall goals

- Every member of the community feels valued. Advancement is applicable to all.
- Best utilized to provide students the best preparation to move them forward in their goals.
- Build a professional development network – interconnecting us better.

As Erin continues to develop plan draft, she will continue to meet with groups. Draft will be discussed with College cabinet as well as PBC.

<p>C. Selection Procedures for College President</p>	<p>Vice Chancellor Eugene Whitlock presented and discussed the <a href="#">Selection Procedures for College President</a>. VC Whitlock informed he had no official announcement on the status of Dr. Buckley, though a resolution was expected soon. Based on his initial thoughts and discussions with the Board of Trustees and the Chancellor, he is forming a proposed process to be moved forward at the appropriate time. The target date for a final candidate to be interviewed by the District Board of Trustees is proposed for May 11, If successful, a start date may be scheduled before the end of the semester. The District Selection Procedures for College President (Procedures) serves as the reference and plan for the process, Presentation highlights:</p> <ul style="list-style-type: none"> <li>• Feb 8 nominations for selection committee members according to Procedures.</li> <li>• The committee will be limited to: <ul style="list-style-type: none"> <li>Four classified staff, named by CSEA</li> <li>Four faculty members, comprised of <ul style="list-style-type: none"> <li>Two named by AFT</li> <li>Two named by Academic Senate</li> </ul> </li> <li>Two administrators</li> <li>One student, named by ASCC President</li> </ul> <ul style="list-style-type: none"> <li>- Total of (11) members plus other members if named by the Chancellor or BOT,</li> <li>- Eugene will serve as coordinator.</li> <li>- Selection committee chair may or may not be named. Eugene noted chair does not hold any additional power or authority.</li> <li>- Anyone interested in serving on the selection committee should contact the representatives listed.</li> </ul> </li> <li>• HR responsibility to draft job announcement for BOT approval. Eugene will send draft to selection committee members. Proposed target date for completion is February 15.</li> <li>• HR and ITS will develop presidential search website. This will allow District and college community to provide input throughout the process. Input on position's attributes and characteristics can be received here. Dialogue may be anonymous or named. This will go a long way to open the process.</li> <li>• Screening committee will also hold community forums, where they can provide input on the process and selection.</li> <li>• Target date for all input is the end of February.</li> <li>• Committee will meet in March and discuss applications review, interview questions, first-round screening, etc.</li> <li>• Proposed target date for application deadline is April 8.</li> <li>• Search will be widespread and throughout the nation, to attract interest and as many qualified applicants as possible.</li> <li>• Proposed target date to complete first-round interviews is April 29.</li> <li>• Reference checks will be completed before final interviews. Eugene advised part of the committee responsibilities will be to contact their counterparts at other campuses. Campus visits maybe part of the process but clear objectives and purpose will need to be determined by the selection committee.</li> </ul>	<p>Eugene Whitlock</p>
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<p>D. Visual and Performing Arts Consultant Information</p>	<ul style="list-style-type: none"> <li>Finalist interviews will consist of interview with the Chancellor and public forum. As well as informal meeting with College Deans and Vice Presidents.</li> </ul> <p>CSEA President Jeanne Stalker advised that nominations of selection committee classified representatives will be completed in the fairest possible way, working with Classified Senate.</p> <p>Eugene advised he will send an email to all Cañada employees, when appropriate, outlining the process and dates when confirmed.</p> <p>Dean Johnson discussed and presented the consultant’s report on the <a href="#">Analysis and Recommendations for Visual and Performing Arts Programs at Cañada College</a></p> <p>Dean Johnson advised this report was completed in 2014 by David Hamilton, prior to his employment at the College as Interim Dean on Business, Design and Workforce. At this time, this report is considered as a starting point for further thoughts and discussion, as recommended at the December 16 PBC meeting.</p> <p>Discussion highlights:</p> <ul style="list-style-type: none"> <li>After interviews and discussion with faculty no followup or draft report was provided.</li> <li>Faculty members were advised that these interviews would take place but had no input in the process. Question as to compensation provided to the consultant. Faculty also noted some inaccuracies in report.</li> <li>VPs were not aware the report had been requested.</li> <li>Report’s general observations included: <ul style="list-style-type: none"> <li>Opportunities for growth areas</li> <li>Establish niche programs</li> <li>Marketing new programs</li> <li>It will take time to effect change and see results</li> <li>Foster teaching and classes</li> <li>Enable productions</li> <li>Explore programs in theater management, songwriting, playwriting. Reduce focus on acting,</li> <li>Improve facility for Art Gallery – may be a CTE focus</li> <li>Offer Dance Workshops and skill development. Dance included in Athletics and Kinesiology Department does not seem to be the best fit.</li> </ul> </li> </ul> <p>Dean Johnson reiterated that this overview is provided as PBC recommended at December 16 meeting and encouraged PBC members become read report for reference and general awareness.</p>	<p>David Johnson</p>
<p>E. Staffing Update</p>	<p>Motion to move forward with <a href="#">General Counselor</a> (career emphasis) (replacement position for retirement) and <a href="#">Rad Tech Faculty</a> replacement position (pending retirement)</p> <p>Motion passed unanimously</p> <p>Staffing announcement: New fulltime math instructor, David Monarres, effective 1/19/2016 and Retirement of Frank Austin, Learning Center, effective 12/24/2015.</p>	<p>Doug Hirzel</p> <p>Mary Chries-Concha Thia</p>

<p>F. Reminders on Important Dates</p> <p>Program Review &amp; Resource Requests</p> <p>SPOL Training</p> <p>New Position Proposals</p> <p>New Proposals Presentations and Discussions</p> <p>G. Matters of Public Interest</p>	<p>New grant-funded positions:  SparkPoint Coordinator, full-time, SparkPoint grant (Innovation Funds). (Need due to loss of shared coordinator)  Admissions and Orientation OAI, fulltime, grant-funded (SSSP)</p> <p>due February 29</p> <p>as needed</p> <p>due February 17</p> <p>March 2 and March 8</p> <p>Nominations for Classified Employee of the Year due today, Feb 3, 2016. Submissions due to President's Office.</p> <p>Museum of Tolerance – Tools for Tolerance Professional Learning Program: participants names due to District on Feb 5, 2016. Faculty members interested should contact Doug Hirzel.</p>	<p>Lizette Bricker</p>
<p>3)</p>	<p>Meeting adjourned at 4:00 pm.</p>	