

Chabot-Las Positas Community College District

District-Wide Comprehensive Planning Guidance & Coordinating Committee (DGCC)

Launch Meeting Notes provided by SSCR

February 13, 2020 ♦ 1:30 pm to 3:30 pm
7600 Dublin Blvd, District Board Room

Attendees

CLPCCD:

- Ron Gerhard – Interim Chancellor, DO
- Theresa F. Rowland – VC, Ed Services & Student Success, DO
- Susan Sperling – President, CC
- Dyrell Foster – President, LPC
- Miguel Colon – President, Academic Senate, CC
- Sarah Thompson – President, Academic Senate, LPC
- Samantha Kessler – Director, Institutional Effectiveness, CC
- Rajinder Samra – Director, Research, Planning and Institutional Effectiveness, LPC
- Blessing Nkrumah – President, Associated Student, LPC
- Noell Adams – President, Classified Senate, CC
- David Rodriguez – President, Classified Senate, LPC
- Arnold Paguio – Director, Student Life, CC
- Wyman Fong – VC, Human Resources
- Guisselle Nuñez – Director, Public Relations, Marketing, and Communications, DO

Signature Solutions CR Consultants (SSCR):

- Rogéair Purnell – Liaison and Lead to CC
- Nandi Peterson – Project Associate to CC
- Lori Allio – Liaison and Lead to LPC
- Elnora Webb – Liaison and Lead to DO
- Veronica Sanchez Casian – Project Associate to DO
- Roy Robles – Media Design Lead Support

Desired Meeting Outcomes

- Develop a shared understanding of the desired end goal
- Clarify DGCC purpose, objectives, and guiding principles
- Guide proposed EMP & DSP timelines, including how to effectively communicate throughout the planning process

Welcome & Today's Purpose

Led by Chancellor Ron Gerhard, each Committee representative identified themselves by name and role and shared their hopes for the District-wide comprehensive planning.

Chancellor Gerhard's leadership comments:

- The purpose of this Committee is to support each other and ensure the Strategic Plan is reflective of each College and the District as a whole.
- The committee will also troubleshoot items to make sure the planning timeline and process is working.
- Hopefully, this group will be more consistent in meeting than in the past. Recalled how sporadic meetings occurred with the previous district-wide planning efforts.

Committee members desired planning outcomes:

- Be a resource to the process. Goal: update/develop EMPs to reflect the evolving needs of our students, program reviews...in the new environment of Colleges coming together.
- Collectively, produce strong planning documents that will not "collect dust", be used to assist the Colleges to advance, and collegial and productive work that can continue with changes in leadership.
- Build upon the College's foundation, align College goals with the District, review and assess the existing plan, continue the collaboration, facilitate processes "in sync" with one another.
- Obtain the "buy in" of all the key players.
- Place students at the center.
- Understand priorities, align with and give focus to the needs of the Colleges.
- Develop a process that honors work already done, use collaborative discussion, with skilled consultants to help.
- Reflect authentically the work of the Colleges.
- Voices are a reflection of the Colleges...value of planning.
- Play a supportive role.
- The goals of each College aligned with those of the District.
- A process so that people see the value of planning.
- A process with relevance and laid out beautifully so that it reflects on the District as a whole, and effectively illuminates the Colleges' EMPs.
- Authentic process, reflecting the good conversations at the Colleges.
- Help replay the needs of the colleges and remove any artificial barriers, redundancies, streamlining with the authentic and inclusive process, hear the students, the culture of the campus and how they respond on the ground.
- Recognize that "how success is being measured has changed...EMP is a bridge to help go forward...test assumptions, factor in a future reality."
- Make sure the district-wide plan serves as a bridge from where the District and Colleges "are at".
- Feel good about where the EMP planning team is at [Las Positas] College. Key members are invaluable, have complete faith in them. Know how to structure..., which drives the team. Change is a constant; ensure that the planning process is flexible...support people who are doing the work.
- Ensure a meaningful and authentic process ...build on existing progress, plan.
- "...beautiful document, [yet] have to be flexible as we move forward."
- Have a plan that builds on the current foundation of the District and each College.

Importance of Guiding Infrastructure

Under the leadership of Vice Chancellor Rowland, comments are shared about the importance of *uniting* the planning efforts of the District. As an example, the behaviors of the faculty governance leaders attending each other's Senate meetings is a model collaborative practice. Doing so demonstrates the disposition of leaders to unite while honoring the uniqueness of each College and the role of the District as a whole in support of the Colleges.

Board Policy 3250 with emphasis on "comprehensive planning" is highlighted.

A guiding question posed is, "As a leadership team, how do we ensure transparent, pro-active, and clear messaging to ensure meaningful work?" Sample guiding principles that emphasized: "unite, honor, and guide" were shared and tabled in deference to the discussion of the DGCC's purpose.

The Vice Chancellor also shared the location of the websites for communicating to the public the Colleges' Education Master Plan and District-wide Strategic Plan planning efforts. (See

<http://districtazure.clpccd.org/strategicplans/index.php>

<http://www.chabotcollege.edu/planning/educational-master-plan/>

<http://laspositascollege.edu/emp/>)

In reviewing the guiding principles handout, the following questions were discussed and initial feedback recorded:

Discussion of Proposed Action Items:

Proposed Action Item #1: Clarify the purpose of the DGCC before addressing the guiding principles

Question: What is the role/scope of this group or the individuals? What is the charge of this Committee?

Initial Feedback: This is the coordinating, review body for Comprehensive Planning as called for in BP 3250.

The role of DGCC is to ensure:

- o awareness, which is important
- o an authentic process
- o coordination – problem-solving – trouble-shooting across the Colleges and with the District
- o a smooth path
- o check-ins (essential)
- o to include College EMP Task Force leads

Additional input from Committee members:

- Is the idea to create a permanent version of this committee? If so, do we discard the charge of the PBC? Chancellor responds that he had no intention to discard the PBC or to alter its charge.
- Is this committee one that is going to be charged with making sure the District is implementing the Strategic Plan that the planning committee creates? Or, is this a Committee that is coordinating the efforts of each plan to turn into one document?

Proposed Action Item #2: Decide Committee composition.

Question: Are these the right people for this Committee (among those present in the room)?

Initial feedback: If not, we can identify those that need to be here. Other comments include:

- Everyone instrumental in developing the District-wide Strategic Plan is not present, and this is recommended to continue forward. Otherwise, it seems to pre-empt the work of the teams at the Colleges.
- Chabot College Classified Senate President “Noell” offered to appoint someone to sit in for her on this Committee
- We want to have the right people inform the actual timeline. When does that come?
- Chancellor indicated that the work of this Committee extends beyond the CEMP and DSP planning process. He expressed support for any member who may each seek to appoint a Senate constituent to serve in her/his place on this Committee

Proposed Action Item #3: Confirm the investment by the District and each College in the CEMP Planning Task Forces.

Initial feedback: Concern about asking staff to start working on this process when the compensation has not been clarified and resolved

Proposed Action Item #4: Answer, What is the role of the CEMPs in the District Strategic Plan?

Initial feedback: Vice Chancellor Rowland highlighted the visual of the “Comprehensive Planning Context.”

Proposed Action Item #5: Ensure the planning milestone and timeline is achievable.

Initial feedback: The planning timeline seems unachievable as expressed by one. A concern stated is that every task will not be completed in time (see Planning Milestones document)

Clarification:

- This draft timeline is driven by what the Colleges are already doing; time can be added if needed.
- The initial due dates were put into place during the development of the RFP; the members of the College’s Task Force have yet to discuss the details.

Review of the district-wide comprehensive planning process graphic:

- The majority of the Committee members expressed “like” for the graphic showing how the work is done at both Colleges are “threaded” into the district-wide planning work:
- Other comments included:
 - Some of the [products identified in the boxes] in the graphic [take place] through College-based planning efforts instead of at the District. For example, each college has a unique curriculum and process, so having a united Guided Pathways process would be challenging.
 - There is a need to align the work at the Colleges [with the District].
 - There is no need to wait for the State to mandate using a shared Guided Pathways plan.
 - It is good to be more collaborative, with the intent of increasing impact.
 - As much as we can collaborate...will be great. It needs to be organic, authentically representing each College and honor the work being done at each site.

Note: An executive decision was made to continue with the meeting covering only the communication topic. At the next meeting, this Committee will follow up on the other topics, “leveraging key priorities” and “planning milestones/timeline.”

Committee Guidance on Planning Process

The above discussion provided helpful initial feedback on “Leveraging Key Priorities” and “Planning Milestones and Timeline.” As a result, the focus of the balance of the meeting was assigned to gathering

feedback on the following question: Who among the stakeholders should be involved in this comprehensive planning effort? What methods of communication should be used to effectively engage these stakeholders?

Effective Communication and Reaching Stakeholders

The Committee formed sub-groups representing Chabot College, Las Positas College, and the District Office. Facilitated by consultants of Signature Solutions CR, each sub-group brainstormed lists of stakeholders – external and internal – who should be engaged in the College Educational Master Plan and District Strategic Plan planning processes. Each group was mindful to recommend methods for engagement as well as is reflected below.

Chabot College Report Out

External priority groups serving as reference points

- Community-based organizations (CBOs)
- Employers/local industry
- Chambers of commerce

Internal/Campus priority groups

- Students
- Faculty

Methods of engagement

- Public and campus meetings/events
- Classrooms
- Flex Day
- Town Halls
- Popular areas around campus (students centers)

Las Positas College Report Out

Who are the stakeholders? Internal constituents and those beyond the campus.

External Stakeholders

- (Questions: why reach out? How to reach out?)
- Chambers of Commerce – Businesses
- K-12 educational institutions
- City engagement – Tri-Valley area
- CSU & UC

Internal stakeholders

- Students
- Program Review [team?]
- Governance Committee
- Student Government
- Classified Senate
- Academic Senate
- Executive

- Foundation Board

Methods of Engagement

- Town meetings – talk about EMP & Invite those we want to reach
- Video for students – “EMP for Dummies”
- #1 – educate
- #2 – what is working
- “2-question” survey
- Incentives work!

Chabot-Las Positas Community College District

Summary notes:

1. There are 16 groups with themes, ranging from K-12 and policy to labor.
2. The District needs to establish what is the purpose of external stakeholder involvement, then address how to communicate with them. Start with the Goal:
 - A = Awareness
 - I = Inform (comm. tactic)
 - D = Desire
 - A = Action
3. The existing process and entities included shared governance, student governance, and reaching out to partners. Emphasis is to be placed on how to communicate effectively

External Stakeholders

- Alumni
- I TV
- Inland Tri-Valley
- ·Regional Strong Workforce
- Workforce Investment Boards
- K-12 & Regional Occupational Programs (ROP)
- High School Students (and middle college students)
- Families and Parent-Teacher Associations (PTAs)
- CSU East Bay and other local universities, e.g., UC Berkeley, UC Merced...with a focus on high frequency transfer institutions
- Adult Education Consortia
- Chambers
- Employers (focus group, gather input)
- Labor
- Transit & Housing
- Policy Groups
- Foundations (internal and external)
- Cities & Counties, including planning commissions and other public agencies
- Peer CCD

Internal stakeholders

- Trustees (interview)
- District personnel

Methods of Engagement

- Environmental Scanning sessions at each site – Chabot College, Las Positas College and District Office
- Leverage - connect with Economic Impact Report
- Interviews
- Community forum(s)
- Focus group

Sharing a CLPCCD EMP Student-Specific Graphic:

Vice Chancellor Rowland introduced Signature Solutions Consultant Roy Robles, the Media lead, to share a few details about a student-specific graphic being designed to honor the planning leadership efforts of Chabot College, Las Positas College and the district as a whole.

Roy added to Theresa's highlighting of the heart-shaped graphic on the power-point slides, and revealed the heart-shaped magnetized pin he was wearing. The general responses consisted of smiles. Requested by Theresa, Samantha shared more details about the genesis of the idea.

Roy reiterated that the designs are part of an iterative process that are directed by the input from the Colleges. He promised to share the updated version as a subsequent meeting.

District Chancellor and College President Support-Related Discussion

Budget – Investing in the College EMP Planning Task Forces:

- This discussion is going on within the District, and details for action are being advanced by the College Presidents at the direction of the Chancellor
- The EMP Planning Task Force members at Chabot College want to shepherd the planning process and are willing to take the time and effort beyond their daily job requirements. Chabot College has begun discussing the roles and responsibilities of this Task Force, yet nothing has been finalized. A draft document reflecting this discussion was shared by Chabot College President Sperling.
- The effort of the Task Force at Chabot is acknowledged by the Interim Chancellor. As well, he stated his value for the planning efforts at Chabot and Las Positas Colleges, then conveyed plans to address the budget matter with College Presidents.

Next Steps

1. Vice Chancellor Fleischer Rowland will send out a Doodle.com poll for the next committee meeting to help guard against meeting conflicts.
2. Chancellor Gerhard will resolve the concern about remuneration for those who are (will be) performing the work of the EMP Planning Task Force. There will be resources for both Colleges. The need is being quantified and will be communicated to the Chancellor by the College Presidents. Today, Chabot College President Sperling provided a draft of details for use to inform her College's response. Las Positas College President Foster is leveraging this work and will also provide the Chancellor with his College's request in writing.
3. Discuss the following topics at the next meeting of this Committee. Current "parking lot" items include:
 - a. Review the Committee's purpose, composition, and rationale for its membership. DGCC will answer the following questions:
 - How does the DGCC support the Colleges?

- How will the DGCC incorporate the feedback from the external community?
- b. Ensure internal stakeholders' buy-in, in part by assigning resources reflective of the roles and responsibilities of the EMP Planning Task Force at each College.
- 4. Consultants will share notes of this February 13, 2020 meeting
- 5. DGCC & members of SSCR will schedule attendance at the Saturday February 22, 2020 Yvonne Wu Craig, alumni event, for feedback.

Conclusion

The Chancellor reaffirmed his commitment to an open and transparent process. Also, he indicated that the insights and recommendations shared by the members will be used, and their concerns addressed. He welcomed recommendations for the composition of the Committee, noting that the governance leaders could identify other individuals at each College who can serve as appointees. Finally, he thanked all in attendance for their participation in a productive meeting.

Attachment

The Meeting Packet: Agenda; BP3250; SSCR Proposed Budget for the CLPCCD CEMPs & DSP; Guiding Principles (draft); Comprehensive Planning Context (draft); and CLPCCD EMP_SP Planning Milestones (draft)

Committee Member Statements on Desired Comprehensive Planning Purpose, Outcomes and Process from the DGCC Launch - February 13, 2020

Purpose

The purpose of this Committee is to serve as the coordinating, review body for Comprehensive Planning as called for in BP 3250 in order to ensure that District-wide Strategic Planning is reflective of each College and the District as a whole. This requires:

- Playing a supportive role to the EMP and DSP planning work
- Coordinating – problem-solving – troubleshooting across the Colleges and with the District to make sure the planning timeline and process is working
- Being aware of the efforts across the District, which is important
- Supporting each other
- Ensuring an authentic process
- Holding consistent meetings
- Assuring a smooth path
- Providing opportunities for check-ins (essential), including College EMP Task Force leads
- Clarifying through the “Comprehensive Planning Context” visual

Planning Outcomes

- Build upon the College’s foundation, align College goals with the District
- An authentic process, reflecting the good conversations and work at the Colleges
- Reflect “how success is being measured has changed...EMP is a bridge to help go forward...test assumptions, factor in a future reality”
- EMPs to reflect the evolving needs of our students, program reviews
- The goals of each College aligned with those of the District
- New environment of Colleges coming together
- Collectively produce strong planning documents that will not “collect dust”, be used to assist the Colleges to advance
- Make sure the District-wide Strategic Plan serves as a bridge from where the District and Colleges “are at” to where we are going
- “have to be flexible as we move forward”
- ...a plan that builds on the current foundation of the District and each College

Planning Process

- Place students at the center
- Facilitate processes “in sync” with one another
- Support collegial and productive work
- Facilitate “buy in” of all the key players
- Use insights and recommendations shared by members, and address their concerns
- Give focus to the needs of the Colleges
- Honors work already done, use collaborative discussion, skilled consultants to help a process so that people see the value of planning
- Streamline with an authentic and inclusive process, hear students, culture of campus
- Assure a meaningful and authentic process ...build on existing progress, plan
- Facilitate an open and transparent process
- Ensure that the planning process is flexible...support people who are doing the work