



Academic Senate Minutes

Date: Friday September 11, 2015

Time/Location: 1-3 PM / Room 113

Senate Roles and Responsibilities (The 10+1)

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| <ol style="list-style-type: none"> 1. Curriculum, including establishing prerequisites and placing courses within disciplines. 2. Degree and certificate requirements 3. Grading policies 4. Educational program development 5. Standards or policies regarding student preparation and success 6. District and college governance structures, as related to faculty roles | <ol style="list-style-type: none"> 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports 8. Policies for faculty professional development activities 9. Processes for program review 10. Processes for institutional planning and budget development 11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate |
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Senators: **Matt Clark** (President), **Donna McGill-Cameron** (CTE), **Donna Bahneman** (Adjunct), **Jaya Shah** (Math & Science), **Kevin Ferns** (Secretary, FaLaHum), **Greg Gassman** (Social Science), **Pam Geer** (Adjunct At-large), **Christopher Howerton** (At-large), **Jose Vallejo** (Student Services)

Representatives: **Michael Sramek** (ASWCC), **Harry Lyons** (CLC)

Absent: None!

Guests: **Chris Rancouver** (ASWCC), **Vice President Konuwa**

Call to order 1:05 pm

Item	Description-Type	Lead	Background and Objective
I	Approval of Agenda -Action		Approve agenda of 9/11/15 (MSC Howerton/Bahneman)
	Public Comment		Guests are welcome to comment on any item on the agenda or not on the agenda. For items on the agenda, they may comment now or during the discussion of that item.
II	<i>Discussion:</i> <ol style="list-style-type: none"> 1. Howerton wishes Ferns a happy birthday. 2. Lyons commends Clark for coming out to CLC and having conversations with 9 of the 11 full time faculty. 3. Geer summarizes a report sent from YC-AFT to the YC Senate regarding recognizing outstanding adjunct faculty. She would like to see more recognition of adjunct faculty for their service in the district. 		
	Approval of Minutes-Action		Review and approve the minutes of 8/28/15.
III	<i>Discussion/Decision:</i> <ol style="list-style-type: none"> 1. The 8/28/15 minutes are approved as amended (MSC Howerton/Geer). 		
IV	President's Report - Information/Discussion	Clark	

	<p>Discussion/Decision:</p> <ol style="list-style-type: none"> 1. See the report attached to these minutes. 2. Clark enjoyed the drive and the visit to CLC yesterday. He received a lot of good insight from faculty and unfortunately was not able to attend the delicious meal prepared for the board. 3. Clark and Howerton recently welcomed Shah and Vallejo to the senate with a brief orientation meeting. 4. Clark met with D. Sperling and R. Gillespie this morning to talk about the process of welcoming new faculty to the campus. He asked D. Sperling to attend a future senate meeting to discuss dual enrollment. 5. Clark reports that AB288 was sent to the governor's desk for approval. This is directly related to dual enrollment. 6. Clark reports that monies in the district budget are available related to student success and basic skills courses. President White will follow up on how the money will be allocated. 		
V	<p>Committee Appointments - Action</p>	<p>Senate</p>	<p>Objective: Appoint faculty members to committees.</p>
	<p>Discussion/Decision:</p> <ol style="list-style-type: none"> 1. English Tenure Track Search Committee: Howerton and S. Spina are appointed. 2. Math Tenure Track Search Committee: B. Asmus and N. Bruening are appointed. 3. Trio Director: J. Ruiz is appointed. 4. Student Success Resource Faculty: Ferns and N. Bruening are appointed. One more representative is needed. 5. WCC Trio Counselor: No faculty volunteered. 6. CCOF Trio Counselor: No faculty volunteered. 7. Senate Standards Committee: Shah is appointed. 8. Senate Equivalence Committee: Howerton and Vallejo are appointed. 		
VI	<p>Senate/Committee Reports - Information</p>	<p>Senate</p>	
	<p>Discussion/Decision:</p> <ol style="list-style-type: none"> 1. Howerton reports that in the Curriculum Committee meeting this morning, AP4100 (graduation requirements) was discussed. The committee would like for this to be a campus-wide discussion-not just the Curriculum Committee. The committee will be transitioning to the meta version of Curricunet. 2. Howerton reports that the SLO Committee has successfully mapped GELOs (General Education Learning Outcomes). This will need to be approved by the senate and it will be included in the amended catalog in January. See the attached document for the GELOs. All senators should share with their constituents for feedback. 3. Geer reports concerns over the adjunct evaluation forms. 4. McGill-Cameron reports that beginning in the spring she and another instructor will be teaching dual enrollment classes in Business Computer Applications at Pioneer and Woodland High Schools. 5. Vallejo reports that the transfer fair takes place on 9/17. Faculty should get the word out to students. It takes place in the Community Room. 6. Ferns reports that the Communication and Technology Committee welcomed Roger Clague to its meeting. He was enthusiastic about the future of technology in the district and the CAT is optimistic that technological change will happen at a faster pace than experienced in the past. 7. Shah reports that he is happy to be a part of the senate. 8. Gassman reports that there will be a Constitution Day table at the Transfer Fair. 		

VII	Election of Senate Vice President – Discussion/Action	Senate	Background: The VP elected for this year resigned. Objective: Elect a VP for either this academic year or for the latter half of the academic year. If the latter case, discuss strategies for dealing with absence of a VP for this semester.
	<i>Discussion/Decision:</i> <ol style="list-style-type: none"> Howerton is nominated as the vice president of the senate for the spring semester (Nomination: Gassman; Ayes 8, Noes 0). Ferns is appointed to take on additional duties for the fall semester when no vice president is seated. 		
VIII	Adoption of Senate Purpose Statement – Action	Senate	Background: The WCC Academic Senate shall annually review its purpose statement (attached). Objective: Adopt purpose statement.
	<i>Discussion/Decision:</i> <ul style="list-style-type: none"> ➤ Motion: Approve the WCC Academic Senate purpose statement (MSC Bahneman/Howerton) 		
IX	Senate Goals – Action	Senate	Background: At the May 21, 2015 retreat, the senate drafted goals for 2015-2016. The list needs to be finalized, adopted and presented to the YCCD Board of Trustees. Objective: Adopt Senate Goals for 2015-16 (attached to the minutes)
	<i>Discussion/Decision:</i> <ol style="list-style-type: none"> Based on senate discussion, Clark will refine the goals attached to these minutes and the senate will discuss for approval at the next meeting. Senators should discuss with their constituencies and bring any feedback to the next meeting. 		
X	Committee Structure – Information/Discussion	Senate	Background: In an effort to streamline and improve the efficiency of a number of planning groups (Budget and Planning, PRVT, SLO...) a proposal has been made to combine some into a single committee, tentatively named Institutional Effectiveness Council. Objective: Continue discussion of the proposal.
	<i>Discussion/Decision:</i> <ol style="list-style-type: none"> Clark distributes a membership list for a proposed Institutional Effectiveness Council. This should streamline some operations by allowing current committees to meet less frequently or as needed as work groups. 		
XI	Compressed Calendar – Action	Clark, Asmus	Background: The district is considering adopting a compressed calendar for the 2016-17 academic year (and beyond). As part of the process, the state requires letters of support from the academic senates within the district. Objective: Reach a decision regarding such a letter.
	<i>Discussion/Decision:</i> <ul style="list-style-type: none"> ➤ Motion: Approve the draft letter (as amended by Clark) to be submitted by Clark to Chancellor Houston acknowledging the support that WCC faculty have for a move to the compressed calendar (MSC Gassman/Howerton) 		
XII	Accreditation Midterm Report – Information/Discussion	Konuwa, Howerton, Clark	Background: WCC will turn in a Midterm Report and two (2) Sub-Change Reports (CLC transition and CCOF curriculum). All three are due October 15. Objective: Receive updates on the status of each report.

	Discussion/Decision:		
	<ol style="list-style-type: none"> 1. Vice President Konuwa states that the state has given WCC a reprieve in that it does not need to submit the subchange report to the ACCJC until January. 2. The ART will meet to review the midterm report on 9/18/15. WCC must submit updates to demonstrate that we have continued to sustain the progress made that allowed sanctions to be lifted. 3. WCC is starting to plan the new Educational Master Plan. The last Ed Master Plan was written in 2011 and sunsets in 2015. 4. Of the 37 self-identified improvements made in the ACCJC midterm report, 33 are complete and the other four are in progress. The DE committee will be forming soon and the DE coordinator position will be created as well. Other areas that need to be worked on are online support for DE students and completion of the curriculum handbook. 		
XIII	Program Review & CLC - Discussion	Senate, Lyons	Background: With CLC poised to transition to be part of WCC in 2016-17, the process of CLC program review should be agreed upon soon Objective: Begin discussions.
	Discussion/Decision:		
	<ol style="list-style-type: none"> 1. Clark suggests that CLC faculty work with their counterparts at WCC to submit program reviews for the current cycle. Howerton expresses concern regarding gaps where adjunct faculty represent their departments at both campuses. Data on CLC programs needs to be accessible and there may be confusion as we make these changes. There also may be issues regarding CTE programs that are not represented at WCC. The difference between an update and a full review is unclear and should be addressed as well. 		
XIV	Library Advisory Purpose Statement – Action	Clark	Background: LAC has suggested a change in its membership, so that the senate president chairs the committee. Objective: Consider adoption of the membership change.
	Discussion/Decision:		
	<ol style="list-style-type: none"> 1. Not addressed. 		
XV	Future Agenda Items-Discussion		Division Chairs, College Catalog, SSS Priorities, Ed Master Plan, CCOF, LGBTQ Safe Zones, ADA in the Classroom, Faculty Evaluation Forms, Curriculum Support Across the District
	Discussion/Decision:		

Meeting adjourned 3:02 p.m.

Senate Goals, 2015-2016 with Updates (14 goals)

#	Goal	Who	Status
1	Curriculum: Create catalog/class schedule subcommittee (via curriculum and scheduling committees), increase faculty awareness, establish program development structure and incorporate with EMP, and create a DE handbook.	McGill, Howerton	Ongoing
2	Communication: Advocate for increase in effective communication tools and access. Improve Committee Communication: Make sure committee faculty chairs and co-chairs have the appropriate policies and procedures in place.	Howerton, Ferns, Clark	Continuing.
3	Grading Policies: Review, update, and distribute Faculty Handbook.	Clark	Awaiting Work of CLAS
4	Academic Standards: Initiate campus-wide discussion to promote rigor in coursework, DE.	Clark, Bahneman, McGill-Cameron	Look at this goal and determine how to rework it in the fall.
5	Student Success: Identify and address barriers to student success (counseling availability, course offerings). Work with the Student Success Committee.	Clark, Bahneman	Continuing: Update the Student Equity Plan (2014-2015)

Senate Goals, 2015-2016 with Updates (14 goals)

#	Goal	Who	Status
6	Define sabbatical leave process in light of the multi-college transition		
7	Improve faculty evaluation process.	Clark, Howerton	In progress
8	Work to create comprehensive process for Colusa County Outreach Facility (CCOF) .	Clark, Geer	Early in process, awaiting notes from college president.
9	Revise Senate Constitution and Bylaws .	Clark, McGill, Gassman, Ferns	In progress
10	Sustainability and grant funding	Clark, McGill-Cameron	TBD
11	Clearlake College transition	Clark, Howerton	In progress
12	Accreditation	Clark, Howerton	Ongoing
13	Professional standards research: Promote collegiality among faculty, classified staff, administration, and students.		Ongoing
14	Education Master Plan	Clark	

President's Report
September 11, 2015

**Meeting with WCC Administration –
(9/1)**

1. Most of the meeting was spent discussing a conceptual framework for streamlining and connecting our planning committees. The concept of an Institutional Effectiveness Committee that would combine some or all of PRVT, B&P, FSAPC, SLO, and Schedule Criteria is being floated. I will work with Konuwa to draft a possible membership for such a committee.
2. With the successful renewal of our Trio grants, we will begin the search process for a director, a WCC Trio Counselor, and a CCOF Trio Counselor. It was initially suggested that perhaps one committee could deal with the two counseling positions, but after discussion it was agreed that there would be separate committees.
3. We discussed program reviews relative to data access, CLC program reviews, and integrated planning. Our consensus was that CLC should submit with WCC, since program review is focused on planning for next year and beyond. Both senates and college administrations need to reach agreement ASAP. Ideally this will be done at the September 17 DCAS meeting..

(9/8)

1. We discussed timing and other logistics associated with the administration of the SENSE data.
2. I inquired if there had been and discussion of a process for allocating new faculty hires. President White indicated that not much discussion had taken place.
3. I suggested that until the resources are available to secure a dean for CTE, there might be a lot of benefit in hiring an additional administrative assistant with duties split between the Dean of Student Success and the Dean of Instruction, but for the latter focused solely on CTE.
4. VP Konuwa attended a presentation on three tracking systems under consideration for supplemental student support and an early alert system.
5. There is NSF grant money available for tech ed. Dr White intends to see if Asmus is willing to work with UCD to create a proposal building off of our Title V grant work.
6. I was asked again to find senate representatives for three Trio hiring committees.
7. Reference checks are underway for the Dean of Student Success. The position was pulled from this months Board agenda. It is anticipated the dean will start October 1, in a temporary capacity until the October Board Meeting.
8. Dr White would like to use the three fifth Fridays (10/30, 1/29, and 4/29) to work on the WCC Ed Master Plan (EMP). He will also join us at a near future meeting to look at the overall process and philosophy for building the EMP.

Board of Trustees (9/10) – Highlights:

1. A resolution honoring firefighters who battled the Jerusalem Fire and the Rocky Fire were read and presented to the local fire department chief. A resolution in honor of Constitution Day was also adopted.
2. There were presentations on the CLC Waste Water Tech Classes (very impressive and well received by the board) and the Student Trustee Workshop that the two student trustees and the Chancellor had attended (our own Jesse Foster shined). A scheduled presentation from WCC VP Konuwa and YC Interim VP Jukes regarding the Accreditation Midterm Reports that had been scheduled was bypassed although both were present and ready to present.
3. The Chancellor and CBO Kaur presented (and the board adopted) the 2015-16 YCCD Budget. In what may turn out to be disheartening news, the Chancellor indicated that he

intends to move slowly in allocating the monies the district will receive for hiring full-time faculty. The adopted budget projects a 15% reserve (up from 11.36%); Board President Sandy expressed concern about the growth of the reserve.

Budget & Planning (9/3) – Highlights:

1. We will be reviewing VP Konuwa's edits of the 2014-15 Comprehensive District Master Plan in preparation of building the WCC EMP.
2. We discussed next steps toward allocating remaining instructional equipment monies. It was agreed to continue down the list forwarded last semester, with the exception that if we went further down the list than anticipated Gillespie could reorder some of the Biology Department requests.
3. The colleges have been asked for updates and renewed attention to the Student Success Initiatives. The senate should follow up with the Student Success Committee and Student Services.
4. It was agreed that since program review drives next year's planning, we would recommend that CLC program reviews be done with WCC. (That idea had been previously suggested at DCAS, but it is not clear if it was agreed upon.)

DC3 (8/18) – The meeting was extremely short. One item was tabled because key people were unavailable. The DC3 Committee Effectiveness Review (CER) was discussed and some next steps were suggested. Across the board numbers were up from the previous CER, but in some places it was unclear why. The 360 Performance Evaluation for Administrators was discussed. It will be piloted soon. Previously there was a question regarding whether those who participated would be anonymous; for the pilot they will not be.

ART (8/28) – We agreed to review the draft midterm report and to distribute the draft to all constituencies for feedback. VP Konuwa will present to the trustees at the September Board Meeting and to the senate at one of the September senate meetings. We will continue to seek district support for a sustained faculty ALO position at both colleges. Once the Midterm Report is finished we will begin work on forming the steering committee for the next self study.

Miscellany

1. Appointments – English Search Committee – Howerton and Spina; Math Search Committee – Asmus and Bruening.
2. I had a very enjoyable trip to CLC for the Board Meeting. I got there five hours early and spent most of that time in conversations with colleagues about general concerns and plans for the impending transition. Bordisso asked a number of questions regarding various categorically funded programs which I will be following up. Some of those concerns may have been alleviated in a response by the Chancellor to a question from Trustee Savarese. Cabrerros reported optimism about a resolution to the excessive expectations regarding building the WCC Culinary Arts curriculum while still maintaining the YC curriculum. A second meeting will take place early next week.
3. YCFA President Mathews sent an email to Kemble and me asking that Mathews and Smith meet with one of us (he further suggested they meet with Kemble due to proximity) regarding concerns about the proposed evaluation instrument. Kemble insisted that both senates be involved and has set up a Tandberg meeting for Tuesday. Two related matters: (1) Howerton has expressed frustration with the stalled progress in working on the evaluation instrument, and (2) I have (unsuccessfully, to date) attempted to set up a meeting with Kemble and YCFA leadership to discuss areas of joint purview prior to contract negotiations.

The area definitions from Title V, Section 55806 are as follows:
General Education Learning Outcomes (GELO)

- **Area A Natural Sciences** - A course of study which is specifically designed to introduce the student to a broad pattern of principles upon which is based the study of the natural world, its life forms, and the transformations of matter and energy, as well as the procedure by which new information is acquired and the scientific method. It shall promote an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.
 - **GELO:** 1. *Understanding the purpose of scientific inquiry and the implications and applications of basic scientific principles*
 - **GELO:** 2. *Analyze data/information in addressing and evaluating problems and issues in making decisions.*

- **Area B Social and Behavioral Sciences** - Courses in the social and behavioral sciences are those that focus on people as members of society. They satisfy the general education requirement in social and behavioral sciences, a course shall help the student develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category includes introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.
 - **GELO:** 1. *Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.*
 - **GELO:** 2. *Interact with others by demonstrating respect for opinions, feelings, and values.*
 - **GELO:** 3. *Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.*
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- **Area C Humanities** - Courses in the humanities are those courses that study the cultural activities and artistic expressions of human being. To satisfy the general education requirement in the humanities, a course shall help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to take value judgments. This category includes introductory or general interest courses in art, music, religion, literature, and some courses in philosophy and foreign languages and related disciplines.
 - **GELO:** 1. *Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.*
 - **GELO:** 2. *Interact with others by demonstrating respect for opinions, feelings, and values.*

- **Area D Language and Rationality** - Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought,

clear and precise expression and critical evaluation of communication in whatever; symbol system; the student uses.

- **D1 English composition** - Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.
 - **GELO:** 1. *Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.*
 - **GELO:** 2. *Interact with others by demonstrating respect for opinions, feelings, and values.*

- **D2 Communicative and Analytical Thinking** - Courses fulfilling the communication and analytical thinking requirement can be chosen from approved courses in mathematics, logic, computer literacy, oral communication, statistics, and related disciplines.
 - **GELO:** 1. *Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.*
 - **GELO:** 2. *Interact with others by demonstrating respect for opinions, feelings, and values.*
 - **GELO:** 3. *Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.*
 - **GELO:** 4. *Select and use appropriate technological tools for personal, academic, and career tasks.*

- **Area E General Education Electives** - Courses in this category may include those listed in groups A - D and other approved courses that foster the Woodland Community College General Education Philosophy (e.g., Ethnic Studies, Health Education, Physical Education, and Recreation) . [Title V 55806(1) local option]

Other Graduation Requirements

- **Health**
 - **GELO:** *Interact with others by demonstrating respect for opinions, feelings, and values.*
- **Multicultural**
 - **GELO:** *Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.*

Reviewed/approved by SLO committee: 9/10/15

Standing Committee:

ACADEMIC SENATE

President: Matt Clark

Vice President: Vacant

Secretary: Kevin Ferns

The senate, in accordance with Title 5 of the California Code of Regulations, shall be the recognized representative of the faculty to the administration and governing board of Woodland Community College in matters concerning academic and professional issues, and shall participate in the formation and revision of district policies and procedures in all matters of an academic and professional nature.

The purpose of the senate shall be to:

- Promote the general welfare of Woodland Community College and the faculty.
- Work toward the development and improvement of professional standards.
- Provide for issues affecting faculty and the college community.
- Represent the faculty in making recommendations to the administration and the Board of Trustees with respect to academic and professional matters.

The Academic Senate shall have **primary responsibility** for the following (Board-Senate Agreement, 1993 and California Code of Regulations, Title V: Sections 53200-53206):

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies

The following items shall require **mutual agreement** between the Academic Senate and the Board of Trustees (Board-Senate Agreement, 1993):

4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance constitutions, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Process for program review
10. Process for institutional planning and budget development, and
11. Other academic and professional matters as are mutually agreed between the Governing Board and the Academic Senate.

Special Guidelines, Parameters, and/or Resources:

Academic Senate Membership

Membership in the Academic Senate shall consist of those individuals employed by the Yuba Community College District who meet the following definition of "faculty."

"Faculty" means those employees of a community college who are employed in positions that are not designated as supervisory or management for the purpose of Section 3540 of the California Government Code, and for which minimum qualifications for hire have been specified in the regulations of the Board of Governors, adopted pursuant to Section 87356 (a) of the California Education Code. Faculty include, but are not limited to, instructors, librarians, counselors, community college health services professionals, disabled student programs and services professionals, and individuals employed to perform a service that, before July, 1, 1990, required non-supervisory, non-management certifications qualifications. Persons who do not meet the above definition are not eligible for membership to the Academic Senate.

An adjunct faculty member is eligible for membership only if currently employed by the district or if that person has a "return right" in the following semester.

Composition

The academic senate shall be composed of the elected president of the senate, six additional fulltime faculty members, two adjunct faculty members, and the past president of the senate (when seated).

Senate Representation

Representation to the senate shall be as follows:

Academic Group 1 shall consist of one representative from each representative area (full-time faculty):

1. Mathematics and Science (mathematics, statistics, life sciences, physical sciences)
2. Language Arts (English, speech, English as a second language [ESL], reading, foreign languages, art, humanities, library)
3. Business and Vocational Education (accounting, economics, agriculture, administration of justice [AJ], business, early childhood education [ECE], mass communications)
4. Social Sciences (history, sociology, psychology, anthropology, philosophy, political science, ethnic studies)
5. Student Services (Disabled Students Programs and Services [DSPS], counseling)

Academic Group 2 (full-time faculty)

1. One at-large senator

Academic Group 3 (adjunct faculty)

2. One at-large faculty member from the Woodland campus
3. One at-large faculty member from the Colusa outreach

Group members shall nominate from their own group. If a representative area from Academic Group 1 chooses not to elect a representative, then that position will become an at-large position and the person elected to this at-large position will represent all full-time faculty members. If the Colusa outreach chooses not to elect a representative that position will become an at-large position to be filled by an adjunct faculty member at the Woodland campus and this senator will represent all adjunct faculty members. Only area senators elected by the means set forth in WCC Academic Senate Bylaws will be seated.

Senate Officers

The officers of the senate shall include a president, vice president, and a secretary. The officers' terms, election procedures, and duties are set forth in the WCC Academic Senate Bylaws

Duties and Responsibilities

Senate Quorum

The academic senate shall have regular and special meetings, as herein provided, and a majority of the senate shall constitute a quorum, which shall be sufficient to transact business.

Meeting Minutes and Agendas

The academic senate shall keep minutes of all its meetings and publish the proceedings of each meeting. Minutes will be posted after approval at the subsequent senate meeting on the senate's webpage. Agendas will be posted on the senate website and in the glass case at the north end of Building 100.

Senate Committees

The academic senate may create and maintain committees and authorize such to perform any duty within the scope of the senate's authority.

Recommendations to the Board of Trustees

The academic senate shall present its written and oral views and recommendations to the Board of Trustees through regularly established channels. However, the senate, after consultation with the administration, may present its views directly to the Board of Trustees. In accordance with the regulations of the California Community College Board of Governors, "The Board of Trustees shall consider such views and recommendations".

Meeting Schedule:

Second and fourth Fridays of the month during Fall and Spring Semesters, from 1:00-3:00pm in Room 113 unless otherwise publicly announced.

How Work Is Communicated:

- Agendas and minutes posted to the Woodland Community College Academic Senate website.
- Senators will communicate with their respective constituent groups.

ACADEMIC SENATE

Membership

Position	Term	Name
OFFICERS		
Academic Senate President	2014-16	Matt Clark
Vice President	2015-16	Vacant
Secretary	2015-16	Kevin Ferns

REPRESENTATIVES		
Group 1		
Mathematics and Science	2014-17	Vacant
Language Arts	2014-17	Kevin Ferns
Business and Vocational	2015-18	Donna McGill-Cameron
Social Sciences	2015-18	Greg Gassman
Student Services	2013-16	Jose Vallejo
Group 2		
At-large Senator	2013-16	Christopher Howerton
Group 3 (Adjunct)		
At-large Senator Woodland	2013-16	Donna Bahneman
At-large Senator CCOF	2015-18	Pam Geer

September 18, 2015

Dr. Douglas B. Houston
Chancellor, Yuba Community College District
2088 North Beale Road
Marysville, California 95901

Dear Chancellor Houston,

At the September 11, 2015 meeting of the Woodland Community College (WCC) Academic Senate, the senate approved forwarding to you this letter in support of a Yuba Community College District transition to a Compressed Calendar.

The results of the spring 2015 Compressed Calendar Survey found over 83% of Woodland Community College faculty members who responded favor the transition to a Compressed Calendar. This level of support reflects an understanding of the benefits that such a transition would provide the WCC students (who have through their representative body, the Associated Students of Woodland Community College, have also expressed support for a Compressed Calendar) and the communities that WCC serves.

If there is anything further the district needs in the way of support for this transition, please let me know.

Sincerely,

Dr. Matthew M. Clark, President
Woodland Community College Academic Senate
(530) 661-5764
mclark@yccd.edu