



Academic Senate Meeting Minutes

Date: Friday, September 23, 2016

Time/Location: 1-3 PM / WCC Room 113 & LCC Room 115

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 requirements3. Grading policies4. Educational program development5. Standards or policies regarding student preparation and success6. 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 reports8. Policies for faculty professional development activities9. Processes for program review10. Processes for institutional planning and budget development11. 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), **Doug Stone** (WCC Adjunct), **Jaya Shah** (Math & Science), **Kevin Ferns** (Secretary, FaLaHum), **Greg Gassman** (Social Science), **Christopher Howerton** (VP, At-large), **Mike Papin** (Lake County Campus Faculty)

Ex-officio Members: **Omar Huerta** (ASWCC Rep)

Not Present: **Pam Geer** (CCC Adjunct), **Jose Vallejo** (Student Services)

Guests: **None**

Call to order 1:21 p.m.

| Item | Description-Type | Lead | Background and Objective |
|------|---|----------|--|
| I | Approval of Agenda - Action | | Approve agenda of 9/23/16. Agenda approved (MSC Howerton/Stone) |
| II | 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. |
| | <i>Discussion</i> | | |
| III | Approval of Minutes-Action | | Review and approve the minutes of 9/9/16 regular meeting |
| | <i>Discussion/Decision:</i> Minutes of 9/9/16 are approved (MSC Howerton/Gassman) | | |
| IV | Welcome of New Full-time Faculty Members | Senate | Objective: Introduce and welcome new full-time faculty members with assignment to WCC/CCC. |
| | <i>Discussion/Decision:</i> 1. Welcome new faculty! | | |
| V | President's Report - Information/Discussion | Clark | |
| | <i>Discussion/Decision:</i> 1. See the attached report. 2. The Library Advisory Committee met this morning and discussed the issue of room limitations and the use of room 810 for classes. Library orientations have been affected by this. The committee will be making a recommendation soon on this issue. The librarian attended the meeting this morning. | | |
| VI | Vice President's Report 1. Committee Appointments – Action 2. Curriculum Update – Information/Discussion 3. Other – Information/Discussion | Howerton | Objective: 1. Appoint faculty members to committees. 2. Receive update on work of the Curriculum Committees. |
| | <i>Discussion/Decision:</i> 1. For the Student Success Committee, Ben Cadranel is appointed as the part time member. 2. Howerton also attended the Curriculum Committee meeting this morning and the Data Inquiry Group (DIG) meeting this afternoon. The preliminary discussions are about the scope and scale of the new positions to be developed, and he will report back to the senate when more information is available. | | |
| VII | Senate/Committee Reports - Information | Senate | |

Discussion/Decision:

1. Stone reports student frustration that the library and bookstore are not open on Saturdays. Students with class on Saturdays would like the ability to use the facilities before or after class as opposed to coming during the week. Also, sometimes different buildings and doors are opened on Saturdays. Perhaps uniform guidelines should be given to security so that protocols can be followed. Also, when the officer is on lunch break, there is no security on campus on the weekends. Clark notes that the LAC has made a recommendation for library Saturday hours.
2. Gassman thanks Clark for the food for the new faculty. He thanks Stone for taking on an additional class at the last minute.
3. Gassman asks whether we are doing tenure and/or non-tenure evaluations this semester. No list has been provided by HR for the tenured faculty evaluation.
4. Gassman reports that Governor Brown signed the Ethnic Studies bill, AB 2016, pupil instruction in ethnic studies. Thanks Governor Brown! Also, the Ethnic Studies Department was encouraged by USDA Director Juan Alvarez for the third time on September 13 to apply to a grant for a community garden project due December 8. Additionally, the California Energy Commission representative, Alejandro Venegas, inquired about the Seeds and Culture Conference hosted by Ethnic Studies in the past.
5. Papin thanks the senate for making him a full-fledged senator this year.
6. Papin notes that the LCC culinary department recently catered a wine alliance event that raised money for a charitable organization. They are doing some other events in the future. On October 8, local high school students will visit LCC with their parents. He also reports that a new Learn class will replace Math 110.
7. McGill-Cameron reports that part time faculty need to put in the workshop number when they sign in to a department meeting. This makes for an instantaneous correlation on flex agreements and cuts down on the manual work she must do.
8. Shah recently hosted local leaders in his human anatomy class in a discussion about the new cadaver lab. The lab will be completed and approved in about a month.
9. Shah reports that his division is happy to bring on board the new departments recently approved by the senate.
10. Vallejo could not attend the Senate meeting due to there being no resolution to the issue of SARS scheduling of committee participation. His written report is as follows:
 - It is interesting that faculty schedules can be blocked out, without consent, on Friday morning from 8 a.m. to 1 p.m for a "Strategic Planning retreat" that doesn't even have an agenda (nor was the department asked to help craft an agenda). It is fine for the Dean to block out 5 hours of the "30 hour contractual obligation of student time," as stated in the previous meeting minutes by Dr. White. So, the Dean has the authority to choose when it is fine to use student time for a retreat and to decide that this event is more worthy than a senate meeting.
 - One member of student services was forced to miss a monthly Region II DSPS meeting because he was told today's student services department/planning meeting was mandatory.
 - Vallejo had to leave the 9/9/16 senate meeting early due to there being no resolution on the issue of SARS scheduling of committee participation, so he was not able to continue the conversation from the 9/9/16 minutes. From XII, point 8, regarding President White's comment that counselors cancel student meetings for committees. He reaffirms that counselors never cancel student appointments in lieu of committee participation. Regarding point 10 in that same section, in response to President White's comments, this has nothing to do with the 30 hour contractual obligation-counselors always ensure to be available to students for the contractual time.
 - The UCD TOP situation is not just that the two sides are negotiating. It's that the counselors working with the program were not told by WCC management that there were issues and we had to hear about the program's ending from UC staff. The update is that on Monday 9/19 we

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| | <p>were told by UC staff at a counseling meeting that 9/19 was their last visit. The Student Services Dean showed up and stated that this was not the case and that there were still negotiations.</p> <ul style="list-style-type: none"> ➤ The dean has elected not to send a counseling representative to the Maine Prairie High School College & Career event in Dixon on October 14th, 2016. WCC has had representatives attend this in the past, and the visibility has always had a positive effect in drawing more student interest to WCC. ➤ The assertion that no counselors at other colleges have access to SARS is false. For example, Columbia College counselors have access. ➤ There continues to be issues with Dean scheduling errors in SARS so students are often needing to be rescheduled. ➤ Students are being told there is a MESA counselor, and are coming to counseling asking to see a MESA counselor but nobody has been assigned to this role. ➤ A few are concerned about restructuring because faculty from student services, the library, and student success do not meet nor are they under the same dean. ➤ There continues to be issues with support of transfer. For example, we wanted to have an application workshop schedule prior to the fair but we are being asked to justify use of the assessment center. This same issue has come up each year. ➤ Student Services added LCC support during the summer. They have approximately 50 DSPS students as of now. Instead of hiring LCC staff, they just added the duties to Woodland staff. LCC does have a 49% person there, but their duties are very limited. WCC is doing all the accommodations, MIS management, alternative media development and scheduling. The LCC program is the size of Cal Works here at WCC. Cal Works, EOPs have hired and expanded staff up there so LCC staff is primarily serving LCC students for those programs and not WCC staff (there will be some overlap). DSPS faculty, Manuela Dragos, and classified staff like Denise Browning/Mayra Martinez are required to significantly expand their workload. We have asked to hire additional staff to support this campus, but have been told we cannot hire, despite having a need and budget to do so. Why is there an expanded workload for some, but not others? <p>11. Ferns reports that the English Department submitted a proposal for a department coordinator that was rejected by the dean. She offered no suggestions for improving the proposal, saying only that a coordinator was not needed. This is the first year that the department is without a coordinator, and the negative effects of the lack of centralized scheduling, centralized data analysis, part time faculty coordination and mentoring, and coordination of regular department meetings is being felt. Given the problems that our new part time faculty have had over the past month getting paid, gaining email access, getting into Canvas, and accessing Web Advisor, a department coordinator is needed more than ever to address the myriad issues that the dean simply does not have time for, given her already overworked schedule.</p> | | |
| VIII | Ex-officio Reports - Information | Huerta | |
| | <p><i>Discussion/Decision:</i></p> <p>1. Huerta is excited to have ASWCC move to the Welcome Center. There is much more foot traffic and interaction with students in the new location. Training is going well for new ASWCC members, and there will be a training day for them soon, which will include parliamentary procedures. ASWCC has approved a snack shack. The logistics are being worked out. ASWCC is also looking for a new food truck to replace the one that left.</p> | | |
| IX | Senate Goals 2016/17 – Information/Discussion | Senate | <p>Background: The senate shall annually establish goals and share the goals with the Governing Board.</p> <p>Objective: Final review of proposed senate goals prior to adoption.</p> |
| | <p><i>Discussion/Decision:</i></p> <p>These will be ready for approval at the next meeting.</p> | | |

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| X | Bylaws Revision: Membership – Action | Senate | <p>Background: With the addition of Lake County Campus (LCC) to the WCC umbrella, the bylaws should be revised to reflect the representation of the LCC faculty on the senate.</p> <p>Objective: Review a proposal for revising the membership and terms of members of the Academic Senate.</p> |
| | <p><i>Discussion/Decision:</i></p> <p>➤ Motion to approve the revisions to the senate bylaws (MSC Howerton/Gassman)</p> <p>Howerton notes that the librarian has expressed concern that the library should remain in an instructional division.</p> | | |
| XI | Curriculum Committee (CC) Purpose Statement – Information/Discussion | Howerton | <p>Background: Annually the CC, a subcommittee of the senate, shall review and recommend changes to its purpose statement. The recommendations will then be considered by the senate.</p> <p>Objective: Review the draft CC 2016-17 purpose statement in anticipation of debating adoption.</p> |
| | <p><i>Discussion/Decision:</i></p> <p>We are eliminating the term “sponsor,” so that will be removed from the purpose statement. This will be up for adoption at the next meeting.</p> | | |
| XII | Library Advisory Committee (LAC) Purpose Statement – Information/Discussion | Clark | <p>Background: Annually the LAC, a subcommittee of the senate, shall review and recommend changes to its purpose statement. The recommendations will then be considered by the senate.</p> <p>Objective: Review the draft LAC 2016-17 purpose statement in anticipation of debating adoption.</p> |
| | <p><i>Discussion/Decision:</i></p> <p>We are eliminating the term “sponsor,” so that will be removed from the purpose statement. This will be up for adoption at the next meeting.</p> | | |
| XIII | Senate Liaison with LAC and Distance Education Committee (DEC) – Information/Discussion | Senate | <p>Background: CC, LAC, and DEC are all subcommittees of the senate. The senate VP attends CC meetings as senate liaison to CC (a resource) and reports back to the senate. For a period of time the senate president was the acting chair of LAC.</p> <p>Objective: Discuss the possibility of establishing similar positions or membership roles for a senator on DEC and LAC and possibly making the senate liaison to CC a member, rather than a resource.</p> |
| | <p><i>Discussion/Decision:</i></p> <p>1. Clark asks whether the senate should have a liaison/resource on the Curriculum Committee, Library Advisory Committee, and the DE Committee? The senate vice president serves as a resource to the curriculum committee, so that is not needed. The senate will consider something more formal for the DE Committee once that committee is better established. The Library Advisory Committee will likely need a formal connection.</p> | | |
| XIV | Faculty Evaluation Process – Information/Discussion | Clark, Howerton | <p>Background: The senates are working with Human Resources (HR) to improve the evaluation process and focus the process on professional development.</p> <p>Objective: Provide an update on the current status of the changes to the process.</p> |
| | <p><i>Discussion/Decision:</i></p> <p>1. This is year 2 of the new instrument. The results will be distributed soon. The pilot program is being expanded and training will be provided soon.</p> | | |

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| XV | Accreditation - Information | Clark, Howerton | Background: Under 10+1, the senate and the trustees will mutually agree on faculty roles relating to accreditation. Objective: Provide an update on the current status and timelines for the accreditation process and to report on the work of the Accreditation Steering Committee (ASC).of the changes. |
| | <i>Discussion/Decision:</i> This is a standing item on the agenda. The district has approved resources for a writer and co-chair for the next report. | | |
| XVI | Proposed Prioritization Plan for Instructional Equipment and Deferred Maintenance Funds, Strong Workforce Funds, and Perkins Funds – Information/Discussion | Clark | Background: The Chancellor’s Executive Team (CHEX) has drafted a proposal for allocating funds from certain funding streams. The proposal was brought to DCAS and will now be vetted at each college (at WCC the vetting will take place primarily in Budget and Planning (B&P)). Objective: Review the proposal with the intent of informing the senate appointees to B&P. |
| | <i>Discussion/Decision:</i> 1. This will be reviewed and modified in the future. | | |
| XVII | Education Master Plan (EMP) Draft Review – Information/Discussion | Senate | Background: WCC is in the process of updating its EMP. After a number of external and internal scans, the first draft of the EMP is available. Objective: Collect faculty feedback on the draft and receive an overview of next steps. |
| | <i>Discussion/Decision:</i> 1. This will be a regular item on the agenda. No new discussion. | | |
| XVIII | Minimum Qualifications (MQs) – Information/Discussion | Senate | Background: YCCD currently has 4 disciplines with MQs that exceed the state MQs: computer science, mathematics, reading, and statistics. Recommendations have been made to remove all but mathematics and, possibly, computer science. Objective: Discuss the reasoning behind the recommendations in preparation to debating adoption of the recommendations. |
| | <i>Discussion/Decision:</i> 1. On October 28, 2016, the state will host a meeting on minimum qualifications. | | |
| XIX | Academic Calendar 2017-2018 – Information/Discussion | Papin | Background: The Academic Calendar has distributed the draft Academic Calendar for 2017-2018 and will vote to forward to the board of trustees at its October 7 meeting. Objective: Review draft calendar and provide feedback. |
| | 1. The new calendar should be approved soon. Please forward any comments to him, particularly on the professional development days. | | |
| XX | Future Agenda Items-Discussion | | Dual Enrollment Pathways, Convocation, WCC Student Probation Processes, College Catalog, SSS Priorities, CCC, ADA in the Classroom |
| | <i>Discussion/Decision:</i> | | |

Meeting adjourned 2:54 p.m.

Meetings with WCC Administration

(9/13) – Highlights:

1. At check-in, the administration provided enrollment data, by site for the district. We are behind targets. We also spoke briefly about the various limitations of campus copy machines, the situation with the Three Sisters Garden and the UCD TOP situation (part of story – they want more money, no decision to commit has been made).
2. We will forward a “corrected” version of the draft Aspen report and will expect a final report soon after. It is encouraging that some of the recommendations are consistent with plans already underway. In a connected development, the first attempt to hire a district research analyst was unsuccessful and a second attempt is underway.
3. The Board of Governors will hold a meeting at WCC on September 19 & 20. A campus tour will be part of the activities on the 19th. WCC will also host an ASCCC regional meeting on MQs and equivalency on October 28. The district has agreed to help fund the meeting (host colleges are expected to pony up a continental breakfast and a lunch).
4. After the September 16 Professional Development day slipped through the cracks, we agreed that faculty will be more proactive about planning a relevant October 26 slate of activities. Items in the mix so far are: staff appreciation lunch, ADA compliance training, Canvas training, and EEO training.
5. We discussed options (stipends vs reassigned time, faculty co-chair vs clerical support vs one-voice writer) for use of the 40% FTE per semester over each of the four semesters leading up to our next accreditation site visit.
6. The administration seeks faculty members to attend: (1) a CCCSE workshop in San Antonio November 6-8, (2) A pathways conference in SF November 10-11, and (3) a Middle Colleges Conference in SF October 27 & 28.
7. The posting for an AEBG ESL Professional Expert to help assess and refocus our ESL program is at HR awaiting final details before posting.
8. The DIG group will meet on September 23 at noon.

(9/20) – Highlights:

1. We had an extensive conversation about the request for an additional 40% Curriculum co-chair and how such a positions meshes with the curriculum support request that has been under discussion in DCAS.
2. We continued discussion of the October 26, Professional Development Day planning. The Dean of Student Success has schedule an expert to lead a workshop from 9-12 on Data Unlocked and use of LaunchPad data (that was likely somewhat redundant).
3. We agreed that as soon as the convocation survey closes, we will take an initial pass at finding common threads and use those to begin planning for Convocation 2017.
4. We will begin folding Aspen recommendations into our EMP. We will also identify appropriate bodies for taking ownership of various recommendations. The initial pass will most likely occur in Budget and Planning.

Budget & Planning and PRVT (9/16) – Highlights:

1. From CCCSE, WCC has been assigned a data expert and Dean Martinez has scheduled said expert to lead a Data Unlocked Flex activity on October 26. We will encourage LCC faculty members to join us that day.
2. Dean Martinez also provided an update on Program Review. She has sent emails to connect WCC and LCC faculty so that they collaborate in the writing process. Martinez and Christopher Howerton will travel to LCC on September 20 to conduct a Program Review training.
3. IEPI has approved WCC's request for additional support. There will be a late fall visit focused on distance education.

4. We will continue to seek feedback regarding the EMP. Feedback will likely increase as details are filled into the draft shell.
5. We discussed the information from DCAS relative to allocation of Instructional Equipment and Deferred Maintenance monies.

DC3 (9/13) – Highlights:

1. Under emerging issues, the following were brought forth: (1) a request to announce meeting times and agendas of board subcommittees, (2) a request for an update on census certification status, (3) a request for training regarding various budget lines and their appropriate/allowed usage, and (4) a request to expand district maintained email lists to include site specific lists for classified staff.
2. An extended discussion of the DC3 purpose statement resulted in changes to the document. Many of the changes were suggested by the results of the DC3 Committee Effectiveness Survey. When the new draft purpose statement is distributed we will review the changes.

DCAS (9/15) – Highlights:

1. The process used for allocating Instructional Equipment and Deferred maintenance was reviewed. Initially only replacement items and IT infrastructure requests were funded (about \$533K). The two largest chunks went to IT for (1) WiFi Infrastructure and (2) district-wide computer replacement. The remaining (approx. \$696K) will be allocated after the November elections; the results of the state education bond and Measure Q will inform how those funds are allocated. We also began discussions regarding the process for allocating the Strong Workforce monies (approx. \$890K). It was agreed to continue that discussion in a meeting among the Chancellor’s Cabinet and the two senate presidents.
2. Chancellor Houston will be the CEO rep on a task force the system office has charged with streamlining the CTE curriculum process.
3. The college VPs reported that the local CWEE plans were almost complete.
4. We used the results of a DCAS poll to prioritize our upcoming work and build the near future agendas (including adding an extra meeting focused solely on Aps

College Council (9/16) – Highlights:

1. We spent time working on membership issues. (We are still short one FT faculty member.)
2. We did some work on the Mission Statement(s) including a first review of the LCC version. A task force was assigned to massage the WCC message.
3. We agreed to move forward on having committees populate operating agreements. The question of common minutes’ format was raised. It was suggested that two or three models be brought forward and that committees be encouraged to choose from among them as best suits their needs.
4. Christopher Howerton reported from CAT that the new WCC Directory is even more problematic than the old and was put in place without any communication with WCC.

Chancellor’s Cabinet (9/20 & 9/22) – I joined as a conversation with an Aspen Institute representative was ending. The college reports will be distributed within a week and each college will determine their next steps. The majority of the meeting (and the subsequent meeting) was focused on the Strong Workforce monies. We reviewed the state PowerPoint describing the process for allocation to the districts and the appropriate uses of the (ongoing) allocation. The monies (our district share is roughly \$892K) can be used to enhance programs or to develop new programs, but not to supplant existing general fund expenditures. Hiring is allowed. Expenditures can be spread over a three-year period. Accountability (employment data, degrees, advisory committee recommendations...) will be required to maintain the funding level in future years. The initial suggestion from Cabinet is that the district will set aside 20% for strategic growth and the remaining 80% will be allocated between the two colleges following the same formula the state is using to distribute among districts. At the second meeting, YC Senate President Kemble and I expressed some concerns regarding various aspects of the proposed plan. It was agreed that a set of operational guidelines should be established to clarify college versus district roles.

Miscellany

1. I met with HR Director Whitfield and YC Senate President Kemble to plan training for evaluation teams. We focused our attention on tenure-track evaluations (true teams) and used Learning Outcomes to

drive a roadmap. Supervisors are in the process of being trained. We will identify time(s) for faculty evaluators to be trained ASAP.

| DRAFT Senate Goals, 2016-2017 | | | |
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| # | Goal | Who | Status |
| 1 | Student Success: Work with the Student Success Committee to identify and address barriers to student success (e.g., counseling availability, course offerings...). | Clark, Vallejo | Student Success Committee is currently reviewing the Student Equity Plan to identify gaps in student achievement. |
| 2 | Curriculum: Create catalog/class schedule subcommittee (via curriculum and scheduling committees). | McGill-Cameron, Howerton | Ongoing; the transition to CurricuNet Meta will address some of the catalog issues. |
| 3 | Lake County Campus (LCC) Transition: Integrate LCC faculty and staff members into the WCC governance and planning structure. Ensure that LCC students are not negatively impacted by the transition. | Clark, Howerton, Papin | In progress. |
| 4 | Professional Development: Build comprehensive annual (or semester long) professional development plans and increase faculty participation in professional development activities. | McGill-Cameron, Clark, Howerton | Has not started. |
| 5 | Faculty Evaluation: Improve the faculty evaluation process with an increased focus on professional development. | Howerton | In progress. New assessment tool was piloted last year. Team training begins this year. |
| 6 | Sabbatical Leave: Define sabbatical leave process in light of the multi-college transition and unclear definitions of roles in the current process. | Clark | Task force will soon release draft recommendations to DCAS and then to the senates. |
| 7 | Grading Policies: Review, update, and distribute Faculty Handbook. | Clark | DCAS is awaiting work of CLAS |
| 8 | Colusa County Campus (CCC) Planning: Create comprehensive process for CCC scheduling and planning. | Clark, Geer, Vallejo, Papin | Environmental scans (internal and external) have been completed. Scheduling process is less rather than more well defined. |
| 9 | Revise Senate Constitution and Bylaws. | Clark, McGill-Cameron, Gassman, Ferns | In progress; amendment process has been amended and membership and areas of representation are nearly complete. |
| 10 | Sustainability and Grant Funding: Define process for seeking grants and sustaining work after grants or categorical funds expire. | Clark | Very preliminary conversations have been held in Budget & Planning |
| 11 | Education Master Plan (EMP): Work with College Council to create the new WCC EMP | Clark, Howerton | In progress; the sent has received the first draft of the EMP. |
| 12 | Distance Education (DE): Work with the Curriculum Committee and the Dean of Student Success and Planning to strengthen the WCC DE modality. Work should include, but not be limited to, faculty training, student training, student supplemental resources, and ensuring regular, instructor initiated contact. | Clark, McGill-Cameron | A DE coordinator has been established and filled; a DE Handbook has been approved; a senate DE Subcommittee has been established. |

**Proposed Allocation Process
for
Instructional Equipment and Deferred Maintenance Funds
Revised September 22, 2016**

Allocation Process:

1. Woodland Community College, Yuba College and District Services each submitted prioritized lists of expenditure proposals to the Chancellor's Cabinet.
2. The District received \$1,228,568 total funds for eligible expenditures for Instructional Equipment and Deferred Maintenance for 2016-17.
3. Proposals from the Colleges' and District Services' prioritized lists were funded as follows:
 - a. \$400,000 was designated for academic technology replacement and district-wide instructional technology proposals.
 - b. All of the Colleges' instructional equipment replacement expenditure proposals were funded (total: \$133,000)
4. The Colleges' leadership will review remaining equipment proposals to determine which can be funded with Perkins or Strong Workforce funds. The remaining \$695,568 of Scheduled Maintenance and Instructional Equipment Funding is reserved for decision-making after the November election and the success of Measure Q, a reauthorization of Measure J bonds, is known. If Measure Q does not pass, there will be a review of what modest work can be done with the remaining deferred maintenance funding to address facilities renovation. If Measure Q is successful, additional instructional equipment could be resourced.

Guidelines:

1. Preserve the Colleges' prioritization or proposed expenditures.
2. Preserve flexibility with deferred maintenance funding to address facilities or instructional equipment after exhausting general obligation bonds for facilities and by braiding with Perkins and Strong Workforce funding.

Current Language

Constitution

ARTICLE III - MEMBERSHIP QUALIFICATIONS

SECTION 1 – 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" is defined as those employees of the Yuba Community College District who hold the rank of "professor," "instructor," or "adjunct faculty member." 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 ("return right" as defined in the YCAFT Contract).

ARTICLE IV - COMPOSITION AND OFFICERS

SECTION 1 – Senate Composition

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

SECTION 2 – Senate Representation shall be as defined in the Bylaws, Article III, Section 3.

Bylaws

Article III

Section 3

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)

1. One at-large faculty member from the Woodland campus
2. 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, 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. Only area senators elected by the means set forth in Bylaws will be seated.

SECTION 6 – Senate Term Limits

The senate president shall serve a two-year term, with elections being held in odd-numbered years. The past president shall serve a one-year term, immediately following his or her term as president. All other senators shall serve three-year terms with elections staggered in years as follows:

1. Language Arts/Art – 2008, 2011, 2014...
2. Math/Science – 2008, 2011, 2014...
3. Social Science – 2009, 2012, 2015...
4. Business/Vocational Education – 2009, 2012, 2015...
5. Student Services – 2010, 2013, 2016...
6. Adjunct for Woodland – 2010, 2013, 2016...
7. Adjunct for Colusa – 2009, 2012, 2015...
8. At Large – 2010, 2013, 2016

PROPOSED LANGUAGE

Bylaws

Article III

SECTION 3 – Election of Senators Representing Academic Groups

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

1. Mathematics and Science (astronomy, computer science, ecology, health, life sciences, mathematics, nutrition, physical education (PE), physical sciences, statistics).
2. Language Arts (art, communication studies, English, English as a second language (ESL), foreign languages, humanities, philosophy, reading)
3. Career and Technical Education (accounting, administration of justice (AJ), agriculture, business, culinary arts, digital media, early childhood education (ECE), environmental toxicology, human services, welding)
4. Social Sciences (anthropology, economics, education, ethnic studies, history, psychology, political science, sociology)
5. Counseling, Learning Resources, & Student Services (counseling, Disabled Students Programs and Services (DSPS), Learn, library, student success)

Academic Group 2 (full-time faculty)

1. One at-large senator representing Woodland Community College campus full-time faculty members
2. One at-large senator representing Lake County Campus and Colusa County Campus full-time faculty members

Academic Group 3 (**part-time** faculty)

1. One at-large faculty member from the Woodland Community College campus
2. One at-large faculty member from the **Lake County Campus or the Colusa County Campus**

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 **part-time** faculty members at the Lake/Colusa County Campuses choose not to elect a representative, then that position will become an at-large position to be filled by a **part-time** faculty member at the Woodland Community College campus, and this senator will represent all **part-time** faculty members. Only area senators elected by the means set forth in Bylaws will be seated.

SECTION 8 – Senate Term Limits

The senate president shall serve a two-year term. The past president shall serve a one-year term, immediately following his or her term as president. All other senators shall serve three-year terms with elections staggered in years as follows:

1. Language Arts/Art –2017, 2020, 2023, 2026...
2. Math/Science –2017, 2020, 2023, 2025...
3. Social Science –2018, 2021, 2024, 2027...
4. Business/Vocational Education –2018, 2021, 2024, 2027...
5. Student Services –2019, 2022, 2025, 2028...
6. At Large Woodland – 2019, 2022, 2025, 2028...
7. At Large Lake/Colusa – **2017, 2020, 2023, 2026...**
8. **Part-time** for Woodland –2019, 2022, 2025, 2028...
9. **Part-time** for Lake/Colusa –2018, 2021, 2024, 2027...

Attachment: Purpose Statement:

Standing Committee:

CURRICULUM

Sponsor: Al Konuwa
Co-Chair: Al Konuwa
Co-Chair: Brandi Asmus
Recorder: Jennifer Gibson

Committee Purpose:

The Curriculum Committee is a standing committee established by the Academic Senate. It is responsible for ensuring the quality, currency, and planning of the curriculum of the Woodland Community College. The committee is responsible for reviewing and recommending for approval courses, certificates, degrees, and general education/graduation requirements. The committee plays a leadership role in recommending the future direction of the educational program and curricula offerings of Woodland Community College. Membership is designed to ensure representation across all Woodland Community College campuses and centers, including members representing all divisions and counseling

Specifically, the Curriculum Committee serves the following purposes:

1. Serve as the body to ensure the quality, consistency, integrity, and feasibility of the college curriculum, including distance education (DE) addenda and Student Learning Outcome (SLO) review.
2. Serves as the body that ensures that general education/associate degree requirements are appropriate to meet the goals of the college and the needs of students and the communities the college serves. Establishes and reviews general education and associate degree requirements and policies. Determines unit requirements, distribution, and changes for general education and graduation.
3. Recommends standards or guidelines for appropriateness of new course or educational program proposals for departments or disciplines. Determines duplication or overlap of courses. Determines technology and learning resources for traditional and distributive education course needs. Evaluates new degree and certificate program proposals.
4. Develops procedures for determining and reviewing prerequisites, co-requisites, grading policies, and advisories. Reviews multiple measures and legislation affecting placement in courses.
5. Reviews remediation needs and develops policies to meet these needs.
6. Works closely with the colleges' articulation efforts to ensure articulation with high schools, colleges, and universities.
7. Reviews and recommends approval of non-credit and non-degree applicable courses.
8. Supports student success by providing a mechanism to identify faculty teaching methods and student learning styles. Takes into consideration and makes recommendations as to how to address multi-cultural issues in the curriculum.
9. Assists in the program review and educational master planning processes. Reviews internal and external data on local, state, and national trends and makes appropriate curricula recommendations.
10. Assesses educational resources to support curricula offerings and development.
11. Recommends faculty training needs to the FLEX Committee.

12. Establishes and monitors the work of subcommittees necessary to perform any of the aforementioned tasks. Provides time on meeting agendas for reports of each subcommittee established.

Special Guidelines, Parameters, and/or Resources:

1. The Board of Trustees, via Board Policy 2510, has agreed to rely primarily on the Academic Senate in the areas of (a) curriculum; (b) degree and certificate requirements; and (c) grading policies; and to reach mutual agreement with the Academic Senate in the areas of (a) educational program development; (b) standards or policies regarding students' preparation and success; (c) district and college governance structures as related to faculty roles; (d) faculty roles and involvement in accreditation process, including self-study and annual reports; (e) policies for faculty professional development activities; (f) processes for program review; (g) processes for institutional planning and budget development; (h) processes for institutional planning and budget development, and other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senate. The Academic Senate has delegated partial responsibility in many of these areas to the Curriculum Committee but retains oversight rights to ensure compliance.
2. Agenda to be distributed 3 days in advance of the meeting.
3. Minutes to be distributed 5 days following each meeting.
4. Input and/or representation will be obtained from learning resources, distributive education, counseling, and technology services.
5. Committee members will come prepared for each meeting and will have completed any assignments necessary to move the business of the meeting toward completion.
6. Division representatives shall have temporary access in the curriculum management system to disciplines in their division that lack full-time faculty to assist adjunct discipline faculty in the curriculum development process.
7. An Academic Senate faculty appointee and the Vice President shall serve as co-chairs of the committee.
8. The co-chairs of the Curriculum Committee and the President of the Academic Senate shall establish and request appointments to subcommittees.

Meeting Schedule:

Second and fourth* Friday of each month during the Fall and Spring semesters, from 10:00am-12:00pm.

*Occasional exceptions for holidays.

Special meetings may be held outside of regular meetings.

How Work Is Communicated:

Agendas and minutes posted to the Woodland Community College web page

Recommendations Go To:

1. Academic Senate
2. Educational Master Plan
3. College Council
4. Program Review Validation Team

CURRICULUM COMMITTEE
(A subcommittee of the Academic Senate)

Membership

| Position | Term | Name |
|---|-------------------------|---|
| Administrative Co-Chair | Ongoing | Al Konuwa |
| Faculty Co-Chair | Fall 2016-Spring 2019 | Brandi Asmus |
| Managers | | |
| Dean, Instruction | Ongoing | Monica Chahal |
| Faculty | | |
| Career Technical Education | Fall 2015 – Spring 2018 | Donna McGill-Cameron |
| Fine Arts, Language Arts, Humanities | Fall 2014 – Spring 2017 | Christopher Howerton |
| Social Science | Fall 2016 – Spring 2019 | Nili Kirschner |
| Student Services/Counselor | Fall 2015 – Spring 2018 | Juana Ruiz Pamela Bordisso (Fall 2016) |
| Mathematics & Science | Fall 2016 – Spring 2019 | Jennifer McCabe |
| Resources | | |
| District Office Instructional Services | Ongoing | Lani Aguinaldo |
| Academic Senate Liaison | Ongoing | Christopher Howerton |
| SLO Chair or designee | Ongoing | Christopher Howerton |
| Dean of Student Success and Institutional Effectiveness | Ongoing | Siria Martinez |
| Distance Education Chair or designee | Ongoing | |
| Office of Instruction | Ongoing | Joan Penning |
| Office of Vice President | Ongoing | Jennifer Gibson |
| ASWCC Student Designee | Spring 2016-Spring 2017 | Ali Harder |

Standing Committee: Library Advisory Committee

Sponsor: Dean of Student Success **(To be removed.)**

Committee Chair: Faculty member selected from division reps

Committee Purpose: The Library Advisory Committee (LAC) is a subcommittee of the **Woodland Community College** (WCC) Academic Senate. The LAC will make recommendations to the Dean of Student Success regarding collection development, library services, and library policies. The LAC will make recommendations, **through the Dean of Student Success**, to the WCC administration on policies and budgetary decisions that affect the library, with the goal of making the WCC Library, **across all campuses**, an outstanding resource for WCC students, WCC faculty members, and the communities WCC serves. In doing so the LAC will focus on the goals and values reflected or delineated in the WCC Mission Statement, the WCC Education Master Plan, the WCC Accreditation Self-Study, the YCCD Board of Trustees Policies and Procedures, and professional library organizations. Recommendations and requests of the WCC Curriculum Committee shall be strongly considered.

The committee serves the following purposes:

1. Promoting the library's role in instruction across the curriculum and enhancing the library's effectiveness in the education process. Advocating for growth and development of the WCC library **across all campuses of WCC**.
2. Reviewing of existing collection development processes and providing recommendations for collection development.
3. Recommending establishment of new processes or clarifying existing processes, as needed, **with the goal of continuous quality improvement**.
4. Reviewing library student learning outcomes (SLOs) and library SLO assessment plan and fostering the use of library student learning outcomes (SLOs) and library SLO assessment plan that feed into district planning processes, including tracking into institutional SLOs. **(Combined the old 4 & 5.)**
5. Providing recommendations regarding library services to Colusa County **Campus and Lake County Campus**.
6. Fostering communication between the library and the communities it serves.

Guidelines and Parameters:

1. The committee operates consistently with the YCCD Shared Decision-Making Model.
2. Sponsor, chair, and members will carry out responsibilities assigned to the committee and function under the Team Roles as defined in the WCC College Handbook.
3. Issues outside the purview of the committee will be referred to the appropriate individual, representative body, or committee.
4. Members will solicit input from the WCC community and maintain an open dialog with colleagues during all aspects of process development and forming recommendations.

5. Members will come prepared for each meeting and will have completed any assignments necessary to move the business of the meeting towards completion.
6. An agenda will be distributed three (3) days in advance of any meeting.
7. Minutes will be approved at the subsequent meeting and will be distributed within 5 days of their approval.
8. The sponsor and the chair will make periodic reports to the WCC College Council and the WCC Academic Senate.

Resources:

1. WCC Mission Statement, WCC Accreditation Self-Study, WCC Education Master Plan
2. YCCD Board of Trustees' Policies and Procedures
3. Colusa Outreach Educational Advisory Committee
4. Director of the WCC Office of Planning and Research
5. WCC Curriculum Committee and WCC Student Learning Outcomes Committee
6. WCC Catalog
7. DSPS Coordinator
8. Association of College and Research Libraries
9. C.A.L.A. Library Bill of Rights and A.A.S.L. School Library Bill of Rights

Meeting Schedule:

The committee will meet at least once each semester. Additional meetings will be held as needed to accomplish the purposes and goals of the committee.

How Work Is Communicated:

1. Minutes and agendas will be posted to the WCC website.
2. Periodic progress reports will be given to the WCC College Council, the WCC Academic Senate, and the WCC President.

Outcomes and Deliverables:

1. Current collections development policies
2. Input regarding plans for library access for CCC students, faculty, and community
3. Collections reflecting WCC curriculum and the needs of the communities that WCC serves
4. Recommendations supporting best practices for staffing, facility use, and budget

Recommendations Go To:

1. Dean of Student Success and, if appropriate, through the Dean of Student Success to the college administration.
2. WCC Academic Senate and WCC Curriculum Committee for review
3. WCC College Council for information
4. The WCC Budget and Planning Committee

Library Advisory Committee

Membership:

Sponsor: Siria Martinez (Dean of Student Success) (To be removed.)

| <u>Position</u> | <u>Term</u> | <u>Name</u> |
|--|-------------|-----------------|
| Chair – Faculty Member from Division Reps | | Matt Clark |
| Dean of Student Success | On-going | Siria Martinez |
| Curriculum Chair (or designee) | On-going | Brandi Asmus |
| Librarian (1) | On-going | Vacant |
| Math & Science Rep | 2016-2019 | Ralph Robinson |
| Language Arts Rep (At Large) | 2015-2018 | Matt Clark |
| Social Science Rep | 2016-2019 | Alison Buckley |
| CTE Rep | 2014-2017 | Julie Blacklock |
| Student Services Rep | 2015-2018 | Manuela Dragos |
| LCC Faculty Rep | 2016-2019 | Vacant |
| ASWCC Reps (1-2, one from library staff) | | Vacant |
| Classified Rep (1-2, one from library staff) | | Traci Johnson |
| Other Librarians (YC, UCD, CSUS, Los Rios, Yolo) | | Vacant |

Resource Members

| | | |
|----------------------------|-----------|-------------|
| DSPS Coordinator | On-going | Todd Sasano |
| LCC Library Classified Rep | 2016-2018 | Donna Veal |

**YUBA COMMUNITY COLLEGE DISTRICT
ADDENDUM TO STATE MINIMUM QUALIFICATIONS—MARCH, 2010
BY
THE WOODLAND COMMUNITY COLLEGE ACADEMIC SENATE
AND
THE YUBA COLLEGE ACADEMIC SENATE**

The Woodland Community College and Yuba College Academic Senates propose that the Board of Trustees adopt the “Minimum Qualifications for Faculty and Administrators in California Community Colleges” as submitted by the Chancellor’s Office in March, 2010. The document may be found at:

<http://www.cccco.edu/Portals/4/AA/Minimum%20Qualifications%20Handbook%20for%202010-2012.pdf>

As previously stated, the College Academic Senates propose that the Board of Trustees adopt the “Minimum Qualifications for Faculty and Administrators in California Community Colleges” as submitted by the Chancellor’s Office in March, 2010, the changes adopted in November 2009, **and the following modifications:**

COMPUTER SCIENCE: (previously adopted)

Master’s in computer science or computer engineering **OR**

Bachelor’s in either of the above **AND** Master’s in mathematics, engineering, physics, computer information systems, information science, or cybernetics **OR**

The equivalent

MATHEMATICS: (new)

If the candidate has a Masters in mathematics education (per the state MQs) then this Masters degree must have been conferred from a mathematics department at the time that the candidate obtained the degree.

READING: (new)

To revert back to the minimum qualifications as specified in the most current “Minimum Qualifications for Faculty and Administrators in California Community Colleges.”

STATISTICS: (previously adopted)

Master’s in mathematics or applied mathematics, which must include at least six semester units of either upper division under-graduate or graduate course work in either statistics or probability **OR**

Bachelor’s in either of the above **AND** Master’s in statistics, physics, or mathematics education, which must include at least six semester units of either upper division under-graduate or graduate course work in either statistics or probability **OR**

The equivalent