



Academic Senate Meeting Minutes

Date: Friday, October 7, 2016

Time/Location: 1-3 PM / WCC Room 852 & LCC Building 402

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), **Pam Geer** (CCC & LCC Adjunct), **Christopher Howerton** (VP, At-large), **Jose Vallejo** (Student Services), **Mike Papin** (LCC-via phone)

Not Present: **Greg Gassman** (Social Science)

Ex-officio Member: **Ali Harder** (ASWCC Rep)

Guests:

Call to order 1:03 p.m.

Item	Description-Type	Lead	Background and Objective
I	Approval of Agenda - Action		Approve agenda of 10/7/16 as amended (MSC Howerton/Ferns)
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> 1. None		
III	Approval of Minutes-Action		Review and approve the minutes of 9/23/16 regular meeting
	<i>Discussion/Decision:</i> 1. The minutes of 9/23/16 are approved as amended (MSC Howerton/Shah) 2. Papin notes a correction in Item VII, number 10, last bullet point on the student services report: The report noted that LCC student services staff had expanded, but in reality the hire at LCC was a replacement hire.		
IV	President's Report - Information/Discussion	Clark	
	<i>Discussion/Decision:</i> 1. The report is attached. 2. There are two evaluation teams that don't have discipline representatives. The senate could appoint another member or the team could go on one peer short. Clark elected to not appoint a replacement member. 3. The Area A meeting is next Friday. The resolutions to be discussed were included in an email he sent out and he'd like feedback by next Thursday.		
V	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. The Communication and Technology Committee met today-A district technology committee may be formed. Also the college and district is moving to a new web page platform that will allow for more flexibility for faculty web page updates. 2. The Senate appoints Christina Passerini as the part time faculty representative to the Flex Committee. 3. The Sabbatical Leave Committee does not have a volunteer and College Council does not have a volunteer. 4. The LGBTQIA work group met and is working on gender neutral signage for the single use restrooms. Students will be able to modify their preferred names on rosters soon as well. 5. The greenhouse groundbreaking was well attended.		
VI	Senate/Committee Reports – Information	Senate	

	<p>Discussion/Decision:</p> <ol style="list-style-type: none"> 1. McGill-Cameron attended the discipline input group (CID) for Digital Media this afternoon. She also had a great trip to Ventura for an accreditation visit. Also, she reported that the copier had been unplugged and moved without telling anyone. The copier is now in a temporary place. 2. Stone met with J. Ramirez regarding voter registration. The deadline is October 24 to register, so an event will be planned on October 18. Also, Stone subbed for an evening class recently and had no access to the copier in the 300 building. There may be safety concerns going to the 800 building in the dark. 3. Vallejo reports the following: <ul style="list-style-type: none"> ➤ Petitions are continuing to not be answered in a timely manner. Some are taking months. ➤ UC Davis has cancelled their visit for October 6th. Again, we heard this from UC Davis instead of WCC management. Students are being called and their appointments are being cancelled. These liaisons are important in advocating for students and helping them through the process. ➤ Counselors are continuing to be left out of the information loop. They are no longer involved or updated about outreach and have not been updated on items such as FYE, the Student Success Center and other items that have been brought to other faculty. The last counseling meeting was cancelled without faculty input and there has not been a counseling meeting since mid September and there is not another one scheduled until late October. ➤ There are continued errors with SARS scheduling. 4. Ferns reports the following: <ul style="list-style-type: none"> ➤ Members of the FALAHUM division are positive about the First Year Experience program and feel it is beneficial to those students. ➤ A member of FALAHUM experienced a student medical emergency recently. We'd like to know the protocol regarding medical emergencies in the classroom and perhaps get some basic training for issues that may arise with students. 5. Papin reports that there are two new evaluation committees for tenure track hires. Also, there were two political events at LCC recently regarding local elections. 		
VII	<p>Ex-officio Reports - Information</p>	Harder	
	<p>Discussion/Decision:</p> <ol style="list-style-type: none"> 1. Ali Harder is the new ASWCC president. 2. Harder reports that students will be appointed to various committees in the coming days. 		
VIII	<p>Senate Goals 2016/17 – Action</p>	Senate	<p>Background: The senate shall annually establish goals and share the goals with the Governing Board.</p> <p>Objective: Debate adoption of the draft 2016-17 goals.</p>
	<p>Discussion/Decision:</p> <ul style="list-style-type: none"> ➤ Motion to adopt the 2016/2017 goals (MSC McGill-Cameron/Howerton) 		
IX	<p>Curriculum Committee (CC) Purpose Statement – Action</p>	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: Debate adoption of the CC Purpose Statement.</p>
	<p>Discussion/Decision:</p> <ul style="list-style-type: none"> ➤ Motion to adopt the Curriculum Committee purpose statement (MSC Papin/Shah) 		
X	<p>Library Advisory Committee (LAC) Purpose Statement – Action</p>	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: Debate adoption of the LAC Purpose Statement.</p>
	<p>Discussion/Decision:</p> <ul style="list-style-type: none"> ➤ Motion to adopt the Library Advisory Committee purpose statement (MSC Shah/Vallejo) 		

XI	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> <ol style="list-style-type: none"> 1. The senate president is the chair of the Library Advisory Committee, but not because he is the senate president. The committee will discuss this and explore how to move forward, particularly in light of additional resources from student success being added to the committee. Clark will also look into the idea of keeping either the senate president/vice president as a resource/chair of that committee. 		
XII	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> <ol style="list-style-type: none"> 1. Training is being done for faculty and administrators on evaluation teams this semester. Vallejo has questions regarding the new counseling evaluation form. The forms are still being worked on and updated. Because we are still piloting the new forms, faculty can choose whether to use the old or new form. Use of the new form is encouraged, and faculty using the new forms have responded positively to it. The new student evaluation form may not be ready for the scantron yet. If this is the case, the older student evaluation form will be used. 		
XIII	Accreditation - Information	Clark, Howerton	<p>Background: Under 10+1, the senate and the trustees will mutually agree on faculty roles relating to accreditation.</p> <p>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.</p>
	<p><i>Discussion/Decision:</i></p> <ol style="list-style-type: none"> 1. The next site visit occurs October 2018. Additional funding from the district is coming in addition to the base funding that has been budgeted for the process. The site visit teams are larger now and they will be more expensive. Thus far the budget is 40% reassigned time and \$160,000. There is an accreditation training on October 28th in Merced. WCC will be sending a group of administrators/faculty. Any interested faculty should contact Clark. 		
XIV	Education Master Plan (EMP) Draft Review – Information/Discussion	Senate	<p>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.</p> <p>Objective: Collect faculty feedback on the draft and receive an overview of next steps.</p>
	<p><i>Discussion/Decision:</i></p> <ol style="list-style-type: none"> 1. Clark will be soliciting information from faculty and this will be discussed at the next senate meeting. 		
XV	Minimum Qualifications (MQs) – Action	Senate	<p>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.</p> <p>Objective: Debate removal of statistics, reading, and computer science from the district MQ Addendum.</p>

	<i>Discussion/Decision:</i>		
	<ul style="list-style-type: none"> ➤ Motion to remove the statistics and reading minimum qualifications from the minimum qualifications addendum (MSC Vallejo/Shah). ➤ Motion to support the Yuba College recommendation regarding computer science minimum qualifications (MSC Howerton/Vallejo). 		
XVI	Academic Calendar 2017-2018 – Information/Discussion	Papin	<p>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 13 meeting.</p> <p>Objective: Review draft calendar and provide feedback.</p>
	<i>Discussion/Decision:</i>		
	1. Papin reports that the 2018/2019 calendar has begun and it will not include a compressed calendar. The 2017-2018 calendar was approved with minor changes.		
XVII	Professional Development (PD) at WCC - Discussion	Senate	<p>Background: Professional development activities at WCC have been mixed in terms of both attendance and comprehensive planning.</p> <p>Objective: Hold initial discussions regarding the state of PD.</p>
	<i>Discussion/Decision:</i>		
	1. YC has a Flex Coordinator and separate person in charge of professional development. Here at WCC we have the coordinator who also does the clerical work. Monies for professional development are split among the college full time faculty on a first come basis up to \$750. WCC receives \$5,700 of the total \$20,000 (based on the union contract). Part time faculty don't have funds through their union. Professional development should be available to all employees across the district. A number of exciting flex events will be held on the next professional development day, which will be on October 26. Vallejo notes that student services faculty are typically unable to attend professional development events due to scheduling problems in the department.		
XVIII	Proposed Prioritization Plan for Instructional Equipment and Deferred Maintenance Funds, Strong Workforce Funds, and Perkins Funds – Information/Discussion	Clark	<p>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)).</p> <p>Objective: Review the proposal with the intent of informing the senate appointees to B&P.</p>
	<i>Discussion/Decision: Not addressed.</i>		
XIX	Upcoming ASCCC Events - Information	Clark	<p>October 14 – Area A Meeting @ Folsom Lake College</p> <p>October 28 – Regional MQ and Equivalency Meeting @ WCC</p> <p>November 3-5 – Fall Plenary in Costa Mesa</p>
	<i>Discussion/Decision:</i>		
	1. See above for the three upcoming events. The next WCC senate meeting will take place on 10/28/16.		
XXI	Future Agenda Items-Discussion		Dual Enrollment Pathways, Convocation, WCC Student Probation Processes, College Catalog, SSS Priorities, CCC, ADA in the Classroom
	<i>Discussion/Decision: Not addressed.</i>		

Meeting Adjourned 3:01 p.m.

Meetings with WCC Administration

(9/27 – Dean Chahal in place of absent President White) – Highlights:

1. We continued, without progress, discussions regarding the scheduling issues in Student Services.
2. We talked in detail about a forthcoming recommendation from LAC to not schedule classes in Room 810 during peak class hours.
3. WCC has received \$200K for further work with IEPI. The work will be DE focused and will include a visit during the second week of October (now scheduled for 10/12) a follow-up visit in early 2017.
4. The resources from the district for accreditation work will be 40% reassigned time or \$40k (or some combination thereof).
5. Dean Chahal is awaiting details on a possible USDA grant application from the Ethnic Studies program. (Dr. Moreno later decided not to pursue.)
6. A request for the addition of classes to the spring class schedule has been sent.
7. We should hear the results of our HSI Grant application by the end of the month.
8. We discussed at length the issue of increasing faculty participation and reducing burnout in college governance. Among the strategies discussed were: (1) a stronger professional development process, (2) an increase in succession planning and (3) continued streamlining of committees. One positive is that the addition of LCC to WCC has allowed vacant slots to be filled. One positive/negative (? , you decide) is that apparently both people who are on a lot of committees and those who are not have complained that there are too few doing too much.

(10/4 – Dean Chahal in place of absent VP Konuwa) – Highlights:

1. We debriefed President White on the discussions of the previous week's meeting. This allowed me to press for additional resources for Saturday/Evening students. Howerton strongly encouraged the Student Success program review include these resources.
2. We agreed that the Aspen Report will be disseminated to all at WCC with a framing introduction from White.
3. We discussed the support for curriculum for the remainder of this academic year and the needs still unmet.
4. The Convocation Survey results will be distributed this week. We received hardcopies.
5. We looked at Completion by Design Objectives and Actions which will be put into the draft EMP and provided some feedback regarding same.
6. Degree Audit is still not moving, but resources are being identified to rectify that situation.
7. The ACCJC Annual Report will be distributed to the SLO Committee, the Accreditation Steering Committee, and the Budget and Planning committee.

Budget & Planning and PRVT (10/6) – Cancelled.

DC3 (10/4) – Highlights:

1. Under emerging issues, the following were brought forth: (1) the ongoing issues with payroll and (2) the related idea that we are understaffed across the district, including HR.
2. In reviewing the draft board agenda, there were many questions regarding understanding the Capital Outlay Plan and the final 311 Report. In the past, these documents had not been included in their totality in the board agenda, but they are included now in response to a suggestion from DC3. A suggestion that these and similar documents in future board agendas include a framing preface was well received.
3. We discussed a number of questions relating to Measure Q. The Chancellor will add some of the questions, with answers to the FAQ flier that already exists. He will also hold an informational forum at YC which will be recorded for viewing at other locations. The forum will be informational and everyone needs to remember that district employees cannot advocate for or against Measure Q using district resources or during the work day.

4. We agreed to returning to a four-level voting system for recommendations that go from DC3 to the Chancellor and then to the Board. The primary purpose of having any voting system for recommendations is to help the Chancellor track and report to the Board, views of those supporting and those not supporting a recommendation.
5. In response to a concern that the Board doesn't listen to the public, the Chancellor offered that not responding or not making decisions that are in line with public comments is not the same as not listening. He further stated that it is his belief that the Board does listen and consider all such comment. When the Chancellor asked for examples of the Board not listening, the only two offered were not on target to support the concern.

DCAS

(10/6) – Highlights:

1. YC Senate President Kemble brought to the group's attention that changes to the Curriculum Committee membership needs to be mutually agreed upon with the Board of Trustees. Both colleges have made membership changes without mutual agreement with the Board. It was agreed that both colleges would forward their current memberships for mutual agreement and that future changes in membership would be brought to DCAS for information, but mutual agreement would be between the college making a change and the Board, not both colleges and the Board (as is the practice for all other 10+1 issues).
2. A list of myriad APs to be revised will be forthcoming. The list will be restricted to Category 1 (minor revisions) with both senates agreeing to identify any that should be changed to Category 2 (take through the senates before DCAS approves) by the next DCAS meeting.
3. We agreed that for AP 4260 Prerequisites and Co-requisites we would bring key players to the table to address the issue of assessing disproportionate impact of prerequisites/co-requisites. (A side note that I found interesting – reference materials included a March 2016 letter from the YC Curriculum co-chairs to the YC VPI; all three of those positions are now filled by different people.) We agreed to do the same for legal issues relating to a recent US Department of Education press release outlining requirements for distance education (DE).
4. After extensive discussion, we decided that we would use BoardDocs as an official repository for materials (forms, handbooks...) that are connected to APs as links within the AP.
5. We talked at length about issues regarding the tenure process of full-time faculty members who are evaluated as full-time members, while not in a tenure track position who subsequently find themselves in tenure-track positions. E.g., should any of the evaluations that took place in the former position, be counted as part of the four-year tenure process? Although we are clear on the legal language and the issues, solutions may be unsatisfactory, elusive or nonexistent.

(9/29 – special meeting focused on APs) – Highlights:

1. We did a rather thorough pass through AP 7161 Flexible Calendar Program, editing "typos". DCAS approved the documents awaiting Chancellor Houston's approval (received later).
2. We agreed to work on the Academic Employee Handbook at our 10/20 meeting. I will distribute the current draft soon for feedback.
3. We worked on AP 4300 Field Trips and Excursions. (This may not look like two-hours' worth of work, but it was.)

College Council (No meeting since last senate meeting)

SARS/Standards Meeting (10/4) – I joined a meeting that I originally thought would focus on the scheduling issues in student services. Although that topic was broached, it was tangential to the bulk of the meeting at best. The meeting focused on data collection through SARS, TutorTrac... The desirability to reform a district technology committee to drive these initiatives (and perhaps better define the purpose of

college technology committees) was tentatively agreed upon. Near the end, when asked if the SARS issue was the scheduling issue, I offered that the way SARS was implemented may have exacerbated the scheduling issue, it was certainly not the central issue.

Miscellany

1. Based on work done with Kemble and HR Director Whitfield, I led two training sessions for full-time tenure evaluation teams. They were well attended with 17 faculty members and 4 deans/directors attending. The deans/directors had also been to a training conducted by Whitfield.
2. In a phone meeting with Kemble we discussed what would be part of an evaluation team training. Based on that conversation (and the work referenced above) Kemble created a handout that served as an outline of the training sessions.
3. There are two evaluation teams for faculty members in student services that do not have discipline peers on the teams. In an email exchange with Whitfield, he indicated that since the bargaining agreement is silent regarding the situation the senate and the supervising dear/director could either agree to appoint a third (non-discipline) peer or begin the process with only two peers instead of the usual three. Due to the timing involved, I decided that the latter is preferable. The senate can put this on our next agenda this if they would like to reconsider my decision.

DRAFT Senate Goals, 2016-2017			
#	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.

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

**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.