

Woodland Community College
Joint Meeting of the Academic Senate and College Council
Minutes – January 31, 2014

<input checked="" type="checkbox"/> Matt Clark (President)	<input checked="" type="checkbox"/> Kevin Ferns (FaLaHum, Secretary)	<input checked="" type="checkbox"/> Talwinder Chetra (Math and Science)
<input checked="" type="checkbox"/> Christopher Howerton (At-Large)	<input checked="" type="checkbox"/> Donna Bahneman (Adjunct, WCC)	<input checked="" type="checkbox"/> Pamela Geer (Adjunct, CCOF)
<input checked="" type="checkbox"/> Greg Gassman (Social Sciences)	<input checked="" type="checkbox"/> Cheryl Latimer (Student Services)	<input checked="" type="checkbox"/> Donna McGill-Cameron (Business and Vocational Ed., Vice President)

College Council: Judy Walters, Laney Mangney, Al Konuwa, Juana Ruiz, Julie Brown, Loretta Richard, Donna Bahneman, Leslie Deniz

Guests: J. Vallejo, J. Ortiz, B. Asmus

Call to Order at 1:07 p.m.

I. Approval of Agenda (Gassman/Chetra)

II. Public Comment

- A. Gassman reports that the multicultural learning center is accepting donations for its library. Please forward any multicultural books to Melissa Moreno.
- B. Chetra reports that a math text was recently being sold at the bookstore for \$400. The YC bookstore sold the same text for \$235. The publisher was selling it to the WCC bookstore for about \$160. The WCC bookstore changed the price to match the YC price when it was notified of the discrepancy.
- C. Chetra notes that the CCOF phones are really bad. Staff and faculty are using their personal cell phones to make calls because of this problem.
- D. Chetra would like to see a plan in place for CCOF in terms of courses and outreach. The CCOF is understaffed in certain areas as well. Financial aid has not been to CCOF in the past year.
- E. P. Geer would like to see better coordination with the high schools in the surrounding area as well, as high school counselors are sometimes misinformed about the CCOF.
- F. J. Ruiz states that to her knowledge, a temporary night supervisor has been appointed who is not bilingual. It is essential to have a bilingual night supervisor at CCOF.
- G. Chetra notes that evening test proctoring is not available after 5:00 on some evenings at WCC. He would like to make this available to students.
- H. L. Richard comments that students do not understand the process in WebAdvisor for communications regarding financial aid. Some students are not being notified in a timely manner or adequately regarding financial aid. We need to improve our communications with students in this area.
- I. Ferns congratulates Clark on his election as WCC Senate President for the upcoming two-year term and notes that the Math and Science Division will receive nomination forms this week from the senate elections committee. After a grueling campaign, Ferns was reelected to another three year senate term for the FALAHUM division.

III. WCC President's Report-J. Walters (attached)

- A. J. Walters provides a few brief remarks on her background/career/education/goals, summarizing the attached document.
- B. She states that she will be an ad hoc member on the WCC presidential hiring committee, but she will not be voting. She will provide input as needed on the process. One community member will be on the committee (S. Davies), and campus/community forums will take place as well. J. Ortiz asks whether the hiring of permanent full time deans should be concurrent with the hiring of a new president. J. Walters responds that a new president should have a role in the selection of new deans.

IV. WCC Vice President's Report-Konuwa

- A. WCC has identified partners in local offices of education and school districts to form a consortium to offer adult education. Once the consortium meets and makes key decisions, more information will be disseminated.
- B. WCC has been selected as a regional manager of a small business grant.
- C. WCC has contracted with a grant writer for the HSI grant. If WCC receives the grant, the writer will be paid. Otherwise, WCC will not incur any fees.

V. Senate President's Report-Clark

- A. Clark has received "physical" mail from other senates pushing to support the City College of San Francisco regarding its accreditation challenges. If the senate wishes to support CCSF, he will agendize it.

VI. Senate Vice President's Report-McGill-Cameron

- A. Flex attendance is going electronic. The flex committee will inform the campus regarding new policies for Flex writeups.

VII. Discussion of Leadership Meeting of 1/23/14 (meeting notes attached)

- A. Clark summarizes the leadership meeting on 1/23/14. He is pleased that those in attendance were committed to making some positive changes, particularly in the areas of SSSP and communication. Many in attendance at the meeting reported that the unique approach taken at the meeting of getting to know colleagues on a personal level was beneficial. The results of the meeting were distributed via email to the campus. J. Brown asks what came out of the meeting and how people will be offering feedback and following up going forward. J. Walters responds that followup meetings may be needed with particular parties present at the meeting or others who may be affected or who wish to get involved.
- B. Feedback. Chetra asks about the possibility of a compressed calendar. Clark responds that there appears to be a push towards exploring this. Chetra asks about the goal of increasing enrollment. Clark responds that outreach will be part of the SSSP. J. Ortiz wonders how SSSP was discussed in this meeting without any counselors present. Clark responds that this was not a planning meeting, and when SSSP plans are made, counselors will definitely be present. J. Ortiz responds that no leadership has come from the district regarding SSSP, and we have been talking about it since October 2012. J. Walters notes that we can and should be doing a better job of outreach in our community. If we decide to make this an immediate priority, this is a discussion we need to have. Latimer responds that we are already behind with a number of the mandates from the state regarding SSSP. Nothing has been happening on the student services side, and so she is worried that we will not be able to meet our deadlines for this year. For example, we have a lot of work to do between now and April on the student education plan mandate because our student workers need to search a database

that has no simple search feature. A. Konuwa agrees that many colleges are far ahead of WCC in the implementation of the mandates. Clark states that the district needs to be involved in this implementation, and WCC cannot act without support from the district. J. Walters states that we should move forward on this and determine what WCC can enact on its own while working with the district to fix some of the larger components of the mandate. J. Ortiz agrees that we need to prioritize orientation, counseling, and student educational plans in order to receive funding from the SSSP. J. Walters will follow up with the district on some of the important district technology components that need to be addressed.

- C. Next Steps. Clark suggests that the SSSP be agendaized and updates be provided on SSSP progress for the next senate meeting on 2/14/14.

VIII. Accreditation

- A. J. Walters expects accreditation reports/recommendations to be mailed out to WCC by 2/7 and she will distribute them to the campus as soon as they are received.

IX. Budget. Not addressed.

X. SSSP. Addressed in section VII of these notes.

XI. Communication. Not addressed.

XII. Committees

- A. Clark notes that the CRC has been addressing some of the communication issues at WCC. He adds that we will continue to work with committee chairs to ensure that our faculty and staff are communicating with committees and can easily access committee information.

Meeting Adjourned 3:04 p.m. (Gassman/Bahneman)

The Transitional Journey of How

The Purpose: There are several changes occurring at Woodland Community College College (WCC). We have an interim Dean of Students, an Interim Dean of Instruction, interim ????? in numerous other areas and an Interim President. We will be hiring a permanent President during the next six months. In the meantime, WCC must continue to fulfill its commitments to students, the College Community, the Accrediting Commission, and state and federal requirements. To that end, it is important for us to identify a list of “stuff” that needs doing in the next 6 months. We need to figure out the point persons for those things and discuss the “hows” while honoring ways of communicating, working together, and forging new directions for getting things accomplished.

This transition gives us an opportunity to collaboratively and deeply inquire into the essence or positive core of each person’s strengths. It gives us an opportunity to ask ourselves: **What** are the **Priority Items** that need to be on our 6 month list, **what are the strengths and successes** that each individual person brings to WCC and **how** can we build on those strengths to work together and accomplish what needs doing over the next 6 months.

Interviews are a very important part of an inquiry process. This is where you will discover/uncover the priority items, and the generative and life-giving factors or conditions--the positive core—the strengths -- of yourself and each other. Using the questions below, Person A interviews Person B for 30 minutes, taking brief notes of high points and quotable quotes, and asking follow-up questions as appropriate. Then Person B interviews Person A for 30 minutes, taking brief notes of high points and quotable quotes, and asking follow-up questions as appropriate. Note the approximate time you will have for each question.

IT WILL BE IMPORTANT TO GET THROUGH ALL FIVE QUESTIONS!

(5 minutes) **1. BEST EXPERIENCE:** Tell me a story about a time, at WCC when **you were inspired by something or someone at the College** to be the best you could be. Describe the incident in detail. What about this inspired you? What did you accomplish when you were inspired by this happening? How were you able to accomplish what you did? Who else was involved? Describe the experience in detail.

(5 minutes) **2. BEST EXPERIENCE:** Now tell me a story about a time, at WCC when **you think you inspired another person** to be the best they could be. What did you do to inspire that person? Why do you think they were inspired by you? What did they accomplish when they were inspired by you? Who else was involved? Describe the experience in detail.

(10 minutes) **3. STRENGTHS** Let's talk for a moment ABOUT YOURSELF; specifically, the strengths you have, the nature of your work, and Woodland Community College.

A. Without being humble, what do you believe are your strengths as an individual and as a member of Woodland Community College? Give some examples.

B. When you think about your best work, what is the strength that you bring to your job? Give some examples?

C. What is the single most important thing that Woodland Community College has contributed to your life? To the community? To the world?

(5 minutes) **4. PRIMARY STRENGTH:** What is Woodland Community College's primary strength? Give some examples of how you experience this?

(5 minutes) **5. THE FUTURE:** Imagine that it is July 1, 2014, what three areas of completion or near completion would you make to heighten the vitality and strength of Woodland Community College? (These will create our priorities for the next 6 months.)

Themes:

- Entrepreneurial spirit of WCC
 - People coming together
 - College has passion at its core
 - Equal love of students, faculty, staff, administration across campus
 - Can do attitude, collectively working together
 - Passion to get things done
 - Small campus allows more one-on-one with students
 - Personalized contact with students and staff because of our size
 - Caring across the board when it comes to faculty
 - Purpose of what we do is working with students
 - Creative at improving processes
 - Everyone got together on budget
- Committed employees invested in students
 - Students and Faculty who care about education
 - People dedicated to making a better place for students
 - ASWCC stronger than ever
 - Persistent discontent (Work to make things better)
 - Passion to create traction to get things done
 - Capacity to bring individuals together
 - Different perspectives coming together
 - Focus on vision for future support of SSP
 - Holding campus forums
 - Lots of support to students
- People that work here are a strength
 - Longevity work experience and at different levels in Higher Education
 - Opportunity to work with people at different levels
 - Hard-working, go-to people that work extra assignments
 - People come together
 - Offer encouragement, support, and praise to students
 - Team players
 - Work well under pressure
 - Appreciation for faculty
 - Frustration shows how much we care
 - Ability to add to an agenda in order to bring out the best for the college as a whole
 - Holding a position to do what I love

Values

- Thoughtful
- Honesty
- Open Communication

- Risk Takers
- Versatile
- Creativity

Future:

- Accreditation
 - Removal of sanction
 - Distance Education
- Budget
 - Equitable distribution of resources
 - Address structural deficit
- Campus climate
 - Create vision
 - Re-establish trust
- Communication
 - College-wide open communication
 - Glossary of acronyms
- Community
 - Reach out to community to increase enrollment
 - Promote WCC in community
- Curriculum/Grants
 - Implement One-Stop Center on campus
 - More fitness and health classes
 - WCC ownership of schedule and catalog
 - Build partnerships in CTE areas
 - Strengthen Computer Science Program
 - Distance Education
 - Removal of moratorium
 - Improve academic reading services to students
 - Review class offerings; advancing curriculum
- Facilities
 - Fitness/Health
 - Greenhouse
- Food service on campus
- Personnel
 - Hire president
 - Fill interim/vacant positions
 - Improve hiring process
 - Mentors for new employees
 - Improve human resources on campus
- Students
 - Yolo Bus discount

- Intramural sports
- Fitness facility
- Food services
- Successful graduation
- Closing the achievement gap
- More events/culture on campus
- Bookstore-books on hand
- Student Success and Support Program (SSSP)
 - Budget
 - Full implementation
- Technological solutions for organization
 - Communication
 - Processes
 - Key
 - Petitions
 - Enrollment
 - Scheduling
- Solutions in place supporting SSSP

High School	City, State/Country
Gridley High School	Gridley, CA
Fortuna High School	Fortuna, CA
Buena High School	Ventura, CA
St. Patrick Catholic High School	Monrovia, Liberia
Sonora High School	Sonora, CA
Center High School	Antelope, CA
Gridley High School	Gridley, CA
Lassen High School	Susanville, CA
Yuba City High School	Yuba City, CA
Home School – Sacramento	Sacramento, CA
Bella Vista High School	Orangevale, CA
Drop out – GED	Wichita, Kansas
Lindhurst High School	Olivehurst, CA
Woodland High School	Woodland, CA
Mt. Vernon Senior High School	Mt. Vernon, IN
Elk Grove High School	Elk Grove, CA
Del Campo High School	Carmichel, CA
Shelley High School	Shelley, Idaho
Woodland High School	Woodland, CA
Maxwell High School	Maxwell, CA

Observations:

- There were 20 participants
- 4 states were represented: California, Kansas, Idaho, Indiana
- 2 countries were represented: USA and Liberia
- 16 participants were from California
- Of those in California, 14 were from Northern California
- 17 participants were from small towns

Mapping Exercise

Theme	Area	Collaboration Partners	Committee Assignment	Personal Assignment
Personnel	Hire president			•
	Fill interim/vacant positions			•
	Improve hiring process			•
Student Success and Support Program (SSSP)	Budget	District Ed Services and Fiscal Office, Student Services, Counselors, Academic Senate	WCC Student Success Committee and Academic Senate at college level, DCAS and CLASS at district level	<ul style="list-style-type: none"> • Konuwa will take updates to directors • Chahal, Deniz to update their areas • Asmus clarify questions on past 4 years of catalog data drop • Clark to communicate with District and Yuba College Senate to make it happen • Zermeno to continue working on budget and help with plan • Deniz to work on prioritization, those to be addressed immediately and implemented
	Full implementation			<ul style="list-style-type: none"> • Senecal will explore technology solutions for online orientation with Konuwa • Chahal will support communication and whatever is needed to support implementation • A. Villagrana to support implementation from the President's Office
Communication	College-wide communication	CRC, ASWCC, Tech Team, IT, Academic Senate	CRC, Academic Senate	<ul style="list-style-type: none"> • N. Gonzalez-Diaz will work with student worker, • B. Asmus – take to CRC, • J. Foster take to ASWCC, • A. Konuwa will forward updates to admin team • J Foster to create incentives for student involvement on committees and councils

Theme	Area	Collaboration Partners	Committee Assignment	Personal Assignment
				<ul style="list-style-type: none"> • M. Clark to keep senate and CRC active while moving forward • M. Clark to make sure committees he participates in models appropriate behavior meeting best practices • L. Deniz to get on faculty meeting agenda to provide updates regarding student services • Z. Zermeno to communicate new changes to classified staff • K. Carabajal implement best practices in communication from District Office to Colleges
	Glossary of acronyms – Hyperlink on home page			<ul style="list-style-type: none"> • B. Asmus, J. Walters draft list of acronyms
Technological solutions for organization	Communication			<ul style="list-style-type: none"> •
	College Processes			<ul style="list-style-type: none"> •
Budget	Equitable distribution of resources			<ul style="list-style-type: none"> • M. Chahal
	Address structural deficit			<ul style="list-style-type: none"> • J. Walters
Accreditation	Removal from sanction			<ul style="list-style-type: none"> • J. Walters to work on accreditation
	Budget – allocation model			<ul style="list-style-type: none"> • J. Walters contributing to an initiative that would increase Foundation moneys college (SB361) • J. Walters will work with District Office to find out what the current allocation model is and how it works
	Distance	ART, DCAS,	District DE	<ul style="list-style-type: none"> • K. Carabajal to delineate the

Theme	Area	Collaboration Partners	Committee Assignment	Personal Assignment
	Education	District DE Committees, Flex Committee	Committee (in process of being created)	functional responsibilities between the District and College to deliver optimal DE offerings <ul style="list-style-type: none"> • D. McGill to assist in developing a process to implement “hybrid” courses (DE/Face to face) • J. Penning to facilitate in the scheduling as DE and face-to-face (hybrid) courses continue to evolve while assuring accuracy of information being delivered to students • R. Reyes to take a DE class and give feedback on it
Food service on campus				•
Students	Yolo Bus pass			•
	Intramural sports			•
	Fitness facility			•
	Food service			•
	Successful graduation			•
	Closing the achievement gap			•
Community	Outreach to community to increase enrollment			•
	Promote WCC in community			•
Campus Climate				•
Curriculum/Grants	Implement One-Stop Center			•
	More			•

Theme	Area	Collaboration Partners	Committee Assignment	Personal Assignment
	fitness/health classes			
	Curriculum overall	Academic Senate and CLC, Researcher	Curriculum Committee, Scheduling Committee, DE Committee	<ul style="list-style-type: none"> • Carabajal to gather data to support the advancement of Curriculum at WCC • McGill to rewrite and upgrade curriculum in BCA, PE and Computer Science • Becky will listen to students and what their needs are and report to counselor(s) and one of the two deans •
	WCC ownership of schedule and catalog			<ul style="list-style-type: none"> • Penning will support and assist in getting WCC to take ownership of schedule and catalog • Penning to work with schedules to meet the needs for a compressed calendar (anticipated decision within two months)
	Build CTE partnerships			•
	Strengthen Computer Science program			•
	Distance Education			•
Facilities	Fitness/Health			•
	Greenhouse			•

JUDY WALTERS NOTES FOR WCC COLLEGE COUNCIL AND ACADEMIC SENATE MEETING

WHO WE IMAGINE WE ARE ... IS WHO WE BECOME

- a. Came from rural area in Southeastern Idaho
- b. Married (more than once) have an extended family called the WaKeHaBras...
5 children ... 8 grandchildren ... one great grand child
- c. My personal strengths are: people skills, forging teams around common purposes and shared interests, finding productive ways of working together, and an ability to envision a future while managing myriad details.
- d. Education background of parents
 - i. Worked in fields
 - ii. First college graduate

Doctor of Philosophy - Concentration in Interdisciplinary Arts and Science with a specialization in Leadership and Organizational Effectiveness. Dissertation topic: "The Use of Appreciative Inquiry as a Planned Changed Strategy at Merritt College: A Case Study." Union Institute & University, Cincinnati, Ohio; July 2006

Certified Appreciative Inquiry Facilitator Presented by League for Innovation; Community College, National Council for Staff, Program & Organizational Development; and Company of Experts.net (2004)

Commission Member of the Western Association of Schools and Colleges / Accrediting Commission for Community and Junior Colleges (1996-2002)

Institute for Educational Management, Harvard Graduate School of Education, Cambridge, MA; July 2000

Master of Arts Degree in Education, Alliant International University (United States International University,) San Diego, CA; June 1979

Bachelor of Arts Degree in English, Idaho State University, Pocatello, Idaho; May 1970

I BELIEVE

I believe we are creating a Circle of Enlightenment and Inclusion." The concept of education implies that an enlightenment process will take place. I would like to suggest that together we are a learning community with a broad range of participants and geographic locations.

I Accept the **Constructionist Principle** put forth by Ken Gergen, David Cooperider and several others that "**reality** as we know it is a subjective vs objective state. It is socially created through language and conversations."

Social constructionism posits that there is no "ultimate truth," but multiple truths and multiple realities and our job, my job, is to create an atmosphere where we are making decisions based on the greater good of the whole organization FOR OUR STUDENTS.

I work from a **wholistic** principle, which means the organization of WCC includes students, faculty, staff, and administrators from a variety of cultures, races, religions, genders, and locations. And WE ARE the District. The District is US.

I operate from a positive strengths-based center. This includes: **identification of core values** (knowing who we are as an organization and who we are serving). The process is **inclusive**, the methodology includes the use of **reframing, appreciating what has worked, seeing how the future unfolds from the present, and celebrating successes.**

MY VISION

Data for the fall of 2013 shows us that: 49% of our students were Hispanic. 63 % were female and 63 % were between the ages of 18 and 24. We are in a wonderful area where we can do great work in providing education and opportunities for our population base...and to do so may require we think a little differently. Perhaps we should be building teams to reach middle school students as well as high school students. Perhaps we need to help educate parents about the possibilities for their families. Perhaps we need to be clear to our students and their families what our certificates and AA degrees will provide Perhaps we need to help focus on transfer opportunities for our students. Perhaps we need to become more vocal about our tie into UC Davis, Sac State, Sonoma State programs. Perhaps ...

CULTURE is deep, broad, and stable. It is unique like a personality and has patterns. According to Edgar Schein “The essence of culture is the learned, shared, tacit assumptions on which people base their daily behavior. It is most often characterized as “The way we do things around here.”

CLIMATE can be viewed as the particular emotional mood or attitude held by most people at a particular moment in time within the organization. Climate affects people’s motivation. Research by Dan Goleman has shown that the emotional “mood” of the leaders is a major factor in creating the climate of the organization or work group.

If the attitude of the leaders is positive .Our outcomes will be positive, because studies have shown **that thoughts translate to language, which translates to actions directing our energy.**

With all that said in **SIX MONTHS** What we can get done?

1. We did a mapping exercise to get us started.

Top areas were (alphabetically)

- Accreditation
- Budget
- Campus Climate
- Communication
- Community Building & Partnerships
- Curriculum / Grants
- Facilities
- Food Service on Campus
- Personnel
- Students
- Student Success and Support Program
- Technology Solutions for Organization

2. My goals are:

Addressing accreditation issues

Which ties almost everything listed above together... campus climate, communication, , community building, curriculum / grants, personnel hiring, Students and SSSP

Participating in the budget process

Supporting the process for selecting a permanent President for WCC

I believe that Woodland Community College is an integral part of the California Community Colleges. I believe that we are the greatest social public policy created and we hold a sacred opportunity to honor that commitment.

I personally believe we are preparing students to live in a global society

**OUR THOUGHTS DIRECT OUR ACTIONS let's CHOOSE THEM
CAREFULLY**