College Council Meeting Minutes  
March 30, 2015 

ADOPTED

MEMBERS PRESENT:   Alison Kuehner  
Gari Browning  
James Keogh  
Jeff Roberts  
Stephanie Foisy  
Terry Exner  
Sally Scofield  
Bunny Klopping  
Sonam Babu  
K.P. Ghoman (for Rowan Youssef)  
Ron Travenick  
Lenore Landavazo  
Leta Stagnaro  
Kelly Wilmeth  
Shairon Zingsheim  
Ron Little  
Rae Halliwell

MEMBERS ABSENT:  Jesse MacEwan  
Mike Holtzclaw  
Dave Schurtz  
Alex Lebedeff

OPEN MEETING:

1. Approval of March 9th College Council Minutes

March 9th College Council minutes approved unanimously (Abstention – Kuehner).

2. Board Meeting Update

- Highlights from the March 11th Board Meeting:
  - Report from Mike Bowman about Obama’s free college proposal, at the board’s request
  - A stimulating and exciting sabbatical leave report from Anu Ganguly about green chemistry
  - 1st reading of Educational Master Plan
  - Approval of the accreditation follow-up report
  - Board discussion around parking fees. There was a proposal to increase fees, no increase has been proposed since 2007. The student survey did not want parking fees increased. The Board revised the proposal and approved semester parking permits being $40, summer permits $23 (originally reported as $26), and daily permits $4. We’ll have to see how it impacts the fees. We rely on those fees for paving, lighting, and security officers – anything to do with maintaining the parking lots.

  Question: Is there any consideration of having faculty and staff paying for parking?  
  Response: It was brought up at the meeting, and a comment that other colleges do that. We haven’t done any analysis of how many other colleges have staff and faculty pay for parking.

2. Measure G Update – Landscape Standards

- The process for determining landscape standards began in October 2013. A landscape user group gave feedback to landscape architects. The Facilities Committee has seen two presentations.
- Ultimate goal is to provide guidelines, standards for landscaping on campus. The greater focus is on the Fremont campus. Newark guidelines are for replacement as it’s needed.
- An arborist report was conducted, with a complete survey of over 500 trees on both campuses.
• Gave a detailed assessment of recommendations for every tree. Primary focus was the Olive Lane trees and their heritage. We received good direction on how to prune the olive trees and get them back in shape – it will take a few years.
• A pecan tree north of the baseball field is unofficially a “champion” pecan tree – unofficial because it’s not registered. The tree is being protected during construction and work has been rerouted as to make sure not to affect the tree’s root system.
• Many of the plantings that have been recommended are local, native and drought-tolerant plants, sustainable as well.

- Review of PowerPoint presentation (see slides):
  • Highlights of design principles (slide 2)
  • The standards were initially presented to the facilities committee in April 2014, and then put on hold during the value engineering process.
  • Landscape architects have conducted a peer review of the athletics fields and south parking structure projects, to make sure that those projects alight with the academic core building project.
  • Trees – Oaks, trees with color throughout the year. Shade is important, particularly in the parking lots.
  • Grasses/Shrubs – Those that can be planted in groups, easily maintained, and feature color throughout the year.
  • Irrigation Standards – an irrigation controller was selected that is not based on the weather, but rather the moisture content in the soil. This is especially important with the Fremont campus on a hillside.
  • Newark campus – different typologies and standards. The Newark campus has salty, strong winds off of the bay and a different soil type than the Fremont campus. Recommendations were made for replacement over time – the types of trees, grasses and plans that do well in these types of conditions.
  • Signage standards consistent throughout the campus. Slide 28 shows an example of monument signage of Mission Blvd. As one gets further into campus, the signs decrease in size.

• We have gone through the shared governance process and hopefully the project will come to completion.
• Question: Was there any consideration of organic plants, considering the bee problem? Response: There are some different things that can be done with groupings. Comment: Plants grown with pesticides have been contributing to the bee problem, would like to consider it if it isn’t too much more expensive.

3. Educational Master Plan

• Asking for College Council endorsement.
• One edit since the College Council 2nd reading on March 9th, in the section on Full-Time Faculty Replacement Plan Data. At the request of Faculty Senate, the chart on page 32 reflects both statewide and Bay 10 data. We will continue to work towards improving full-time faculty members.
• When the mission statement and goals are approved this document will be updated.
• Faculty Senate endorsed the plan at their March 18th meeting.

MOTION: Moved/Roberts; Second/Halliwell: Passed unanimously to endorse the Educational Master Plan.

4. Mission Statement Review

• The Board had a 1st reading of the mission statement at their March 11th meeting. They were informed of the process. The Board had a recommendation – they’d like the mission statement to mention innovation. There are two different possible recommendations:
  • Option 1 - Ohlone College responds to the educational needs of our diverse community and economy by offering high quality, innovative instruction supporting basic skills, career development, university transfer and personal enrichment and by awarding associate degrees
and certificates to eligible students in a multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.

- **Option 2** - Ohlone College responds to the educational needs of our diverse community and economy by offering quality instruction supporting basic skills, career development, university transfer and personal enrichment and by awarding associate degrees and certificates to eligible students in a multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.

- **Question**: What’s the process, if we pick a preference and bring it back to the board, they’ll approve it?
  - **Response**: Don’t know of the exact timing, but yes.

- **Comment**: If it only instruction that we’re concerned with being innovative, then the first makes sense. If it’s more than that, then the 2nd option makes more sense.

- **Comment**: Innovation is a core value that we’ve identified. It’s the only one that would be specifically “highlighted” within our mission statement. If we felt strongly that our values need to be represented in our mission then all of our values need to be in our mission. Alternatively, we see innovation as one of our core values and it doesn’t need to be included in the mission.

- **Comment**: The Board would say that they want some input into the mission statement, and it’s completely appropriate that they do so.

- **Comment**: Think that the 2nd option splits up learning and innovation in a way that we might not want to. Also, how do we assess innovation?

- **Comment**: Are we just trying to do something new all the time by saying innovation in instruction?

- **Comment**: What if you put “innovation” in front of “multicultural”?

- **Comment**: Innovation is in our values statements. Putting “innovation” in front of “multicultural” broadens the scope and eliminates the potential need for assessment.

  - **Option 3** - Ohlone College responds to the educational needs of our diverse community and economy by offering quality instruction supporting basic skills, career development, university transfer and personal enrichment and by awarding associate degrees and certificates to eligible students in an innovative, multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.

- **Question**: What do we think about “high quality”? The board was advocating for it.
  - **Response**: We can add that.

**MOTION**: Moved/Foisy; Second/Exner: Passed unanimously to endorse revised mission statement option 3 (blue).

- **Question**: What do we think about “high quality”? The board was advocating for it.
  - **Response**: We can add that.

**MOTION AMENDED**: Moved/Foisy; Second/Exner: Passed unanimously to endorse revised mission statement option 3 (blue), with the addition of “high” before “quality”. The final, approved version:

> Ohlone College responds to the educational needs of our diverse community and economy by offering high quality instruction supporting basic skills, career development, university transfer and personal enrichment and by awarding associate degrees and certificates to eligible students in an innovative, multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.

6. **Values Group**

- Third report out from values group formed during the College Council spring retreat (Rae Halliwell, Bunny Klopping, Alison Kuehner, Lenore Landavazo, and Jesse MacEwan). There was further discussion about the excellence value. The group did not receive additional feedback from their potential draft statements sent to College Council on March 12th.
- Final draft statements presented (see attachment).
• These statements will go to the board if College Council endorses them.
• **Question:** Was it a conscious effort to have “college” in front of “employees”? **Response:** It was not a conscious effort. **Comment:** It is implied – would suggest taking out “college”.
• **Comment:** For the innovation value, would suggest adding staff. We’re all part of the learning environment. **Comment:** There is staff in the labs, tutoring. **Comment:** We’re all part of the planning process.
• **Comment:** In the integrity value, when we have interactions with the community outside of the college, we want them to have integrity as well. Not sure how to convey this. **Comment:** How about “communities we serve”?

**MOTION:** Moved/Landavazo; Second/Klopping: Passed unanimously to endorse value statements. Final language as follows:

**Excellence**
We empower students and employees to achieve at their fullest potential, encouraging all to engage in ongoing learning through high quality education and continuous institutional improvement.

**Inclusiveness**
We welcome and support students and employees from various backgrounds, socio-economic groups, ages, and abilities to explore their interests in order to define and fulfill their goals. We strive for a diverse workforce that honors and upholds the contributions of all.

**Innovation**
We focus on creative new ideas in college planning and the curriculum that inspire students, faculty and staff to optimize student learning. We endeavor to meet the technological needs of the college community to serve and support students.

**Integrity**
We practice transparent communication, emphasizing respect, trust, and honesty among students, employees, and the communities we serve in a climate where everyone feels heard and engaged.

**Stewardship**
We engage in shared governance to provide an exemplary model of stewardship for human, financial, physical, technological, and environmental resources to maximize institutional effectiveness and efficiency.

**Success**
We provide the necessary tools and support to assist students and employees in defining goals, and measuring their success by the attainment of those goals.

7. **Strategic Planning Process – Survey Results**

• Some notes from the student survey comments:
  o Some comments about instructors – “isn’t prepared”, “lectures straight from the book”, etc., however, we can’t get at where those come from. Unclear if they’re each about individual instructors, or all about the same instructor.
  o Focus on comments that are not individual-specific.
  o Food service – some liked it, more did not – “not healthy”, “overpriced.”
  o Concerns about not enough electrical outlets in the library.
  o Pleased with tutoring, wanted the availability of more tutors and more times for tutoring.
  o Concerns for safety – absence of lighting at night. Absence of campus police on the Newark campus.
  o Concerns that students didn’t get enough feedback from instructors at multiple points during the semester.
The word that appeared the most often in student comments was “rude.” They had interactions with various departments and they felt that the behavior was rude. This was across several different venues and was a concern for more than just a few students. We could be a little more customer service aware.

Dissatisfied with responsiveness – e-mail, telephone, window hours. Not getting a timely response or having hours that met student schedules.

We may not be where we need to be, but all of the student indicators are higher than the last survey.

- Staff surveys were broken out into classified staff and managers.
  - Classified staff comments:
    - Concern is communication. They said that the emphasis on chain of command communication made things worse and not better.
    - Professional development concerns, not having an opportunity for professional growth and development, professional growth plans
    - Decline in the campus – furnishings, facilities in the buildings that we’re going to keep Renovation of current facilities. Aging furnishings, restrooms not being maintained.
    - Morale – this came up on all four non-student surveys (classified, managers, full-time faculty, part-time faculty).
  - Management comments:
    - Safety
    - Facilities upkeep

- Full-time Faculty survey comments:
  - Safety, especially at night, weekends, and the lack of campus police at Newark
  - Faculty benefits, COLA mentioned several times
  - Felt need to reduce administrative secretarial work for faculty – program review, SLOs, etc. The amount of that type of work seems to be increasing.
  - Overemphasis on data and numbers

- Part-time Faculty survey comments:
  - Safety, especially at night, weekends, and the lack of campus police at Newark.
  - Adjunct pay
  - The need for office space or areas where adjuncts can meet with students. Students expressed this same sentiment.

- Four emerging themes through all the survey comments:
  - Safety – nights, weekends and lack of campus police at Newark (not mentioned on the classified survey)
  - Concern about remaining facilities – what about the other buildings on campus?
  - Technology, not just updates, but the opportunities for training in technology.
  - Morale

**Question:** Did you put customer service under morale? It was mentioned throughout. **Response:** It was mentioned primarily in the student survey. It might be enough to make a fifth theme. Probably should have done that.

**Comment:** Would be curious to know how those comments have changed over the years. Trends over the past 3 or 5 years. **Response:** Safety has been mentioned year after year, and adjunct pay year after year. Concerns about facilities and landscaping have come up year after year – this time the question wasn’t even on the survey though, because of all the construction. The concern that is newly emerging is on morale.

**Question:** What have you been doing this year as to who sees the comments and how the themes are developed? **Response:** Too transparent last time. Haven’t kept them entirely to myself, but mostly so. To put everything into context we also need to look at the quantitative numbers. We’re in the high 80s and 90s (percentages) on questions relating to morale. The numbers are far more important. The satisfaction level with the administration is 90 percent or so, we’re talking 10 percent reflected in the comments. We need to look at those comments and decide what to do about it.

**Comment:** Would like to see a validation on these themes by reaching out the various groups. Especially if these are stepping stones to goals and objectives.
• **Comment:** Comments from just a few people might be another “reality check” on it – validate that there’s the larger responses in terms of numbers.
• **Comment:** Sometimes we think the numbers are high enough that we tend to overlook things.
• **Question:** Were there also comments/themes on the positive side? **Response:** In a way, we addressed it during the quantitative results (March 9th College Council meeting), they’re in line with this.
• **Comment:** If people are super satisfied with certain things, we may not want to make them goals. It may be worth looking at positive ones.
• **Comment:** We should have representatives from the different constituencies looking at the comments. Having different eyes looking over the comments, we may see things in a different way.
  o **Comment:** Agree that this is important. People take the time to fill out surveys and they want something out of it. We have a mission of being transparent.
• **Comment:** The themes should be made public.

8. **Strategic Planning Process – Goals and Objectives**

• Document presented to College Council, organizing the goal topics and potential objective ideas. Highlights from some of the goal topics:
  
  **Student Learning and Achievement:**
  o Those listed in blue pertain to the latest initiative out of the Chancellor’s office – the Institutional Effectiveness Partnership. There is a long list of metrics that they want us to identify goals for. It would be wise to pull it all together as we put together our strategic plan.
  o Course completion is broken out into students that are college-prepared and students who are not.

  **Employment Preparation** – this is for students. The additional one from the institutional effectiveness initiative is CTE completion rates.

  **Resources** – this is where we set goals for salary and benefits percentages (see fiscal viability), these are part of the board’s purview.

  **Institutional Improvement:**
  o Accreditation Status – reaffirmation of accreditation is the goal.
  o Programmatic compliance with state and federal guidelines.

• Three areas have a report due June 15th – course completion, audit findings, and accreditation status. A major part of the institutional effectiveness initiative is to provide technical assistance to districts. We don’t have a lot of areas that we need technical assistance.

• In our strategic plan, perhaps we could have objectives to address all of these.

• **Question:** Faculty and staff development, is that included anywhere in here? **Response:** It’s under resources. **Question:** Should it be separated from staffing? **Response:** Yes, this list is just capturing what we have so far, this can be another objective.

• Last time we had over 200 objectives after our campus-wide summit, and we culled from there. We’re trying to make this a little more iterative.

• Last time concepts appeared in different places, there was a lot of duplication.

• **Comment:** There is not another College Council meeting between now and the campus-wide summit.

• **Question:** Are we going to add anything from the survey to this document before the summit? If these emerge as areas we want to address, would they be added? **Response:** Some of the themes from the surveys fit in to this framework – Morale could be under “environment to encourage collegial input” (Institutional Effectiveness goal topic), Technology training under “professional development” (Resources goal topic), facilities is already under the Resources goal topic, and customer service perhaps under “professional development” as well. This is a dynamic document.

• A little about the planning summit on April 10th – will be similar to last time (2009). There will be sandwich boards with goal topics, and a list of bullet points provided as well. People will go where their interest takes them to work on draft goal statements and objectives. The culling process will follow this. We had two very good pre-summit workshops where we went over data.
• The Executive team had a PIO meeting recently and there’s a merging of what’s going on in program review and the strategic plan. We’re really planning and doing our program review and resource allocation all around the same information, which is really important.
• More about the planning summit – information will be sent out beforehand. At the beginning there will be an introduction to the planning process. People can then break out into groups. We will try to capture all the information from the summit. We’ll have a way to get our feedback on what the most important objectives are.
• **Question:** Will students be attending the summit? **Response:** Yes, an invitation was extended to ASOC.
• **Comment:** This list of goal topics and potential objective ideas is a good start, there’s a template to work with, good structure.

9. **Heard it through the Grapevine/Suggestions for Future Topics**

• **Comment:** The high school theatre festival was a blast, always a fabulous event. Enjoyed seeing such an array of talent and lots of enthusiasm.

ADJOURNED: 4:30 p.m.

**Spring Semester Meetings (2015)**
Fremont Campus / Room 7101, Mondays @ 3:00 – 4:30 p.m. (unless noted)
April 13, 27
May 11