College Council Meeting Minutes
April 27, 2015

MEMBERS PRESENT: Alison Kuehner  Gari Browning
James Keogh  Jeff Roberts
Stephanie Foisy  Terry Exner
Sally Scofield  Bunny Klopping
Mike Holtzclaw  Jesse MacEwan
Dave Schurtz  Lenore Landavazo
Leta Stagnaro  Kelly Wilmeth
Shaaron Zingsheim  Ron Little
Rae Halliwell  Alex Lebedeff

MEMBERS ABSENT: Sonam Babu  Ron Travenick
Rowan Youssef

OPEN MEETING:

1. Approval of April 13th College Council Minutes

April 13th College Council minutes approved unanimously.

2. Strategic Planning Process: Values Statements

- The Board compared the draft value statements to the current value statements – there were two things they missed seeing in the draft value statements:
  - “Active outreach to underrepresented students” – there was discussion at the January College Council retreat that this was more of an activity than a value.
  - “Risk taking and entrepreneurship” – would probably fit into innovation.
- The Board would like to consider reincorporating both of the above ideas.
- **Question:** Should we address these now, or go back to the values group? **Response:** The values group will review the Board’s ideas and return to the May 11th College Council meeting with an update.
- **Question:** Just to clarify – did the Board say where they want to see them? **Response:** The Board’s referring to the current values, all they said was that they didn’t want these omitted.
- **Question:** Curious, looking at inclusiveness, “welcome and support” isn’t enough?
- **Comment:** “Active outreach” might work into inclusiveness. Maybe we can wordsmith “risk-taking”. Perhaps entrepreneurship could be worked into the values statements.
- **Question:** Maybe we can use “bold” instead of “risk-taking”?
- **Comment:** In the current core values, innovation includes risk-taking and entrepreneurship.
- The Board’s place in the strategic planning process is high-level. The mission and values are high-level. The Board has a workshop on Wednesday (4/29), they’ll look at the strategic planning process and timeline. Once you start talking about the goals and objectives, that’s how we achieve our mission. The line occurs between the mission and values and then the goals and objectives.
3. **Strategic Planning Process: Goals and Objectives**

- The goals and objectives should be finalized by the time the board sees them for a first reading on May 13th.
- At today’s College Council meeting – hoping to settle on the goal and objective language. At least the “what”, there’s a task force that will meet on Wednesday (4/29) to settle on “to what extent” and “by when.”
  - **Question**: Who is on the special task force? **Response**: Mike Bowman, Leta Stagnaro, Jeff Roberts, Alison Kuehner.

- Review of April – June 2015 strategic planning timeline (see attachment #3a).
- **Question**: Finalizing the plan on May 7th and 8th, is that back to the special task force? **Response**: It won’t be a group meeting, just some editing and compilation.

- A survey was distributed last week, with results from the summit. All of the ideas related to goals were incorporated into goal statements. Anything that was objectives were listed in objectives, the rest were activities.
- The current strategic plan has 48 objectives. In this list there were 49 objectives. If we eliminated the objectives that didn’t receive enough votes, we’d be down to 33 objectives.
- The survey results were shared (see attachment #3b):
  - **Goal 1: Through innovative programs and services, improve student learning and achievement.**
    - This goal language is identical to the current goal.
    - The objectives that are mandated are in blue, they’re mandated by the Institutional Effectiveness Partnership. We’ll have to report on these to the Chancellor’s Office each year. We have the data already, it comes from our scorecard.
    - The objectives “increase the college’s retention rates” and “increase the college’s persistence rates” received the fewest votes.
    - The last objective, “increase student services for online, evening and weekend students” is an accreditation recommendation.
    - **Question**: The ones that are mandated are required to be objectives? **Response**: They need to be part of our strategic plan. They’re in our goals.
    - **Comment**: Like the objective about cross-disciplinary communication, but it’s a bit hard to measure. **Response**: That’s a good point. The task force will have to decide it. It may not be quantitative. **Comment**: Learning communities may help achieve that. Faculty talking to counselors is a good example of how we can support our students better.
    - **Comment**: Retention and persistence, felt like they were embedded in some of the other goals and objectives.
    - **Question**: Are we comfortable with the results as they are for Goal 1?
    - **Comment**: The ones that are crossed out are broader - perhaps people were looking for something more specific when choosing.
    - **Comment**: It’s inherent, if we increase completion rates for degrees and certificates, we would have had to retain those students. **Comment**: Course completion rates, almost the same thing as retention.
  - **Goal 2: Provide relevant sustainable Career and Technical Education (CTE) that is responsive to student needs, supports student academic success, and prepares students to meet industry needs.**
    - This goal language is not identical to what we currently have. There were four objectives, asked to vote on top two.
    - **Comment**: The top one is about continuing to improve what we do, the bottom is exploring new things.
    - **Comment**: The word “currency” – probably need a different word in one of the objectives.
Comment: Could you say “explore developing new CTE curricula?” Comment: You’re going to do that if you’re looking at curriculum anyway.

Comment: About enrollment – we lose students to places like Chabot because of their Vocational Ed programs. What are some things we could develop? Comment: Like new programs? That would be entirely different criteria. Question: Wouldn’t that be covered in objective one? Comment: That language the way it is written is for anything CTE, existing or something that we would consider developing. Comment: Perhaps “ensure current CTE programs meet quality, relevancy?” Comment: “Explore developing”, because to say that we’re going to develop new programs is too much. The Environmental Scan didn’t tell us that there were programs that were needed. Comment: For instance, with the drought – people will have changing landscape needs. That does fit into Environmental Studies, but it’s not implicit. A program could be spun out of Environmental Studies on drought-tolerant landscape design. You could get to it by looking at current trends in climate. Comment: The Environmental Scan looks at job availability, where job growth is in the district, the state. That’s where the gaps analysis goes. What we might do is talk about continually monitoring the environment in terms of jobs needs. Comment: For me, the two are inclusive of each other. The Environmental Studies needs would come up in currency. Comment: What about water treatment programs? Perhaps we could be cutting edge, thinking of programs before the public wants them.

Comment: Maybe we can combine those two objectives, making sure to address the development of programs. Comment: Think combining them makes sense. It depends on how you read it. For instance, developing CTE curricula – that could mean only ones you have, or new programs as well. Comment: We’ll have action plans, the steps we’ll take to implement these goals and objectives.

Comment: What about the objective that was excluded – “foster, develop and promote diversity focus for CTE and internships?” Comment: It may be included in diversity. Comment: Key word for me is “internships” – maybe it could be included elsewhere? Comment: Having internships could be more of an action plan. More of something to do instead of an objective. Comment: Wouldn’t internships fit into the quality of a program? Response: It would depend on which one you were looking at.

Comment: Will combine the two highlights. Internships will go to an action plan. Diversity will be covered elsewhere.

Goal 3: Increase college and community understanding and awareness of, and sensitivity to, diverse cultures and perspectives.

- The results seem widely supported. Any objections? No.

Goal 4: Create an understanding of, and commitment to, equity across the college that ensures access and success for underrepresented and disproportionately impacted students and that promotes equitable hiring of faculty and staff.

- A few late responses to the survey, but they did not change the results.

Question: In looking at the goal, can we ensure success for a student? We can ensure access.

Comment: STEM objective is a student equity goal. It seems like it’s embedded.

Comment: “Foster among faculty an understanding of, and an ability to respond to, equity issues within the college” – seems broader, like a goal.

Comment: This is the only student equity goal that was covered. Perhaps the Student Equity plan itself could be an objective. Then all of the goals and objectives from the Student Equity plan would be in the strategic plan.

Comment: Could see combining the 2nd and last objectives into one, “foster among a diverse faculty and staff an understanding and ability of equity issues within the college.” Student’s 1st interaction might be with a staff member and not a faculty member that needs to have that awareness and understanding. If we word it to include the entire campus, it might work better.

Comment: It seems like there’s two separate parts of this goal. We should split it.
Question: Didn’t we have a problem with having an equitable hiring of faculty and staff in the Equity Plan? Comment: It was squished together. Comment: We had several tables that worked on equity and diversity, and they each had their separate conversations and then we tried to pull this together.

Comment: Results focused. This takes care of it, it’s something that we have control over.

Comment: If we have it all in one, it’s hard to meet the objectives.

Consensus to pull the goal apart into two.

- **Goal 5:** Ensure students have equitable access to courses and programs, the education needs of non-traditionally-aged students are addressed, and enrollment goals are met.
  - Looks good – we may want to go back and talk about enrollment goals, as they show up in resources as well.

- **Goal 6:** Use human, fiscal, technological, and physical resources responsibly, effectively, efficiently, and sustainably to maximize student learning and achievement, using recognized planning for future needs and spaces.
  - Question: Should this be separated out again? Faculty, professional development, technology, infrastructure – we could have four goals in this one if we wanted to.
    - Comment: Most of the objectives last time had to do with technology. It might be better to have four goals here. Comment: If we split this into different goals, then we could take one or two objectives for each one. Comment: In the Accreditation Standards, they’re just one. Last time we followed this and we ended up with a gigantic goal.
    - Comment: It might be better to pull these out. Comment: Different people would be in charge of these, then. It does make sense to divide them.
  - Question: Is the “recognized planning process” PIos, etc.? Response: Yes, it’s our structured planning process. Comment: Maybe it could be moved to the beginning.
  - Question: We have a mandate to increase FTES? Response: The mandate is to have a goal about managing FTES, we put “increase FTES.”
  - Comment: The top-voted objectives are worthy objectives. Those are things that people have said are needed, and the votes reflect that too.
  - Comment: Have trouble crossing off non-apportionment revenue.
  - Question: What about the others that are crossed out, like technology training?
    - Comment: Perhaps it fits into the first one about technology infrastructure, maybe add training into that.
  - Comment: If you split up the goal, some of the crossed-out objectives could end up coming back. Some are H/R related.

- **Goal 7:** Strengthen institutional effectiveness through the engagement of all members of the college community in innovation, participation, communication, improvement, compliance, and continual assessment.
  - The only objective that fell out was “Plan, develop, and improve our infrastructure for research and assessment.”
  - Question: How are we going to assess all of those things? Response: We would create an action plan for each objective – who is going to do it, when, what resources, and how we get there. Even the objective language will reflect this – the task force will add this information.
  - Question: “Strengthen relationships” – how will we measure that? It’s very important. A couple of these things are really tough to assess. Comment: That one starts to get at some of the things that came out of the surveys. Just because it’s not quantifiable, we still need to figure out how to do it.

The goals and objectives will be brought back to College Council on May 11th. The PowerPoint presentation will be sent out, and if you have any feedback, please send it to either of the co-chairs.

4. Technology Committee Update

- Presentation by Debi Lemon, Technology Committee Chair.
**Goal and objective identified at the April 10\textsuperscript{th} campus-wide planning summit (see attachment).**

**Key assessable objectives, worked on for the last two years:**

*Track and identify resources*

- An inventory of computers from I.T. showed that 260 of 1,350 computers on campus are at least 5 years old.
- $75,000 available for replacement of employee computers.
- Tracking systems are in the portable classrooms, to see the usage of technology in those classrooms. This helps assess technology needs.
- Tracking laptop usage. More and more students have their own devices.
- Looking into replacing laptops with tablets – replacement costs are lower.
- Printer and scanner use by students – needs to be updated. Possibility of contracting this out.
- Charging stations – a lot of students are interested (informal poll). Two potential charging station locations have been identified at the Newark campus.
- Working on a database of campus site licenses so that there is more transparency. This also avoids duplication.
- List of Ohlone employees with expertise in specific programs. Allows for in-house training instead of external trainers.

*Robust faculty and staff training program*

- Three day “boot camp” for basic skills with small groups of Ohlone employees
- Intensive training during finals week instead of flex week
- Adjunct classroom training – mentors for adjunct faculty to ensure that equipment is being used properly.

**Comment:** Need for a planning discussion. One of the Accreditation recommendations is that our planning be integrated. For all of our committees, we need to figure out a way that we’re all working on the same objectives. You’ve done a lot more detailed work.

**Comment:** Very impressive.

5. Gender Neutral Bathroom

- Speakers – Brenda Ahntholz, Nick Chivers, and Sam Campbell.
- Brought this proposal to ASOC, hoping to encourage a campus-wide dialogue. There was a student request via social media for a gender neutral bathroom on campus.
- Under California law, a gender neutral bathroom has to have a single stall that is ADA compliant. Asking for one on each campus.
- There is a lot of confusion about gender identity, hoping to raise awareness.
- The proposed gender neutral bathroom would promote an inclusive environment on the campus.
- Creating a safe space for people who don’t have a safe space elsewhere.
- Gender identity is a budding civil rights movement and it comes with confusion and biases. Ohlone College has an opportunity to be front runners in this movement.
- **Comment:** We had this discussion in the planning of the academic core building. There will a gender neutral bathroom in the science building. Also, there is a family bathroom at the Newark campus – it’s been locked but will be unlocked.
- ASOC suggested a fact sheet for who can use a gender neutral bathroom. Anyone can use it. Examples include caretakers and patients, parents taking children to the restroom.
- **Comment:** It’s a matter of logistics and timing. Thank you for bringing it to our attention.

6. Summer Projects

- Starting Friday, May 1\textsuperscript{st} – Pine Street will be one lane along Aquatic Way. Sundt will be monitoring traffic.
- The day after the board meeting (May 14\textsuperscript{th}), Lot “P” will be temporarily shut down. It will reopen when the parking structure opens.
- In Building 6 there will be re-painting and re-carpeting of rooms.
The Smith Center will have a roofing project, restroom refresh, and new carpeting.

Construction on the athletic fields begins on June 1st.

All of the occupants of Building 7 will be moved to Hyman Hall for the summer. People will move back in time for the fall semester. Buildings will continue to be accessible during the summer in case files or items are needed.

**Question:** What about Building 6, will it be accessible during the summer? **Response:** Darline and her team will move into one of the portables during the summer.

**Question:** What about faculty that need to access their offices? **Response:** All of the buildings that are not part of the academic core are accessible, there will be noise, dust, and paint smells.

**Question:** If we wanted to work in our office, it’s okay if we’re willing to deal with the noise? **Response:** We’re trying to discourage working in Building 7. Our understanding was that Building 7 tenants decided as a whole to move out during the summer. **Comment:** I’ve heard that it’s tough to find places to move for the summer. Finding available phone jacks and data ports for everyone is difficult. **Response:** A plan should be coming out by next week.

### 7. Guest Parking Permit Issuance

- Chief John Worley attended the meeting to speak on this topic.
- Some departments were issuing their own permits, no centralization for this process. Decision made to put a system in place to find out where our revenue issues were and what our parking needs are.
- 374 guest parking permits have been issued by campus police since the system went into place. 114 have been issued in the last week.
- At last week’s DDAS meeting, issues came up and a potential change was recommended. Permits requests can be made by the deans, directly to campus police.
- Looking into an online process.
- **Question:** Is there a way to order bulk permits? Can our dean order 200? **Response:** That’s something we can look at in the online process. If it’s going to be 50 or more permits for a specific event, we may need to evaluate waiving parking permits for that event. We need to have parameters in place. Another thing is that we’ll be collecting this data and look at it to assess future needs.
- **Comment:** This helps us plan and think about things – multiple events at the same time mean that there might be impacts to parking.
- Many permits are for multiple days. This impacts parking revenue and may not be in line with the college’s mission.
- **Question:** Is there going to be an update on the process sent out to everyone? We might want to do that.

### 8. Proposed College Council Meeting Schedule: Summer/Fall

- Dates will be sent out to College Council for review, and will be voted on at the May 11th meeting.
- Think about retreat dates – does the group prefer Monday or Wednesday of flex week?
- **Question:** When is the golf tournament? **Response:** September 21st. It does not impact this schedule.

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

- **Comment:** The elevator outside Building 9 has been out of service and has been for a few days. It’s the only one with access to the upper campus. There’s no signage for what to do, who to call for transportation. **Comment:** It’s supposed to be done by Thursday. There’s a part needed and it’s an older elevator.

**ADJOURNED:** 4:32 p.m.

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