

**Glendale Community College
Master Planning Committee (Team A)**

December 7, 2012

2:30 p.m.

SC 212BC

Present: Tina Andersen-Wahlberg, Roger Bowerman, Keith Conover, Mike Dulay, Kathleen Flynn, Jon Gold, Kathy Holmes, Henan Joof (proxy for Austin Kemie), Ed Karpp, Deborah Kinley, James Krusling, Alice Mecom, Mary Mirch, Elmira Nazaryan, Rick Perez, Jewel Price, Alfred Ramirez, Toni Reyes, Michael Ritterbrown, Isabelle Saber, Paul Schlossman, Rory Schlueter, Mike Scott, Jeanette Stirdivant, Monette Tiernan, Donna Voogt, Jan Young

Absent: Saodat Aziskhanova, Kathy Bakhit, Sarkis Ghazarian, Lourdes Girardi, Peter Green, Rick Guglielmino, Pat Hurley, Emelyn Judge, Arman Marukyan, Michelle Mora, Ron Nakasone, Sang Nam, Jim Riggs, Scott Rubke, Jan Swinton, Paul Vera

Guests: Jean Lecuyer, Andra Verstraete, Yvette Ybarra

CALL TO ORDER

Ed Karpp called the meeting to order at 2:40 p.m.

APPROVAL OF MINUTES

1. Minutes of November 16, 2012

- **MSC (Flynn/Dulay)** to accept the minutes of the November 16, 2012 meeting

OLD BUSINESS

2. Annual Planning Theme

i. What Does Community Mean as a Theme?

The committee discussed the idea of a central planning theme. At the November Team A meeting, the group had settled on ideas that could be summarized as “community.” Two important parts of community are caring and communication, the importance of everyone being kept in the loop about decisions being made.

Other important connotations of community are reciprocity and expectations of how community members behave, including repercussions of not meeting expectations.

The committee also discussed the college’s purpose, which was defined as being here to serve our students. There was some discussion about whether this was lip service, that we say we are here to serve students but actually our behavior indicates otherwise.

There was some concern about community being perceived differently by internal and external constituencies, particularly with regard to the Lifelong Learning and Parent Education programs, both of which serve the community but which have seen major cuts in course offerings.

Additionally, we need to include students, whom the college has alienated through class cuts, PeopleSoft failures, power outages, etc. There was discussion about defining our students better because how we define our students is not as clear as it might appear.

Community should mean that we're all in this together, that we do less finger pointing and we pull together.

The idea that a community is an ecosystem was also discussed. Different people serve different functions within the ecosystem and all are necessary for the community to function.

We need to value everyone's contribution and recognize the good things that employees do. Some committee members felt that it is the responsibility of the college leadership to explicitly recognize employees, while others thought that it is everyone's duty to recognize employee contributions.

It was also pointed out that the distinction between serving students and doing what is good for employees is a false dichotomy and that what is good for employees is not necessarily bad for students.

In developing the idea of community as a central theme, the committee identified the following important components of community:

- Communication (the need for more communication)
- Reciprocity and expectations (including consequences for not meeting expectations)
- Our purpose is serving students
- Valuing contributions

ii. Strategies to Communicate Theme and Incorporate Theme into Daily Activities

The committee discussed strategies for building a sense of community. Rebuilding a sense of community will be in the draft job description for the Superintendent/President, to be discussed by the Board of Trustees at its Monday, December 10 meeting.

In everyday interactions, change agents or role models, such as members of Team A, can model the behavior we want to see that fosters community. The committee generally felt that scheduled events are not that effective in building community because you can't force people to like each other or force community on people.

In the past, a sense of community was built through lunches at the faculty dining room, division lunches, and division retreats; some of these are more difficult to support now because the college is much bigger.

Another issue with building community is that adjunct faculty members are the biggest employee group at the college, but adjunct faculty members might not feel they are part of the community. More should be done to develop community and include adjunct instructors. More adjunct faculty members could serve on committees to help integrate them more into the community.

Community could be fostered through more public recognition of employees, including recognition for presenting at conferences.

When the college looks for consultants, it would be beneficial to ask for internal people with relevant expertise. We should develop our own current employees and make opportunities available, including for adjunct faculty members.

We need leadership with vision. We are not effective if we don't know where we are going.

In discussing strategies for building community, the committee identified the following as potentially effective:

- Everyday activities, including committee meetings, rather than scheduled events
- Welcoming and supporting adjunct faculty members in the community
- Public recognition of employees
- Internal development opportunities
- Vision of where we're going

ADJOURNMENT

The meeting was adjourned at 4:05 p.m.

Submitted by Ed Karpp