

**EXPANDED PRESIDENTS' COUNCIL – September 15, 2009  
CC 127 in Bill Brod Community Center • 8:30 a.m. – Noon**

Member	Attendance	Member	Attendance	Member	Attendance	Member	Attendance
Joanne Truesdell (President)	<b>X</b>	Chris Robuck (Chair of College Council)	<b>X</b>	Expanded PC Members:		Steffen Moller	<b>X</b>
Eric Lewis (FTF Pres)	<b>X</b>	Elizabeth Lundy (VP of Instructional Services)	<b>X</b>	Cyndi Andrews	<b>X</b>	Theresa Tuffli	<b>X</b>
Bob DelGatto (FTF Elect)	<b>X</b>	Shelly Parini (Dean of College Advancement)	<b>X</b>	Joe Austin	<b>X</b>	Bill Waters	<b>X</b>
Rosemary Teetor (PTF Pres)	<b>X</b>	Courtney Wilton (VP of College Services)	<b>X</b>	Diane Drebin	<b>X</b>	Bill Zuelke	<b>X</b>
Kelly White (Clsfd Pres)	<b>X</b>	Jan Godfrey (Dean of HR)	<b>X</b>	Scott Giltz	<b>X</b>		
Alyssa Fava (ASG Pres)	<b>X</b>	Janet Paulson (PIO)	<b>X</b>	Bill Leach	Excused		
Bill Briare (Exempt Pres)	<b>X</b>			Maureen Mitchell	<b>X</b>	Debbie Jenkins, Recorder	<b>X</b>

**KEY POINTS / NEXT STEPS (Action)**

President Truesdell started the meeting by playing a radio ad featuring Alyssa Fava as the first of six “ad” testimonials featuring current CCC students. We partnered with ASG to create our first “student experience” based ad for fall. Listen to Z100 or 99.5 the Wolf in the afternoon to hear our 2009/10 CCC radio ad campaign.

Where we are and what is next?

- We will move forward on the Governance and Communication work and look at the proposed IAs and indicators from that point of view.
- Last week the budget advisory group met and viewed the proposed IAs and indicators from a fiscal health plan point of view.
- Yesterday the Strategic Enrollment Management group met and reviewed the proposed IAs and indicators from an enrollment health and student perspective.
- Today Expanded Presidents’ Council will be look at the proposed IAs and indicators through a governance health and communication lens.
- Next week, at the Vice Presidents meeting the department chairs and others will be looking at these through an instructional and college operational viewpoint.
- Elizabeth Lundy reminded everyone of our current Strategic Priorities related to decision making that we are responding to.

What is the end statement - the ideal state we want to have around governance and communication?

- We have looked at proposed indicators and tasks.
- Shelly Parini, Alyssa Fava, Steffen Moller and Theresa Tuffli brought together all the suggestions that came from all groups at our last two EPC meetings and drafted a consolidated statement about shared governance and communication.
- The Ideal Statement needs to be strong enough to guide us, drive us forward, and let us know if we are off track, but it is not the only way we define the way we communicate and govern here at CCC. These are further explained in other things that work in tandem to define what we mean and how we operate. What we say in these words does not nearly say as much about this as what we do, how we are organized, and how we operate.
- The Visions to Reality document pages on Decision Making make powerful statements about how we operate.
- An excerpt from the book Deliberate Success (handed out to the members) also makes a very public statement about how CCC governs and communicates.

- Other illustrations of what we mean are found in the statements of what our committees are and what they are charged with, our organizational chart, our association agreements, etc.

### **Shared Governance & Communication**

***IDEAL STATE: Each CCC staff member will effectively communicate the college's values, goals and activities and appropriately involve colleagues and students to solve problems, make decisions and resolve conflicts. Individual staff and students will participate in the decision-making process as an integral member of the college community.***

The groups took a critical look at the above statement from the subgroup to provide feedback.

### **Comments:**

- The use of the word “will” makes the statement seem like a requirement to comply and implies consequences if you do not comply. We want to stress the sentiment of an opportunity to participate. The second paragraph quoted from Deliberate Success: Everything we want to say is there.
- There is power in the word “will”. It communicates a sense that there is an expectation and responsibility (more than just opportunity) for staff members to be engaged in the process of shared governance; “will” communicates the obligation side vs. the opportunity side.
- 1996 Accreditation report where there was a commendation for everyone being involved and living the values; each CCC staff member will live the college values and effectively communicate its goals and activities appropriately etc.” Perhaps we should list the expectation that way. The order of the “solve problems” and “make decisions” should be changed placing “decisions” before “solve problems”. Re-write suggested: *“Each CCC staff member will live the college’s values and effectively communicate its goals and activities and appropriately involve colleagues and students as integral members of the college community. Individual staff and students will participate in the decision making process, solve problems and resolve conflicts.”*
- In regard to rights and responsibilities: say the staff *“will be encouraged to live the creed”*. Two parts to consider is to first set up a system where people are included in the decision making process and secondly to set up a cultural expectation where people are encouraged to take part in that decision-making process.
- As a part of shared governance that is what Expanded Presidents’ Council does. It needs to ensure, as we look at the institution, that we have a review process and a guidance process that says, (to the president and administrators and Board), this is a better way of communicating. And how do we get people to take responsibility for themselves and actually access information that we as Expanded Presidents Council offered to them. We must determine the difference between mandates vs. encouragement. There is an expectation that people take advantage of it; as we look at the imperative, we all need to be involved as we leave the legacy of Clackamas Community College. We need everyone to want to care; how do we encourage that.
- This is a desired end result, not a phrase that provides a penalty. As an institution, this is what we want people to embrace. I like the “will” – we will live those values and we will communicate.
- It is meant to be the “ideal” statement that everyone “will”. Reality is that everyone “won’t” but we must strive for goal of all staff “will”.
- When I hear about the past, the “Keyser era”, people say that there was more overall involvement. Is it generational?
- We should not try to recreate worlds from the past and move forward with what we learned from times past and add it to what we need for the future. Our end statement about our shared and self governance needs to be something that guides us to where we want to be. Taking into consideration our size, the complexities we deal with in higher education, all the accountability measures etc., what do we mean by involvement right now? How do we know what is a good level?
- Some staff are feeling disenfranchised; we need to create a system that makes staff feel welcomed. It is not just an institutional responsibility but an individual responsibility to be involved, and not just at the bare minimum level.
- As the college continues to grow and become more decentralized communications become more difficult.
- Participation and view points of staff and students are very different. We need to word the statement in a way that is inclusive of students

and allows them to be represented but doesn't put any kind of a requirement or compunction to be a part of the decision-making process.

- Staff participation as an expectation of employment is crossing the line. We need to allow people the choice to be involved or not involved; some may prefer to just get their job done and go home at the end of the day.
- Staff must be engaged in the development of the college. Staff should be obligated to participate in resolving conflicts, making decisions, and being involved in the process and committees etc. All need to be stakeholders in the process.
- We need to define "participation/involvement".
- That is defined at the level of committee responsibilities and job descriptions. This statement is what we want to say conceptually. As CCC leaders we have the responsibility to help guide everyone in communicating through our decision-making grid, who is on committees, etc.
- The word "*Encourage*" sets up a positive culture.
- Do we have a way to measure involvement? If this is core to us do we start telling people at their first encounter with CCC, at the application for employment level – at Human Resources (website, application form, job descriptions etc.); Beware of expecting active involvement when describing the expectation using passive voice.
- There is less involvement now; how do we communicate the need and responsibility for others to get involved without making it sound like a requirement (more of a need).
- Involvement is a sign of a healthy institution. It isn't that we need to do what we did in the past, but we need to do what makes sense for us to do to have a healthy institution now.
- Decision making or communication process: Do we have enough of the mechanism and vehicle to get information out to all concerned? How do we ensure that communications are delivered in a fashion that trickles down and/or out to all those who want the information. Staff need the opportunity to share concerns or needs sooner - closer to the beginning/starting point of decision making in process.
- As part of the responsibility of EPC around shared governance and communication, how can we create an awareness of communication glitches and understand how feedback works; how and where do we get people involved and under what circumstances? How does our feedback loop begin? Once a feedback mechanism is in place we can ensure it will get done. We need to be people oriented and process focused and determine needed improvements. How do we monitor global communications and create a feedback mechanism?
- We need to look at the decision-making tree: We need to determine as an ideal process, where/when/how decisions are made to create a better flow of information to staff, especially if we are going fast and furious. We are not about locking people out of the discussion.
- As we go through process we will look at the "How's"; how information is made to flow efficiently via IA's, through EPC looking at processes and strengthening them, and determining where they need to be enhanced or changed.

### **INSTITUTIONAL ACTIVITY – PROPOSED FOCUS AREAS for Governance and Communication**

All of the targeted tasks and suggested activities from the last two meetings clustered under 4 main areas.

- I. Clarify the decision-making process
- II. Align Strategic Planning and Budgeting Processes
- III. Strengthen Communication networks

### **PROPOSED INDICATORS for Governance and Communication:**

These came out of the notes from the last meeting. We still have plenty of time to design how to measure these and what the targets will be. The numbers are just ideas, not set.

- A. At least 80% of staff agree or strongly agree that they understand how to get involved.
- B. At least 80% of staff know about and can explain decisions that are significant to them.
- C. 95% (at least) of staff are involved in decision making and accomplishing institutional activities.
- D. (ASG to set targets here) Students have the opportunity to provide input on, know about, and can explain decisions that are significant to them.

Questions for the group to discuss:

While we still need to determine what must we do to make them happen, do we think that these are the right three focus areas to move us toward our ideal state?

Are the proposed indicators measuring the right things; should we be measuring these and will what we are measuring make a difference?

### **Comments on shared governance and communication focus areas and indicators:**

- Yes, these are the right three focus areas. There is nothing in the indicators that measure focus area number two: We need to be strategic with our resources. Are our budgeting processes furthering our strategic plan – strategic budgeting?
- Add another indicator that measures that we are strategic with resources – strategic budgeting (it may be a recognition on the part of the budget originators that they recognize the strategic planning process in the budget process.)
- We need to add timelines to implement the alignment; alignment affects different parts of the college differently; a service area must know its needs way in advance to secure funding when an instructional area might do the same thing but on a more compressed time schedule.
- Yes, these are the right focus areas but we need to take into consideration that the decision making process needs will not be addressed with a “one size fits all model”; different levels of collaboration need to take place; lets’ not box ourselves into too tight of a box on decision making; process is ongoing when determining this process. As things change, we need to vet our processes on an ongoing basis.
- A success indicator would be a commendation from accreditation. Right now we have a recommendation we are still working on the 4 focus areas relating around aligning our strategic planning and budget process.
- After a decision is made there are sometimes unintended consequences that occur; we need an opportunity to re-evaluate those decisions.
- The three focus areas are the right ones, but we hope these activities/focus areas will be matched with staff commitment and choice to be engaged and informed of process. The suggestion was made to add a fourth focus area: IV Staff commitment to be engaged and informed.
- We like the indicators and look forward to all of us engaging in defining and measuring the indicators.
- It is very important that the college foster the environment to where staff feel their voice is important and effective in order to get the commitment and choice to be engaged.
- The added indicator (IV) is a by-product of the other three.

### **PROPOSED INSTITUTIONAL ACTIVITIES for 2009-2010**

The Proposed Institutional Activities for 2009-2010 were reviewed to evaluate their relationships with shared governance and communication focus areas and indicators.

1. Understand the Clackamas Experience and make sure processes are user-friendly and user satisfaction levels are high.
2. Redevelop the CCC Web Site to be interesting, inviting and easy to use for external constituents AND to provide internal constituents with stronger communication and easy access to information.
3. Analyze the way we schedule, deliver, and assess instruction to provide maximum access and success, and to improve student experience, college processes, and community perception.
4. Improve the way we utilize Datatel systems to enable CCC staff to access information connecting student and instructional components with human resource, budget and expenditure components.
5. Align and implement coordinated strategic planning and budgeting processes through clarifying decision-making processes, strengthening communication networks, and implementing a knowledge network model.
6. Continue our work on creating a capital plan that incorporates redevelopment and new development to support sustainability and future educational needs.

Proposed Indicators (We've added the ones we came up with for Governance and Communication earlier in this discussion).

- a) 12% increase in reimbursable FTE
- b) \$250,000 savings through process reviews and implementing revisions
- c) \$1.5m in new revenues
- d) 65% voter approval rating for capital plan
- e) Climate survey rating show a 25% improvement on ease of access to information and ability to influence college-wide decisions.
- f) At least 80% of staff agree or strongly agree that they understand how to get involved.
- g) At least 80% of staff know about and can explain decisions that are significant to them.
- h) 95% (at least) of staff are involved in decision making and accomplishing institutional activities
- i) (ASG to set targets here) Students have the opportunity to provide input on, know about, and can explain decisions that are significant to them.
- j) A measure that we are strategic with resources – strategic budgeting (it may be a recognition on the part of the budget originators that they recognize the strategic planning process in the budget process.)
- k) Change accreditation Recommendation to Commendation

QUESTIONS asked of EPC members:

- A) Which Gov & Com focus areas (I – IV) “connect” with this IA?
- B) Which indicators (a – k) would be positively influenced by this IA
- C) Would you recommend any changes to this IA?
- D) Would you recommend any changes to the indicators?

[Note, some of the IAs have responses below from more than one group.]

#### Proposed IA 1

- A. Is a stretch to connect it with any of the focus areas. Possibly II and III. Doesn't connect well with IV.
- B. a, d, e, and possibly b.
- C. This is too broad and needs to be more specifically focused on students. We made need a separate one for staff.

- D. Change the indicators to specifically include a student survey. What about including CCSSE? e) talks about the climate survey; we could include the student survey here.

#### Proposed IA 2

- A. Touches many focus areas and indicators in many different ways; Strengthens the communication network (III), and Clarifies decision-making processes (I).
- B.
- C.
- D.

#### Proposed IA 3

- A. Connects to all focus areas and proposed indicators in a small and/or large way. IA3 is the home run for our focus areas. Touches all of the focus areas. Students may have different involvement and support here at CCC than other places.
- B. It connects to all of the proposed indicators. When seeking to improving something by 80% - as people increase their knowledge of a level of communication you are improving that percentage. Touches indicators a), c), d), and i).
- C. Change the word "Analyze" to "Design" (design the way we schedule/deliver etc.) The opening wording needs to be refined. Instead of "Analyze" use "Analyze and Refine" the way we schedule, etc.
- D. No changes to the indicators.

#### Proposed IA 4

- A. Yes focus areas I, II, III. Focus areas II and III.
- B. Connects with indicators e) and i). Connects with indicators b and e, and possibly f, g, h.
- C. We need to clarify what we mean by 'involvement'. We suggest rewording to say "Improve the way we understand and utilize." When we refer to data, is it referring only to Datatel or are there other things we should look at? Make this more clear by indicating "all the components of Datatel", it is a bit confusing as it is.
- D. We need an indicator that measures whether we have a better understanding and use Datatel better than we have in the past.

#### Proposed IA 5

- A. All the focus areas connect but IV is a result of the other three and should be deleted.
- B. Positively impacts a, b, c, and d. May be affected by e, f, g, h, I, if meaning of involvement in the indicators is clarified/means to measure is developed. Also I, j, and k.
- C. We need to define the knowledge network.
- D. For all of our indicators we need to clarify and explain what we mean by involvement as we move forward to measure them. Then be sure the percentages are realistic when we finalize the goals for the indicators. We need to make the numbers more realistic in f, g, and h.

#### Proposed IA 6

- A. Some are tangentially addressed, but focus areas I - III are aligned. Remove IV. Connects most with focus area II.
- B. a, b, c, d, e, f, g (tangentially), not h, i is huge, j. Indicators a and c are positively influenced by this.
- C. Change wording to "Continue our work on creating a capital plan that incorporates redevelopment and new development to support sustainability, economic stability, and future educational needs.
- D. No mention has been made on external community in any IAs or discussions; we need to state the x% of the community agrees/strongly agrees

on pre-capital plan survey. Identify appropriate targets and involve the community more. There is no current indicator to evaluate this IA.

Other:

- We need to keep in mind our students' success around scheduling and our connection and tie to public transportation.

Maintaining current review of Board policies and Administrative regulations:

Following review of the administrative regulation and board policy creation process, we now must determine how Presidents' Council is to maintain current review (what is due for an update) of those policies and regulations.

**NEXT STEPS: How Policy and Administrative Regulations are Made**

***Email to be reviewed by EPC members:***

Three documents will be sent (from Debbie Jenkins).

1. How Administrative Regulations Are Made – currently under review
2. How Idea Becomes Board Policy – reviewed and approved
  - If there is a lack of clarity in item #1 or #2, give feedback by September 29<sup>th</sup>; otherwise, we will use them in our decision making process on policy and administrative regulations; in 6 months we will take another look at this process and see if it has worked for us.

**NEXT STEPS: Schedule for 09-10 (EPC, PC & BAG)**

1. President Truesdell will poll EPC and BAG members regarding proposed meeting times and dates for EPC, PC and BAG meetings (suggesting BAG meetings take place on the 4<sup>th</sup> Tuesday of each month in place of PC).

***To be discussed between VPs and Deans:***

A tracking sheet will be sent to VPs by Debbie Jenkins containing the current list of divisions/departments and sponsors of every Board Policy and Administrative Regulation.

- VPs will update the form by determining the correct responsibility/sponsors for each regulation and policy and deliver updates to Debbie.

***To be discussed between the President and EPC members:***

President Truesdell will send a proposed work plan via email as soon as it is finalized.

Principles and Processes of Thawing the Freeze:

President Truesdell explained that last week the Budget Advisory Group (BAG) made its first review of the process involved in thawing the current hiring freeze. Due to the desire of the BAG committee to expedite this process, President Truesdell and Elizabeth Lundy pulled together a list of the general themes and suggestions. The goal is to develop principles and processes to manage the institutional need for effective staffing levels.

Expanded Presidents' Council (EPC) members were asked to review the handout that included the themes and comments from the BAG committee addressing the information/criteria needed as we develop principles and processes for managing staffing decisions. EPC members were asked to:

- Add anything that was thought to be missing
- Note which items they agreed or did not agree with
- Add information or criteria they consider important to this process
- Keep in mind good stewardship and governance of the following themes under review:
  - What information/criteria should be considered in determining whether to open a position?
  - Special Conditions due to recent layoffs and position freezes
  - Expedited process options
  - Grants or soft money vs. General Fund
  - Requirements
  - Data/information to consider
  - Being Strategic
  - Processes

As EPC members reviewed feedback they were reminded that we need to consider and keep in mind things that honor contracts, governance, leadership, good management, and good stewardship. We hold the college in trust for the citizens of Clackamas County.

Suggestions from EPC members today, to add to the BAG committee list of items to consider in *Thawing the Freeze*:

- 1) Expedited Process
  - a. No added items
- 2) Grants or soft money vs. general fund
  - a. Do positions built into grants need to be pre-approved by P.C.?
- 3) Requirements
  - a. While abiding by the contracts, we need to keep an eye on the part time/full time ratio
  - b. Ability to get the work done
  - c. Full time faculty to part time faculty ratio
- 4) Data/Information to consider
  - a. To add positions: ROI
  - b. To fill existing, budgeted positions!
  - c. Priority order of issues; state/federal rules; contract-recall list not removing position from unit; ROI-workload issues and FTE generation vs. cost
- 5) Being strategic
  - a. Potential budget cuts should be dealt with on a college-wide basis. It is short-sighted and dysfunctional to make cuts by not filling positions in the order they happen to be vacated.
- 6) Process
  - a. No added items
- 7) Other
  - a. No added items

It was suggested that a category *Should we thaw the freeze?* be added.

Presidents' Council is the final body to review this process prior to taking action on hiring or opening a vacancy. We are striving to create a general foundation/structure for which positions can be brought forward and filled.

**NEXT STEPS:**

- Once this information is reviewed and decisions on criteria made, it will return to Presidents' Council to determine whether or not this makes sense and if we can move forward.

In two weeks: There are still other lenses to be reviewed (in addition to the fiscal, Vice Presidents, Department Chairs, and EPC lenses) from the Association Presidents and Vice Presidents that impact labor/contractual roles.

We know we have open positions and recognize the work we have to get done. This is the tension between process and timeline.

**H1-N1 Communication Plan Update:**

Courtney Wilton gave an update on H1N1 flu preparation activities:

- Requesting feedback from EPC today
- Constantly evolving with updates on inoculations and best practices plus updates from the county health department
- CCC Staff attending training scheduled next week geared toward higher education: Bill Leach, George Sims, Janet Paulson, and Mindy Brown.
- Contacted health providers and requested inoculations be given on campus to students and staff: The answer was "No". We will continue researching other avenues on this topic.
- Communications for this week: Janet Paulson has a number of examples used by other colleges that we can adapt for our use.



- We are looking at best practices by other colleges and what the federal government suggests we should do.
  - Isolation mode is the preferred avenue for those contracting the flu; encourage staff and student with symptoms to stay home; 3-4 days is the normal course for flu symptoms/absences; we may see more cases than seen in the past – we can not know for sure.
  - Closure of the institution is not being recommended
- Signs, sanitary wipes, hand wash stations with anti-microbial hand washing solutions, ASG health and wellness campaign and all staff updates on good hand cleaning processes are planned to take place.
- Administrators at CCC need to be proactive in our planning for faculty and staff absences. We must plan ahead.
- The emergency response group has been working on this over the summer – plans for communication:
  - An all staff email will go out next week
  - Information will be posted on the staff and student portal on an ongoing basis.
- Planning and research is ongoing on ways for faculty members to continue the learning process with students when faculty become ill. This will also be discussed during Inservice.
- Staff are requesting more wall mounted hand cleansing stations, that have a pump that dispenses an anti-microbial solution/agent, be mounted on walls around all CCC campuses. Soaps in CCC restrooms do not contain an anti-microbial agent.

**NEXT STEPS:**

- Courtney Wilton will conduct research on soaps available that contain an anti-microbial agent.
- Questions or information staff have to share regarding urgent/short-timeline emergency communications: Contact Janet Paulson, ext. 2307

**Connect Ed Update:**

Joe Austin gave an update on Connect Ed:

- Last year the Campus Safety committee research a variety of ways to implement emergency communication systems.
- The original company “ConnectEd” has changed its name to “Blackboard Connect”
- CCC signed on to a contract with Blackboard Connect” along with OSU, Southwest, Clatsop, Central Oregon and a variety of community colleges across the state.
- May 2009 a proposal was brought to PC to break this process up into phases; Phase 1, communication process in place for faculty and staff; and phase 2, communication process in place for students. Phase 1 has been implemented.
- All faculty and staff data required for the communication process is updated on a nightly basis
- Management can track how Blackboard Connect contacts people (voice, text and/or email) or who was not contacted following release of an emergency communication notification.
- Blackboard can verify when emails are sent but cannot very receipt of emails.
- Three groups will be authorized to send emergency messages: Executive Council, Emergency Response Team, and CCC Campus Services Managers regarding weather conditions. These staff members will determine if and/or when a message is to be sent, content of the message and establish process.
- Phase 2: Student participation in this emergency notification system is an “opt in” option; it is not mandatory; the college purchased 3500 slots; we have approximately 2200 slots left over after inserting CCC staff information; and Thanksgiving Day is the deadline for implementation.

**NEXT STEPS:**

- Notification to staff will take place at the Vice Presidents meeting next week and further information on the portal and FYI outlining the emergency communication process plus the upcoming test message to be sent prior to Thanksgiving.
- A test message is to be sent using all methods of contact available (phone and email) and follow-up is to take place with those who may not have received the message (determine whether or not non-receipt was due to opting out).
- Capital Planning/Security: Place other methodologies to expand emergency notification (i.e. in classrooms) on the list.

President Truesdell encouraged everyone to volunteer to spend time in the information booths the first week of the term.

Elizabeth Lundy alerted everyone that a packet will be arriving soon:

- We have been asked to be a vehicle for distributing questions from the Northwest Commission on Colleges and Universities about the new accreditation standards.
- They have asked that we make the draft of the accreditation standards available to our Board, students, and faculty for feedback.
- These are to be submitted directly back to the commission.

**UPCOMING MEETING DATES in 2009-10:** ~~9/22~~ (no meeting/In-Service), 9/29, 10/6, 10/13, 10/20 (expanded), 10/27, 11/3, 11/10, 11/17 (expanded), 11/24, 12/1, 12/8, 12/15 (expanded), ~~12/22~~ (no meeting), ~~12/29~~ (no meeting), 1/5, 1/12, 1/19 (expanded), 1/26, 2/2, 2/9, 2/16 (expanded), 2/23, 3/2, 3/9, 3/16 (expanded), ~~3/23~~ (no meeting), 3/30, 4/6, 4/13, 4/20 (expanded), 4/27, 5/4, 5/11, 5/18 (expanded), 5/25, 6/1, 6/8, and 6/15 (expanded).

**NUMBER OF HANDOUTS TO BRING:** Presidents' Council – 20 copies; Expanded Presidents' Council – 30 copies

**PRESIDENTS' COUNCIL MEMBERS:** Joanne Truesdell (President), Eric Lewis (FTF Pres), Rosemary Teetor (PTF Pres), Kelly White (Clisfd Pres), Alyssa Fava (ASG Pres), Chris Robuck (Chair of College Council), Elizabeth Lundy (VP of Instructional Services), Shelly Parini (Dean of College Advancement), Courtney Wilton (VP of College Services), Jan Godfrey (Dean of HR), Bill Briare (Exempt Pres), Janet Paulson (Public Information Officer), and Debbie Jenkins,

**EXPANDED COUNCIL MEMBERS:** PC Members plus Bill Waters, Cyndi Andrews, Joe Austin, Diane Drebin, Scott Giltz, Bill Leach, Karen Martini, Maureen Mitchell, Steffen Moller, Theresa Tuffli, and Bill Zuelke.