

**COLLEGE PLANNING COMMITTEE**

**MINUTES**

**September 29, 2006**

**West Campus, 6-202**

**Committee Members Present:** Joe Battista, Tom Byrnes, Julie Corderman, Suzette Dohany, Fitzroy Farquharson, Geraldine Gallagher, Jared Graber, Marisa Guilfoyle, Keith Houck, Susan Kelley, Sue Maffei, Michele McArdle, John Niss, Larry Slocum, Kaye Walter, Rose Watson, Bill White, Renessa Williams, Silvia Zapico

**Committee Members Absent:** Amy Bosley, Thomas Greene, Kenneth Moses, Bill Mallowney, Ruth Prather, Joyce Romano, Sandy Shugart, Stan Stone, Linda Swaine, Chanda Torres, Falecia Williams

**Committee Staff Present:** Rita Moore

**Guests Present:** Myrna Villanueva

**I. Welcome and Introductions**

Susan Kelley convened the meeting, noting that she would be serving as facilitator, and the Committee members introduced themselves.

**II. The “Plan for Planning”**

Susan Kelley presented an overview of the “Plan for Planning” developed by the College Planning Council, including the planning principles, work products, decisions to be impacted by the plan, the timeline, and the planning organizational chart. Jared Graber shared that SACS has moved our accreditation visit from 2012 to 2014. The year will be adjusted in the Plan for Planning.

**III. The Planning Committee’s Charge**

The charge for the Planning Committee was reviewed and discussed.

#### **IV. Integrated Planning**

The intended relationship of the 2008-13 Strategic Plan to the “family of plans” at Valencia was reviewed, including plans for facilities, finance, resource development, enrollment, marketing, campus growth and locations, and technology.

The Organizational Elements Model (known as the Kaufman Model) was discussed, and it was noted that this model will assist the College in integrating the family of plans in terms of the results the plans aim to achieve. The Resource Development department uses the Kaufman model when writing grant applications, which has resulted in Valencia’s high funding percentage for grants. The focus on results that the Organizational Elements Model features distinguishes Valencia’s planning process from those at many other institutions.

#### **V. Learning Activity**

The Committee members moved into four small groups to discuss insights from two books previously provided: *Good to Great for the Social Sectors* by Jim Collins, and *Building Trust in Business, Politics, Relationships, and Life*, by Robert Solomon and Fernando Flores. Key insights were recorded on flip charts, and each team shared their top three insights after the discussion period was over. The notes from the flip charts are attached.

#### **VI. Higher Educational Trend Data**

Copies were distributed of a presentation developed by Thomas Greene focusing on key higher education trend data that have implications for Valencia’s future and that should be taken into account in the planning process. Members were invited to review the information in the presentation, and it was agreed that Thomas would be asked to speak about the trends in person at the next Committee meeting. The Committee expressed its appreciation for Thomas’ work.

#### **VII. Situational/Needs Analysis Questions**

The Committee reviewed the September 15 draft version of questions proposed by the Data and Situational/Needs Analysis Task Force. The questions are being used to focus the work of collecting and analyzing data for the situational/needs analysis. The information gleaned will be the basis for a narrative description of the external and internal environment of the College, and the needs that exist which the College can help to meet. In Section I, External Focus, it was suggested that in Item 2, “community”

should be defined broadly to include businesses. In Section II, Internal Focus, Item 4, it was suggested that the word “policies” be added to “capabilities and strategies”.

It was also suggested that

- in defining student success, the task force look for data that describes “value added” aspects of their experiences at Valencia, and that it be kept in mind that grades, which are the data stored in the Banner system, do not necessarily serve as a measure of learning.
- In analyzing personnel data, the task force look for any changes in student success following the years in which larger numbers of faculty were hired.

The revised questions are attached, and will be shared with the Data and Situational/Needs Analysis Task Force when it meets on October 6.

### **VIII. Future Meeting Schedule**

The Committee determined that the afternoon of **November 29** appeared to be the time that would enable the majority of those present to attend the second Committee meeting. The members who could not attend the first meeting will be polled regarding the best date, and a final date will be selected and communicated to the Committee.

The Committee was also asked to hold the following dates on their calendars for future meetings:

- **March 2, 2007**, for a “Big Meeting” with the College focused on strategies. The meeting will last most of the day.

- **March 26, 2007**, for a regular Committee meeting in the afternoon

These dates will be checked with the President’s calendar and confirmed or adjusted as needed.

## **FLIP CHART NOTES FROM THE LEARNING ACTIVITY (BOOK DISCUSSION) AT THE 09/29/06 COLLEGE PLANNING COMMITTEE MEETING**

### Group #1 – observations on the “Trust” book

Trust is based on authentic relationships.  
It can be taken for granted.  
All in this together (to serve students and each other)  
Does our leadership’s trust hold true at all levels?  
Authentic relationships take time.  
Individuals must be trustworthy (follow-through and not hurt you among others)  
Trust allows for mistakes.  
Should governance engender trust?  
Environment/processes can engender trust.  
Learning-centered institution concept is not well understood at all levels.

### Observations on “Good to Great”

1,000 points of “no.”  
We can exercise a high degree of control over employee quality (key: recruiting and interviewing.....early evaluations before tenure.  
Transformation doesn’t happen overnight.  
Getting the right people on the bus  
Tenure process: make better teachers (TLA) and evaluate teacher quality  
How to maintain trust in the prep, evaluation, tenure processes  
Compensation model supports quality teaching.  
One single thing cannot transform an organization.....it is a series of things.  
What is our bottom line (i.e., FCAT of K-12 grades)?  
How do we measure success?  
The core competencies: Think, Value, Communicate and Act  
Success to our students: did they take away skills or knowledge that help carry them forward in life?  
Authentic assessment: what is the student answer to “what did you learn?”  
We are looking to build scholars.

### Group #2 – Observations on “Good to Great”

1. Culture of discipline is not a principle of business – it’s a principle of greatness.
2. Get the right people on the bus.
3. Focus on output vs. input
4. Commitment and passion to the mission
5. Matching leadership style with situation
6. Hedgehog: passionate, best at, drives econ. engine, decide on a FEW things
7. Flywheel approach – develop momentum
8. Greatness is largely a matter of conscious choice and discipline.

### Observations on “Trust”

1. Always fragile, always involves a risk
2. Trust is a choice. It is the way we look at things.
3. Within trust there is distrust.
4. Trust breeds freedom which allows creativity and allows people to “be themselves” (authenticity).
5. High trust societies foster successful partnerships.
6. Authentic trust is based on relationships vs. transactions and must be cultivated
7. Trust in planning process = individual trust will lead to a creative plan

### Group #3 – Observations on “Trust”

Trust is a verb (dynamically ongoing).

Behavior:

When we attempt to control trust.....trust erodes.

Trust is freedom to realize possibilities.

Importance of authenticity

Be careful about mood of resentment

Performance must be assessed relative to mission, not financial returns (mission drives).

### Observations on “Good to Great”

People - Get the right people on the bus (importance of roles).

Values – Assessing your output results (consistency)

Core values are timeless (understanding the purpose).

Alignment with high school experience

What are we passionate about? What do we do best in the world?

### Group #4 - Observations on “Good to Great”

Hedgehog

Focus on our passion and what we can do better than anyone else.

Level 5 leadership = TRUST

### Observations on “Trust”

Communicate results of last strategic plan.

Frees up both ends of the relationship to do what they do best.

## FOURTH DRAFT

October 4, 2006

### Data Analysis Questions

NOTE: This version includes suggestions from the College Planning Committee at its September 29, 2006 meeting. Those changes are noted in red.

(Based on the work of Fiona Baxter, Fitzroy Farquharson, Rhonda Glover, Thomas Greene, Susan Kelley, David Rogers, and Joan Tiller.)

#### **I. External Focus (Our Community, Economic Development, Competitors and Partners)**

1. What are the potential changes to our community and its needs between 2000 and 2013? What are the most significant changes that will impact the programs and services Valencia delivers to the community to meet those needs?
2. How might our relationships with community partners (**including business, non-profit, and government partners**) support, enhance, and detract from our ability to meet needs arising from community changes?
3. Who are our current competitors and how might they change by 2013? What are our competitors' targeted populations and programs, who are their successful recruits, and what is the volume of their enrollment?
4. What is our current and projected public policy environment, our strategy for navigating that environment, and the results we wish to achieve in garnering resources to serve our employees, clients, and students?

#### **II. Internal Focus (Access, Student Success, Resources)**

1. How does Valencia currently invite or restrict access to higher education?
2. What are the perceptions of students (current and prospective) about access to the college and their experiences in attending Valencia?
3. How do the experiences and characteristics of successful and unsuccessful students differ, beginning with their initial contact with Valencia? **To what extent can we demonstrate "value added," and what measures of learning are available to us?**
4. How do our fiscal, facility, technological, student affairs, and human resource capabilities, **policies**, and strategies support and/or hinder students in meeting their learning goals?

