SHARED CONSULTATION COUNCIL

STRATEGIC PLANNING ~ POLICY & PROCEDURE APPROVAL ~ ISSUE MANAGEMENT ~ CAMPUS COMMUNICATION

Wednesday, July 27, 2011, 2:00 – 5:00 pm Room L238S

A G E N D A

SWC Mission Statement

Southwestern Community College District serves a diverse community of students by providing a wide range of dynamic and high quality educational programs and comprehensive student services.

Membership

	Denise Whittaker, Co-Chair, Interim Sup./President		*Claudia Duran, ASO President*
	Angelina Stuart, Co-Chair, Academic Senate President		*Tameika Guerrero, ASO Rep.*
	Mark Meadows, VP for Academic Affairs		*Candy Arias, ASO Rep.*
	Robert Temple, VP for Business & Financial Affairs		*Angel Castro, ASO Rep.*
	Joseph Quarles , Interim VP for Human Resources		*Bruce MacNintch, CSEA Rep.*
	Angelica Suarez, VP for Student Affairs		*Michele Fenlon, CSEA Rep.*
	Ben Seaberry, IT Director		*Heather MacNintch, CSEA Rep.*
	Victoria Lopez, Presiding Chair, Council of Chairs		*Deborah Peckenpaugh, CSEA Rep.*
	(tba)- Centers Rep., (HEC, SY, OM, NC)		*Andy MacNeill, SCEA Rep.*
	Bea Zamora-Aguilar, Student Services at Large		*Mink Stavenga, IPRC Co-Chair / AOC Co-Chair*
	Eric Maag, Arts & Communications		*Ron Vess, AOC Co-Chair*
	Gary Creason, Bus., Professional & Tech. Ed.		*Linda Hensley, IPRC Co-chair*
	Diane Edwards-LiPera, Continuing Ed., Economic & Workforce Dev.		*Linda Gilstrap, Director of Instl. Research, Grants & Planning*
	Scott Finn, Counseling & Personal Development		*Rebecca Wolniewicz, ISLO Coordinator*
	Valerie Goodwin , Health, Exercise Science & Athletics		*Aaron Starck, SCCDAA Rep.*
	Randy Beach (for Leslie Yoder), Language & Literature		*Debbie Trujillo, Classified Administrator Rep.*
	Lukas Buehler, MSE		*Patti Blevins, Confidentials Rep.*
	Chris Hayashi, Social Sciences & Humanities		*Mary Wylie*, Strategic Planning Consultant*
	Diane Gustafson, Instructional Support Services		*Guest(s)*
	Recorder: Rosalva Garcia		

*Non-voting members Quorum = _____

AB 1725 Authority

AB 1725 assigns a major role to the Academic Senate in the development of policies and procedures dealing with academic and professional matters. Applicable to SCC, the areas required for consultation are:

1. Curriculum. 2. Degree and certificate requirements. 3. Grading policies. 4. Educational program development. 5. Standards of policies regarding student preparation/ success. 6. District and college governance structures, as related to faculty roles.	7. Processes for institutional planning and budget development 8. Faculty roles and involvement in accreditation processes, including self-study and annual reports. 9. Policies for faculty professional development activities. 10. Processes for program review. + 1 Other academic and professional matters as mutually agreed between the Gov. Board & the Academic Senate.

AGENDA ITEM	PRESENTER/S	DECISION
1. Call to Order / Approval of Agenda	Co-Chair: Stuart	
2. Approval of the Minutes: 7/20/11	Co-Chairs: Whittaker/Stuart	
BUSINESS ITEMS (*10 + 1 items)		
I. Strategic Planning		
3. Strategic Planning Report: • Construction Update • Parking Task Team - Update	Brown	
4. SCC Operating Principles (handout)	Goodwin/Stuart	
5. Membership / Org Chart (handout)	Whittaker/Stuart	
6. Prioritization: Update	Co-Chair: Whittaker	
II. Policy/Procedures Development		
7. Constituency Feedback requested: 1st reading Policy & Procedure Flowchart – Chart (handout)	Co-Chairs: Whittaker/Stuart Quarles/Blevins	

Approved by Co-Chairs: July 19, 2011
Approved by SCC: July 20, 2011
DW:AES:RG

8. Policy/Procedure #4060 Delineation of Function (handouts)	Co-Chair: Stuart	
9. Naming of Electronic Files	Blevins/Stuart	
10. Fraud Policy & Procedures (handouts)	Co-Chair: Whittaker	
11. Policy & Procedure 3300 Public Records (handouts)	Whittaker/Blevins	
III. Issue Management		
12. Naming Committee Report	Co-Chair Whittaker	
13. Reorganization Update / Personnel Hires	Co-Chair Whittaker	
14. Administrative Transfers/Assignments (Kirkwood)	Co-Chair Whittaker	
15. Establish College Song: Branscomb's *Phoenix*	Co-Chair Stuart	
16. Update – Food Pantry Project/Food Bank	Stark	
IV. Campus Communication		
17. 50th Anniversary Fall Event	Co-Chair Whittaker/Bender	
18. From SF Weekly – Community College Students Discouraged from Repeating Classes		
19. SCC Global Emails (Feedback on Options)	Whittaker/Seaberry/Bender	
20. Comprehensive Emergency Management Program Development: Update	Temple/Whittaker	
21. SWC Website Update	Whittaker/Seaberry/Bender	
V. Standing Committee Reports		
22. Accreditation Oversight Committee (AOC) • Campus Climate Survey Results	Stavenga	
23. Enrollment Management Committee (EMC) • Enrollment Projections	Stavenga/Lopez	
24. Institutional Program Review Committee & Student Learning Outcomes • IPRC • SLO	Hensley/Tyner Wolniewicz	
25. Institutional Technology Committee (ITC)	Seaberry/Stuart	
26. Human Resources Committee (HRC) • Committee on Committees • Retirement Recognition Task Team	Quarles	
27. Budget Committee (BC) • Governmental Relations Update	Temple/MacNeill Bender	
VI. TQM Debriefing		
• Meeting Feedback • Items for future agendas	Co-Chairs: Whittaker/Stuart	
Follow – Up Log		

SCC Retreat Reminder:
August 3, 12 – 4 p.m., L238 N & S; Lunch will be provided

Approved by Co-Chairs: July 19, 2011
Approved by SCC: July 20, 2011
DW:AES:RG

SHARED CONSULTATION COUNCIL
Guiding Principles & Operating Procedures
07/27/11

I. GENERAL PURPOSE

The purpose of the Southwestern Community College District's Shared Consultation Council (SCC) is to serve as the primary College District shared planning and decision-making body. All College District constituencies will be represented on the SCC and shall have a voice in identifying, reviewing and addressing College District needs and priorities. All committees and task forces operating within the College District, either directly or indirectly, will provide information and make recommendations to the SCC to ensure unity of purpose and efficiency of operations. The SCC will make its recommendations directly to the Superintendent/President.

The actions of the SCC will be guided by the operating principles set forth herein and will be based on the College District's Strategic Plan, Accreditation standards, Governing Board goals and constituency leaders' input. These Operating Principles apply to all sub-committees of the SCC.

II. MEMBERSHIP

A. COMPOSITION OF SHARED CONSULTATION COUNCIL

Representative Area:	# of Reps	Areas/Details:
Co Chairs:	(1) (1)	Superintendent/President (non-voting) Academic Senate President (votes only to break a tie)
Administration: *correction*	~~(4)~~ (4)	~~Vice Presidents~~ SCCDAA President & 3 SCCDAA Representatives
~~Faculty Representation~~ Academic Senate:	(4)	4 Academic Senate Representatives
Center Representatives: *Not confirmed yet*	(3)	1 each from the various HECs: 1 – Administration 1 – Faculty 1 – Classified
CSEA - *correction*	(4) (~~5~~)	CSEA President & ~~4~~ 3 CSEA Representatives
Confidentials	(1)	Confidentials Representative
Associated Student Organization (ASO)	(4)	ASO President & 3 Student Representatives
Standing Committee Representatives: (elected by committee	(8)	Accreditation Oversight Committee (AOC) Institutional Program Review Committee (IPRC) Institutional Student Learning Outcomes (ISLO) Institutional Technology Committee (ITC)

membership)		Education Planning Committee Enrollment Management Committee (EMC) Facilities & Safety (FSC) Organizational Effectiveness (HR?) *correct name?*
Resource Members: (non-voting)	(7)	Vice Presidents Dean of Institutional Effectiveness Director of Inst'l. Research, Grants & Planning Director of Institutional Technology

SCC Voting Membership Total: 40

Administrators:	6
Faculty:	6
Students:	4
Classified:	5
Confidentials:	1
Committee Reps:	8 (can be any committee member)

B. Term of Office

The length of term for each category of member is two (2) years, except the ASO Rep terms which are one (1) year terms, without term limits unless otherwise noted herein. SCC representatives are permitted to send substitutes or alternates to attend meetings if written notice is submitted to the Co-Chairs 24 hours prior to the meeting if possible with notification to the respective constituency leader for the assignment of an alternate representative. Long-term absences, family leave, or medical emergencies may require an interim substitute for the duration and also require written notification to the Co-Chairs.

C. General Responsibilities

All members of the SCC shall work together to:

1. Create a positive and effective council which makes meaningful recommendations to the Superintendent/President.
2. Resolve issues of the present while developing a vision for the future.
3. Foster a climate of trust and respect.
4. Ensure that all members of the SCC are able to express their opinions on all key issues.
5. Communicate accurately and regularly with College District staff and students regarding SCC matters.

D. Specific Responsibilities

All members of the SCC will be expected to:

1. Represent and advocate for a specific constituency while maintaining commitment to the College District as a whole.
2. Promote the shared planning & decision-making principles of SCC and support its recommendations to all constituent groups.

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3. Participate actively (including being punctual and attending regularly).
4. Prepare well prior to meetings and complete outside assignments in a timely manner.
5. Make a concerted effort to ensure that the SCC works effectively and efficiently.
6. Treat other SCC members with professionalism (civility, courtesy, and respect).
7. Be open to all views on a subject before reaching a conclusion.
8. Support decisions of the SCC once a vote has been made and recorded.
9. Honor confidentiality where the SCC has agreed it is appropriate.
10. Ensure accurate and timely communication with all members of one's respective constituency.

III. FUNCTIONS OF THE SHARED CONSULTATION COUNCIL

The SCC is the primary shared planning & decision-making body for institution-wide issues, including strategic planning, goals, accreditation, student success, and budget priorities. In addition, the SCC is the designated College District council which is entrusted with facilitating and ensuring integrated planning. Major functions of the SCC include, but are not limited to:

1. Receiving information from all College District committees and task forces.

2. Establishing subcommittees and task groups as deemed necessary.

3. Periodically reviewing the Shared Planning & Decision-Making Handbook and recommend modifications if necessary to improve institutional effectiveness.

4. Receiving, reviewing and establishing institutional priorities and goals based on program review data.

5. Systematically evaluating progress being made by the SCC standing committees to achieve agreed-upon institutional goals in alignment with the College District Mission.

6. Reviewing and approving all institutional plans and documents and communicating these to the campus community.

IV. MEETING NORMS & GROUND RULES

SCC Ground Rules for Collegiality

- One person speaks at a time.
- Once a decision is made by the group, the decision is final and represents the voice of the body.
- Stay on task. No side conversations. Avoid distractions. Be present.
- Focus on the issue, not the person.
- Thoughtful and respectful communication.

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- <u>No rank in the room; everyone has an equal voice</u>.
- Be unconditionally principled in all matters.
- Assume the best intentions and go to the source.
- Call for a process check at anytime.
- Represent your constituent group with integrity.
- Honor timelines for starting, ending and breaks.
- Use an agenda agreed upon by the group.
- Use a facilitator and recorder.
- Acknowledge an 'elephant in the room' (unspoken issues) that may impede communication, with an agreed upon process by the committee.

The Superintendent/President and President of Academic Senate will co-chair Council meetings. The President of the Academic Senate will determine when consensus has been reached and will forward the recommendations of to the Superintendent/President in writing. The recommendation of the SCC will normally be accepted while the Superintendent/ President retains the authority to make recommendations independent from those of the SCC. Where Superintendent/President recommendations differ from those of the SCC, the Superintendent/ President will present both recommendations to the Governing Board and outline the differences between the recommendations as well as the rationale for the difference to both the Shared Consultation Council members and the Governing Board in writing within a reasonable amount of time.

All Council action will be in the form of consensus. In the context of the SCC, consensus shall be defined as general agreement of those assembled. ~~For the SCC, consensus is defined as ___% of membership. No consensus may be reached without the presence of a quorum of members.~~ A quorum is defined as _____ members. If those assembled conclude that consensus cannot be reached, District Policy 2510 shall remain in effect unless such policy exposes the College District to legal liability or fiscal hardship. As per College District Policy and Procedures 2510, when legal liability or fiscal hardship requires that existing policy be changed, the Superintendent/President may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

<u>All Council action will be made primarily through interest-based bargaining. Philosophically, the intent is that discussion will occur until all members present can support the decision even though they may not believe it is the ideal choice. In the context of the SCC, interest-based bargaining shall be defined as the right of any member to prevent the passage of a motion by voting against it if they feel they cannot support such a decision. In such cases where there is not a 100% consensus reached through normal deliberation procedures, said motion will be tabled until the next available meeting at which time discussion will resume on that issue culminating in a final vote where a 2/3 majority will carry the motion. If a 2/3 majority is not reached,</u>

District Policy 2510 shall remain in effect unless such a policy exposes the College District to legal liability or fiscal hardship. Failed motions through this process may be re-introduced in future meetings through normal motion procedures starting the process over again through interest based bargaining procedures.

~~Members will use professionalism in their use of electronic devices during meetings~~.

At any time, a member may acknowledge 'an elephant in the room' or unspoken issue that has altered the communication in the committee meeting or structure, and call for a motion of discussion. As part of the SCC's issue management, the SCC Co-Chairs ask for a second by the members for acknowledgement of the 'elephant'. If a second is given, the Co-Chairs will establish a maximum time frame (i.e., 10 minutes) to address the issue, starting with the member who has put the motion in order. Resolution or agreement to resolve the issue outside the committee structure, should be established by the end of the discussion.

SCC Meetings are open meetings and are not required to follow The Brown Act. SCC meetings should follow agreed-upon parliamentary procedures, such as Robert's Rules; standing committees may also opt to use Robert's Rules or they may develop their own procedures to allow for full representative voice and participation. A facilitator ~~parliamentarian~~, who is a non-voting member or an outside interested body, will be appointed by the Co-Chairs. The facilitator ~~parliamentarian~~ will establish the speaker's order for agenda discussion, final authority on the decisions using Robert Rules of Order and keep the meeting on task/timeframe. SCC meetings shall be cancelled and rescheduled if there is a calendared event that precludes a particular constituency group from attending in order to maintain the College's shared planning and decision-making policy and procedure.

The SCC will participate in an annual self-evaluation process during the month of May ~~June~~ to assess its progress and identify areas needing modification. Revision of any area of its Operating Principles will be revised ~~by consensus~~ and approved at the last SCC meeting in May ~~June~~. Based upon its self-evaluation, the SCC will provide an annual report, which shall be a public document, to the Governing Board at its June ~~May~~ meeting.

The SCC Co-Chairs, or designees, shall be responsible for planning a summer retreat to review the College District's Mission, environmental scans, and establish SCC goals for the upcoming year, as well as provide training for members when needed.

In order to implement and promote District-wide Shared Planning and Decision-Making as outlined in Policy & Procedure 2510, all SCC standing committees shall be Co-Chaired by one administrator or his/her designee, and one non-administrative member, either a faculty or classified member.

V. MEETINGS

A. Frequency

Meetings will be scheduled for at least an hour and half at least twice a month on a day designated by the SCC ~~Wednesday afternoons~~ including during the summer as needed. Co-chairs may call for additional meetings as deemed necessary. Exact dates for the summer and for the following academic year shall be determined at the last SCC meeting in May.

B. Development of Agenda

Agenda items for meetings can be submitted through a representative member or directly to the Co-Chairs one (1) week prior to the meeting at which action would like to be taken. A requested agenda item may be acted upon, assigned to a task force created by the Council, or referred to another appropriate College District committee or body, and will be placed on the next available SCC agenda as time permits. All agendas will include the Southwestern College mission statement.

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SWC Governance & Committees

Southwestern College is a comprehensive College dedicated to making lifelong learning opportunities accessible to a diverse student population. The College District serves high school graduates and those over eighteen years of age. In addition, the College provides associate degrees, transfer preparation, certificates in career and technical education, as well as instruction in basic skills and English as a Second Language.

Southwestern College serves the economic and workforce development needs of the local community and develops globally aware citizens.

Compliance
In accordance with the State of California Educational Master Plan and Education Code provisions, (§66010.1-66010.8) community Colleges will:

- prepare students to transfer to four-year Colleges and universities;
- provide students with the knowledge and skills needed to succeed in business, industry and the professions;
- advance the state and region's economic growth and global competitiveness through continuous workforce development;
- work in partnership with the local community to improve the quality of life in the Inland Empire;
- prepare students for active participation in a multicultural society.

The faculty and staff of Southwestern College are committed to student success and to teaching and service excellence.

Vision
Southwestern College will be the standard of excellence in the South County in transforming lives through education.

Mission Statement (*College District Policy 1200)*
Southwestern Community College District serves a diverse community of students by providing a wide range of dynamic and high quality educational programs and comprehensive student support services.

The College provides educational opportunities in the following areas:
☐*associate degree and certificate programs*
☐*transfer*
☐*professional, technical, and career advancement*
☐*basic skills*
☐*personal enrichment, non-credit adult education*
☐*community services*
☐*economic, workforce, and community development*

We promote student learning and success by committing to continuous improvement that includes planning, implementation, assessment, and evaluation.

Commitment to Achieving Student Learning
Institutional Student Learning Outcomes (ISLOs):
Upon completion of an organized program of study, students at SWC will demonstrate core competency in the following areas:
1. Communication Skills (listening, speaking, reading and writing)
2. Thinking and Reasoning (creative thinking, critical thinking, and quantitative reasoning)
3. Information Competency (research and technology)

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4. Global Awareness (social, cultural, and civil responsibility)

Institutional Performance Indicators

The SWC College District has identified seven Institutional Performance Indicators (IPIs) to track our progress toward accomplishing our Mission and Strategic Planning Priorities. These IPIs include:

☐ retention rates
☐ success rates
☐ persistence rates
☐ transfer preparedness
☐ overall student satisfaction
☐ employment preparation
☐ licensure/certification pass rates
☐ student goal attainment

Institutional Values

The following values guide how Southwestern College faculty, staff, and students think and act and define the enduring character of the institution:

☐**Mutual respect** – to treat one another with respect, dignity, trust, and fairness, appreciating the diversity of our community, students, and work force, in a collegial and cooperative manner

☐**Shared planning and decision making** – to engage in a collaborative process in which creative thinking, ideas and perspectives contribute to the well being of the entire College community

☐**Integrity** – to say what we mean, to deliver what we promise, to fulfill our commitments, and to stand for what SWC values

☐**Accountability** – to assume responsibility for our College's future as stated in our mission and goals

☐**Cultural competence and commonality** – to positively engage our College community in developing a deep appreciation of and collegiality among all cultures

☐**Scholarship and love of learning** – to foster and pursue one's curiosity and passion to seek knowledge and gain deeper understanding

☐**Critical inquiry and thinking** – to nurture intellectual exploration and develop the analytical skills to problem-solve in new situations throughout life

☐**Life-long learning** – to inspire a vital and imaginative learning environment

☐**Practical and responsive** – to provide practical educational experiences

As an integral part of this Handbook and the Strategic Planning process, the SWC Mission Statement, the Institutional Student Learning Outcomes, the Institutional Performance Indicators and Institutional Values are evaluated and revised on a cyclical basis to correspond with institutional strategic planning timelines.

Governance Philosophy

Southwestern College is committed to Collegial Consultation as assured in AB1725. We acknowledge the rights and responsibilities accorded to all parties within the College District to participate effectively in consultation and support the establishment of procedures whereby faculty, staff, and students are ensured of appropriate consultation on matters affecting them.

We believe that groups of individuals working together to pool their knowledge, experience, and perspectives are an integral part of the decision making process at Southwestern College, and that the development of policies and procedures for College governance benefits greatly by involving those with appropriate expertise and those who will be most affected by those policies and procedures.

The Governing Board

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The Governing Board retains the ultimate fiduciary responsibility for administration of the District and is the policy setting body for the District pursuant to Ed Code 70902. The locally elected Governing Board:

☐ Represents the College's interest
☐ Sets policy direction
☐ Delegates power and authority to the Superintendent/ President to effectively lead the District
☐ Responds directly to the Academic Senate on all academic and professional matters.
☐ Establishes the climate in which educational goals are accomplished
☐ Defines legal, ethical, and prudent standards for college and district operations
☐ Hires and evaluates the Superintendent/ President
☐ Assures fiscal health and stability
☐ Monitors institutional performance
☐ Represents the community

In carrying out these functions, the Governing Board provides for and encourages effective participation by all constituencies in shared planning and decision making. The Governing Board may act, after a good faith effort to reach agreement, for compelling legal, fiscal, or organizational reasons.
The Governing Board has, in Policy #2510 – Shared Planning and Decision Making -- established opportunity and encouragement for faculty, students, classified staff, and administrators to participate effectively in District and college governance. Student government and classified staff representatives are provided with opportunities to participate in the formulation and development of District and college policies and procedures that have significant effect on students and staff through membership on appropriate District and college councils, committees and task forces.

The Superintendent/President
The Governing Board has bestowed upon the Superintendent/President the authority and responsibility to administer the District, authorized the Superintendent/President to assign other positions as designees, and provided that the Board's designee(s) may carry out collegial consultation with all constituencies. The Governing Board has specified that after participating in established consultation processes, including with the administration of the District, the Academic Senate retains the right to present its views and recommendations directly to the Governing Board in accordance with California Education Code and Title 5.

The Academic Senate
As per Title 5, Section 53203 of the California Code of Regulations and District Policy 2510—Shared Planning and Decision Making, the Academic Senate represents faculty in the development of policies and procedures related to all academic and professional matters. District Policy 2515—The Role and the Scope of the Academic Senate: 10 + 1 Agreement—outlines the areas on which the Governing Board must rely primarily and on which they must mutually agree. The Southwestern College Academic Senate is established as a separate body representing the faculty of Southwestern College. Faculty appointments to councils, committees, taskforces, or other groups shall be made by the Academic Senate, except for the those requiring the faculty collective bargaining unit, SCEA, representation as per contract language.

The Southwestern College Education Association (SCEA)
The SCEA is the exclusive representative of the faculty of the District in matters of compensation, workload and working conditions as specified in Government Code Section 3543 et al. Representatives of SCEA may be included as members of various governance councils, committees or taskforces to ensure full constituency inclusion.

The Southwestern Community College District Administrators' Association (SCCDAA)
The Administrators' Association is representative of the academic and classified administrators, managers and supervisors of the District in matters of compensation and working conditions and participates in

development of policies and procedures. Representatives of the Administrators' Association may be included as members of various governance councils, committees or task forces.

The California School Employees Association (CSEA), Chapter 524
CSEA is the exclusive representative of classified employees of the District in matters of compensation and working conditions as specified in Government Code Section 3543 et al. Representatives of CSEA may be included as members of various governance councils, committees or taskforces to ensure full constituency inclusion. Currently, this policy is being reviewed to include the confidential employees.

The Associated Student Organization (ASO)
The ASO, for the purposes of these governance structures, is the official voice of the students and is responsible for selecting students to serve on councils, committees and taskforces where representation of students is stipulated.

SHARED CONSULTATION COUNCIL - SCC
Although the Superintendent/President has the final responsibility for making most decisions relevant to College operations, the Shared Consultation Council provides the mechanism for a structured leadership, governance, and decision-making process in four primary areas: planning, issue management, communication and collegiality.

Shared Consultation Council is responsible for institutional planning, reviewing and building on current planning documents, thereby developing the institution's Educational Strategic Master Plan, a document which includes items such as the Program Review prioritization list, Technology Plan, Five Year Construction & Facilities Plan, Enrollment Management Plan, Professional Development Plan, etc.

The issue management function takes place as new campus issues are presented to the Shared Consultation Council and either addressed or referred to the appropriate College committee and/or individual/s for review and consideration.

The communication and collegiality functions are served by the Shared Consultation Council as the central communication venue for College governance issues, in that all constituent groups are represented, report on their activities, and each representative is responsible for disseminating information and obtaining feedback from their appointing body, thereby ensuring transparency.

Meetings: Weekly unless otherwise noted.

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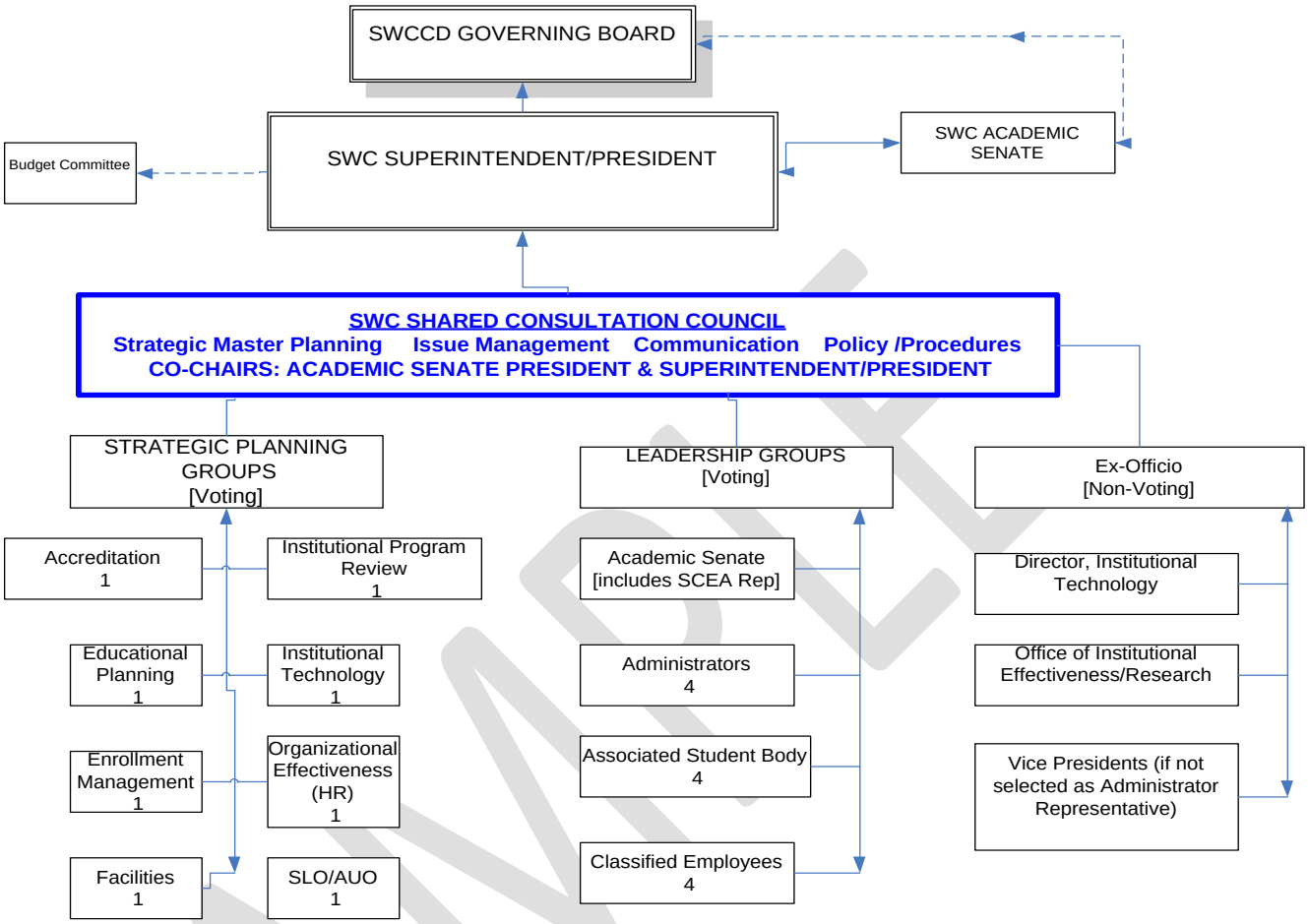
SOUTHWESTERN COLLEGE
SHARED CONSULTATION COUNCIL ORGANIZATIONAL CHART



GENERAL COMMITTEE MEMBERSHIP GUIDELINES

BACKGROUND: AB1725 was enacted in 1988 as a means to improve academic quality and to authorize more responsibility for faculty members in duties that are incidental to their primary professional duties. "Committees" form the opportunity for collegiality and shared governance by providing wide representation on areas impacting the general operations of the College.

The Academic Senates in California community Colleges were identified as the agent who officially represents faculty on specific "Academic and Professional" matters known as "10 + 1":

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

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Governance Committees that report to Shared Consultation Council include wide constituent representation including members from faculty, classified, student, and administration ranks. Representatives are appointed as follows:

Faculty:	As designated by AB1725, faculty representatives are appointed by the Academic Senate
Classified:	Non-union negotiation classified representatives are appointed by the CSEA
Students:	Student representatives are appointed by the Associated Student Body
Administrators:	Administrators are appointed or assigned as needed by the College Management Team
Community:	Community representatives may be added/invited as needed.

SWC LIST OF GOVERNANCE COMMITTEES

Accreditation Oversight Council (AOC)
Charge:
Membership:

Enrollment Management Committee
Charge: The Enrollment Management Committee services in an advisory capacity to the Superintendent/ President regarding enrollment planning. The Committee is responsible for reviewing internal and external trend data (assessment) as it applies to enrollment planning, researching and reviewing successful models of recruitment and retention programs, projecting enrollment growth / decline, projecting academic and student support service needs based on enrollment trends, making recommendations regarding recruitment and retention strategies, for producing an annual Enrollment Management Plan, inclusive of these components. Subcommittees may be formed as needed.
Membership:

Budget Committee
Charge: The Budget Committee reports to the Superintendent/President and serves in an advisory capacity to the Superintendent/President regarding all aspects of the College's planning and budget process. The charge committee is to articulate and clarify the planning and budget process for the College community, interpret and distribute planning and budget-related information, develop annual assumptions that apply to the development of the budget, develop strategies for reviewing and funding plans, create processes and make recommendations for the distribution of unspent funds, identify budgeting issues that need to be resolved, and periodically review the status of the institution's budgets.
Membership:

Educational Planning Committee
Charge:
Membership:

Facilities Committee
Charge:
Membership:

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Institutional Program Review Committee:

Charge: The Institutional Program Review Committee (IPRC) implements the annual program review process and develops and monitors the College Program Review process, receive wing plans, utilize assessments as needed to evaluate programs, recommend program status to the College Superintendent/President, prioritize personnel and college equipment needs, and interface with other college committees to ensure institutional priorities are met.
The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other College processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate
- committees

Membership:

Institutional Technology Committee

Charge:

The Technology Committee writes the Technology Plan for the College, to be submitted to Shared Consultation Council.
The plan includes:
1. Methods to assess, explore and encourage innovative uses of technology both in administrative and academic computing,
2. Goals for training faculty, staff, and administrators in the use of technology
3. Guidelines for the dissemination of funds for hardware and software,
4. Guidelines for the dissemination of recycled computers and other hardware,
5. Recommendations for the minimum specifications for the purchase of technology
6. Standards for technology infrastructure
7. Standards for technology related building construction
8. Guidelines for purchase and installation of technology in new construction
9. Guidelines to maximize the effective use of College District network resources for the SWC Campus Community
10. Accessibility to technology will be considered when developing goals, methods, recommendations, guidelines and standards

Membership:

Organizational Effectiveness Committee

Charge:

Membership:

Professional Development Committee

Charge: The Professional Development Committee serves as an advisory committee for all aspects of the College

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professional development programming, and as a resource for training needs across campus. The committee allocates staff development funds based on criteria in the plan. Additionally, the committee is responsible for planning, programming and communication as regards the campus-wide professional development programming.
Membership:

SWC OTHER CAMPUS OPERATIONAL COMMITTEES

FISCAL AND ADMINISTRATIVE AFFAIRS

Business & Financial Affairs Council	Council
Prop R Steering Committee	Committee

Potential New Committees:

- Emergency Management NIMS/SEMS/ICS
- Smoking Committee
- Parking Committee
- Sustainability Committee

HUMAN RESOURCES (Organizational Effectiveness)

Diversity & Equity Committee	Committee
Equal Employer/Employee Relations Committee	Committee
Equivalency Committee	Committee
Flex Advisory Committee	Committee
Tenure Review Committees	Academic Senate Committee
Tenure Review Committee (TRRC)	Ad Hoc Committee

INSTRUCTIONAL AFFAIRS

Admin Program Review Committee	Sub Committee of IPRC
Basic Skills Initiative Steering Committee	Committee
Calendar Committee	Committee
Faculty Hiring Prioritization Committee (FHP)	Committee
Honors Program Committee	Committee
Perkins Local Planning Team (CTE programs)	Ad Hoc Committee
Sabbatical Leave Review Committee	Committee
Scheduling Committee	Committee
Student Learning Outcomes Committee (SLO)	Committee
Workforce and Business Development Committee	Committee
Deans Council	Council
Academic Program Review Committee (APRC)	Subcommittee
Academic Technology Committee (ATC)	Committee
Council of Chairs	Council
Faculty Awards Dinner Ceremony Committee	Ad Hoc
Faculty Recognition Awards Committee	Ad Hoc Committee
Professional Development Committee	Committee
Professional Relations Committee	Committee

SAMPLE

STUDENT AFFAIRS

Americans With Disabilities Act & Universal Design in Education Committee (ADA/UDE)	Committee
Commencement Committee	Ad Hoc Committee
Crisis Response Team	Committee
Disability Support Services (DSS) Advisory Committee	Committee
EOPS/Matriculation/ Transfer Advisory Committee	Committee
Grievance & Order Committee	Committee
Service Learning Partner Committee	Committee
Student Awards Ceremony Committee	Ad Hoc Committee

SUPERINTENDENT/PRESIDENT'S OFFICE

College Management Team (CMT)	Council
Institutional Research Review Board (IRRB)	Ad Hoc Committee

Research Committee

Charge: The Research Committee supports the accreditation, assessment, and planning processes of the institution. The committee prioritizes and filters requests for research consistent with campus goals, establishes a research/data collection calendar, and publishes and disseminates an annual report of research and data information. In addition, the committee assists in the development of a research agenda and advises on the prioritization of research tasks.

Membership:

Academic Senate

Academic Senate	Council
Academic Senate Curriculum	Committee
Academic Senate Elections Committee	Committee
Academic Senate Executive Committee	Committee

SAMPLE

Policy & Procedure Development and Approval Process

Develop
New Policy/Procedure

Update/Revise
Existing Policy/Procedure

STEP 1:
VP assigns lead Adm. & Academic Senate Assigns lead Faculty if part of 10+1 areas.

Adm.

Academic Senate (10+1 Items only)

STEP 2A:
Leads prepare draft policy/procedure for SCC Consultation Process and completes Consultation Form

STEP 2B:
Leads consult with HR Compliance Coordinator for format and legal references (Title V, Ed Code, CCLC, Other Colleges)

STEP 2C:
Leads submit Policy & Procedure Consultation Form to the respective Vice President who submits to VPHR

STEP 3:
VPHR submits to S/P Office for placement on SCC Agenda

THE CONSULTATION PROCESS – SHARED CONSULTATION COUNCIL

STEP 4:
SCC Reviews Policy/Procedure and initiates formal consultation process through constituent leaders –
Timeline noted on form
(Feedback is provided to Leads for review and possible revision)

Mmgt.

Faculty (Academic Senate)

Students (ASO)

Classified Staff

STEP 5:
SCC Approves/ Disapproves Policy/ Procedure and makes recommendation to S/P

STEP 6:
(If Approved)
Superintendent/President and Cabinet Review
HR Submits Policy to GB for Approval/ Disapproval.

STEP 7:
GB Adopts/Rejects Policy

If Policy is adopted, VPHR Posts to Public Folders/Website

If not policy is not adopted, it is returned to respective VP

Policy & Procedures
Chapter 1: College District (VPHR) - Excluded
Chapter 2: Governing Board (S/P & GB) - Excluded
Chapter 3: General Institution (VPHR)
Chapter 4: Academic Affairs (VPAA)
Chapter 5: Student Affairs (VPSA)
Chapter 6: Business & Financial Affairs (VPBFA)
Chapter 7: Human Resources (VPHR)

5/22/11

Delineation of Functions Agreements

Whenever a mutual agreement with a school district or other educational entity relating to responsibility for noncredit continuing education programs is required by state law, the Superintendent/President shall present an appropriate memorandum of understanding to the Governing Board for approval.

Reference: California Education Code Sections 8535 and 8536

DRAFT

Delineation of Functions Agreements

In order to be in compliance with Education Code Sections 8535 and 8536, whenever the College District is approached by another educational agency (public school district or community college district) or wishes to offer non-credit adult education classes, the following procedure will be implemented:

1) The Vice President for Academic Affairs will initiate or receive the proposal to offer non-credit adult education classes from the requesting educational agency, following the requirements outlined in Education Code Section 8535.

2) The Vice President for Academic Affairs will review the proposal with respect to whether the proposed courses fit within the College District's non-credit curriculum. Such review would consist of, but not be limited to, information on course titles, course content, projected enrollment, location of and faculty credential requirements. The Vice President for Academic Affairs will review the proposal and will consult with the Academic Senate and other administrators and committees as appropriate.

3) If approved, a memorandum of understanding specifying a Delineation of Functions Agreement will be developed jointly with the other educational agency. The agreement shall contain all legal and contractual obligations of either or both educational agencies under the program. Furthermore, the written agreement shall specify that only courses that quality as community college noncredit education under Education Code Section 84757 shall be offered by the College District.

4) The memorandum of understanding specifying the Delineation of Functions Agreement will be submitted to the Governing Board for approval.

5) If approved by the Governing Board, appropriate paperwork and reports required by the California Community college Chancellor's Office will be completed ini a timely fashion and submitted for implementation.

DRAFT

Reference: California Education Code Sections 8535, 8536, 84757

FRAUD

Reference:

I. PURPOSE AND SCOPE

To establish policy and procedures for clarifying acts that are considered to be fraudulent, describing the steps to be taken when fraud or other related dishonest activities are suspected, and providing procedures to follow in accounting for missing funds, restitution and recoveries.

II. GENERAL

A. Southwestern College is committed to protecting its assets against the risk of loss or misuse. Accordingly, it is the policy of Southwestern Community College District to identify and promptly investigate any possibility of fraudulent or related dishonest activities against the District and, when appropriate, to pursue legal remedies available under the law.

B. DEFINITIONS

1. Fraud – Fraud and other similar irregularities include, but are not limited to:

   a. Claim for reimbursement of expenses that are not job-related or authorized.

   b. Forgery or unauthorized alteration of documents (checks, promissory notes, time sheets, independent contractor agreements, purchase orders, etc.).

   c. Misappropriation of District assets (funds, securities, supplies, furniture, equipment, etc.).

   d. Improprieties in handling or reporting money transactions.

   e. Authorizing or receiving payment for goods not received or services not performed.

   f. Computer-related activity involving unauthorized alteration, destruction, forgery, or manipulation of data or misappropriation of District-owned software.

   g. Misrepresentation of information on documents.

h. Any apparent violation of Federal, State, or Local laws related to dishonest activities or fraud.

i. Seeking or accepting anything of material value from those doing business with the District including vendors, consultants, contractors, lessees, applicants, and grantees.

2. Employee – In this context, employee refers to any individual or group of individuals who receive compensation, either full- or part-time, from Southwestern College. The term also includes any volunteer who provides services to the District through an official arrangement with the District or a District organization.

3. Management – In this context, management refers to any Administrator, Vice President for Business and Financial Affairs, Director of Finance, Supervisor, or other individual who manages or supervises funds or other resources, including human resources.

C. It is the District's intent to fully investigate any suspected acts of fraud, misappropriation, or other similar irregularity. An objective and impartial investigation will be conducted regardless of the position, title, and length of service or relationship with the District of any party who might be or become involved in or becomes the subject of such investigation.

D. Each department of the District is responsible for instituting and maintaining a system of internal control to provide reasonable assurance for the prevention and detection of fraud, misappropriations, and other irregularities. Management should be familiar with the types of improprieties that might occur within their area of responsibility and be alert for any indications of such conduct.

E. Employees will be granted whistle-blower protection when acting in accordance with this policy. When informed of a suspected impropriety, neither the District nor any person acting on behalf of the District shall;

1. Dismiss or threaten to dismiss the employee,

2. Discipline, suspend, or threaten to discipline or suspend the employee,

3. Impose any penalty upon the employee, or

4. Intimidate or coerce the employee.

Violations of the whistle-blower protection will result in discipline up to and including dismissal.

F. Upon conclusion of the investigation, the results will be reported to the Vice President for Business and Financial Affairs.

G. The Vice President for Human Resources and, following review of investigation results, will take appropriate action regarding employee misconduct. Disciplinary action can include termination, and referral of the case of the District Attorney's Office for possible prosecution.

H. The District will pursue every reasonable effort, including court ordered restitution, to obtain recovery of District losses from the offender, or other appropriate sources.

Office of Primary Responsibility: Vice President for Business and Financial Affairs

Date Approved:

PUBLIC RECORDS

DRAFT

Reference: *Government Code Sections 6250 et seq. (California Public Records Act)*

Members of the public may request to inspect or copy public records that are in the possession of Southwestern Community College District. A request by a member of the public may be delivered by mail, email or in person to the Office of the Vice President for Human Resources. Any request for public records received by any other employee or office of the College District shall be immediately forwarded to the Office of the Vice President for Human Resources. Any request shall identify with reasonable specificity the records that are sought. If additional information is needed, the Vice President for Human Resources, or designee, may request it be provided in writing.

Within ten business days of receiving the request, the Vice President for Human Resources will determine whether or not the records requested are disclosable public documents in the District's possession; and will notify the requestor of the determination in writing. This notification will also include the estimated date and time the disclosable public documents will be made available. Any notification denying a request shall set forth the names and titles or positions of each person responsible for the denial.

In unusual circumstances, the time limit for providing a determination may be extended by no more than 14 days by written notice to the person making the request, setting forth the reasons for the extension and the date on which a determination is expected to be provided. "Unusual circumstances" means the following, but only to the extent reasonably necessary to the proper processing of the particular request:

(1) The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request.
(2) The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records that are demanded in a single request.
(3) The need for consultation, which shall be conducted with all practicable speed, with another agency having substantial interest in the determination of the request or among two or more components of the agency having substantial subject matter interest therein.
(4) The need to compile data, to write programming language or a computer program, or to construct a computer report to extract data.

The College District may not limit access to a public record based upon the purpose for which the record is being requested, if the record is otherwise subject to disclosure.

PUBLIC RECORDS

Members of the public shall be assisted in identifying records or information that may respond to their request. Assistance that will be provided includes: the information technology and physical location in which the records exist; and practical suggestions for overcoming denial of access to the records or information.

Any request to inspect records shall be made sufficiently in advance of the date of inspection to allow staff members time to assemble the records and identify any records that may be exempt from disclosure.

Records that are exempt from disclosure under the Public Records Act or any other provision of law may not be inspected or copied by members of the public. Social security numbers must be redacted from records before they are disclosed to the public.

Categories of documents exempted by law from disclosure include, but are not limited to:

- Student records (Education Code Section 76243)
- Preliminary drafts, notes, or interagency or intra-agency memoranda that are not retained by the public agency in the ordinary course of business, provided that the public interest in withholding the records clearly outweighs the public interest in disclosure. (Government Code Section 6254(a))
- Records pertaining to pending litigation …or to claims…until the pending litigation or claim has been finally adjudicated or otherwise settled. (Government Code Section 6254(b))
- Personnel, medical or similar files, the disclosure of which would constitute an unwarranted invasion of personal privacy (Government Code Section 6254(c))
- Test questions, scoring keys, and other examination data used to administer a licensing examination, examination for employment, or academic examination [except for standardized tests provided for by Education Code Sections 99150 et seq.]. (Government Code Section 6254(g).)
- The contents of real estate appraisals or engineering or feasibility estimates and evaluations…relative to the acquisition of property, or to prospective public supply and construction contracts, until all of the property has been acquired or all of the contract agreement obtained. (Government Code Section 6254(h)).
- Internet posting of home address or telephone numbers of local elected officials (Government Code Section 6254.21)

PUBLIC RECORDS

- Home addresses and home telephone number of employees of a school district or county office of education (other than to an agent or family member of the employee, to an officer of another school district when necessary, to an employee organization, or to an agency or employee of a health benefit plan.) (Government Code Section 6254.3)
- Records regarding alternative investments (i.e. an investment in a private equity fund, venture fund, hedge fund, or absolute return fund; limited partnership, limited liability company or similar legal structure) involving public investment funds, unless already publicly released by the keeper of the information.
- Information security records, if disclosure of that record would reveal vulnerabilities to, or otherwise increase the potential for an attack on, the District's information technology system.

A copying fee of $.10 per page will be assessed for documents produced in response to a request for public records.

PUBLIC RECORDS

DRAFT

Reference: Government Code Sections 6250 et seq. (California Public Records Act)

In enacting the Public Records Act, the California Legislature finds and declares that access to information concerning the conduct of the people's business is a fundamental and necessary right of every person in this state.

Members of the public shall have the right to access public records in the possession of the Southwestern Community College District which is a "local agency" as defined by Government Code Section 6252(a).

"Public records" includes any writing containing information relating to the conduct of the public's business prepared, owned, used, or retained by any state or local agency regardless of physical form or characteristics.

"Writing" means any handwriting, typewriting, printing, photographing, photocopying, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or symbols, or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored.

"Member of the public" means any natural person, corporation, partnership, limited liability company, firm, or association, elected member or officer of any state or local agency.

The procedures for access to public documents, pursuant to the requirements of the California Public Records Act, are contained in District Procedure No. 3300.

Shared Governance Information from

Pasadena City College

Faculty Role in Shared Governance

The faculty role in shared governance is carried out through the Academic Senate. In the following "academic and professional matters," the Board of Trustees, or its designees, is required to "consult collegially" with the Academic Senate before taking action:

1. Curriculum
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation or success
6. Faculty role in college governance structures
7. Faculty role in accreditation processes
8. Policies regarding faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Any other matters the Board and the Academic Senate may both agree to discuss. Currently this includes the Faculty Hiring Process

"Consult collegially" at Pasadena City College means that both the Academic Senate and the Board of Trustees, or its designees, attempt to reach mutual agreement on academic and professional matters. If, after the consultation process – which generally takes place in the Council on Academic and Professional Matters (CAPM) –, agreement has not been reached, existing policy remains in effect, unless continuing with such a policy exposes the District to legal liability or causes substantial fiscal hardship. However, if there is no existing policy, the Board of Trustees may take action, after a good faith effort to reach mutual agreement, only for compelling legal, fiscal, or organizational reasons.

The Academic Senate also is given the responsibility to appoint faculty members to college committees, task forces, or other groups dealing with the eleven academic and professional matters listed above.

Student Role in Shared Governance

The students of Pasadena City College are represented in the shared governance process through the Associated Students. In the following areas that have a significant effect on students, the Board and the administration are required to "give respectful consideration to the opinions expressed" by the Associated Students before taking action:

1. Grading policies
2. Codes of student conduct
3. Academic disciplinary policies
4. Curriculum development
5. Courses or programs that should be initiated or discontinued
6. Processes for institutional planning and budget development
7. Standards or policies regarding student preparation or success
8. Student and Learning Services planning and development
9. Student fees within the authority of the District to adopt
10. Any other matter that the Board of Trustees determines will have a significant effect on students.

The Associated Students organization also is given the responsibility to appoint student members to college committees, task forces, or other groups dealing with the issues listed above.

Classified Role in Shared Governance

The classified staff participate in shared governance through the Classified Senate. In the following areas that affect or will affect staff, the Board and the administration are required to "give respectful consideration to the opinions expressed" by the Classified Senate before taking action:

1. Staff role in college governance structures
2. Staff role in accreditation processes
3. Policies regarding staff professional development activities
4. Processes for institutional planning and budget development

The Classified Senate also is given the responsibility to appoint classified members to college committees, task forces, or other groups dealing with the issues listed above.

Management Role in Shared Governance

The college managers participate in shared governance through the Management Association. In the following areas, the Board and the administration are required to "give respectful consideration to the opinions expressed" by the Management Association before taking action:

1. Management professional development activities
2. Management evaluation procedures
3. Management hiring procedures
4. Management wages, hours, and conditions of employment

The Management Association also is given the responsibility to appoint management members to college committees, task forces, or other groups dealing with the issues listed above.

The College Coordinating Council

The College Coordinating Council (the College Council) provides a forum where representatives from all segments of the college bring issues of college-wide interest. The College Council also serves as a clearinghouse for the preparation of district policies, for the formation of shared governance and negotiation advisory committees (committees with both shared governance and collective bargaining members, such as the Calendar Committee), and for the sharing of information about issues of interest to the campus community. Members of the College Council have responsibility for bringing to the Council issues of interest to the constituency they represent and for taking back to their members information shared by other members of the College Council. The representation on the College Council is as follows:

Academic Senate	three members
Associated Students	three members
CSEA 777	one member
CSEA 819	one member
CTA	one member
Confidential Employees	one member
Classified Senate	three members
ISSU	one member
Management Association	three members
President of the College	chairperson

Frequently Asked Questions about Shared Governance at Pasadena City College

1. Does every committee or task force on campus have to be a shared governance committee?

No. Only those collegewide committees which deal with the issues covered by shared governance (as described in the sections above), and which are formed by the College Council are shared governance committees.

2. Do the shared governance organizations (Academic Senate, Classified Senate, etc.) have to check with all their members before they speak on behalf of their members?

No. Each organization has an elected board which may speak on behalf of that organization. The boards may choose to survey their membership on a controversial or especially important issue but are not required to do so.

3. Who is supposed to keep me informed about what is going on in shared governance?

You are. All the shared governance organizations have either a website or an electronic bulletin board on the email system where they post their agendas and other information. Each member of the campus community has the personal and professional obligation to stay informed about what is going on at the college. In addition, the shared governance groups also have a professional responsibility to seek input from, and share information with, their respective members.

4. What happens if one of the shared governance groups does not agree with, say, a proposed new policy?

It depends on the policy. For policies addressing academic and professional matters, mutual agreement must be reached between the Academic Senate and the Board of Trustee or its designees. The Board may take unilateral action only if the compelling reasons described in Faculty Role in Shared Governance, above, have been met. For all other policies, the College Council will make a sincere effort to address the needs of each group during the formation of new or revised college policies. However, if the College President believes that, in spite of a good faith effort by all concerned, agreement by every group is not possible; he/she may still recommend the policy to the Board of Trustees, noting the lack of full agreement. A representative of the dissenting organization(s) may address the Board regarding their concerns. The final decision belongs to the Board of Trustees.

5. How do I know whether an issue belongs to collective bargaining or shared governance?
The collective bargaining representatives have responsibility for issues related to wages, hours, and other terms and conditions of employment. These items are contained in the written contracts between the various unions and the district, and are specifically reserved to the collective bargaining representatives in the district's shared governance policy and procedures. All other matters, not covered in the collective bargaining contracts, fall either in the realm of shared governance (if they are one of the issues listed in the sections above) or under the normal administrative responsibilities of the campus managers.

6. Does my manager have to check with all of the employees in our area before making a change in our operations?
In most cases, no. Shared governance applies to institutional decisions, not area or unit decisions. However, it is expected that a manager will welcome the input of knowledgeable employees, even if in the end he/she does not decide to act in accordance with that input. In addition, some campus processes, like the planning process, require the participation of the staff members in a unit or area.

7. Are changes in the campus organizational structure subject to shared governance review?
No. How the administration is organized may be a matter for wide participation by the affected parties, but it is outside the scope of the District's responsibility to consult collegially. However, organizational changes which affect academic and professional matters, such as curriculum or the faculty role in governance, would require consultation with the Academic Senate. (CC League/Statewide Academic Senate, 1998)

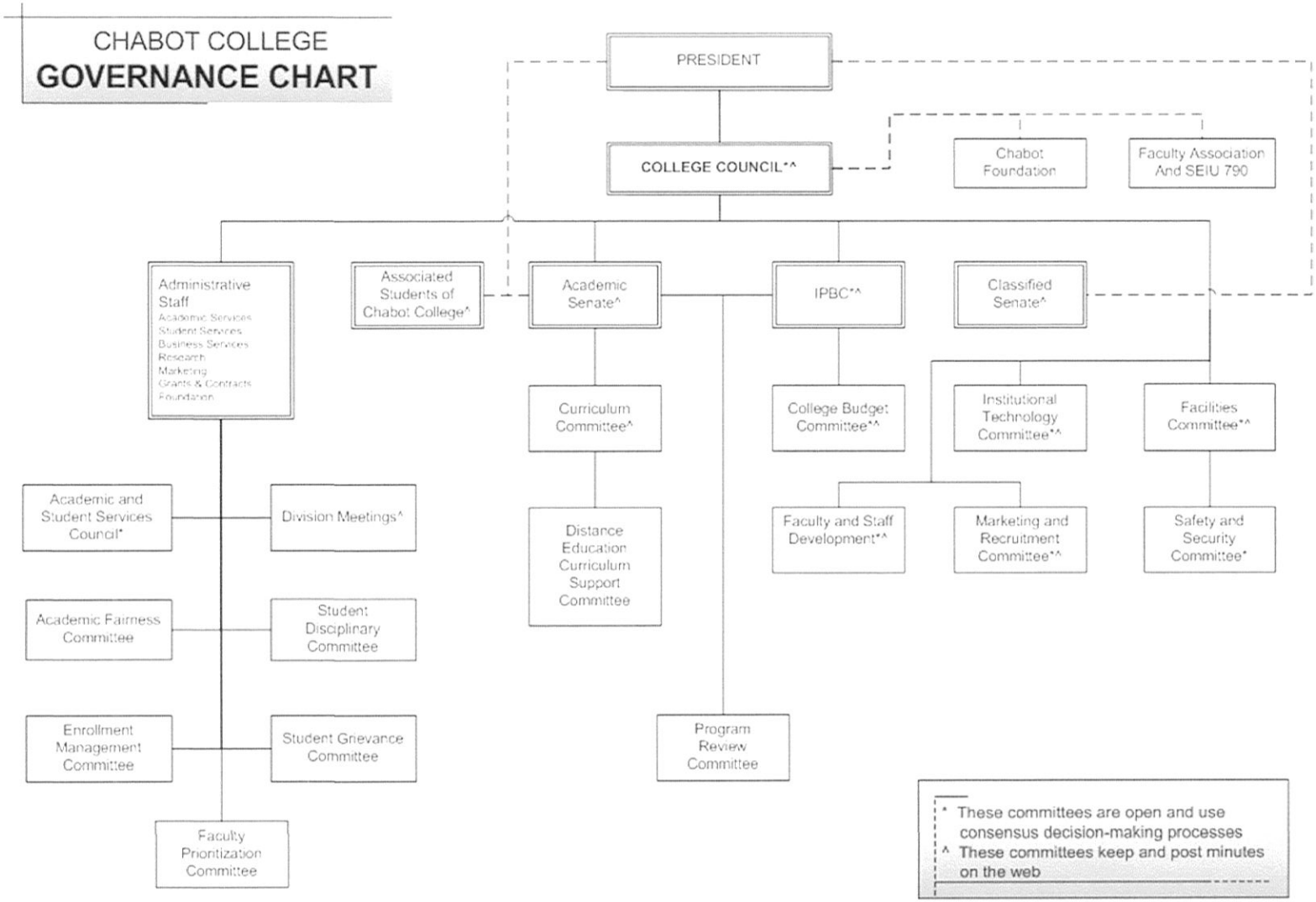
8. Is there a process for reviewing the effectiveness of the shared governance at Pasadena City College?
Yes. The College Coordinating Council reviews the effectiveness of the process. During the 200405 year the Council conducted such a review and recommended that no changes be made. The Council members agreed, however, that — with the influx of many new employees at PCC — it was time to prepare a short "primer" on what shared governance is, and what it is not. That is the purpose of this document.

9. To whom should I go if I have questions or concerns about the shared governance process?
The best people to talk to are the officers or board members of the shared governance group to which you belong (Classified Senate, Academic Senate, Associated Students, or Management Association).

If you have suggestions as to how this document could be made more helpful to new employees, please share your suggestions with your shared governance representative.

Shared Governance Information from

Chabot College


CHABOT COLLEGE
GOVERNANCE CHART
PRESIDENT
COLLEGE COUNCIL*^
Chabot Foundation
Faculty Association And SEIU 790
Administrative Staff
Academic Services
Student Services
Business Services
Research
Marketing
Grants & Contracts
Foundation
Associated Students of Chabot College^
Academic Senate^
IPBC*^
Classified Senate^
Curriculum Committee^
College Budget Committee*^
Institutional Technology Committee*^
Facilities Committee*^
Academic and Student Services Council*
Division Meetings^
Distance Education Curriculum Support Committee
Faculty and Staff Development*^
Marketing and Recruitment Committee*^
Safety and Security Committee*
Academic Fairness Committee
Student Disciplinary Committee
Enrollment Management Committee
Student Grievance Committee
Program Review Committee
Faculty Prioritization Committee
* These committees are open and use consensus decision-making processes
^ These committees keep and post minutes on the web

CHABOT COLLEGE

COLLEGE COUNCIL

OPERATING PRINCIPLES AND GUIDELINES

The basic rules/principles/guidelines for operation of Chabot College's shared governance and administrative structure include the following:

1. All constituencies have the right and opportunity to express their opinions. Anyone may bring forth a position or idea that will be treated with respect and given reasonable consideration. Ideally, the position or idea would be presented first to the appropriate committee, council, senate or other deliberative body that seems most germane to the issue at hand. In presenting the position or idea, it is essential to share all available information with the appropriate governance body, so all elements of the proposal can be considered thoroughly.
2. Anyone having an opinion about a position or idea brought to a committee, council, senate, etc. meeting is expected to express it in the open forum. It is not appropriate to grumble about decisions from the sidelines and remain silent in the open forum.
3. Many College committees, councils, etc. operate on the principle of consensus (please see the following section). These Committees do not record votes and, in fact, usually do not take votes at all, except for the occasional straw poll. It is up to the committee Chair to determine and report the consensus of the governance body.
4. When a committee or constituency is given the responsibility for developing a recommendation, or if a committee or constituency is generating a recommendation of its own, it will be done with the following understandings:

    a. All recommendations must focus on how Chabot College can serve more students and serve them more effectively.
    b. Decisions anywhere in the organization affect the college's quality and resources. Governance groups who are providing recommendations must give due consideration to the resources available to implement the recommendation with quality results.
    c. Governance bodies must establish a timeline for reaching their recommendations. The timeline must be responsive to the needs of the college. If recommendations are not produced in a timely manner, then responsibility for the recommendation may be placed elsewhere in the organization.
    d. The governance body will identify the stakeholders of the issues under consideration and actively invite their participation in forming any recommendation. Stakeholders must be given the opportunity to participate in discussions that will form the basis for making recommendations affecting them.
    e. The President will normally review the recommendations of governance bodies and constituencies with College Council prior to final action.
5. Credit or blame for decisions or recommendations need not be assigned. While not wanting to repeat mistakes, the important thing is to concentrate on what needs to be done and to repair or eliminate those things that do not function well.
6. While open meetings are a key element in this structure of governance, there are some instances where the meetings of the governance body may be restricted to core members. This would be particularly true when discussing individuals, faculty, staff or students, under consideration for advancement or discipline. These committees will follow college policy in their operations.
7. College Council, Senates, and Governance Bodies must provide a list of core representatives, including name, office number, extension, discipline, and division to the College President, Vice President of Academic Services, Vice President of Student Services, President of the Academic Senate, President of Classified Senate, and President of Associated Students by the last Monday every April. The list is to be kept current with updated versions sent to the above constituency leadership on a regular basis.

8. While unions and the Chabot College Foundation are not part if the governance structure, communication with these groups occurs through the College Council.

DECISIONS BY CONSENSUS AT CHABOT COLLEGE

Consensus decision-making is a process that does not involve Robert's Rules of Order or other such rules for committee work. Because of this, consensus decision-making may be unfamiliar to committee representatives. Therefore each committee should begin their year's work with a discussion of the decision-making principles and processes using consensus. Governance bodies must realize that consensus decision-making takes time and requires a commitment to open discussions.

The following describes some of the essential characteristics of successful consensus decision-making:

- **Speaking Up**: Everyone in the group bears the responsibility of sharing their ideas, opinions, and feelings.

- **Consensus Does not Mean Unanimity**: As long as all representatives of the governance body have had a chance to speak their minds, a few holdouts do not keep the group from achieving consensus. However, if only a few representatives find the decision acceptable, more dialogue is necessary.

- **Silence is not Consensus**: It is best to ask each person to respond to the issue, if only by nodding. To prevent this from becoming a voting process, it is useful to ask a question like, "Are we all on board?" Also, the Chair might go around the group and elicit responses from everyone.
- **Holdouts**: Holdouts bear extra responsibility for making their positions and feelings clear to the group. When holdouts have difficulty expressing their ideas, objections, or opinions in rational terms -- ask them to share their thoughts and feelings. This leads to greater clarity about their specific objections and/or concerns. Once holdouts have shared their positions or feelings, if general consensus is not changed, they should recognize and accept the fact that the group has heard them respectfully but does not agree with their positions or their point of view. It is not appropriate for the holdouts and the rest of the group to accuse each other of not listening to their points of view when both have had adequate opportunity to present these points of view within the discussion.
- **Solidarity**: When consensus is used, all governance body representatives must agree to support the decisions of the group, even if they personally disagree with those decisions. This means that they must work to carry out the decisions of the governance body and speak in favor of these decisions when talking to others in the organization. Staying silent in the group, then speaking against the group's decisions undermines the process.

GUIDELINES FOR GENERATING CONSENSUS

1. Clarify the problem or question being addressed.
2. Determine the criteria for a good solution (cost, scale, scope, acceptance, etc.). Ensure that everyone agrees on the criteria.
3. Brainstorm a range of alternative solutions.
    a. Generate a thorough list of alternatives.
    b. Do not evaluate the alternatives as they are being generated
    c. Write the alternatives in a format that can be seen by everyone.
4. Take a straw poll to check for the possibility of early agreement. If there is only a little disagreement, determine the reasons for the disagreement.
5. Evaluate alternatives according to the criteria you developed. Rule out any alternatives that do not meet the criteria or are rejected by the group after reflection. Determine if any alternatives require further research. If so, make a plan to carry out the research.
6. Make a decision. Test ways to combine or modify alternatives to meet the interests of as many people in the group as possible. Select one or more alternatives.

GENERAL OPERATIONAL RULES FOR ALL OPEN COMMITTEES

- Open meetings mean that any individual may join and fully participate in the meetings of the Governance groups designated as having open meetings.
- The Committee for the subsequent year will be formed in the spring (approximately April) of the previous academic year. New appointees will take office on July 1.
- The Chair, or co-Chairs, of the Committee, if not designated, will be elected by the core representatives in the spring term and take office on July 1.
- Following the vote for Chair, all open meetings will be conducted via the consensus model.
- Agendas for all open meetings must be posted* and distributed by 9:00 a.m. the day before the meeting. • Minutes, for meetings that have them, will be distributed* one day after their approval.

- Representatives of various governance groups, identified as core representatives, bear the primary responsibility for both informing their constituency of the committees' work and informing the committee of the constituency's position on matters under deliberation. It is not the Committee Chair or College Administration's responsibility to inform constituency groups of matters under deliberation by the governance structure.
- Chairs of Committees, unless designated, shall not normally serve for more than three consecutive years.
- Chair may mean Chair or co-Chair.
- Changes to this document must be proposed to the College Council and ultimately approved by the College President

GOVERNANCE GROUPS AND THEIR FUNCTIONS

College Council

Open and uses consensus decision-making processes. Keeps and posts minutes on the web.
For meeting dates, time and location go to: www.chabotcollege.edu/council

Charge:

- Provide college-wide input on shared governance issues through review and discussion.
- Serve as Chabot's main policy body that forwards recommendations on shared governance Issues.
- Disseminate and interpret policies and procedures to the appropriate constituent groups.
- Make recommendations to the College President on proposals from major shared governance groups (Institutional Planning Budget Council, Academic Senate, Classified Senate, Associated Students, Bargaining Agents).
- Organize, track, and exchange information among college governance groups.
- Facilitate communication and appropriate involvement of all representatives of the college community in the governance of the institution.

Chair: College President

Core Representatives:

Administration:	All College Administrators.
Academic Senate:	President. Immediate Past President and/or others who may be appointed.
Classified Senate:	President, Immediate Past President and/or others who may be appointed.
Associated Students:	President and/or others who may be appointed.
Association Participants:	President and/or others who may be appointed from CLPFA, classified union & SEIU Local 790.
Committee Chairs:	Chair of College Enrollment Management Committee. Chair of Staff Development.

Reporting/Recommending Responsibilities:

Primary – College President

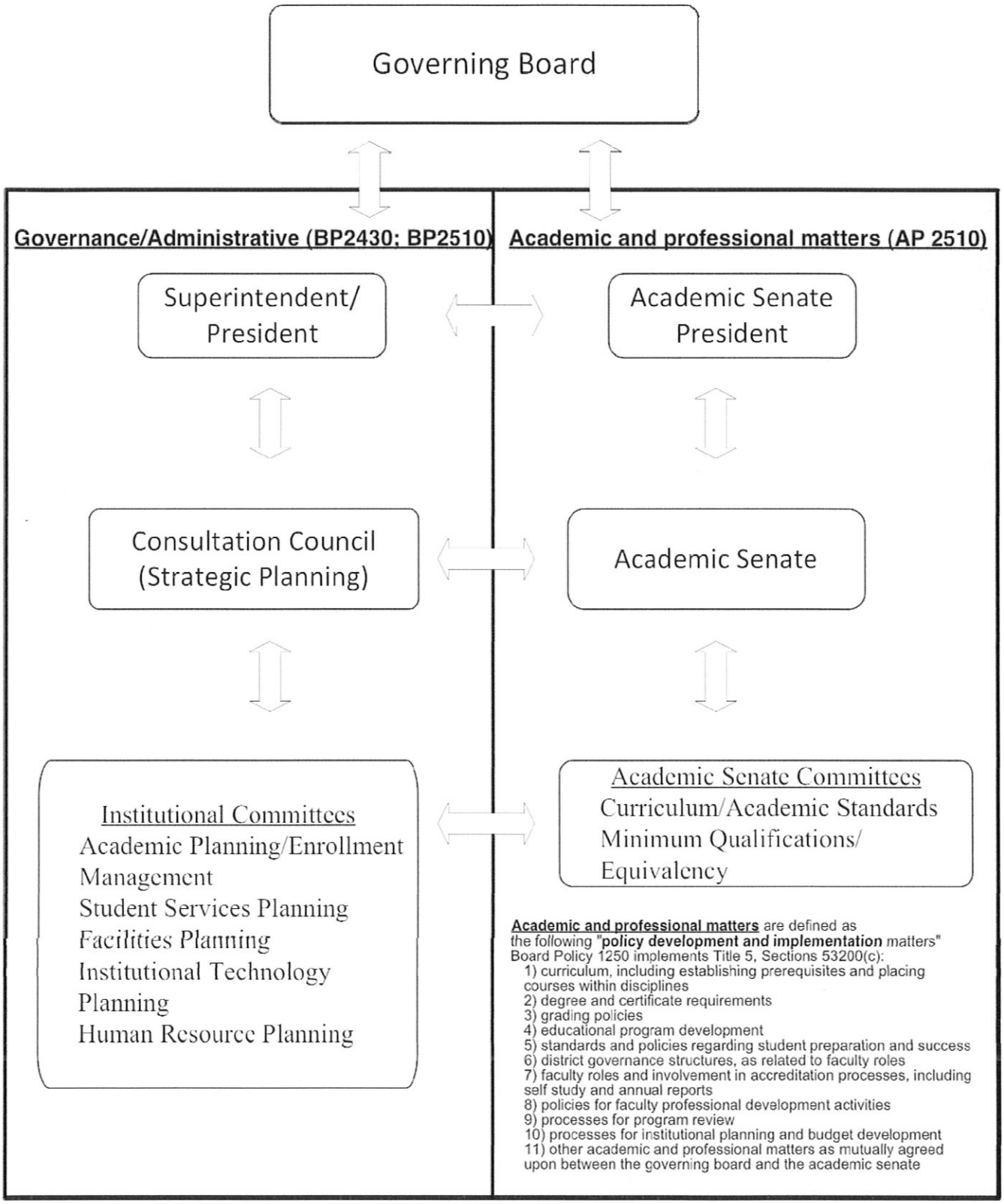
Other –

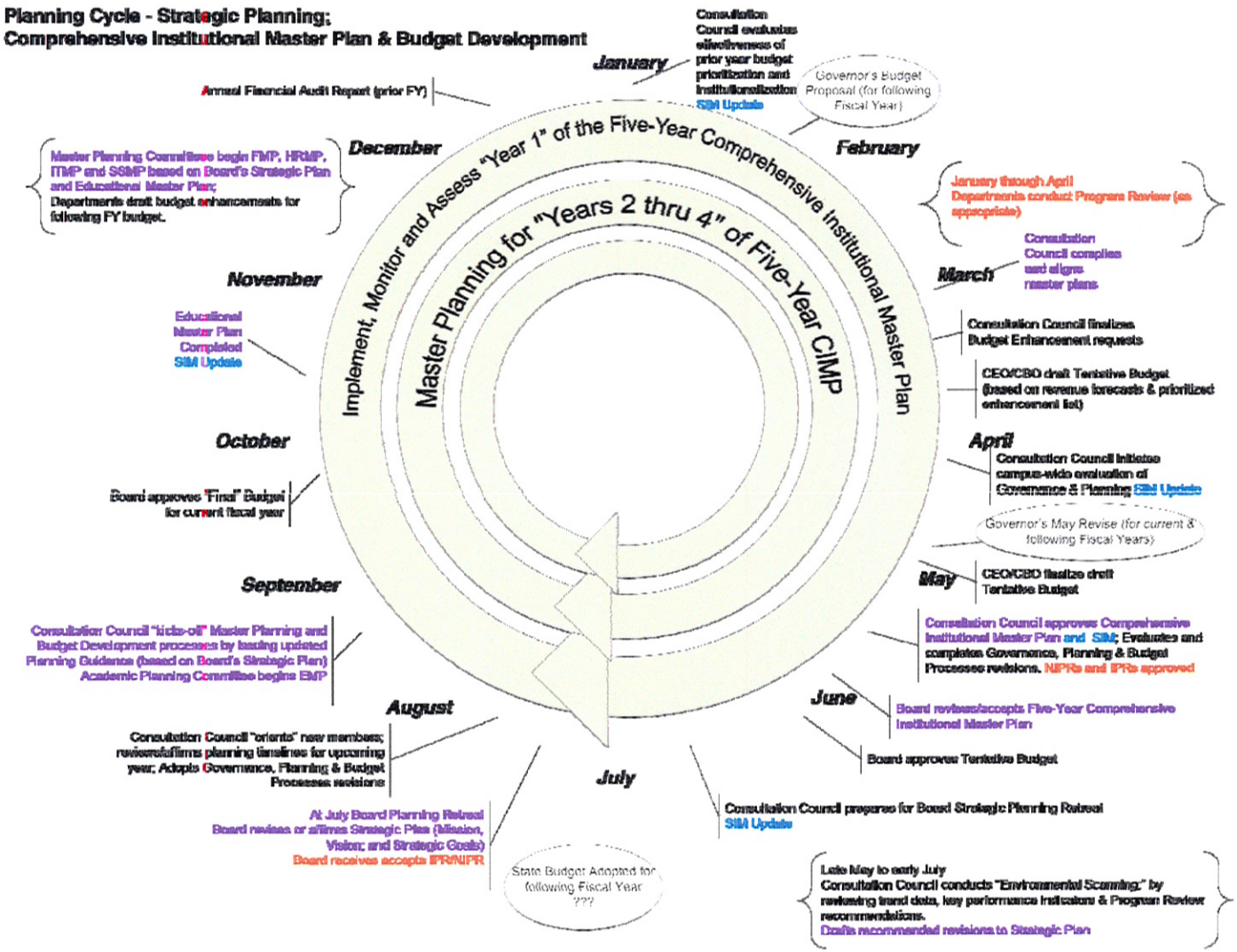
- Board of Trustees
- Governance Groups
- College Administration

Shared Governance Information from

Lassen Community College

Lassen Community College
Governance Structure




Planning Cycle - Strategic Planning;
Comprehensive Institutional Master Plan & Budget Development
Implement, Monitor and Assess "Year 1" of the Five-Year Comprehensive Institutional Master Plan
Master Planning for "Years 2 thru 4" of Five-Year CIMP
January
Consultation Council evaluates effectiveness of prior year budget prioritization and institutionalization
SIM Update
Governor's Budget Proposal (for following Fiscal Year)
February
January through April
Departments conduct Program Review (as appropriate)
March
Consultation Council compiles and aligns master plans
Consultation Council finalizes Budget Enhancement requests
CEO/CBO draft Tentative Budget (based on revenue forecasts & prioritized enhancement list)
April
Consultation Council initiates campus-wide evaluation of Governance & Planning SIM Update
Governor's May Revise (for current & following Fiscal Years)
May
CEO/CBO finalize draft Tentative Budget
Consultation Council approves Comprehensive Institutional Master Plan and SIM; Evaluates and completes Governance, Planning & Budget Processes revisions. NIPRs and IPRs approved
June
Board reviews/accepts Five-Year Comprehensive Institutional Master Plan
Board approves Tentative Budget
July
Consultation Council prepares for Board Strategic Planning Retreat
SIM Update
Late May to early July
Consultation Council conducts "Environmental Scanning:" by reviewing trend data, key performance indicators & Program Review recommendations.
Drafts recommended revisions to Strategic Plan
State Budget Adopted for following Fiscal Year ???
August
Consultation Council "orients" new members; reviews/affirms planning timelines for upcoming year; Adopts Governance, Planning & Budget Processes revisions
At July Board Planning Retreat
Board revises or affirms Strategic Plan (Mission, Vision, and Strategic Goals)
Board receives accepts IPR/NIPR
September
Consultation Council "kicks-off" Master Planning and Budget Development processes by issuing updated Planning Guidance (based on Board's Strategic Plan)
Academic Planning Committee begins EMP
October
Board approves "Final" Budget for current fiscal year
November
Educational Master Plan Completed
SIM Update
December
Master Planning Committees begin FMP, HRMP, ITMP and SSMP based on Board's Strategic Plan and Educational Master Plan;
Departments draft budget enhancements for following FY budget.
Annual Financial Audit Report (prior FY)

LASSEN COMMUNITY COLLEGE
COMMITTEE STRUCTURE MATRIX

2010/2011 Academic Year
August 2010

Committees: Type and Title	Admin	ASB	CSEA	Mgmt	Senate	Report
Institutional Planning Committees:						
Consultation Council/Strategic Planning [Membership includes the chairs of all planning committees]	P, DSS, VPDIS, DRD, DHS DRPI DFA	1	3	3 (P), DF	AC, ASP, 3 DC, 1 LC	A
Academic Planning/ Enrollment Management [Membership includes the chairs of all planning committees and Curriculum/Academic Standards Committee representative]	VPDIS, DSS, DRPI	0	0	1	3 DC, 1 LC	J
Facilities Planning	DFA VPDIS	1	2	2 (DF)	2	P
Institutional Technology Planning	DRPI	1	2	3	3	P
Human Resource Planning (includes Faculty & Staff Development, [Flex] and EEO Advisory)	VPDIS	1	2	2 [DHS]	[3]	J
Student Services Planning/ Matriculation Advisory	VPDIS, DSS	0	2	R	MC, 3	P
Academic Senate Standing Sub-Committee:						
Curriculum/Academic Standards	VPDIS	1	2	0	8	S
Minimum Qualifications/Equivalencies	VPDIS	0	0	0	4	S
Institutional Standing Operational Committee:						
Scholarship & Financial Aid Appeals/ Student Grievance & Academic Renewal	DSS	1	2	DES	3	J

Abbreviations:

ASP – Academic Senate President
DC – Division Chairs
P – President
DF – Director of Facilities
LC – Lead Counselor
AC – Accreditation Coordinator
MC – Matriculation Coordinator
VPDIS – Vice-President/ Dean of Instructional Services
ADIS – Associate Dean of Instructional Service
DSS – Dean of Student Services
DRD – Director of Resource Development
DHS – Exec Dir of Human & Support Services
DRPI- Exec Dir of Research/Planning/Information Services
DFA– Exec Dir of Fiscal & Auxiliary Services
DES – Director of Enrollment Services

Reporting terms: **P** - President, **S** - Senate, **J** - Joint, and **A** - All Constituent Groups

Adopted by the Academic Senate – August 19, 2010

Governance Groups and their Functions

Academic Planning/Enrollment Management
Open and uses consensus decision-making processes.
Meets in the Administrative Conference Room

Charge:

- Analyze data provided by the institutional research office on course and program enrollment trends changes over time
- Analyze data provided by the institutional research office concerning trends in student enrollment related to gender, ethnicity, age, ability, economic status, and other demographic changes over time.
- Analyze data trends provided by the institutional research office concerning student program enrollments, class time preferences (day, evening, on-line, correspondence), and other changes in enrollment patterns
- Utilize the analysis derived above to facilitate the improvement of student access, success, and equity in the schedule of classes.
- Utilize the analysis derived above to facilitate productivity improvement.
- Review and incorporate recommendations from instructional program reviews into academic planning.
- Update the Educational Master Plan to identify items that have been completed, that are on-going, and that have not yet been addressed and add new goals and strategies annually to meet emerging needs.
- Integrate academic planning with student services and budget planning to ensure successful implementation of the goals and strategies
- To assist faculty in coordinating the development of instructional institutional, program, and course level student learning outcomes
- To assist the instructional dean in coordinating development and implementation of student learning outcome assessment plans

Structure:
The Academic Planning Committee is comprised of appointed representatives from all of the campus community planning groups. The members shall include the following:

- 3 Administrators (Vice-President/Dean of Instructional Services, Dean of Student Services, Executive Director of Research, Planning, and Information Services)
- 4 full-time faculty (three Division Chairs and Lead Counselor)
- 1 management/confidential appointed by the management group
- 4 Planning Committee Chairs (Facilities Planning, Human Resource Planning, Institutional Technology Planning, Student Services Planning)
- 1 Representative from the Curriculum/Academic Standards Committee

Quorum:

- A quorum requires more than fifty percent of the membership.

Chair:

- Elected by the committee at the first meeting in the fall semester.

Reporting: Reports to both the Academic Senate and Superintendent/President. Documents are forwarded to the Consultation Council/Strategic Planning Committee
Revised by Consultation Council – May 20, 2010

Academic Senate

Open and uses voting by majority decision-making processes.
Meets first & third Thursday of each month at 3:00 pm in CD -119

Charge:
The Academic Senate makes recommendations to the administration and Governing Board concerning academic and professional matters including:

- Curriculum, including establishing prerequisites and placing course within disciplines
- Degree and Certificate Requirements
- Grading Policies
- Educational Program Development
- Standards or policies regarding student preparation and success
- College Governance Structures relating to faculty roles
- Faculty roles and involvement in Accreditation processes, including self-study and annual reports
- Policies for faculty professional development activities
- Processes for program review (including examining program review documents and making recommendations)
- Processes for institutional planning and budget development
- Other Academic and Professional Matters as are mutually agreed upon between the Governing Board and the Academic Senate

Structure:

- The Academic Senate is comprised of faculty elected by their peers.

Quorum:

- A quorum requires more than fifty percent of the membership.

Chair:

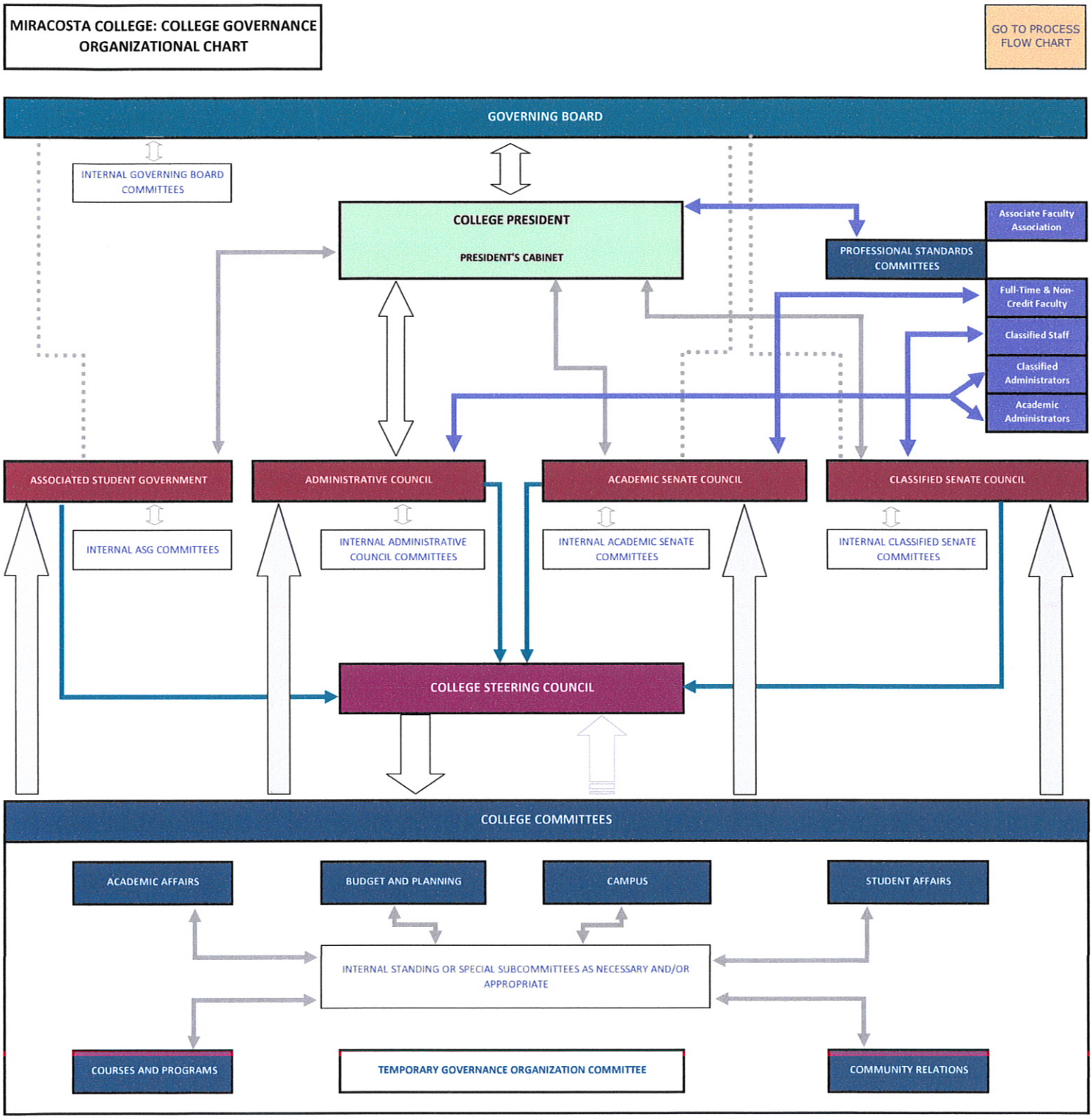
- President elected by the senators.

Reporting: Reports to the faculty and the Governing Board

Approved by the Academic Senate February 5, 2007
Reviewed by the Academic Senate - May 20, 2010

Shared Governance Information from

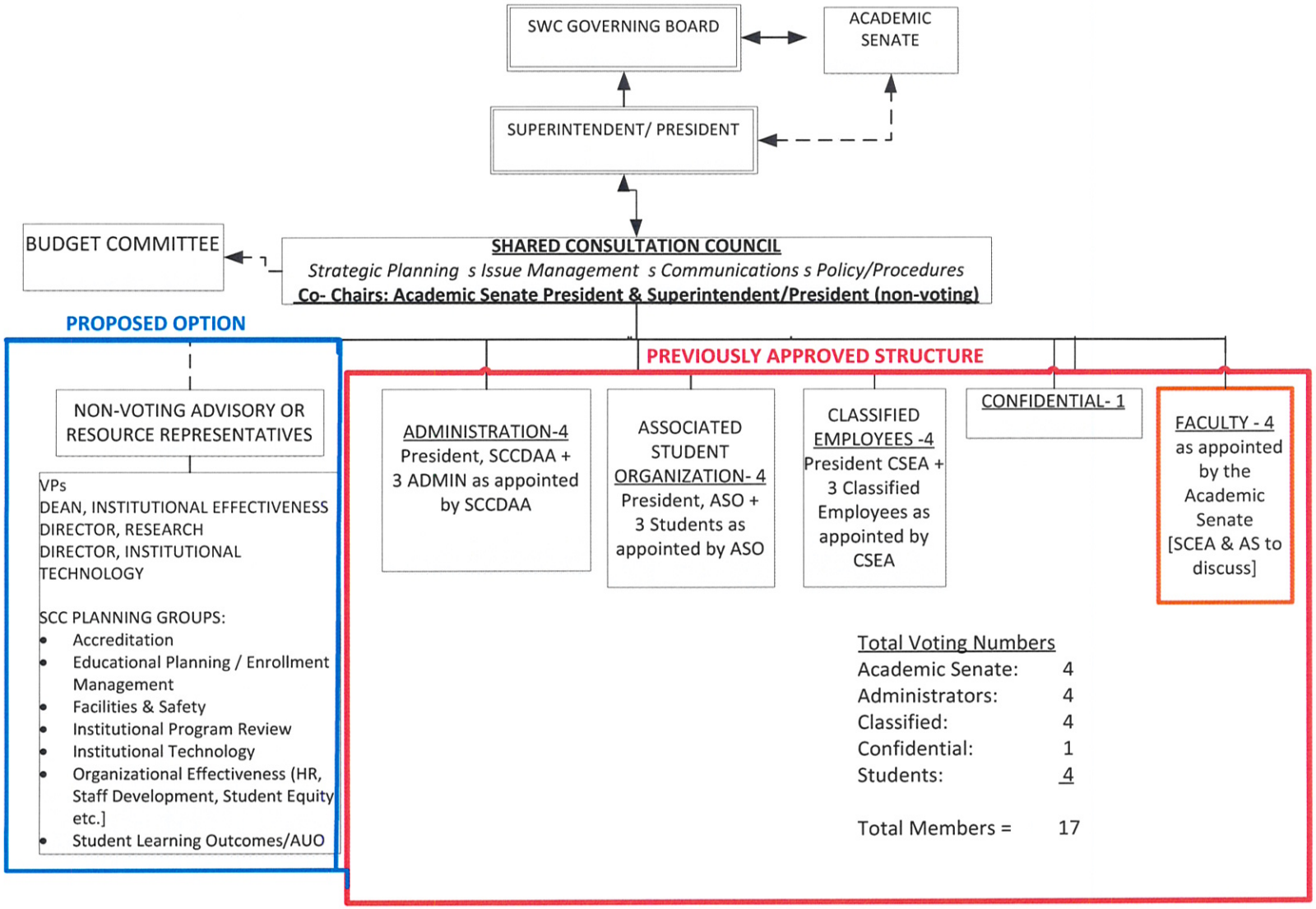
Miracosta College


MIRACOSTA COLLEGE: COLLEGE GOVERNANCE ORGANIZATIONAL CHART
GO TO PROCESS FLOW CHART
GOVERNING BOARD
INTERNAL GOVERNING BOARD COMMITTEES
COLLEGE PRESIDENT
PRESIDENT'S CABINET
Associate Faculty Association
PROFESSIONAL STANDARDS COMMITTEES
Full-Time & Non-Credit Faculty
Classified Staff
Classified Administrators
Academic Administrators
ASSOCIATED STUDENT GOVERNMENT
ADMINISTRATIVE COUNCIL
ACADEMIC SENATE COUNCIL
CLASSIFIED SENATE COUNCIL
INTERNAL ASG COMMITTEES
INTERNAL ADMINISTRATIVE COUNCIL COMMITTEES
INTERNAL ACADEMIC SENATE COMMITTEES
INTERNAL CLASSIFIED SENATE COMMITTEES
COLLEGE STEERING COUNCIL
COLLEGE COMMITTEES
ACADEMIC AFFAIRS
BUDGET AND PLANNING
CAMPUS
STUDENT AFFAIRS
INTERNAL STANDING OR SPECIAL SUBCOMMITTEES AS NECESSARY AND/OR APPROPRIATE
COURSES AND PROGRAMS
TEMPORARY GOVERNANCE ORGANIZATION COMMITTEE
COMMUNITY RELATIONS

TO NEXT COMMITTEE
BACK TO ORGANIZATIONAL CHART

COMMITTEE	GOVERNANCE ORGANIZATION COMMITTEE (TEMPORARY)
RESPONSIBILITIES INCLUDE MATTERS SUCH AS:	This ad hoc temporary committee will exist for the academic year 2009-2010 to make recommendations for alterations to the governance structure as appropriate and necessary. Recommendations by this group must follow the same routing procedures as permanent committees, and therefore must pass through the College Steering Council and be approved by the appropriate governance council or councils (ASG, ASC, CSC, AC).
RECEIVES DIRECTION FROM	College Steering Council
SUBMITS RECOMMENDATIONS TO	The Four Governance Councils: Academic Senate Council, Classified Senate Council, Administrative Council, and Associated Student Government.
SUBCOMMITTEES	None.
MEMBERSHIP	4 members of the Academic Senate Council, 3 members of the Administrative Council and 1 member of the Classified Senate Council.
CHAIR	Academic Senate President
MEETING SCHEDULE	As necessary

SOUTHWESTERN COLLEGE SHARED CONSULTATION MODEL – DRAFT 7/27/11



QUORUM: 50% + ____ for a total of____.

If non-consensus, 2/3 vote required to pass a motion.

LAW	REGULATIONS LEVEL OF PARTICIPATION	REGULATIONS AREAS OF PARTICIPATION	REGULATIONS CONSIDERATION OF RECOMMENDATIONS
FACULTY *Right to participate effectively *Academic Senate right to assume primary responsibility for recommending on: • Curriculum • Academic standards	*Local boards shall: • Consult collegially on • Academic and professional matters	*Academic and professional matters 1. Curriculum 2. Degree 3. Grading 4. Program development 5. Student standards 6. Faculty role in governance structures 7. Accreditation 8. Professional development 9. Processes for program review 10. Processes for planning & budget 11. Other	*Consult collegially • Reach mutual agreement • Rely primarily on advice and judgment of academic senate
STAFF *Right to participate effectively	*Provided opportunity to participate in formulation of: • Policies, • Procedures, and • Processes that have a • Significant effect on staff.	*Significant effect on staff	*Given "every reasonable consideration"
STUDENTS *Right to participate effectively	*Provided opportunity to participate in formulation of • Policies, • Procedures and • Processes that have a • Significant effect on students.	*Significant effect on students 1. Grading 2. Codes of conduct 3. Academic discipline 4. Curriculum 5. Education programs 6. Processes for budget & planning 7. Student standards 8. Student services planning & development 9. Fees 10. Evaluation & hiring 11. Other	*Given "every reasonable consideration"