



CHANDLER-GILBERT  
COMMUNITY COLLEGE

# **SHARED GOVERNANCE**

**CONTINUING A COLLEGIAL  
AND COLLABORATIVE ENVIRONMENT**

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## **Historical Background from the Original 2005 Document**

Shared governance has existed at CGCC since the college's inception. However, with many new employees, additional college locations, and an ever-changing environment in which to operate, there is a need to articulate in writing what is meant by shared governance and document how it is implemented at CGCC.

Through the years, there have been college committees and councils who have offered input into various administrative decisions, who have provided leadership for key agendas and initiatives, and who have developed college policies. Most major college decisions have involved many employees in broad-based discussions, in order to formulate recommendations for action that are taken into consideration before administrative decisions are made. There is a genuine sense of mutual respect, collegiality and collaboration among colleagues in all units of the college, through all levels of the organization and across all locations.

There is, however, a need to further refine our shared understandings of college governance. Our challenges have included that the purpose for a committee or group has not always been well articulated. The process and procedures for functioning have not always been clear. The relationship of a group with their administrative liaison has not been well-defined. The membership structure for many groups and the terms of service have often been undefined. The length of time a group should continue to meet and the ability to dissolve a committee or group has sometimes not been responsive to changes in the organization. The pathway for review of recommendations; that is, the process for moving items forward has not always been clear, nor has there been clarity as to what types of items need review by the President's Executive Council as opposed to those that can be handled at a different level in the organization. In some cases, documentation is inadequate or altogether missing.

So although our culture supports collaboration and communication, there is a need to improve the means by which those values are operationalized in the organization. Therefore, there is a need to refine and document the CGCC system of shared governance.

## Guiding Principles

College governance processes should encourage mutual respect and shared communication with the goal of creating an environment that supports student success and facilitates employee participation.

### **Participation**

There are multiple objectives in this new model for shared governance—foremost among them is the development of processes to help employees, community members, and students participate in and have input into college decisions and directions. Faculty should have considerable input on matters affecting their professional lives, the curriculum, and academic matters. Staff should have input on policies and procedures affecting their working environment. Students should have input on issues affecting student life on campus. We need to articulate and document a process whereby constituents who are affected by decisions have an opportunity for input into those decisions.

### **Balance**

Other objectives include a desire to create an environment where there is some degree of equilibrium among responsibility, authority, and accountability. There are some natural tensions which will need to be balanced. We want to allow for many perspectives and voices in the process of arriving at decisions, but we do not want to become overly bureaucratic or make too many “rules” for how we operate. We want to create a system whereby we are able to be responsive and agile and, therefore, we do not want a system where it takes too long to obtain all of the input and approvals needed to move forward with initiatives and plans. We want to encourage innovation and creativity, while recognizing that any significant commitment of resources will require many to be involved in discussions. We need to be aware of the fact that some decisions will have time constraints and will need to be made quickly by the person in the organization who is charged with oversight of that item. However, the more significant the decision, the more care should be taken to be inclusive and deliberate in involving effected constituents in the process.

Therefore, it is important to document and communicate a system whereby decisions are made at the appropriate level in the organization. The type of decisions that can and should be made by the people charged with managing an area or chairing a committee should be distinguished from those that need further input and review. This system encourages ownership of agendas at the right level in the organization and decentralization of basic operational decisions. In general, those decisions that are more philosophical, policy-based, or strategic in nature require more thoughtful and inclusive approaches. Decisions that affect many people are likely to need input from many people. This is a difficult distinction for some employees and a difficult balance to achieve in an organization, but one worth striving for if we are committed to the notion of shared governance.

### **Interrelationships**

The concept of shared governance also implies that all employees need to develop an awareness of how their department's functions interrelate with others at the college. All employees need to understand how actions in their department affect students, faculty, and staff and then make every reasonable effort to consider the impact on others and communicate appropriately. Again, certain types of decisions should not be made solely at the departmental level without significant input from others.

Other goals of the college are to provide a pathway for forwarding recommendations on issues which need broader input. It is the responsibility of college administrators to determine whether recommendations that are brought to their attention should be discussed with other departments that report to that same administrator, discussed with other administrators and their respective departments that may be affected, or forwarded on to another group, such as the President's Executive Council (PEC), for consideration.

### **Inclusion**

The representation on the PEC has been expanded over time to be as inclusive as possible, thus allowing for multiple perspectives on various issues. Ultimately, there should be a convergence of strategic issues and institutional policies at the President's Executive Council.

Representation on various college committees, councils and other groups, including PEC, should be fair and inclusive. On college committees and task forces, there should be an eye towards appointing employees to groups where their professional expertise and goals are appropriately aligned. There will not be a "one size fits all" committee framework, for each group has a unique purpose. Not all groups will require representation from every division or department. The function and purpose of the group should drive determinations such as group size, representation, and meeting schedule. However, in all groups, there should be consideration given to appropriate representation from various college units, with a reasonable balance in ethnicity, gender and other forms of diversity. There may also be a need to consider the viewpoints of employees and students from different campus locations of the college. Again, the principle to be considered is appropriate representation, which may be different from group to group, depending on the nature and purpose of the group.

### **Collegiality**

One commonality from group to group must be a sincere attempt to communicate openly and honestly. Collegiality is encouraged, with considerate conduct and open communication. Every attempt should be made to cultivate an environment of civility.

The principle of civility is not in opposition to debate. The process of shared governance is predicated on the fact that mutual support and trust is built when all parties demonstrate through their actions that the best interests of students are at the core of their recommendations. Every member of a group has a responsibility to try and improve the college and to strengthen its ability to carry out the mission. However, in order to encourage good thinking, we must allow the voices of the opposition to be heard and thoughtfully considered. It takes patience to hear out

people with whom we don't agree. In the early years of the American democracy, adversaries in a debate were often called the loyal opposition. Opposition to a concept should not be construed as disloyalty to the goals of the organization as a whole. We must trust that most people will present themselves professionally and honestly in order to advocate for a better environment for students and not to make a personal point or win an argument. At CGCC, we will strive to engage one another and challenge one another with mutual respect and consideration for one another's feelings, assuming that everyone is working in the best interests of students.

### **Communication**

As has been indicated, there are multiple elements of communication to be incorporated into a system of shared governance. Information sharing is important. Therefore each group will have a stated purpose and will be asked to document its proceedings and to communicate regularly with the college community about its recommendations and their progress. The system also calls for "openness," that is, it asks each individual and group to consider how they can help other employees become more aware of and knowledgeable about the issues of the college. Each group should strive to help employees and students understand when, where and how decisions or recommendations are made and to receive information, should they wish to do so.

### **Personal Responsibility**

It was mentioned earlier that issues of responsibility and accountability are paramount in a system of shared governance. Thus, forwarding an issue along to another group does not absolve a given department or committee from responsibility for the issue. Employees should be encouraged to identify problems and issues, but more importantly in a framework of shared governance, the goal is to thoroughly examine issues, share ideas, and propose solutions at the right level in the institution. Thus, employees are encouraged to recommend solutions to problems, but not become discouraged if they cannot immediately implement their proposed solution independently of other's input. In many cases, multiple perspectives might be needed in order to determine the best course of action.

It is also the personal responsibility of each employee to engage in the system of shared governance, sharing their time and talents.

### **Respect**

A determination to not proceed as recommended by one body should not be construed as lack of support or respect for the recommendations being made. This is another difficult distinction for some employees and students. Sometimes, recommending bodies can slip into a mindset that if the group or person to whom they are making a recommendation does not accept their recommendation, their work is being disrespected. In a system of shared governance, the work of such recommending groups is very important, but it must be balanced with the notion of multiple perspectives and voices in the process.

### **Stewardship of Resources**

Another principle to which we should strive is that of connecting planning and budgeting. This can add another layer of complexity to the process of decision-making. For example, a concept might be recommended by one group, but depending on the scope and nature of the item, and even if others are in agreement with the recommendation, it may be put “on hold” because of the implications for college resources. At certain times of the year, various proposals that have significant resource ramifications will be brought forth to college councils for review and consideration. Given that resources are limited, priorities are established and some proposals will be funded while others will not. A group whose proposal is not funded may jump to the conclusion that its input was not valued. On the contrary, in a shared governance system, this process of multiple proposals being debated and considered is very important. Not only does it ensure that the best thinking of many is considered, but it provides balance and multiple perspectives on the final decisions reached.

We are all responsible for being good stewards of the college resources and as such we must understand that not all ideas, even when aligned with college plans, can be funded. A system of shared governance should strive to surface the best use of the resources to maximize student success and employee satisfaction.

### **Tolerance for Uncertainty**

This type of structure requires a higher tolerance for ambiguity and inconsistency because it is not possible to write “rules” that will provide directions for handling all situations. It requires employees to think well and consider the organization as a whole. It requires that decisions not be made in isolation. It creates a system that is sometimes cumbersome and not always definite in the chain of recommendations, but it is predicated on the notion that more solutions will be generated for complex problems and people will be more committed to implementing policies into which they have had some degree of input.

It must be understood from the outset, that the College President has ultimate responsibility for the operation of the institution and is held accountable to the Chancellor who in turn is responsible to the Governing Board. However, top-down decisions with little input can result in an adversarial environment, which is the antithesis of the atmosphere we would like to create. The goal will be to include many voices and perspectives, in order to build consensus on key issues, policies, and directions for the college. However, there are limitations to a system of inclusiveness which we must recognize and there will be exceptions to a consensus-based decision making model. For example, if a quick decision needs to be made regarding an issue which has serious safety implications or legal ramifications, the appropriate person should respond immediately.

### **Connection to Values**

Ultimately, a shared governance process for CGCC must be grounded in the college values, the cornerstones of which are learning and community engagement. By openly debating and considering the important issues for the college, we will constantly be learning about various issues and about our fellow colleagues. By engaging others in the decision-making process, we

show respect for alternate points of view and we acknowledge that no one person or group has all of the answers.

The college values of communication, collaboration, excellence, innovation, diversity and integrity should be strengthened by a shared governance process. The process itself seeks to promote open and clear communication about various college issues, while encouraging employees to collaborate across units to surface our best thinking. The premise of cooperative learning is that “two heads are better than one” and that is also the philosophical underpinning of a shared governance system. Truly excellent work is rarely accomplished alone, but rather in unison with colleagues who each bring diverse backgrounds and skills to the task. Most innovative programs need the support and encouragement of colleagues, and the joys of accomplishment are best celebrated with others. Our hope is that we can and will hold each other accountable to being inclusive, communicative, honest, and effective in our college decision-making, thus contributing to our individual and collective integrity.

### **Reflection and Evaluation**

There are still many elements of such a system that will need to be examined and refined over the years with the goal of continuous improvement. For example, these guiding principles have spoken mostly to employee involvement in college processes, but increased consideration should be given to how students might be involved and to how community voices are included in our processes. We may, over time, gain increased clarity about what specific types of decisions are made at different levels of the organization and be able to communicate that more clearly. We may change the names or the composition of some of the committees and councils and other entities in the process. The principles of evaluation and reflection should be incorporated into our system. In order to ensure integrity of the system, periodic feedback will be sought and occasionally more involved evaluations will be conducted. And hopefully, many people will regularly take a step back from the day-to-day operations of the college to ask the broader questions about student success and employee satisfaction.

# Governance Structure

## **President's Executive Council (PEC)**

**Purpose:** This is an advisory group to the college president regarding college policies; strategic planning; budget priorities and resource allocation; personnel issues, policies, and practices; college climate; and other issues of importance to the college community.

**Membership:** College administration, employee group representatives, college location representatives, and members at large to ensure adequate representation in terms of diversity and organizational structure.

**Service:** College administrators will be appointed by way of their positions and remain as long as they hold those positions. Faculty, MAT, PSA, M+O, Crafts, Safety, Adjunct Faculty, and division chair representatives will be selected by the members of those employee groups and serve at the group's discretion.

**Frequency of meetings:** Meetings are held monthly during the academic year.

**Documentation:** Structure, purpose, annual membership, as well as minutes of current and previous year's meetings are available on the college website. Minutes are also made available to all employees via email as soon as they are reviewed and approved by the membership.

**Other:** Recommendations from college committees or college councils should be transmitted through the appropriate college administrator for inclusion on the agenda. Acceptance of recommendations will be conveyed by the college president or the administrative liaison with responsibility for a particular area of functioning. Some recommendations may be sent back with a list of concerns or items to be addressed before a final recommendation to the president can be made. Rejected recommendations will be returned to the recommending body through the appropriate administrator(s) with a rationale or explanation for the determination.

## **President's Community Advisory Council (PCAC)**

**Purpose:** The President's Community Advisory Council provides "community voice" for CGCC and helps to shape strategic directions for the college as it strives to serve the needs of the Southeast Valley.

**Membership:** Membership on the Council will include representation from business, industry, government, education, and residents. Members will be experienced in their occupations, knowledgeable of the trends in their professions, aware of the needs in their communities, and committed to promoting higher education for residents in the community. Up to 50 members may be invited to serve on the PCAC by the college president.

**Service:** Council members will serve a two-year term that may be renewed at the discretion of the college president. A chairperson will be selected by the president each year.

**Frequency of meetings:** Meetings are held at least twice each year.

**Documentation:** Minutes are published and mailed to members of the council and are also available on the college website.

**Other:** College administrators are also asked to attend PCAC meetings to keep in touch with community members' perspectives and to serve as resources for certain topics. Other employees and students are also invited to each meeting, depending on the topics being discussed.

### **College Governance Council**

**Purpose:** The College Governance Council will annually receive requests and make recommendations about the purpose and membership of College Committees and Task Forces. They will also be charged with periodically evaluating the effectiveness of and satisfaction with the college governance system.

**Membership:** Two members of the college administration along with the president and vice-president, or President's Executive Council representative, for each employee group.

**Service:** The college administrators will be appointed by the College President annually for a renewable one year term of service. The other members will serve while they are their employee group president or designated President's Executive Council representative.

**Frequency of meetings:** This group will meet quarterly.

**Documentation:** This group will maintain the portion of the college website that addresses college governance, councils, committees, and other groups, along with the directory of membership or list of participants. Notes from the group will be available on the college website.

**Other:** The College Governance Council will develop and manage the process by which college employees can express interest in various committees and service opportunities.

### **College Councils**

**Purpose:** College councils have responsibility for making operational decisions related to their areas of functioning, in consultation with their administrative liaison. They may also make recommendations to PEC.

**Membership:** People are members of these groups because of positions they hold. The administrative liaison to the council will be responsible for convening and providing direct leadership for a college council.

**Service:** Shall be determined by the length of time they hold their position/title.

**Frequency of meetings:** Varies, but many councils meet on a weekly or bi-weekly basis.

**Documentation:** Some of the councils maintain minutes, which will be posted on the college website.

**College Councils:**

<b>Name.....</b>	<b>Administrative Liaison</b>
1. Division Chair Council .....	VP of Academic Affairs
2. Technology Leadership Council .....	VP of Academic Affairs
3. Student Affairs Managers Council.....	VP of Student Affairs
4. Administrative Services Managers Council.....	VP of Administrative Services

**College Standing Committees**

**Purpose:** College Committees are formed by the college president in consultation with the College Governance Council for the purpose of making recommendations on college policies and procedures, and/or providing oversight and coordination for a particular issue.

**Membership:** Members will be identified annually by the College Governance Council in consultation with the current chair and the administrative liaison of a given committee.

**Service:** Members agree to serve three year terms with staggered replacement so that there is reasonable continuity of membership over time.

**Frequency of meetings:** Varies.

**Documentation:** Purpose, membership, and minutes will be posted on the college website.

**Other:** Each college committee must have an identified administrative liaison whose name will be posted as a member of that committee. Recommendations from a committee will be discussed with the administrative liaison who will help determine the process by which the recommendation or issue will be moved forward, determine who else should be consulted, etc. If a recommendation is to be made to PEC, the administrative liaison and committee chair should consult the College President in order to make arrangements for the recommendation or issue to be addressed on the PEC agenda.

Once every year, College Committees will submit their stated purpose and major plans for the year to the College Governance Council. The College Governance Council will consult with the committee chair(s), as needed, to make sure that groups addressing overlapping or similar issues are put in contact with one another.

**Examples:**

<b>Name.....</b>	<b>Administrative Liaison</b>
1. Admissions and Standards .....	VP of Student Affairs
2. Calendar and Events .....	VP of Student Affairs
3. Curriculum .....	VP of Academic Affairs

- 4. Diversity..... College President
- 5. Employee Development.....VP of Administrative Services
- 6. Graduation.....VP of Student Affairs
- 7. Institutional Effectiveness.....VP of Administrative Services
- 8. Instructional Technology .....VP of Academic Affairs
- 9. International Education.....VP of Student Affairs, VP of Academic Affairs
- 10. Student Learning Outcomes Assessment.....VP of Academic Affairs
- 11. Comprehensive Facilities Planning and Oversight.....VP of Administrative Services
- 12. United Way Campaign..... College President

**Ad Hoc Committees and Task Forces**

**Purpose:** These groups are formed by the College President on an ad hoc basis for a specified period of time, typically to make recommendations on a particular issue or to provide leadership for a given task.

**Membership:** Membership will be determined by the college administration in consultation with the College Governance Council, depending on the task being undertaken.

**Service:** For one cycle, but cycle length may vary from as short as a couple of weeks to several years.

**Frequency of meetings:** Varies.

**Documentation:** Purpose, membership, and minutes will be maintained on the college website.

**Examples:**

- | Name.....                                   | Administrative Liaison        |
|---|-------------------------------|
| 1. Accreditation Self-Study Committee ..... | College President             |
| 2. Strategic Planning .....                 | VP of Administrative Services |
| 3. Facilities Project Advisory Teams .....  | VP of Administrative Services |
| 4. Program Review Teams .....               | Appropriate VP                |

**Employment Groups**

**Purpose:** These groups, affiliated with MCCCCD employee policy groups, are formed to represent the interests of a particular group of employees within the organization. They offer the perspective of their membership into discussions of college policies and issues.

**Membership:** Anyone who is within a certain job category and pays membership dues is welcome to be involved.

**Service:** The officers’ terms of service will be determined by the group’s policy documents. Others will be invited to participate as long as they are a member of that employment group.

**Frequency of meetings:** Varies.

**Documentation:** Groups are encouraged, but not required to post their minutes to the college website.

**Examples:**

- | Name.....  | Administrative Liaison                           |
|--|--|
| 1. Faculty Association.....                        | VP of Academic Affairs, College President        |
| 2. Professional Staff Association .....            | College President                                |
| 3. Management, Administrative, and Technical ..... | College President                                |
| 4. Safety .....                                    | VP of Administrative Services, College President |
| 5. Maintenance & Operations .....                  | VP of Admin Services, College President          |
| 6. Crafts.....                                     | VP of Administrative Services, College President |
| 7. Adjunct Faculty Association.....                | Dean of Arts and Sciences, College President     |

**Diversity Groups**

**Purpose:** These groups, affiliated with a sanctioned MCCCCD organization, are formed to represent the interests of a particular group of employees within the organization. They offer the perspective of their membership into discussions of college policies and issues.

**Membership:** Any employee who identifies him or herself as a member of that constituency group is welcome to be involved.

**Service:** The officers' terms of service will be determined by the group's policy documents. Others will be invited to participate as long as they are a member of that group.

**Frequency of meetings:** Varies.

**Documentation:** Groups are encouraged to share minutes and progress on the college website.

**Examples:**

- | Name.....  | Administrative Liaison |
|--|------------------------|
| 1. Maricopa Council on Black American Affairs .....            | College President      |
| 2. Maricopa Association for Chicanos in Higher Education ..... | College President      |
| 3. Arizona Association for Chicanos in Higher Education.....   | College President      |
| 4. Asian-Pacific Islander Association .....                    | College President      |
| 5. United Tribal Employee Council .....                        | College President      |
| 6. Equality Maricopa.....                                      | College President      |
| 7. Women's Leadership Group .....                              | College President      |

**Work Team**

A work team is a self-formed group that meets in order to help its membership by sharing information or working on projects together. These are not official college committees or task forces.

Membership is determined by the employees involved, in consultation with an administrator with responsibility for group, or the task or project. An example would be the division secretaries or receptionists meeting periodically to discuss common tasks and coordinate projects.

### **Advisory Groups, Instructional Initiative Groups**

**Purpose:** These groups are formed to provide input and advice to a manager, division chair, college administrator, employee group or student group on a specific program, service, or event, and/or strategic planning.

**Membership and Service:** Membership and service is determined by the college administrator who has responsibility for that function, in consultation with those affected, or by way of the written process agreements.

**Frequency of meetings:** Varies, but many of these groups meet on a monthly or quarterly basis.

**Documentation:** Although these groups are not required to keep minutes of their meetings, it is recommended that they maintain a college website that states their purpose and membership, and shares information about major plans.

#### **Examples:**

<b>Name.....</b>	<b>Administrative Liaison</b>
1. Faculty Development .....	Dean of Arts and Sciences
2. Service Learning .....	VP of Student Affairs and Dean of Arts and Sciences
3. Civic Engagement.....	VP of Student Affairs and Dean of Arts and Sciences
4. Learning Communities.....	Dean of Arts and Sciences
5. Honors Program Advisory Team .....	Dean of Arts and Sciences
6. Developmental Education.....	Dean of Arts and Sciences
7. Connection Newsletter Editorial Board .....	Dean of Community Affairs
8. Courier Employee Newsletter Editorial Board .....	Dean of Community Affairs
9. Scholarships .....	VP of Student Affairs
10. Dual Enrollment.....	VP of Academic Affairs
11. Resource Development .....	Dean of Community Affairs
12. iStart Smart .....	Dean of Arts and Sciences

### **Academic/Occupational Program Advisory Committees**

**Purpose:** Many of the college academic, occupational, and continuing education programs have a committee of faculty, staff and community members who serve in an advisory capacity and provide input on curriculum and other aspects of program operations.

**Membership:** The Dean of Career and Technical Education, in consultation with the program coordinator, division chair and the Vice President of Academic Affairs shall determine the membership on committees for occupational/vocational/continuing education committees. The program coordinator, division chair and the Vice President of Academic Affairs will determine membership on committees associated with university transfer programs.

**Service:** Members agree to serve renewable three year terms with staggered rotation.

**Frequency of meetings:** Meetings are held at least once per year.

**Documentation:** It is recommended that the purpose and membership of each of these groups be posted on the college website, along with minutes of their meetings.

**Other:** Recommendations from these advisory committees are generally handled by the department/division involved. Sometimes, recommendations will be moved forward to the Dean of Career and Technical Education, College Curriculum Committee, or the Vice President of Academic Affairs for disposition.

**Examples:**

<b>Name.....</b>	<b>Administrative Liaison</b>
1. Aviation.....	Dean of Career and Technical Education
2. Crime and Intelligence.....	Dean of Career and Technical Education
3. Electric Utility Technology.....	Dean of Career and Technical Education
4. Dietetic Technology.....	Dean of Career and Technical Education
5. Business .....	Dean of Career and Technical Education
6. Computer Applications .....	Dean of Career and Technical Education
7. Biotechnology .....	Dean of Career and Technical Education
8. Administration of Justice Studies .....	Dean of Career and Technical Education
9. San Tan Teacher Education Partnership.....	VP of Academic Affairs
10. Sun Lakes Center .....	VP of Academic Affairs
11. Fire Science.....	Dean of Career and Technical Education
12. Law Enforcement Training Academy.....	Dean of Career and Technical Education
13. Nursing.....	Dean of Career and Technical Education
14. Therapeutic Massage .....	Dean of Career and Technical Education

**Special Faculty Committees**

**Purpose:** These groups are formed to provide the Faculty Senate with recommendations.

**Membership:** The Faculty Senate President generally determines the membership with input from other faculty.

**Service:** Terms of service will be determined by the Faculty Senate President, in consultation with the Senate.

**Frequency of meetings:** Varies.

**Other:** These groups include standing committees such as the Faculty Staffing Committee, as well as ad hoc groups to work on issues that arise periodically.

**Examples:**

- |    |                                  |                             |
|----|----------------------------------|-----------------------------|
|    | <b>Name</b> .....                | <b>Liaison</b>              |
| 1. | Faculty Staffing Committee ..... | President of Faculty Senate |
| 2. | Faculty Office Committee .....   | President of Faculty Senate |

**Student Leadership**

The Office of Student Life and Leadership sponsors student leadership groups at CGCC. These include, but are not limited to, student involvement in student leadership council, approved clubs and organizations, multicultural events, and special programs. Generally, the clubs and organizations are formed around common interests. However, at times, these groups might be formed to discuss student concerns or issues and to provide input to the college administration on student views. Each student committee or organization should be guided by a college staff member who serves as an advisor in consultation with the Director of Student Life and Leadership and/or the Vice President of Student Affairs.

## **Process Questions and Answers**

### **When are people appointed to committees?**

People can be appointed to committees off and on at any time during a year. However, we will try to move into a cycle whereby once each year, there is a systematic review of who is serving on “college committees.” The College Governance Council will annually make recommendations about representation on various standing and ad hoc committees and task forces.

### **Can people choose their own committees or will people be appointed to committees on which they don’t want to serve?**

The goal will be to find a way in which employees can serve on committees and or in venues where their professional skills and interests can be best utilized.

### **What is the process by way a person makes known his or her interest in serving on a particular group?**

The College Governance Council will develop a mechanism by which people can let their interests be known.

### **How does a committee get started?**

A new college committee or task force can be recommended by any employee to the College Governance Council who will determine, in consultation with the College President, whether the issue to be addressed warrants the formation of a new group or can be addressed by an existing group.

### **How long does a committee or council last?**

College councils and standing committees will be in place on an ongoing basis. Ad hoc committees and task forces will be in operation for a specified period of time, depending on the task or issue they are addressing.

### **Are committees evaluated regarding their effectiveness?**

Each year, all college groups should reflect on their effectiveness. The College Governance Council will be charged with periodically evaluating how the college governance structure as a whole is working.

### **How do people become designated as the chair of a committee or group? How long do they serve as chair?**

The College Governance Council, in consultation with the membership of the committee, will determine the chair for each college standing committee, ad hoc committee and task force. Chairs will serve one academic year, but can be renewed at the request of the College Governance Council for up to three years.

**What if our committee is working fine and we don't want people to rotate off the committee after three years?**

Each person on a committee should have a known term of service. This will help a person manage their time commitments and allow people to move from one committee to another over time, as interests change and as openings present themselves on other committees. Rotation of committee members will also encourage new perspectives and allow new employees to get involved in the process of shared governance.

A person whose term of service has expired on a committee may be renewed by the College Governance Council, depending on a variety of factors. Examples might include that the current membership of the committee would like for him/her to continue to serve, the person is interested in continued service, other people are not interested in filling the vacancy, the administrative liaison recommends continued service, and more.

**What can be done to reduce the number of committees or consolidate them so that people don't have to attend so many meetings?**

Employees will have a chance to read and reflect on the college governance structure and recommend groups that might be consolidated or restructured in some way to reduce the number of people involved or to meet less often. They will make their recommendations to the College Governance Council, who will work to further refine college governance structures.

**How does a recommendation work its way through the process.**

There is not one clear and direct path for handling recommendations. The question a committee or group should ask themselves is "who is impacted by the issue and who needs to be involved in developing the solution?" The administrative liaison for a group will provide direction in regard to the "next step" for a given recommendation. Here are a couple of concrete examples that might help to clarify.

Let's say that a scholarship issue or problem continues to occur at the college. The problem impacts quite a few students and repeats each semester to the point where the Scholarship Committee begins to discuss solutions. If their recommended solution involves some of the other enrollment services areas, their "next step" would be to discuss their proposed solution(s) with the Student Affairs Managers Council. If their recommendation involves academic divisions, they might first discuss it with their administrative liaison and then get together with the Division Chair Council to propose their recommendations. If the administrative liaison sees the issue as significantly changing college policies, affecting multiple areas of college functioning, or strategic in nature, the issue might also need to be reviewed by PEC.

**How will we ensure that committees are reasonably inclusive and that people have a chance to serve on key groups over time?**

Each existing group will be asked to identify their membership and describe their rationale for that organization and representation. The College Governance Council will review each group's information and work in consultation with the group's chair to restructure a group, if needed, to be more inclusive or representative. The appropriate representation on a group is largely dependent on the nature of the work they are doing.

By adding terms of service to each college committee, we are also making it more likely that people will rotate off key groups, allowing others to rotate on. The College Governance Council will develop a process whereby a person can make their interests about serving on a group known. Then they can work, over a period of time, to try to make that possible.

**Does a committee have to keep minutes and documentation of their work?**

In most cases, yes. If we are committed to shared governance, then we need to communicate our work openly in order to allow people to hear about and participate in the process.

**What about district committees?**

In addition to college committees and task forces, there are a variety of district-level committees and task forces. Requests to serve on those groups is generally handled informally through a request to the college employee by a district official, but must be approved by that employee's supervisor and the appropriate college administrator.

**For those people who represent CGCC on district-level committees, is there a set process for getting approval before "voting" on behalf of the college in district-wide decisions?**

Most district committees do not require voting; they tend to focus on sharing information. However, should there be a vote that would require CGCC to state a position on a particular issue or participate in a recommendation that may go forward to a district administrators (such as a Vice Chancellor), then yes, the employee has an obligation to seek input from his supervisor and others about the college position on a matter.

As an example, let's say that one faculty member is serving on the district Instructional Council for their teaching discipline. The Instructional Council needs to make some important decisions about course modifications or perhaps faculty hiring qualifications for that teaching discipline. CGCC's faculty representative to that group has an obligation to gather input from the CGCC faculty in that area before casting CGCC's "vote" on a given matter.

There are many district committees and councils on which college employees serve and the college should carefully consider who represents us at those meetings, selecting people who will represent the college well, communicate well with their colleagues, and include others in formulating recommendations, as needed.

**Is there reassigned time associated with chairing various college committees?**

No, there is not reassigned time associated with chairing college committees. However, there are faculty members who receive reassigned time to provide leadership for various college projects and initiatives, which might include chairing a committee. An example might help to clarify – a faculty member is given reassigned time to coordinate the college student learning outcomes assessment program. One of several tasks associated with providing leadership in outcomes assessment includes facilitating meetings of the Student Learning Outcomes Assessment Committee. The reassigned time is not given for chairing or facilitating the meetings; the reassigned time is given for providing overall leadership for a project or initiative. This model pertains to other faculty members who lead specific projects and initiatives such as Faculty Development and Instructional Computing.

Alternatively, let's say that a faculty member agrees to chair a committee such as Admissions and Standards or Institutional Effectiveness. There are managers who have direct responsibility for day-to-day operations and leadership in admissions and institutional research and therefore a faculty member is not given reassigned time to provide leadership in these areas, even though they are asked to chair the committee.

**Is each employee required to serve on a committee?**

No. Each employee is asked to contribute to the attainment of college goals, but that contribution may be different for different employees. For example, one faculty member might serve on multiple college committees, while another supervises the ongoing work in a science lab as his or her contribution to the progress of the college, while another serves as a student club advisor. Each employee's supervisor, in consultation with the respective college administrator, should annually assess an employee's involvement in committees, task forces, and other "outside of the department" obligations and commitments to determine what is reasonable. The goal should be to involve all employees in appropriate service to the college, to not over-burden employees who serve on many committees and task forces, and to encourage (as much as possible) equitable service.

**Is there a code of conduct or a set of rules about how committees should operate?**

No, but this document provides some guiding principles. It is suggested that each committee or group read this document, then develop and document their own operational agreements. This might include information about the duration of meetings, the length of time between meetings, the documentation shared with others, and more. A group may determine, for example, that in order to conduct business, a majority of the appointed members must be present.

It is expected that members appointed to groups will make every effort to attend meetings, to read materials prior to the meetings, and to contribute to productive discussions.

## Key Terms

### **Academic/Occupational Program Advisory Committees**

Many of the college academic, occupational, and continuing education programs have a committee of faculty, staff, and community members who serve in an advisory capacity and provide input on curriculum and other aspects of program operations.

### **Ad Hoc**

“Ad hoc” means formed for a particular purpose or to deal with the case at hand.

### **Ad Hoc Committees and Task Forces**

These groups are formed by the College President on an ad hoc basis for a specified period of time, typically to make recommendations on a particular issue or to provide leadership for a given task.

### **Adjunct Faculty Association**

An employee organization for part-time, non-residential faculty members.

### **Administrative Liaison**

This is the administrator who is responsible for working with this group, providing direction and, if necessary, providing support and resources.

### **Advisory Groups, Instructional Initiative Groups**

These groups are formed to provide input and advice to a manager, division chair, college administrator, employee group or student group on a specific program, service, or event, and/or strategic planning.

### **College Administrator**

A person who is at the level of associate dean or above.

### **College Councils**

College councils have responsibility for making operational decisions related to their areas of functioning, in consultation with their administrative liaison.

### **College Standing Committees**

Committees are formed by the college president in consultation with the College Governance Council for the purpose of making recommendations on college policies and procedures, and/or providing oversight and coordination for a particular issue.

### **Diversity Groups**

These groups, affiliated with a sanctioned MCCCDC organization, are formed to represent the interests of a particular group of employees within the organization. They offer the perspective of their membership into discussions of college policies and issues.

**Documentation**

The creation of minutes or meeting notes or other forms of communication.

**Employment Group**

These groups, affiliated with MCCCCD employee policy groups, are formed to represent the interests of a particular group of employees within the organization. They offer the perspective of their membership into discussions of college policies and issues.

**Faculty Association**

An employee organization comprised of residential faculty.

**Faculty Senate**

The representative body of the residential faculty elected by their academic divisions to make recommendations to the college president.

**MAT (Management, Administrative, Technical) Employee Association**

An employee organization for management, administrative, and technical employees.

**M+O (Maintenance and Operations) Employee Association**

An employee organization for maintenance and operations employees.

**PSA (Professional Staff Association)**

An employee organization for professional staff such as secretaries, technicians, and support personnel.

**Reassigned Time**

Occasionally, faculty members are reassigned from a portion of their class load to provide leadership in other areas. This is referred to as being given “reassigned time.”

**Recommendation**

A recommended course of action that is forwarded on to a higher level in the organization.

**Special Faculty Committee**

These groups are formed to provide the Faculty Senate with recommendations.

**Term of Service**

The number of years, or term, a person is asked to serve on a committee or group.

**Work Team**

A work team is a self-formed group that meets in order to help its membership by sharing information or working on projects together. These are not official college committees or task forces.

## **Closing**

This document has outlined the guiding principles, structure, and process of shared governance at Chandler-Gilbert Community College. The system will be refined over time and the document will be revised periodically. Overall, the intent is to create an inclusive, respectful organizational environment that supports student success and facilitates employee participation.