

**Sacramento City College**

**A Guide to Participatory Decision-making  
at Sacramento City College  
*(The Governance Guide)***



2015-2016

Revised October 2016

# **Participatory Decision-Making at Sacramento City College**

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# I. Preface

## **Preface to the 2015-2016 Edition:**

The 2015-16 Academic year revision updates the document in several ways:

- The term “Blue Book” has been deleted from the name of the document since many readers do not recall the history of this name (original printing on blue paper) and are confused by the designation.
- The prefaces to previous editions of this document have been moved to the Appendices so readers have access to the revision history but are not interrupted by it when beginning to read the document.
- The names and charges of standing committees have been updated where appropriate to reflect recent changes.
- The document has received edits for both style and correctness.
- As an outcome of a college-wide charrette on participatory governance and decision-making, a new section on “best practices” has been added to give readers a clearer sense of how the concepts in this document should be implemented. This is now Section IV.

## II. Brief History

1991: A recommendation related to shared governance is made by Accreditation Team 1992:

The Shared Governance Task Force is appointed by President Harris to develop a proposal for shared governance at SCC. The resulting handbook was endorsed by the campus community.

1993-94: The Executive Council and the Shared Governance Council are created as a result of the task force recommendation.

1999: The Shared Governance Council was changed to the Campus Community Council (CCC) as a pilot.

2002: Responsibilities of the CCC were incorporated into Executive Council.

2003: SCC's *Guide to Participatory Decision-Making* was updated to reflect actual practice at the recommendation of the Self-Study committee on governance.

2010: SCC's *Guide to Participatory Decision-Making* was updated pursuant to a college-wide review of campus standing committee charges.

2012-13: SCC's *Guide to Participatory Decision-Making* was updated to more accurately reflect the practices of participatory decision-making at the college.

2015-2016: SCC's *Guide to Participatory Decision-Making* was updated to more accurately reflect the practices of participatory decision-making at the college.

### III. Philosophy and Definition of Participatory Decision-making at SCC

The goal of participatory decision-making at Sacramento City College is to provide a working environment which encourages the participation of the entire campus community—students, faculty, classified staff, and managers—in the process of making decisions that directly and indirectly affect them.

Participatory decision-making is an open, consistent and continuous process that provides the opportunity for all individuals on campus who are affected by a decision to have their suggestions/ideas represented in the decision-making process either through personal or representative participation; this includes both operational and policy decisions.

At Sacramento City College, four complementary components comprise the governance function: 1) administrative structure and process, whereby the operations of the college are implemented within established policies and procedures facilitated by the management staff; 2) the constituent groups who assure representation and participation and speak for the interests of their members, 3) a committee system wherein the various constituencies review and recommend policies, regulations, and processes of the college/district that affect all aspects of the college community; and 4) input from any individual or group in the college on issues, concerns, or recommendations for improvement. The president is both a part of and outside of this structure and is ultimately responsible for its effectiveness.

## IV. Best Practices for Communication and Decision-Making

*SCC values participatory decision-making and honest communication; collaboration honors both individuals and groups while leading toward decisions that best serve the college.*

1. Tri-chairs of standing committees, senate leaders, and leaders of any other governance groups or committees at the college should use the first meeting of the year to orient committee members about processes and expectations:

- Committee members should be informed about the The Governance Guide and preferably given an electronic copy. Leaders should review the committee's charge in the context of the decision-making processes overall at the college and, if appropriate, in the district. The goal is for all committee members to have a clear understanding of the committee's role in decision-making and to understand their individual part in that role. Leaders should articulate their expectations and give the scope of the committee's input.
- Committee leaders should explain to members their role in campus communication. Members should understand that they are to report committee news and issues to the group they represent. For instance, a sociology professor sitting on the Matriculation and Student Success Committee would report news from that committee back to his department. He should also report news to the Academic Senate. A member of the Assessment Center staff should report information back to colleagues in her office as well as to the Classified Senate. A dean as a member of the Senior Leadership Team would report information to department chairs in her/his division. Likewise, individuals sitting on District-wide committees should report back to appropriate campus committees.

2. At each meeting, committee leaders should clearly articulate the goals (set the stage) for that meeting: gathering information, sharing information, and/or decision-making.

3. Committee leaders and decision-makers at all levels should abide by and encourage the following:

- honest communication from all parties
- clear, reasonable timelines to every extent possible
- context for the issue/project/decision at hand (for instance, when the originator of a project first learned about it)
- participation by everyone on the committee including those who have a softer voice or who hold a minority opinion
- feedback from committee members about the processes and/or outcomes of the committee work

4. When a committee discusses an issue or makes a recommendation, the ultimate decision-makers should be identified.

5. College constituents should have an opportunity to offer alternative outcomes/decisions, which should be considered in good faith.

6. Those making ultimate decisions should provide a rationale—in writing when appropriate—for their final decision.

7. After being afforded the considerations and opportunities noted above, college constituents, upon receiving a final decision, should recognize that the process was followed and consent to move forward.

8. Standing committees should submit minutes in a timely manner to be posted on the college web site. Minutes should be concise but informative. Committee members should not rely on minutes to be the sole method by which committee information is disseminated.

9. All decision-making should occur in an environment that encourages participation and honest communication:

- All involved should feel safe in taking a stance; mutual trust should be the norm.
- To every extent possible, consistent processes should be followed in making decisions.
- All involved should be open to discussion of the issue or decision at hand (open door policy).
- Those most affected by a decision should have a voice in influencing the decision.
- The decision-making culture for all participants should not be combative, should not be *us vs. them*.

10. Decision-makers at all levels should refer to this best-practices document and share it with the groups they represent. Committee leaders should provide hard copies to committee members and discuss how the document applies to their work.

## V. Components of Participatory Decision-making

As mentioned above, there are four major components of participatory decision making at SCC:

- A. The administrative structure and processes of the college
- B. The four constituent groups: faculty, classified staff, managers, and students
- C. The shared governance standing committees
- D. The process for gathering input from across the college through the Campus Issues process and the Executive Council.

### A. Administrative Structure & Processes

The primary administrative work of the College is conducted within the units of the administrative structure, the basic components of which are the four college service areas (CSAs)--President's Office, Instructional Services, Student Services, and Administrative Services. Each of these is further divided into a variety of operational units. The four **College Service Areas** and associated administrative groups are:

- President's Office – President's Cabinet & President's Executive Staff
- Instructional Services – Instructional Deans Council
- Student Services – Student Services Deans & Supervisors
- Administrative Services – Administrative Services Staff

The president, as the chief executive officer, coordinates the planning and operations of the college working with the vice-presidents each of whom is responsible for one of the CSAs. Each of the vice-presidents works with other administrators, faculty, and classified personnel to carry out their respective functions. The president, the three vice-presidents, the PRIE dean, the IT dean, the PIO, and the director of college advancement meet together as the President's Cabinet. The president and the three vice-presidents meet as the President's Executive Staff.

Each of the three sub-structures has an administrative group that meets to discuss and act on operational issues within their purview; these three groups are the Instructional Deans Council, Student Services Deans & Supervisors, and Administrative Services Staff. Deans from across the college also meet in the Joint Deans Council. All managers meet as a constituency group called the Senior Leadership Team (see section B below).

Issues affecting the entire college community should go up the organizational ladder for further discussion and approval. Units have the responsibility to work across the administrative structure with other units to clarify and make decisions regarding issues of mutual concern. All parties must keep appropriate staff informed of discussions and actions and involve them in the decision-making process.



## B. Constituent Groups

The four constituent groups of the College - students, faculty, classified staff, and management staff - work together in committees and administrative units to further the work of the College for the benefit of students. Each constituency is organized to support its members as they work within the administrative and committee components to strengthen a student's experience at Sacramento City College. Although all staff look for the most effective ways to serve students, we each bring a different perspective and expertise to our mutual tasks and separate constituent groups.

Each constituent group is led by a Senate or Council that functions as a representational body for the overall group:

**Students:** The **Student Associated Council** is the only vehicle recognized by California law for the coordination and representation of students' ideas and opinions. The SAC consists of the Student Senate, the Clubs and Events Board, and various other committees. All elected and appointed positions of the SAC are held for one year and include officers, senators, and project leaders. The Student Senate President, who also sits on the SCC Executive Council, appoints student members to campus-wide standing committees.

**Faculty:** Each division on campus elects members of the **Academic Senate**, to serve a term of two years. Academic Senate Officers are elected campus-wide for a term of two years. The responsibility of the senators is to be an information conduit between their divisions and the Senate and to act on behalf of the division faculty they represent. Most importantly, AB 1725 charges the Academic Senate with the responsibility for policy development and administrative affairs that pertain to academic and professional matters. Senators and Officers can serve for two consecutive two-year terms and then must sit out one term before serving again. The Academic Senate President (or designee) sits on the SCC Executive Council. Faculty department chairs also meet in Department Chairs Council, an information-sharing and discussion group.

**Classified Staff:** The primary responsibility of the **Classified Senate** is to act as the representative body of the College's classified staff in professional matters. Officers are elected by all classified staff for one-year terms. They have the power to make recommendations to the College administration and the Executive Council on all issues and activities pertaining to classified staff not covered by their collective bargaining units and on all recommendations made to the Executive Council through the campus governance process. The Classified Senate President (or designee) sits on the SCC Executive Council.

**Managers: Senior Leadership Team:** All managers are members of the **Senior Leadership Team** (formerly the Managers Council). The SLT is a forum in which managers obtain information and discuss issues. Their general activities are to review and discuss District and

College issues and proposals, create an opportunity for management to develop positions on issues, discuss all recommendations made to the Executive Council through the governance process, and make recommendations to the President on College-wide issues. Managers elect a SLT Chair each year who sits on the SCC Executive Council.

### C. Shared Governance Standing Committees

The shared governance standing committees bring together members of the College from all constituencies and components of the administrative structure to represent various interests and levels of expertise. Committees have the responsibility to foster a climate of mutual trust, mutual resolution, positive communication skills, and timely reporting.

Standing Committees participate in the decision-making process within the scope of their committee charge. The intent of the committee responsibility varies from committee to committee but may include identifying, studying and reviewing issues, and making recommendations to Executive Council concerning services and programs. Standing shared governance committees may appoint subcommittees as needed.

The charges of the standing committees are included at the end of this document. Changes in the list of standing committees or the committee charges are made through the Campus Issues process (see the next section).

#### **List of Shared Governance Standing Committees:**

- Budget
- Campus Development
- Campus Safety
- Educational & Information Technology
- Honors and Awards
- Learning Resources
- Matriculation and Student Success
- Planning, Research and Institutional Effectiveness
- Staff Development
- Staff Equity & Diversity
- Student Equity

Note: The Curriculum Committee and the SLOAC Committee function as subcommittees of the Academic Senate not as shared governance standing committees.

**Representation:** Committee membership adheres to the principle of balance of representation and is structured to include appropriate representation by students, faculty, classified staff, and managers. Membership is broad-based and related to the committee role. Constituency expertise in a particular area is considered when assigning members.

**Chairs:** All standing committees have a member of the faculty, classified, and management constituencies represented in their leadership group. Usually this will mean a tri-chair arrangement. However, where it is more appropriate and with the Executive Council's endorsement, one of the leadership positions might be a liaison position occupied by someone who has particular operational knowledge and responsibilities that are central to the work of the committee.

**Length of Appointment:** The length of appointment for members of standing committees may vary depending on the constituency and the reasonableness of commitment time for members of that group. For example, students may only be able to serve for a semester whereas administrators may serve for the duration of their tenure in a particular position. The length of appointment is therefore the prerogative of the constituency. However, it is important to be sensitive to continuity of knowledge on a committee; a high turnover rate will tend to dilute the effectiveness of the person, the constituency he or she represents, and consequently the committee. On the other hand, new membership brings with it new points of view.

**Method of Appointment:** Appointments to the Shared Governance Standing Committees occur every year in the spring semester. As part of the appointment process college, employees are polled about their interest in continuing on or joining the shared governance standing committees. Constituency leaders are responsible for appointing their group tri-chairs and members to each standing committee. It is the task of the constituency leaders to keep records of the tenure and status of their members serving on committees.

**Committee Governance:** A working document, Guidelines for Tri-Chairs, is included by reference as part of this document. The purpose of these committee guidelines is to provide some advice to committee chairs and members on the conduct of the committees. The guidelines may be revised as needed, through Executive Council, by consensus of the standing committee Tri-chairs.

**Role of the Shared Governance Standing Committees in Planning:** Members participate in planning by developing activities to further the implementation of the College Mission. These committees may make policy recommendations directly to the SCC Executive Council, the College Strategic Planning Committee, and/or to appropriate District Committees. All committees are expected to be familiar with college plans related to the work of the committee. Committees may also be tied directly to the development or use of campus plans:

- Some shared governance standing committees produce or contribute to formal college plans. For example, the Student Equity Plan is produced by the Student Equity Committee.

- Information from unit plans from across the college is provided to the appropriate shared governance standing committees by the PRIE Office as requested. For example, unit plan objectives which have resource requests are provided to the Budget Committee.

Suggested Good Practices for Shared Governance Standing Committees:

- Shared governance standing committees may wish to develop a short list of goals for the year at their first meetings in September. At the end of the year the committee can look back to see if those goals were achieved.
- Shared governance standing committees may provide a report to the Executive Council at the end of the academic year. This report may include recommendations related to the areas of the committee charge.

D. Other Groups that Support Participatory Decision-making

A variety of other committees function to support the work of participatory decision-making and planning across the college. These groups differ in their length of operation and the breadth of the processes that they address. The attached document, “Guidelines for Participatory Decision-making Groups,” outlines standard criteria and guidelines for initiating, terminating, and operating participatory decision-making groups at SCC. The guidelines may be revised as needed by consensus of the Executive Council. The types of groups, other than the Standing Committees, that support participatory decision-making are shown below:

**Subcommittees of the Constituent Senates & Councils:** The Academic Senate, Classified Senate, Senior Leadership Team, and Student Associated Council may form subcommittees to which they delegate specific tasks. The primary example of this type of committee is the SCC Curriculum Committee, which is a subcommittee of the Academic Senate. Other examples include the Student Learning Outcomes and Assessment Committee (SLOAC) of the Academic Senate and the Classified Retreat Subcommittee of the Classified Senate.

**Long-term planning committees:** These are committees of two or more years’ duration that address broad planning issues or college-wide initiatives. These committees function under the oversight of the Executive Council and/or the President’s Cabinet. Examples include the College Strategic Planning Committee, the Marketing Team, the Basic Skills Initiative Committee, and the Accreditation Steering Committee. .

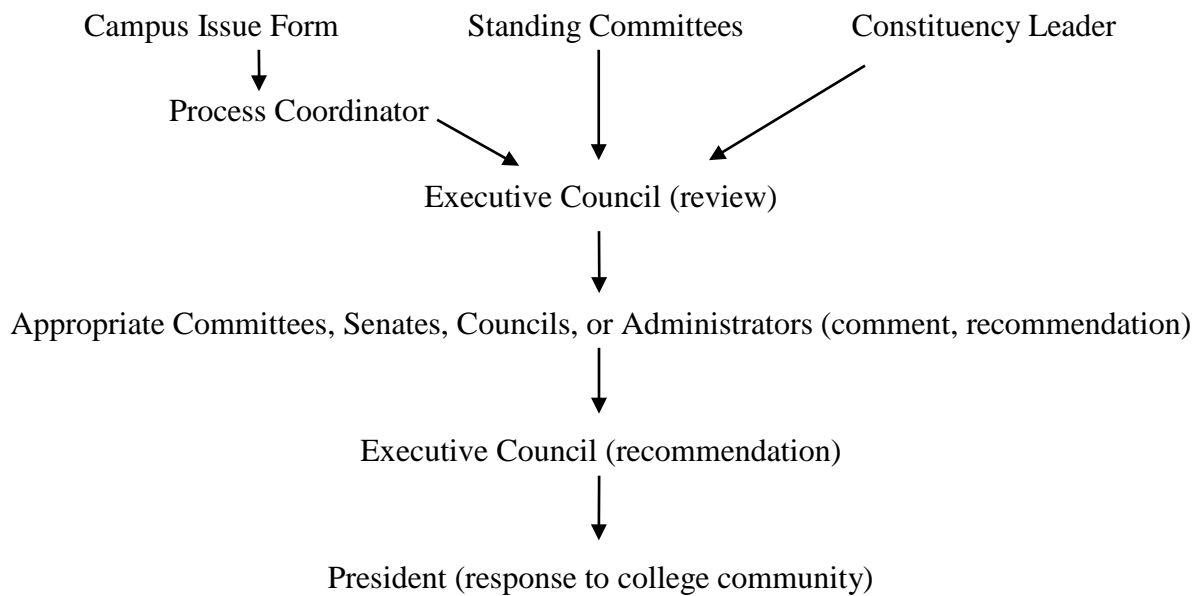
**Long term advisory committees:** These committees are formed in response to specific issues or processes. Examples include the Food Service Advisory Group, the Disciplinary Appeals Panel, and the Professional Standards Committee.

**Short term working groups:** This category includes committees working on a short-term basis to address a specific issue or task. (Note: A working group is sometimes called a taskforce or an ad hoc committee). Examples include the Orientation Task Force and the Sustainability Committee..

### E. Input from Individuals or Groups

Individual or group submission of recommendations is the fourth component of the SCC participatory decision-making process. A campus-wide issue or concern can be identified by an individual, a department, a constituent group, or a committee and sent to the PRIE Dean, who functions as the process coordinator, for distribution to the appropriate standing committee or council. The campus issues process should be used for major issues that have broad college-wide implications.

In addition, constituency leaders may bring issues directly to Executive Council. The Executive Council acts as a clearinghouse that oversees the participatory decision-making process and includes the leaders of each constituency. All recommendations from standing committees, constituent groups, or Campus Issues forms are submitted to the Executive Council. (Note: When Standing Committees take the initiative to develop new procedures, policies, plans, or projects, the Campus Issues form is used.)



Campus Issue Form: The formal Campus Issue process activates a system that tracks the status of open issues to completion and requires communication with the originators of the issue. This process is described in detail in the document “Campus Issue Process,” which is included by reference as a part of this document.

Recommendations from individuals, standing committees, or constituency groups are submitted to the process coordinator using a “Campus-Wide Issues/Concern Form,” (commonly known as the Campus Issue Form) also included in this document.

When a new Campus Issues Form comes in to the Executive Council, the council may choose to take any of the following actions:

- **Direct recommendation to the College President:** In some cases, a recommendation to the College President for approval or disapproval of the item may be made at the initial meeting at which the campus issue is heard by the E.C.
- **Referral for specific information:** Issues may be referred to one or a few groups/offices for specific informational feedback. The E.C. receives the information and makes a recommendation to the President. The timeline for this process is expected to be approximately 30 days.
- **Referral for College-wide discussion:** Issues may be referred to all college constituency groups and other groups/offices as needed for a full discussion across the college. The item may return to the E.C. agenda multiple times as discussion occurs and input is provided by various college groups/offices before the EC makes a recommendation to the President. This process may take a full semester or longer.

The president’s response to a campus issue may direct specific actions or may delegate the development of a specific action plan to a campus group, such as a standing committee, for action.

Standing Committees’ Use of the Campus Issues Form. When Standing Committees take the initiative to develop new procedures, policies, plans, or projects within their scope and charge, the Campus Issues Form is used to obtain approval from Executive Council before dissemination or implementation. The proposal needs to target the broad concept, framework, or process rather than the detail of the item under consideration. The Executive Council will obtain any constituency input and discuss the implications of the proposal. Once accepted by Executive Council, the standing committee is empowered to develop the details, make presentations, obtain input, and perform any other activity required to implement the item.

Process Coordinator. The process for submitting campus issues is coordinated by the process coordinator and monitored by the Executive Council. The role of process coordinator is fulfilled by the Dean of Planning, Research, and Institutional Effectiveness. The process coordinator serves as a member of the SCC Executive Council.

## VI. Executive Council

The Executive Council acts as a clearinghouse that oversees the participatory decision-making process and includes the leaders of each constituency. All recommendations from standing committees, constituent groups, or Campus Issues forms are submitted to the Executive Council. The Executive Council receives input from constituent groups, operating units, college standing committees, and individuals. Based on recommendations from these sources, the Executive Council presents various viewpoints and perspectives to the college president so that (s)he can make an informed decision. The president makes the final decision.

### Purpose:

The Executive Council has three primary purposes: to represent constituent groups in advising the president on college-wide policy and procedure decisions; to ensure that the participatory decision-making process is viable, consistent, and understood; and to ensure that the process addresses college issues in a timely fashion.

### Membership:

Membership on Executive Council includes one representative from each of the constituent groups:

- Academic Senate
- Classified Senate
- Associated Students
- Senior Leadership Team
- The College President

Ex officio resource people include:

- Vice President of Instruction
- Vice President of Student Services
- Vice President of Administrative Services
- Dean of Planning, Research, & Institutional Effectiveness (Process Coordinator)
- Public Information Officer

### Charge:

- To ensure that plans that affect the college are communicated both to and from the constituent groups, operating units, and committees.
- To provide a forum where representatives of all constituent groups can represent the views of their constituencies on campus-wide issues prior to a decision, with the goal of reaching consensus prior to making a recommendation to the president.
- To advise the President regarding pending college-wide policy decisions.
- To ensure that all college-wide views have had an opportunity to be heard by facilitating discussion of issues within constituency groups.

- To provide a forum where substantive dialogue can occur in order to craft the best possible policy direction for the college.
- To require periodic review of committee charges and approve changes.
- To educate the college community about the Participatory Decision-making process
- To monitor the Campus Issues process
- To track the status of Campus Issues Forms
- To support the tri-chairs through regular tri-chair meetings
- To facilitate the evaluation of the effectiveness of the participatory decision-making process
- To recommend changes in the participatory decision-making process

### Guidelines for Operation:

- The president or designee develops the agenda, with input from constituent members, and presides at the meetings.
- Meetings should be held often enough to meet the charge of the Council but not less than once a month.
- The Council receives recommendations from individuals, committees, constituent groups and operating units through the Campus-Wide Issue/Concern Form.
- The Council directs the distribution of campus issues to the appropriate standing committees, council, constituency groups, or individuals for review, development of action plans, and recommendations.
- Constituency representatives, as members of Executive Council, discuss issues, provide input from their constituent groups, and make recommendations to the president.
- Resource people answer questions and provide additional background information related to issues under discussion.
- The members of the Council make recommendations on policy and procedure to the president.
- The president provides a written response to the Executive Council that identifies specific implementation strategies and people responsible for carrying them out. This response is communicated to the campus community through various media.
- The Executive Council develops such additional guidelines as necessary to meet its charge.
- The President identifies staff who participate as technical and administrative support as needed.
- The Council designee (typically the Process Coordinator):
  - Meets with tri-chairs at least once per semester
  - Conducts education “workshops” for each constituency at the start of every academic year.
  - Develops multiple methods to communicate about the participatory decision-making process and accomplishments to the college community.



- Evaluates the whole participatory decision-making process every two years or as needed.
- Regularly reviews the scope and charge of the standing committees.
- Maintains this document, “A Guide to Participatory Decision-Making at Sacramento City College” including the support documents referenced in the Guide.

#### Process Coordinator Role:

- Receives Campus-Wide Issue/Concern Forms from the college community.
- Enters forms into a log and assigns tracking numbers.
- Forwards forms to be placed on the next Executive Council agenda.
- Maintains a file of all correspondence relating to the issue.
- Communicates the status of the issue on a regular basis to the originator(s) of the form.
- Reports on the status of all Campus Issues to Executive Council.
- Communicates governance news to the campus community.
- Serves as a resource person on the Executive Council.

## **VII. Process for Document Revision**

The Executive Council is responsible for ensuring that this Guide to Participatory Decision-Making accurately reflects the current and approved process at SCC. The Executive Council amends this Guide to agree with process changes approved by Participatory Decision-making Process. These changes are reflected immediately in the electronic version of this document based on instructions in the written President's Response. Technical reviews are conducted on an annual basis. Changes to the process may also be initiated through submission of a Campus Issue Form.

## **VIII. Support Documents - Appendices**

The following appendices are attached to this document. These documents can also be accessed electronically through InsideSCC.

**Prefaces to Previous Editions**

**Charges for Standing Committees**

**Guidelines for Tri-Chairs**

**Guidelines for Participatory Decision-making Groups**

**Campus Issue Process**

**Campus-Wide Issue/Concern Form**

**Standing Committee Charge Review May 2010**

**Standing Committee Structure Review 2007**

# Prefaces to Previous Editions

## **Preface to the 2012-13 Edition:**

The 2012-13 Academic year revision updates the document to align it more fully with current practices of participatory decision making at the college. For example:

- The name of the student constituency representational body was changed to “Student Associated Council”. References to student government have been updated.
- A variety of short-term and long-term committees, taskforces and other working groups have formed over the past few years. The sections of the Guide to Participatory Decision Making related to the definition of committees and groups have been updated.
- The Executive Council felt that it would be useful to (1) reiterate that information and recommendations may come to the Executive Council via the constituency leaders and Standing Committee tri-chairs directly as well as through the Campus Issues process and (2) emphasize that the Campus Issues process should be used for major issues that have broad college-wide implications and (3) clarify that the President’s Response to a Campus Issue may be to delegate it to a campus group, such as a Standing Committee, for action. References to the Campus Issues process have been revised to reflect these considerations.
- The Curriculum Committee is a subcommittee of the Academic Senate, not a standing committee. References to Curriculum Committee have been updated.

## **Preface to the 2010 Edition:**

Several issues led to a review and revision of the Blue Book at this time:

1. Material from the InsideSCC website was not all included in the previous edition of the Blue Book; this revision has been edited so that current information from InsideSCC is reflected in the document.
2. Campus Issues related to changes to standing committee structure and charges arose over the course of several semesters from 2007 through 2010:
  - Suggested changes to standing committees were brought forward in the 2006-2007 academic year as part of Campus Issue 06-07-09 (see Appendices for a report on the Standing Committee Structure Review 2007). During Spring Semester 2008, the Executive Council addressed the need to review the structure and meeting times of the SCC Standing Committees. In April 2008, another Campus Issue form (07-08-07) was submitted that noted, in part: “As part of the Executive Council’s review of the Standing

Committee structure, several committees requested a change to their committee charges, names, and/or meeting times”. At that time the Executive Council decided not to change the meeting schedule for standing committees, however, the full resolution of this Campus Issue remained open as of July 2009.

- In September 2009, at the Fall 2009-10 tri-chair meeting, the chairs were asked to review their committee charges and the suggestions from the previous campus issue related to committee charges and names. They were asked to submit any proposed changes to the PRIE office by the end of November. In February 2010 the Executive Committee reviewed the list of proposed changes. The proposed changes were sent to the constituencies for further review. In March 2010 the Executive Committee heard reports from the constituencies with respect to the proposed changes. All constituencies approved the changes. In May 2010 the president’s response to the campus issue confirmed the approval of the changes and directed the PRIE office to incorporate the new language into the Guide to Participatory Governance.

The 2010 Blue Book draft was submitted to the Executive Council for further discussion, following the process for document revision.

**Preface to the 2002 Edition:** In Fall 2001, the Campus Community Council conducted a Participatory Decision-making survey to evaluate how well the process is working. Although many of the respondents were unfamiliar with the process, the survey results support continuing this process with improvements in how it is implemented. The Campus Community Council (CCC) submitted several recommendations to Executive Council in response to the survey results. Executive Council charged the CCC to review this Guide and to update it to reflect current practice. The changes are primarily in the organization and clarity of the text. Also, the text makes specific reference to external support documents that provide additional operational information. The main substantive change is discontinuing the Campus Community Council and incorporating its responsibilities into the charge of the Executive Council.

**Preface to the 1999 Edition:** Like most community colleges, Sacramento City College is confronting the challenge of successfully implementing a participatory governance/collegial process (AB 1925). Convinced that an effective process significantly contributes to student success, the Academic and Classified Senates initiated discussions to address this matter, initially focusing on the specific issues that jointly affected us. After clearly defining those issues, we expanded the group to include the Management Council and Associated Students, thus enabling us to address the governance of campus-wide issues and concerns.

The final draft of the revised participatory decision-making process was presented to the campus community in August 1998 and voted approval in October 1998. It is planned to conduct this process as a pilot in 1999-2001 with a formal evaluation of the process to occur in 2001.

**Preface to the 1994 Edition:** This handbook is the product of the work of the Shared Governance Task Force and the Shared Governance Council. The task force was appointed by President Harris in consultation with the faculty and classified senate presidents in 1992 after he received the recommendation made by the Accreditation Team who visited the campus in October of 1991. The task force, which was composed of representatives of all the constituencies, wrote the bulk of this handbook as a recommendation for a new way to view shared governance at Sacramento City College. Subsequently the proposal was endorsed by the campus community in a campus-wide vote.

The Executive Council and Shared Governance Council were created as a result of the task force recommendation in 1993 and 1994 respectively. The consultation process on campus-wide issues (included in this handbook) was created by the Shared Governance Council. They also updated the "Consultation Recommendation Form."

Within this handbook are the principles and processes that we at Sacramento City College are aspiring to as we build an environment to support shared decision-making throughout the organization.

# **CHARGES FOR SCC SHARED GOVERNANCE STANDING COMMITTEES**

## **Budget Committee**

Utilizing the results of the college planning process and established criteria, the Budget Committee evaluates requests for budget allocations; establishes procedures and calendars used in the college budget process; and, recommends allocations of the moneys available from the college unrestricted COLA/growth and one-time-only (OTO) funds. The Budget Committee operates with the college policy of maintaining historical operating base budgets. Note: The amount of unrestricted COLA/growth and OTO funds available for budget committee process is determined annually by the President in consultation with the VPA and reviewed by President's Cabinet. Unrestricted COLA/growth and OTO funds are drawn from multiple sources including but not limited to: College Discretionary Fund (CDF), Instructionally-Related (IR), Partnership for Excellence (PFE), Vocational and Technical Education Act (VTEA), State Instructional Equipment Funds (SIEF), Disabled Students Programs and Services (DSP&S), etc. Changes in the initial calculation of unrestricted COLA/growth and OTO funds are brought to the committee for appropriate adjustments.

## **Campus Development Committee**

Reviews short- and long-range plans for general campus development and modifications, as well as for specific facilities. Reviews requests for Facility Resources including space utilization, equipment, communications, and other related topics. Makes prioritized recommendations on the above Facility Resource requests to the Budget Committee for integration with budget and IT requests developed through the unit planning process.

## **Campus Safety Committee**

The Campus Safety Committee promotes campus safety, security, and emergency preparedness to ensure a safe and secure learning and working environment for the campus community. The Committee reviews and makes recommendations on campus safety and security issues brought forth by staff faculty, and students; provides guidance, support, and recommendations regarding safety policies and programs; and assists with emergency procedures planning and programming. The Committee periodically reviews reports of accidents, incidents, and injuries that occur on campus, recommends appropriate action to mitigate adverse trends, and provides oversight of the Environmental, Safety, and Security Program Plan.

## **Educational and Information Technology Committee**

Coordinates college activities related to educational and information technology policies, funding and resources, planning, and implementation. Provides a single point of contact for communicating status and issues related to educational and information technology for the college. The committee also provides input to the district-wide

activities performed by various educational and information technology task groups so that college interests are included in the district decision-making process.

### **Honors and Awards Committee**

Reviews policies on staff and student recognition programs (e.g., Celebration of Excellence, retirements, scholarship reception). Recommends guidelines for awards ceremonies and plans and conducts ceremonies. Develops and publicizes scholarships, reviews student applications for eligibility, and selects recipients.

### **Learning Resources Committee**

The LRC Standing Committee reviews and makes recommendations for programs, services, and resources provided in the following areas:

- Library
- Instructional Media Services
- Learning Skills and Tutoring
- Writing Center
- Instructional Development
- Academic Computing
- Distance Education
- Archives
- Media Services and Production areas.

Committee members work with students, faculty, and staff to identify corresponding needs of the college and to help ensure the Learning Resource Division's responsiveness to those needs. The Committee also works with the campus community to promote student engagement with a special emphasis on activities and programs that highlight SCC students, faculty, and staff. The Committee reviews quantitative and qualitative data related to the work of the Committee.

### **Matriculation and Student Success Committee**

The Matriculation committee reviews the SCC Matriculation Plan and informs revision of its component standards. In alignment with the college mission, values, and goals, the shared governance process, and the District Matriculation Committee, the committee evaluates, provides feedback, and makes recommendations in areas including admission, orientation, assessment, advising and counseling, and other matriculation activities. The committee sets goals for fully implementing matriculation at Sacramento City College, identifies needs in the matriculation process, and initiates programs that will address these needs.

### **Planning, Research and Institutional Effectiveness Committee**

The PRIE Committee acts to assist the CSPC and PRIE Office in the tactical implementation of College Strategic Planning. This includes:



- Communicate with the college community about key planning questions, how college data is used to support college goals, outcome measures, and information related to suggestions for process improvements.
- Provide support for college-wide dialogue concerning key findings from the data analysis, planning questions, and the implementation of college plans. In order to provide this support, the PRIE committee will review qualitative and quantitative data relevant to the College Strategic Planning Process.
- Provide feedback to the PRIE Office as that office identifies planning data, conducts the initial assessment and interpretation of the data, and compiles the data for use by the CSPC.
- Review and make recommendations regarding the college research agenda including support of the grant writing function.
- Assure the continuity of the accreditation process from the self study and team findings into the planning process.
- Complete other tasks for the CSPC as requested.

### **Staff Development Committee**

Promotes professional activities for all college personnel that include professional and personal growth as well as innovations in programs, curriculum, and services. Collaborates with the Staff Resource Center in the planning and evaluation of programs, projects, and Flex Day activities. Reviews the results of the annual needs assessment of all college personnel to recommend and support professional development activities for the year. Develops and manages the process of Conference/Workshop/Travel Funding distribution.

### **Staff Equity and Diversity Committee**

Develops, reviews, recommends, and implements programs and services designed to enhance diversity and equity in educational, employment, and promotional opportunities for faculty and staff.

### **Student Equity Committee**

The Student Equity Committee (SEC) helps the college successfully serve the educational needs of college students who seek higher education regardless of their social, educational, ethnic or cultural backgrounds, sexual orientation, gender expression, age, and/or disabilities. The committee maintains and implements the Student Equity Plan that monitors student access, progress, success, completion, transfer and employment, as well as works to support an inclusive campus climate and environment for all students. The committee makes recommendations and offers strategies for action through the shared governance structure to address discrepancies that exist for underrepresented/underserved students. In addition, the Committee supports the Student Success and Support Program (SSSP) which assists students with successful entry, placement, progression, and achievement of their educational goals.

## **Other Committees with formal charges:**

### **College Strategic Planning Committee**

The College Strategic Planning Committee is the group responsible for developing the first step of the planning process each year. The CSPC meets several times early in the fall semester each year. The CSPC may choose to meet in the spring semester to prepare for the following fall. The CSPC reviews the data including the district strategic plan, environmental scan, college accomplishments from the last planning cycle, and data on student learning outcomes and institutional effectiveness. The group reviews the mission, vision, and values of the college. This group uses this review as the basis for setting the college goals and outcome measures for the next cycle. The membership of this group consists of the leader of each of the four constituent groups, the three vice presidents, the dean of Planning, Research, & Institutional Effectiveness, the chair of the Department Chairs Council, and appointed representatives as follows: three faculty, four classified staff, and four students. Additional resource people will be included as needed.

(Note: Merriam Webster defines “several” as “more than two but fewer than many.”)

### **Curriculum Committee**

The Curriculum Committee promotes development of curriculum and courses that meet the identified needs of the students, community, regional work places and global society; reviews and recommends changes in instructional programs and courses, implementation of graduation and breadth requirements and identifies courses which meet them; ensures compliance with statewide educational policy and articulation with other educational institutions; and examines topical instructional issues of major importance to the college.

### **The SLO Assessment Committee (SLOAC)**

While maintaining the values of shared governance and academic freedom, the Student Learning Outcomes Assessment Committee (SLOAC) exists to facilitate discipline, division, and college-wide discussions on the development and implementation of Student Learning Outcomes Assessment. The SLOAC will recognize and support development of student learning assessment materials and reports that directly assess course, program, service, and institutional student learning outcomes to provide high quality education for our students and ensure compliance with education policy and accreditation standards.

### **Enrollment Management Committee**

Enrollment Management Committee Responsibilities: • Brainstorm • Review the data • Triage • Operational • Find out what is going on • Implement activities • Implement plan.

# **Guidelines for Standing Committee Tri-chairs**

## **1. How should we run the meetings?**

Each committee is different and requires varying levels of formality to accomplish its mission. Meetings should be run in an appropriate way to ensure that everyone feels comfortable and has an opportunity to participate. In addition, appropriate methods should be used to ensure that the work of the committee is accomplished in an efficient and effective manner. Committees may want to discuss and agree on some ground rules. Here are some suggestions that you may want to adopt:

- Work out in advance how the agendas will be set and what roles each tri-chair may take, e.g. who will facilitate meetings, etc.
- Prepare and send out (e.g. by email) an agenda prior to the meeting.
- Work to manage time so that meetings begin and end on time.
- Depending on the formality of the meeting, set ground rules concerning process. This could be as formal as following Robert's Rules of Order or as informal as a simple rule that all should be able to contribute to discussions but no one should dominate the meeting.
- Use humor frequently and tastefully, and create an environment that is conducive to open communication.
- Arrange the room in a format that is appropriate to the work of the committee.

## **2. What are the relationships between the faculty, administrative, and classified Tri-chairs in terms of roles, direction, and decision-making?**

The tri-chairs have equal status on the committee. There are no pre-defined roles for the tri-chairs. These need to be determined at the start of each academic year among the specific people holding the tri-chairs positions. Roles will change among the constituencies from year to year depending on the strengths and interests of the individuals involved. Standard practice is for the tri-chairs to meet together prior to the first committee meeting of the academic year. This initial tri-chair meeting would generally be sometime in August. At this meeting, the tri-chairs need to decide what roles each will play. The following roles and tasks may be needed in each standing committee: act as meeting facilitator, act as meeting recorder, send meeting notifications, send meeting minutes, set meeting agenda.

## **3. Who should take minutes?**

The classified tri-chair is not automatically responsible for taking the minutes. There is no pre-assumption that any role will be filled by a specific constituency tri-chair. Use the initial tri-chair meeting, discussed in #2 above, to decide who will take on each role. Some tri-chairs choose to rotate functions at each meeting; others have fixed roles. Choose the approach that works best for you. Whoever takes the minutes is also responsible for sending the minutes to the Planning and Research Office to be posted on the website.

#### **4. How do we set the agenda?**

How agendas are set will vary for each committee and it might even vary within committees from year to year. Use the initial tri-chair meeting, discussed in #2 above, to decide how the meeting agendas will be set. Chairs can review the previous year's agendas for guidance.

#### **5. Should we use Robert's Rules of Order?**

For most committees, Robert's Rules of Order are probably too formal and not necessary for effective operation. Each committee can decide on its own procedures that are conducive to the work that needs to be done.

#### **6. Who do we report to?**

All standing committees, in a formal sense, "report" to the Executive Council. The only exception is the Curriculum Committee that reports to both the Executive Council and the Academic Senate.

When a committee has a recommendation for action or policy change, it should submit its recommendation to the Executive Council using a Campus Issues form. These forms are available through the Participatory Governance Process Coordinator (Dean of Planning, Research, and Institutional Effectiveness). Likewise, the Executive Council may forward issues to standing committees for them to discuss and recommend solutions. The process of submitting recommendations to the Executive Council ensures review and input from all of the college constituencies.

Another perspective, however, is that standing committees, in the sense of being a part of the campus communication network, report to the college community as a whole. Part of the purpose and role of standing committees is to share information with the campus community on issues and decisions that are made. In support of this role, committee minutes are posted on the website so that they are available to anyone who is interested in the work of the committee. Committee members are encouraged to share information from their committee with their departments or units and with other committees when appropriate.

It is important for committee members to understand, however, when it is appropriate to communicate to the college community and constituency groups and when it is detrimental to the work of the committee. Often, committees will be working on developing processes and or developing consensus on issues. Many things may be discussed which are later discarded by the committee, such as in brainstorming sessions. It may be harmful to the work of the committee to communicate sensitive issues too soon, before the committee has reached agreement on the issue. On the other hand, sometimes the committee may need input in order to inform its discussion. The committee may want to establish ground rules regarding communication so that everyone knows when and what to communicate.

Some committees also align with District committees with similar charges (e.g. the District Matriculation and Student Success Committee).

A committee may choose to provide a report to the Executive Council at the end of the academic year. This report may include a brief set of recommendations related to the areas of the committee charge.

### **7. How are problems expected to be handled?**

In any collaborative environment, disagreement sometimes occurs. Committees will sometimes be required to address difficult issues that produce strong feelings among the members. Sacramento City College has chosen to use collaborative forums for addressing difficult issues. The college values this collaborative process and also shares the commitment to building a culture that is based on trust, open discussion, and mutual respect. In order to preserve these values, individuals must contribute by being sensitive to the feelings of others and respecting the right of others to disagree with their views.

When committees cannot reach a consensus agreement, then they need to agree on how to proceed. This may be something that they want to cover in their ground rules. Some things to consider are:

- Agree on a method to reach a decision (e.g., majority vote, flip a coin)
- Everyone agree to support the final decision
- Identify the criteria that will be used in making a decision
- Communicate the process used to arrive at the decision

### **8. In committees where there is an administrator who is responsible for the function, what is the relationship between the committee and the functional office?**

All committees are supported by an administrative office (see list below). The relationship between the committee and the administrative function varies considerably across committees. In some cases, a representative from the administrative office serves as one of the Tri-chairs to provide information and leadership for the committee. Standing committees are advisory to the administrative function. The committee may provide constituency input, review policy, prioritize, consult, or develop plans for the functional area. The representative from the functional area is responsible for obtaining effective and meaningful input into the operations of the area.

#### Standing Committees

Budget  
Campus Development  
Campus Safety  
Honors and Awards  
Educational & Information Technology  
Learning Resources  
Matriculation and Student Success  
Planning, Research & IE

#### Administrative Area

Administrative Services  
Operations  
Operations  
College Advancement  
Information Technology Office  
Learning Resource Center  
Student Services  
PRIE Office

Staff Development  
Staff Equity & Diversity  
Student Equity

Staff Development Office  
Equity Office  
Matriculation and Student Development Office

**9. What is the Tri-chair’s role relative to student representatives?**

Student representatives need special treatment in order to feel welcome and included in the committee. Tri-chairs need to determine how best to contact the student (phone, email) to send meeting announcements and minutes. Tri-chairs can help the student(s) understand the charge of the committee and what the committee is working on. Many students do not have a historical or organizational context to understand what the committee is talking about and also will need explanation of the acronyms and terms that we use (PFE, ESL, matriculation, and accreditation for example). All committee members can help identify students who might be interested in serving on the committee and refer these students to the SAC President for appointment to the committee.

**10. What is the process for adding or deleting committee members during the year?**

All committee membership is assigned by the constituency leaders. If any member drops from the committee, please inform the PRIE Office, who will amend the committee lists and inform the constituency president. If someone asks to join your committee, refer them to their constituency president, who will make the appointment and notify the PRIE Office. A current listing of committee members can be found on the website.

**11. What is the process for developing committee membership for the following year?**

In the spring, the PRIE Office will send the committee Tri-chairs a list of members and ask whether the members are recommended for re-appointment to the committee based on the members’ interest, attendance record, and level of contribution. These recommendations are forwarded as information to the constituency leaders who make all appointments.

**12. How do we evaluate the effectiveness of the committee and improve processes?**

The PRIE Office assists committees in conducting a self-evaluation of their effectiveness. Any committee may design its own evaluation process as needed. Annual evaluation of the committee by its members is recommended so that committees can continually improve their effectiveness. The Executive Council will continue to conduct an evaluation of the entire participatory decision-making process every two years or as needed. Standing shared governance committees may wish to develop a short list of goals for the year at their first meetings in September. At the end of the year the committee can look back to see if those goals were achieved.

**13. When does a standing committee use a Campus Issues Form?**

A Campus Issues Form is used to make recommendations to the Executive Council for any changes in the charge or function of the committee. When a Standing Committee develops major new initiatives, the Campus Issues Form is used to obtain approval from Executive Council before dissemination or implementation. The proposal should target the broad concept, framework, or process rather than the detail of the item under consideration. The Executive Council will obtain any constituency input and discuss the implications of the proposal. Once accepted by Executive Council, the Standing Committee is empowered to develop the details, make presentations, obtain input, and perform any other activity required to implement the item without further consent. A Campus Issue Form is also used for permanent changes in the meeting time of the committee.

#### **14. Tri-chair meetings**

The Executive Council holds at least one meeting each semester for all Tri-chairs. The purpose of these meetings is to provide information to the chairs on how the participatory decision-making process works. Tri-chairs can discuss issues or problems with the committee structure and identify areas in the process which need improvement. It also provides an opportunity for communication and collaboration among committees where appropriate.

#### **15. Can we change the committee meeting time?**

There have been discussions of this issue at several Tri-Chair meetings and it has been the general consensus that committee meeting times generally should not be changed. In the rare case that there is a reasonable exception to this guideline, the committee chairs may present their case to the process coordinator for review by Executive Council using a Campus Issue Form. Having a stable schedule of meeting times serves a number of functions. It...

- prevents conflicts with other committees and confusion over timing.
- provides consistency year-to-year.
- ensures that faculty, staff, and students can find accurate information in order to select committees they can attend.
- assures long time members that they can continue to serve.

When selecting a committee to serve on, either as a member or a tri-chair, it is the responsibility of each person to verify that the meeting time fits within their schedule. Meetings times should not be rearranged to accommodate any individual's schedule.

**16. What is the role of the committees in college planning:** Committees participate in planning by developing activities to further the implementation of the College Mission, Vision, Values and Goals. Committees may make policy recommendations directly to the College Strategic Planning Committee. All committees are expected to be familiar with college plans related to the work of the committee. Some standing committees review unit plan objectives related to the work of that committee. Committees may also be tied directly to the development or use of campus plans:

- Some Shared Governance Standing Committees produce or contribute to formal college plans. For example, the Student Equity Plan is produced by the Student Equity Committee.
- Information from unit plans from across the college is provided to the Shared Governance Standing Committees by the PRIE Office as requested. For example, unit plan objectives which have resource requests are provided to the Budget Committee.



## **Guidelines for Participatory Decision-making Groups**

A variety of committees function to support the work of participatory decision-making and planning across the college. These groups differ in their length of operation and the breadth of the processes that they address. The shared governance standing committees are a key component of the SCC participatory decision-making process. Other types of committees support that work. Good practices for all of the these types of committees include:

- Support/encourage collaborative input to the committee
- Use websites to inform campus of the list of committee assignments
- Develop goals for academic year
- Provide feedback at end of academic year to the appropriate group(s) and
- Become familiar with college plans associated with the work of the committee

## **Shared Governance Standing Committees**

The shared governance standing committees are the major avenue that brings together members of the College from all constituencies and components of the administrative structure to represent various interests and levels of expertise.

- **Purpose:** The standing committee's charge determines the purpose of the committee. It deliberates on issues of campus-wide focus. The committee deals with policy or functional issues, recommends policy or functional charges and may or may not have operations responsibility depending upon its charges.
- **Membership:** Standing committees are made up of representative from all constituency groups. The constituency presidents appoint standing committee members. The Executive Council oversees membership allocations to ensure proper levels of representation.
- **Initiator:** Standing committees are created by the Executive Council.
- **Duration:** Standing committees have continuing duration. Under the direction of the Executive Council, a standing committee may be reorganized or disbanded. The committee members may recommend this action themselves.
- **Authority:** Powers are determined by the nature of the charge. The Executive Council has authority over that charge.

## **Other Groups/Committees that Support Participatory Decision-Making**

**A. Subcommittees of the Constituent Senates & Councils:** The Academic Senate, Classified Senate, Senior Leadership Team, and Student Associated Council may form subcommittees to which they delegate specific tasks. The primary example of this type of committee is the SCC Curriculum Committee, which is a subcommittee of the Academic Senate. Other examples include Student Learning Outcomes Assessment Committee (SLOAC) of the Academic Senate and the Classified Retreat Subcommittee of the Classified Senate.

- **Purpose:** These committees function to support the work of the governing senate or council.
- **Membership:** Membership is defined by the constituency senate or council. Members may be from more than one constituency group, but the membership should be primarily from the constituency group of the governing senate or council. For example, the Curriculum Committee, a subcommittee of the Academic Senate, is primarily composed of faculty members.

- **Initiator:** These committees are formed and conduct their work under the policies and bylaws of the constituency senate or council.
- **Duration:** These committees are of short-term (2 years or less) or long-term duration (more than two years). The duration of the subcommittee should be specified when it is created.
- **Authority:** These subcommittees may make recommendations to the appropriate constituency senate or council and to associated district committees. The governing senate or council may delegate approval power for some types of proposals to the subcommittees.

**B. Long-term planning committees:** These are committees of two or more years' duration which address broad planning issues or college-wide initiatives. These committees function under the oversight of the Executive Council and/or the President's Cabinet. Examples include the College Strategic Planning Committee, the Marketing Team, the Basic Skills Initiative Committee, the Accreditation Steering Committee, etc.

- **Purpose:** These committees are formed in response to address work associated with major campus planning efforts or college initiatives of long-term duration. They collect, sort, and prioritize information pertinent to issues at hand and advise on planning, policy, or operational issues.
- **Membership:** Membership is determined by the expertise needed on the committee. Members of each constituency group should be included.
- **Initiator:** These committees are formed under the guidance of the leadership of the planning process or college initiative with which they are associated.
- **Duration:** These are long-term committees that serve for more than two years.
- **Authority:** These committees may make recommendations to the leadership of the planning or initiative body to which they are related.

**C. Long-term advisory committees:** These committees are formed in response to specific issues or processes. Examples include the Food Service Advisory Group, the Disciplinary Appeals Panel and the Professional Standards Committee.

- **Purpose:** These committees advise on specific issues and/or provide input to specific processes.
- **Membership:** Membership is determined by the expertise needed on the committee.
- **Initiator:** These committees may be formed by any unit, department, or division of the college. Creation of a new long-term committee should be reflected in the planning documents of the unit, department, or division.
- **Duration:** These are long-term committees that serve for more than two years.
- **Authority:** These committees make recommendations concerning a specific issue or provide input to specific processes.

**D. Short-term working committees:** This category includes committees working on a short-term basis to address a specific issue or task. (Note: A working group is sometimes called a taskforce or an ad hoc committee). Examples include the Orientation Task force and the Web-site Redesign Committee.

- **Purpose:** Members of a working committee examine a specific subject or issue. Its purpose is to assist the college or operational unit with information gathering, problem solving or troubleshooting.

- **Membership:** Membership may or may not be limited to a particular operational unit or group and is determined and selected by the establishing unit.
- **Initiator:** These committees can be formed on an as-needed basis by any college unit.
- **Duration:** These are short-term committees with a duration of up to two years.
- **Authority:** These committees may make recommendations to the establishing body.

Sacramento City College  
**Campus-Wide Issue/Concern Form**

Committee or Individual \_\_\_\_\_ Date \_\_\_\_\_ submitted \_\_\_\_\_

Issue/Concern \_\_\_\_\_

Signature of Initiator(s) \_\_\_\_\_

Provide information, which succinctly but fully discusses the issue/concern (if necessary, add additional pages).

**A. Describe the issue/concern:**

**B. What do you recommend or suggest to solve this issue/concern?**

**C. How will this recommendation support the success of SCC students and benefit the campus community?**

*Please return this form to the Process Coordinator Office, RN 221. The Initiator will be notified within 5 working days as to the committee or council that will review this issue/concern.*

**Official Use Only**

Date received by Process Coordinator \_\_\_\_\_ Tracking # \_\_\_\_\_

Date Initiator Notified \_\_\_\_\_

Forwarded to \_\_\_\_\_ Date \_\_\_\_\_

# Campus Issue Process

Revised: February 2014

1. Using the Campus-Wide Issue/Concern Form, the initiator describes the issue or concern, suggests a possible solution, and submits the form to the Process Coordinator\*.
2. The Process Coordinator submits it to Executive Council for discussion and delegation, and reports within 5 working days to the initiator what action was taken.
3. When the Executive Council receives the form, it discusses the issue/concern, seeks additional information if necessary, and within 30 working days either forwards the issue to the appropriate committee or individual or it makes a recommendation to the President.
4. When the Campus Issues form is forwarded to a standing committee by the Process Coordinator, on behalf of Executive Council, it should be placed on the agenda for the next scheduled meeting.
5. When a committee receives the form, it gathers information, discusses the issue/concern, seeks additional information if necessary, and sends a progress report or makes a recommendation to Executive Council within 30 days.
6. When Executive Council receives a recommendation on an issue/concern from a committee, the Executive Council discusses the recommendation, seeks input from constituency groups if necessary, and makes a recommendation to the President in a timely fashion.
7. The President's Response is communicated to Executive Council and then shared campus-wide through SCC e-News.
8. Throughout this process, the Process Coordinator periodically communicates the status of the issue to the originator(s).

\*The Process Coordinator role is assigned to the Dean of Planning, Research, and Institutional Effectiveness, RN221, ext. 2512.

# Standing Committee Structure Review 2007

Note: A review of the standing committees was completed in 2007. The following is a historical document documenting the outcome of that process.

## **BUDGET COMMITTEE**

Charge: Utilizing the results of the college planning process, establishes criteria to evaluate requests for budget allocations. Establishes procedures and calendars used in the college budget process. Recommends allocations of the moneys available from the college unrestricted COLA/growth and one-time-only (OTO) funds. The dollar amount of unrestricted COLA/growth and OTO funds available for the budget committee process is determined each year by the college President in consultation with the VP of Administration, and reviewed by President's Cabinet. Changes in the initial calculation of unrestricted COLA/growth and OTO funds are brought to the committee for appropriate adjustments. Unrestricted COLA/growth and OTO funds are drawn from multiple sources including but not limited to: College Discretionary Fund (CDF), Educational Enrichment Program (EEP), Partnership for Excellence (PFE), Vocational and Technical Education Act (VTEA), State Instructional Equipment Funds (SIEF), Disabled Students Programs and Services (DSP&S), and similar categorical funds. The Budget Committee operates within the college policy of maintaining historical operating base budgets.

### Strategic Plan:

Financial Resource Plan – Review and revise annually  
Resource Management Institutional Plan – Input

### ACCJC Standards:

**1B.4-Improving Institutional Effectiveness:** The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

**1B.6-Improving Institutional Effectiveness:** The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

**3D-Financial Resources:** Financial Resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

### Feedback Survey:

<u>Important &amp; Effective</u>	<u>Important Not Effective</u>	<u>Not Important</u>	<u>Don't Know</u>
48%	19%	0%	28%

## CAMPUS DEVELOPMENT COMMITTEE

Charge: Reviews short- and long-range plans for general campus development and modifications, as well as for specific facilities. Surfaces and discusses issues regarding space utilization, equipment, communications, and other related topics. Makes recommendations on the above issues.

### Strategic Plan:

Facilities Resource Plan – Review & revise annually

Environmental Management Program Plan – Develop, review & revise annually

### ACCJC Standards:

**1B.4-Improving Institutional Effectiveness:** The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

**1B.6-Improving Institutional Effectiveness:** The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

**3B-Physical Resources:** Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

### Feedback Survey:

<u>Important &amp; Effective</u>	<u>Important Not Effective</u>	<u>Not Important</u>	<u>Don't Know</u>
38%	12%	2%	42%

## CAMPUS SAFETY COMMITTEE

Charge: The Campus Safety Committee promotes campus safety, security, and emergency preparedness to ensure a safe and secure learning and working environment for the campus community. The Committee reviews and makes recommendations on campus safety and security issues brought forth by staff, faculty, and students; provides guidance, support, and recommendations regarding safety policies and programs; and provides emergency procedures planning and programming. The Committee will periodically review reports of accidents, incidents, and injuries that occur on the campus and recommend appropriate action to mitigate adverse trends.

### Strategic Plan:

Safety and Security Program Plan – Develop, review, & revise annually

### ACCJC Standards:

**3B.1-Physical Resources:** The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

### Feedback Survey:

<u>Important &amp; Effective</u>	<u>Important Not Effective</u>	<u>Not Important</u>	<u>Don't Know</u>
35%	23%	3%	34%

## **CURRICULUM COMMITTEE**

Charge: The Curriculum Committee promotes development of a curriculum and courses that meet the identified needs of the students, community, regional work places and global society; reviews and recommends changes in instructional programs and courses, implementation of graduation and breadth requirements and identifies courses which meet them; ensures compliance with statewide educational policy and articulation with other educational institutions; and examines topical instructional issues of major importance to the college.

### Strategic Plan:

Distance Education Program Plan – Input

Educational Institutional Plan – Input

### ACCJC Standards:

#### **2A-Instructional Programs:**

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency improve teaching and learning strategies, and achieve slated student learning outcomes. The provisions of the standard are broadly applicable to all instructional activities offered in the name of the institution.

**4A.2.b-Decision-Making Roles and Processes:** The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

### Feedback Survey:

<u>Important &amp; Effective</u>	<u>Important Not Effective</u>	<u>Not Important</u>	<u>Don't Know</u>
64%	10%	0%	21%

## **HONORS AND AWARDS COMMITTEE**

Charge: Reviews policies on staff and student recognition programs (e.g., Celebration of Excellence, retirements, scholarship reception). Recommends guidelines for awards ceremonies and plans and conducts ceremonies. Develops and publicizes scholarships, reviews student applications for eligibility and selects recipients.

### Strategic Plan: None

### ACCJC Standards: None

### Feedback Survey:

<u>Important &amp; Effective</u>	<u>Important Not Effective</u>	<u>Not Important</u>	<u>Don't Know</u>
52%	8%	4%	31%



## **INFORMATION TECHNOLOGY COMMITTEE**

Charge: Coordinates all college activities related to IT policies, funding and resources, planning and implementation. Provides a single point of contact for communicating status and issues related to IT for the college. The committee also provides input to the district-wide activities performed by various IT task groups so that college interests are included in the district decision-making process.

### Strategic Plan:

IT Resource Plan – Review annually and revise as needed.

### ACCJC Standards:

**1B.4-Improving Institutional Effectiveness:** The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

**1B.6-Improving Institutional Effectiveness:** The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

### **3C-Technology Resources:**

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

### Feedback Survey:

<u>Important &amp; Effective</u>	<u>Important Not Effective</u>	<u>Not Important</u>	<u>Don't Know</u>
31%	32%	2%	30%

## **LEARNING RESOURCES COMMITTEE**

Charge: Reviews programs, services and resources provided in Library, Instructional Media Services, Learning Skills and Tutoring, Instructional Development, Academic Computing, Distance Education, and Media Services and Production areas. Works with faculty, staff and administration to identify needs of college and helps to insure the Learning Resources Division's responsiveness to those needs. Promotes ongoing campus involvement in collection development and maintenance for print, non-print and electronic materials and services. Develops recommendations for policies and for effective coordination and delivery of programs and services.

### Strategic Plan: None

### ACCJC Standards:

#### **2C-Library and Learning Support Services:**

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and

efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Feedback Survey:

<u>Important &amp; Effective</u>	<u>Important Not Effective</u>	<u>Not Important</u>	<u>Don't Know</u>
38%	15%	2%	38%

**MATRICULATION COMMITTEE**

Charge: Reviews the Matriculation Plan and the component standards. Sets goals for fully implementing matriculation at Sacramento City College. Identifies needs in the matriculation process and initiates innovative programs that will address these needs.

Strategic Plan:

Student Support Services Institutional Plan – Input  
Matriculation Program Plan – Develop, review & revise annually

ACCJC Standards:

**2B-Student Support Services:**

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Feedback Survey:

<u>Important &amp; Effective</u>	<u>Important Not Effective</u>	<u>Not Important</u>	<u>Don't Know</u>
30%	10%	3%	52%

**PLANNING, RESEARCH & INSTITUTIONAL EFFECTIVENESS COMMITTEE**

Charge: Reviews and recommends changes to the campus planning process to assure that the process serves the planning and resource allocation needs of the institution; provides guidance for the development of college goals and recommends them to the Executive Council; insures that the college planning process and goals are guided by the District's strategic plans. Reviews and makes recommendations regarding the college research agenda including support of the grant writing function. Makes recommendations about what measures to use to assess institutional effectiveness and the presentation of the Institutional Effectiveness and provides periodic guidance for the review of these statements. Assures the continuity of the accreditation process from the self-study and team findings into the planning process.

Strategic Plan:

Strategic Master Plan – Review & revise annually  
Unit Plans – Review & revise annually

ACCJC Standards:

**1A-Mission:** The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

**1B-Improving Institutional Effectiveness:** The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Feedback Survey:

<u>Important &amp; Effective</u>	<u>Important Not Effective</u>	<u>Not Important</u>	<u>Don't Know</u>
24%	28%	4%	38%

**STAFF DEVELOPMENT COMMITTEE**

Charge: Promotes staff development activities for all college personnel that include professional and personal growth as well as innovations in programs, curriculum and services. Reviews the results of the annual needs assessment of all college personnel to recommend and support professional development activities for the year. Reviews and evaluates applications for staff development projects. Assists the Staff Resource Center in the planning of programs, projects, and Flex Day activities. Develops and manages the process of Conference/Workshop/Travel funding distribution.

Strategic Plan:

Professional Development Program Plan – Develop, review & revise annually

ACCJC Standards:

**1B.4-Improving Institutional Effectiveness:** The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

**1B.6-Improving Institutional Effectiveness:** The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

**2A.2d-Instructional Programs:** The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

**2B.3b-Student Support Services:** The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

**3A.4a-Human Resources:** The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

**3A.5-Human Resources:** The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Feedback Survey:

<u>Important &amp; Effective</u>	<u>Important Not Effective</u>	<u>Not Important</u>	<u>Don't Know</u>
42%	18%	4%	32%

**STAFF EQUITY AND DIVERSITY COMMITTEE**

Charge: Develops, reviews, recommends and implement programs and services designed to enhance educational, employment and promotional opportunities to facilitate the development of a faculty and staff which reflects the rich diversity of our campus.

Strategic Plan: None

ACCJC Standards:

**3A-Human Resources:** The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Feedback Survey:

<u>Important &amp; Effective</u>	<u>Important Not Effective</u>	<u>Not Important</u>	<u>Don't Know</u>
22%	24%	9%	41%

**STUDENT EQUITY COMMITTEE**

Charge: The Student Equity Committee will help the college successfully serve the educational needs of the adult population who seek higher education regardless of their social, educational, ethnic, or cultural backgrounds. The committee will maintain and implement the Student Equity Plans that measures student access, course completion rates, ESL and Basic Skills completion rates, degree and certificate completion rates, transfer rates, employment rates, and the supportiveness of the campus environment for all students. The committee will make recommendations and offer strategies for action through the shared governance structure to address discrepancies that exist for under-represented students compared to the rest of the student body.

Strategic Plan:

Student Equity Program Plan – Develop, review, & revise annually

Student Support Services Institutional Plan – Input

ACCJC Standards:

**2B-Student Support Services:** The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the

institutional experience is characterized by a concert for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Feedback Survey:

<u>Important &amp; Effective</u>	<u>Important Not Effective</u>	<u>Not Important</u>	<u>Don't Know</u>
22%	16%	8%	49%

**STUDENT LEARNING OUTCOMES ADVISORY GROUP**

Charge: To provide support for SLO Development and assessment efforts, questions, and concerns of faculty and staff across the college community. Important roles for this group include facilitating communication on SLOs at all levels and to help integrate SLO efforts across divisions.

Strategic Plan: None

ACCJC Standards:

**1B-Improving Institutional Effectiveness:** The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

**2A-Instructional Programs:** The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency improve teaching and learning strategies, and achieve slated student learning outcomes. The provisions of the standard are broadly applicable to all instructional activities offered in the name of the institution.

**2B-Student Support Services:** The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concert for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Feedback Survey: None

**ENROLLMENT MANAGEMENT ADVISORY GROUP**

Charge: (10/25/07-charge has been requested VPS)

Strategic Plan:

Enrollment Management Program Plan – Develop, review & revise annually

Marketing Program Plan – Input

ACCJC Standards:

**1B.3-Improving Institutional Effectiveness:** The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

**2B--Student Support Services:** The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concert for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Feedback Survey: None

**CULTURAL DEMOCRACY INITIATIVE STEERING COMMITTEE**

Charge: Guide the Cultural Democracy Initiative to inspire the college: to include multiple cultural perspectives; to create educational environments that recognize, respect, show sensitivity to, and support the diverse communities from which students come; to integrate Cultural Democracy into all aspects of the college; and to transform our institutional culture consistent with our vision of being a learning environment that celebrates diversity.

Facilitate the college in critically examining our institutional policies and practices as well as our service and instructional methods to discover solutions that are effective in creating success for all of our diverse students. Develop and facilitate strategies to achieve Cultural Democracy including 1) Beyond Diversity and Courageous Conversations, 2) Dialogues on Institutional Policy and Practice, and 3) Professional Development.

Strategic Plan:

Need to develop a Cultural Democracy Program Plan

Accreditation Standards:

**1A.1 Mission:** The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

**2B- Student Support Services:** The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concert for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

**3A.4- Human Resources:** The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Feedback Survey: None

# Committee Charge Review May 2010

Note: A review of the standing committee charges was completed in 2010. The following is a historical document documenting the outcome of that process.

Committee	Proposed Name	Former Charge	New Charge – Approved in May 2010, see President’s response to Campus Issue 07-08-07
Budget Committee		<p>Utilizing the results of the college planning process, establishes criteria to evaluate requests for budget allocations. Establishes procedures and calendars used in the college budget process. Recommends allocations of the moneys available from the college unrestricted COLA/growth and one-time-only (OTO) funds. The dollar amount of unrestricted COLA/growth and OTO funds available for the budget committee process is determined each year by the college President in consultation with the VP of Administration, and reviewed by President's Cabinet. Changes in the initial calculation of unrestricted COLA/growth and OTO funds are brought to the committee for appropriate adjustments. Unrestricted COLA/growth and OTO funds are drawn from multiple sources including but not limited to: College Discretionary Fund (CDF), Educational Enrichment Program (EEP), Partnership for Excellence (PFE), Vocational and Technical Education Act (VTEA), State Instructional Equipment Funds (SIEF), Disabled Students Programs and Services (DSP&amp;S), and similar categorical funds. The Budget Committee operates within the college policy of maintaining historical operating base budgets.</p>	<p>Utilizing the results of the college planning process and established criteria, the Budget Committee evaluates requests for budget allocations; establishes procedures and calendars used in the college budget process; and, recommends allocations of the moneys available from the college unrestricted COLA/growth and one-time-only (OTO) funds. The Budget Committee operates with the college policy of maintaining historical operating base budgets. Note: The amount of unrestricted COLA/growth and OTO funds available for budget committee process is determined annually by the President in consultation with the VPA and reviewed by President's Cabinet. Unrestricted COLA/growth and OTO funds are drawn from multiple sources including but not limited to: College Discretionary Fund (CDF), Instructionally-Related (IR), Partnership for Excellence (PFE), Vocational and Technical Education Act (VTEA), State Instructional Equipment Funds (SIEF), Disabled Students Programs and Services (DSP&amp;S), etc. Changes in the initial calculation of unrestricted COLA/growth and OTO funds are brought to the committee for appropriate adjustments.</p>
Campus Development Committee		<p>Reviews short- and long-range plans for general campus development and modifications, as well as for specific facilities. Surfaces and discusses issues regarding space utilization, equipment, communications, and other related topics. Makes recommendations on the above issues.</p>	<p>Reviews short- and long-range plans for general campus development and modifications, as well as for specific facilities. Reviews requests for Facility Resources including space utilization, equipment, communications, and other related topics. Makes prioritized recommendations on the above Facility Resource requests to the Budget Committee for integration with budget and IT requests developed through the unit planning process.</p>

Campus Safety Committee		The Campus Safety Committee promotes campus safety, security, and emergency preparedness to ensure a safe and secure learning and working environment for the campus community. The Committee reviews and makes recommendations on campus safety and security issues brought forth by staff, faculty, and students; provides guidance, support, and recommendations regarding safety policies and programs; and provides emergency procedures planning and programming. The Committee will periodically review reports of accidents, incidents, and injuries that occur on the campus and recommend appropriate action to mitigate adverse trends.	The Campus Safety Committee promotes campus safety, security, and emergency preparedness to ensure a safe and secure learning and working environment for the campus community. The Committee reviews and makes recommendations on campus safety and security issues brought forth by staff faculty, and students; provides guidance, support, and recommendations regarding safety policies and programs; and assists with emergency procedures planning and programming. The Committee periodically reviews reports of accidents, incidents, and injuries that occur on campus, recommends appropriate action to mitigate adverse trends, and provides oversight of the Environmental, Safety, and Security Program Plan.
Curriculum Committee		The Curriculum Committee promotes development of curriculum and courses that meet the identified needs of the students, community, regional work places and global society; reviews and recommends changes in instructional programs and courses, implementation of graduation and breadth requirements and identifies courses which meet them; ensures compliance with statewide educational policy and articulation with other educational institutions; and examines topical instructional issues of major importance to the college.	No change
Enrollment Management Advisory Group	Enrollment Management Committee	Enrollment Management Committee Responsibilities • Brainstorm• Review the data• Triage• Operational • Find out what is going on• Implement activities• Implement plan.	No change
Honors & Awards Committee	Recognition Events Committee	Reviews policies on staff and student recognition programs (e.g., Celebration of Excellence, retirements, scholarship reception). Recommends guidelines for awards ceremonies and plans and conducts ceremonies. Develops and publicizes scholarships, reviews student applications for eligibility and selects recipients.	No change
IT Committee	Educational and Information Technology Committee	Coordinates all college activities related to IT policies, funding and resources, planning and implementation. Provides a single point of contact for communicating status and issues related to IT for the college. The committee also provides input to the district-wide activities performed by various IT task groups so that college interests are included in the district decision-making process.	Coordinates college activities related to educational and information technology policies, funding and resources, planning and implementation. Provides a single point of contact for communicating status and issues related to educational and information technology for the college. The committee also provides input to the district-wide activities performed by various educational and information technology task groups so that college interests are included in the district decision-making process.



Learning Resources Committee		Reviews programs, services and resources provided in Library, Instructional Media Services, Learning Skills and tutoring, Instructional Development, Academic Computing, Distance Education, and Media Services and Production areas. Works with faculty, staff and administration to identify needs of college and helps to insure the Learning Resources Division's responsiveness to those needs. Promotes ongoing campus involvement in collection development and maintenance for print, non-print and electronic materials and services. Develops recommendations for policies and for effective coordination and delivery of programs and services.	The LRC Standing Committee reviews and makes recommendations for programs, services, and resources provided in the Library, Instructional Media Services, Learning Skills and Tutoring, Writing Center, Instructional Development, Academic Computing, Distance Education, Archives, Media Services and Production areas. Its members work with faculty, staff, and administration to identify corresponding needs of the college and help ensure the Learning Resource Division's responsiveness to those needs. The Committee also works with campus faculty and staff to promote student involvement and display accomplishments.
Matriculation Committee		Reviews the Matriculation Plan and the component standards. Sets goals for fully implementing matriculation at Sacramento City College. Identifies needs in the matriculation process and initiates innovative programs that will address these needs.	The Matriculation committee reviews the SCC Matriculation Plan and informs revision of its component standards. In alignment with the college mission, values, and goals, the shared governance process, and the District Matriculation Committee, the committee evaluates, provides feedback, and makes recommendations in areas including admission, orientation, assessment, advising and counseling, and other matriculation activities. The committee sets goals for fully implementing matriculation at Sacramento City College, identifies needs in the matriculation process, and initiates programs that will address these needs.
Planning, Research & Institutional Effectiveness Committee		Reviews and recommends changes to the campus planning process to assure that the process serves the planning and resource allocation needs of the institution; provides guidance for the development of college goals and recommends them to the Executive Council; insures that the college planning process and goals are guided by the District's strategic plans. Reviews and makes recommendations regarding the college research agenda including support of the grant writing function. Makes recommendations about what measures to use to assess institutional effectiveness and the presentation of the Institutional Effectiveness and provides periodic guidance for the review of these statements. Assures the continuity of the accreditation process from the self study and team findings into the planning process.	The PRIE Committee acts to assist the CSPC and PRIE Office in the tactical implementation of College Strategic Planning. This includes: <ul style="list-style-type: none"> <li>• Communicate with the college community about key planning questions, how college data is used to support college goals, outcome measures, and information related to suggestions for process improvements.</li> <li>• Provide support for college-wide dialogue concerning key findings from the data analysis, planning questions, and the implementation of college plans. In order to provide this support the PRIE committee will review qualitative and quantitative data relevant to the College Strategic Planning Process.</li> <li>• Provide feedback to the PRIE Office as that office identifies planning data, conducts the initial assessment and interpretation of the data, and compiles the data for use by the CSPC.</li> <li>• Review and make recommendations regarding the college research agenda including support of the grant writing function.</li> <li>• Assure the continuity of the accreditation process from the self study and team findings into the planning process.</li> <li>• Complete other tasks for the CSPC as requested.</li> </ul>

Staff Development Committee		Promotes staff development activities for all college personnel that include professional and personal growth as well as innovations in programs, curriculum and services. Reviews the results of the annual needs assessment of all college personnel to recommend and support professional development activities for the year. Reviews and evaluates applications for staff development projects. Assists the Staff Resource Center in the planning of programs, projects, and Flex Day activities. Develops and manages the process of Conference/Workshop/Travel funding distribution.	Promotes professional activities for all college personnel that include professional and personal growth as well as innovations in programs, curriculum, and services. Collaborates with the Staff Resource Center in the planning and evaluation of programs, projects, and Flex Day activities. Reviews the results of the annual needs assessment of all college personnel to recommend and support professional development activities for the year. Develops and manages the process of Conference/Workshop/Travel Funding distribution.
Staff Equity and Diversity Committee		Develops, reviews, recommends and implements programs and services designed to enhance educational, employment and promotional opportunities to facilitate the development of a faculty and staff which reflects the rich diversity of our campus.	Develops, reviews, recommends, and implements programs and services designed to enhance diversity and equity in educational, employment, and promotional opportunities for faculty and staff.
Student Equity Committee		The Student Equity Committee will help the college successfully serve the educational needs of the adult population who seek higher education regardless of their social, educational, ethnic, or cultural backgrounds. The committee will maintain and implement the Student Equity Plan that measures student access, course completion rates, ESL and Basic Skills completion rates, degree and certificate completion rates, transfer rates, employment rates, and the supportiveness of the campus environment for all students. The committee will make recommendations and offer strategies for action through the shared governance structure to address discrepancies that exist for under-represented students compared to the rest of the student body.	No change from current charge submitted. (Note: A request to disband the committee was submitted in 2008; however, the committee was not disbanded and this request was not re-submitted as part of the 2009-10 review.)