Human Resources Planning Council Welcome Back/Orientation

September 2013

Overview

O Welcome and introductions
O Palomar's Integrated Planning Model (IPM)
O Defining and implementing governance
O Annual governance evaluation
O Theme: Commitment and communication

Welcome and Introductions
HRSPC Membership

Chair

O Vice President, Human Resource Services

Members

O Manager, Human Resource Services

O Supervisor, HRS/Employment Services

O Two faculty representative appointed by Faculty Senate

O Two classified unit employee representatives appointed by CCE

O One faculty representative appointed by PFF

O One administrator appointed by AA

O One confidential and supervisory representative appointed by CAST

Defining and Implementing Governance

Part I: What is Shared Governance?

Shared Governance/AB-1725

O At Palomar we use the term "Shared Governance" but "Participatory Governance" is more descriptive of the actual process as described in statute.

O AB 1725 directs boards to provide opportunity for input/participation, and ensure that the recommendations and opinions of faculty, students, and staff receive reasonable consideration.

What is Shared Governance?

O CCLC and Academic Senate Q&A

O Education Code 70902(b)(7)
  O "...ensure faculty, staff, and students...the right to participate effectively in district and college governance."

O Implementing regulations (Title V)
  O Governing Board "consult collegially" with academic senate on academic and professional matters
  O Students and staff have opportunity for "effective participation" in decisions that affect them.

What is Shared Governance?

O Using the consultative process to consider actions and make decisions contributes to a positive environment and stronger decisions.

O Agreement may not always be possible…

O Communication is critical…..

O Does the Superintendent/President have to agree with the recommendation of individual or collective constituent groups?

Defining and Implementing Governance

Part II: How does Palomar College Implement Shared Governance?

11/1/2013

Palomar College Governance Structure

O How does participatory/shared governance work at Palomar? What does it look like (is there a chart anywhere?)

- O What are councils? What are committees? How many do we have?

- O How does information flow through the governance structure?

- O OK…I have volunteered to serve on HRSPC, what is it that I really have to do?

O All you ever wanted to know about Palomar's Governance Structure can be found in the *Palomar College Governance and Administrative Structure* document. http://www.palomar.edu/strategicplanning/Governance%20Structure/Governance%20Structure%20Book.pdf

Palomar College Governance Structure

O Our governance structure created to fully support the college values of inclusiveness and mutual respect.

O As described in the CCLC and Academic Senate Q & A:

   O Palomar College Governing Board is final authority for governance

   O The Governing Board delegates authority to Superintendent/President

   O The Superintendent/President solicits and receives input through our shared governance decision-making process

Palomar College Governance Structure

O The following constituent groups participate
  O Students
  O Faculty
    O Faculty Senate
    O Palomar Faculty Federation
  O Council of Classified Employees
  O Confidential and Supervisory Employees
  O Administrative Employees
  O Superintendent/ President – Senior and Executive Administration
O Governance structure includes Planning Councils, Operational Committees, Subcommittees, Ad Hoc Committees and Task Forces.

Role of Students

O Regulations specify areas for student participation.
- O Grading
- O Student code of conduct
- O Academic discipline
- O Curriculum
- O Educational programs
- O Processes for budgeting
- O Processes for planning
- O Student standards
- O Student services planning and development
- O Fees
- O Faculty evaluation and hiring

O The Associated Student Government (ASG) serves as the official representative of the students.

Role of the Faculty: Faculty Senate

O The Board of Trustees shall "Consult Collegially" with the Faculty Senate on Academic and Professional Matters

O Academic and professional matters
  O Curriculum
  O Degree requirements
  O Grading policies
  O Student progress standards
  O Faculty role in governance structures
  O Accreditation
  O Professional development
  O Program review process
  O Processes for planning & budgeting
  O Educational program development
  O Other academic and professional matters as mutually agreed upon by the Board and Senate

O **Consult Collegially at Palomar means:**
  The Governing Board relies primarily upon the advice and judgment of the faculty senate regarding academic and professional matters.

Role of the Faculty: Palomar Faculty Federation

O The role of the PFF on SPC and other planning councils involves protecting the processes mutually agreed upon by the District and the PFF in the PFF/District Contract.

O Collective bargaining issues include but are not limited to evaluation, class sizes, and academic freedom.

O Through the shared governance process, PFF stays informed and assures that collective bargaining matters are dealt with at the negotiating table as part of a larger overall check-and-balance system.

O Participation by PFF allows for

O one more perspective to be offered in the work done in committees with the goal of contributing to the discussion in a way consistent with the overall goals and spirit of the contract.

O identification of potentially problematic issues early on in the shared governance process.

O At times, the PFF and Faculty Senate work together to deal with issues that fall within both collective bargaining and academic/professional matters, such as grading, where a policy may have implications for working conditions and discipline.

Role of the Classified Employees

O Classified staff must be granted the opportunity to participate in the collaborative decision-making process, the developing or changing of policies, procedures and processes, that have an effect upon the classified staff.

O Classified staff must be granted the opportunity to effectively communicate such developments or changes to the CCE E-Council & their constituents as part of the decision-making processes.

O The CCE is the sole representative of the classified staff.

O Participation by the CCE allows for:

  O Inclusiveness in shared governance recommendations and decisions that may impact the College;

  O Better understanding of the vision & goals, policy & procedures and process for the College;

  O Identification of potentially problematic issues early on in the shared governance process;

  O Transparency, promoting mutual respect and trust through open communication and actions;

  O Another perspective offered in developing or changing policies, procedures, and processes;

  O Addressing challenges and providing input through the classified staff and other planning councils.

O Through the shared governance process, CCE stays informed and assures that collective bargaining matters are dealt with at the negotiating table as part of the larger overall check-and-balance system. Collective bargaining issues include, but are not limited to, evaluations, calendar, transfers, layoffs, compensation, health care plans and safety.

O A full Scope of Bargaining list will be issued to each Classified representative appointed to a governance group by the CCE.

Role of the Confidential & Supervisory Employees

O Staff must be granted the opportunity to participate in developing policies, procedures and processes, that have an effect upon them and the Palomar Community College District.

O Areas and processes are not further defined by statute.

O Confidential and Supervisory Employees are represented by CAST

Role of the Administrative Employees

O Administrative staff must be granted the opportunity to participate in developing policies, procedures and processes, that have an effect upon them.

O Areas and processes are not further defined by statute.

O Administrative staff are tasked with policy implementation.

O Administrators (excluding the President, Senior, and Executive Administrators) are represented by the Administrative Association

Role of the Superintendent/President

O Ensure that the process works.

O Make sure policies are in place and procedures are followed.

O Serve as critical link between constituencies and Governing Board (usually serves as the designee of the board in governance matters).

O While regulations delegate participation in decision-making, they do not take away the President's responsibility to make decisions.

O Best situation is when the President and constituent groups are in agreement on recommendations made to the Board.

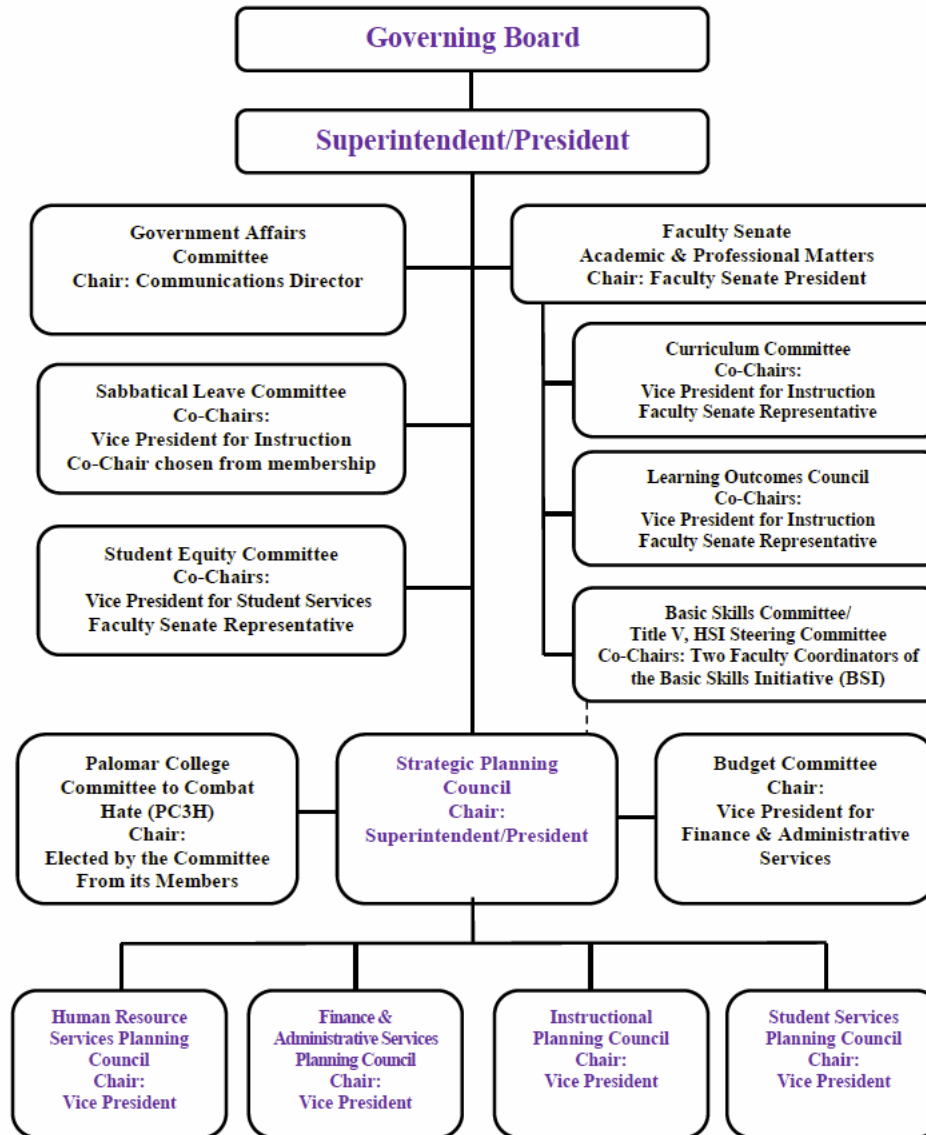# Palomar College Governance Structure Organization Chart

Governing Board

Superintendent/President

Government Affairs Committee
Chair: Communications Director

Faculty Senate
Academic & Professional Matters
Chair: Faculty Senate President

Curriculum Committee
Co-Chairs:
Vice President for Instruction
Faculty Senate Representative

Sabbatical Leave Committee
Co-Chairs:
Vice President for Instruction
Co-Chair chosen from membership

Learning Outcomes Council
Co-Chairs:
Vice President for Instruction
Faculty Senate Representative

Student Equity Committee
Co-Chairs:
Vice President for Student Services
Faculty Senate Representative

Basic Skills Committee/
Title V, HSI Steering Committee
Co-Chairs: Two Faculty Coordinators of
the Basic Skills Initiative (BSI)

Palomar College Committee to Combat Hate (PC3H)
Chair:
Elected by the Committee
From its Members

Strategic Planning Council
Chair:
Superintendent/President

Budget Committee
Chair:
Vice President for
Finance & Administrative
Services

Human Resource Services Planning Council
Chair:
Vice President

Finance & Administrative Services Planning Council
Chair:
Vice President

Instructional Planning Council
Chair:
Vice President

Student Services Planning Council
Chair:
Vice President

Palomar College Governance Structure Organization Chart:

Planning Councils

Governing Board

Superintendent/President

Government Affairs Committee
Chair: Communications Director

Faculty Senate
Academic & Professional Matters
Chair: Faculty Senate President

Curriculum Committee
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Vice President for
Finance & Administrative
Services

Human Resource Services Planning Council
Chair:
Vice President

Finance & Administrative Services Planning Council
Chair:
Vice President

Instructional Planning Council
Chair:
Vice President

Student Services Planning Council
Chair:
Vice President

11/1/2013   22

Planning At Palomar

O Integrated Planning, Evaluation, Resource Allocation and Decision-Making OR Integrated Planning Model (IPM) for short!

O Integrates long-, mid-, and short-range planning.

O Linked to resource allocation decisions.

O Implemented and evaluated annually.

IPM

Palomar College Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model

Planning Cycles

PALOMAR COLLEGE PLANNING CYCLES

Master Planning
Educational & Facilities

| 10/11 | 11/12 | 12/13 | 13/14 | 14/15 | 15/16 | 16/17 | 17/18 | 18/19 | 19/20 | 20/21 | 21/22 |

12 Year Cycle

Technology & Staffing Plan

| 10/11 | 11/12 | 12/13 | 13/14 | 14/15 | 15/16 | 16/17 | 17/18 | 18/19 | 19/20 | 20/21 | 21/22 |

6 Year Cycles

Strategic Planning

| 10/11 | 11/12 | 12/13 | 13/14 | 14/15 | 15/16 | 16/17 | 17/18 | 18/19 | 19/20 | 20/21 | 21/22 |

3 Year Cycles

Program Review & Planning
Instructional & Noninstructional

| 10/11 | 11/12 | 12/13 | 13/14 | 14/15 | 15/16 | 16/17 | 17/18 | 18/19 | 19/20 | 20/21 | 21/22 |

2 Year Cycles - 1 year develop; 2nd year progress report

Review/Develop

******* Mid-cycle comprehensive update and assessment

Implement

Ongoing check-ins and assessments

Approved by SPC 9/01/09

RAM
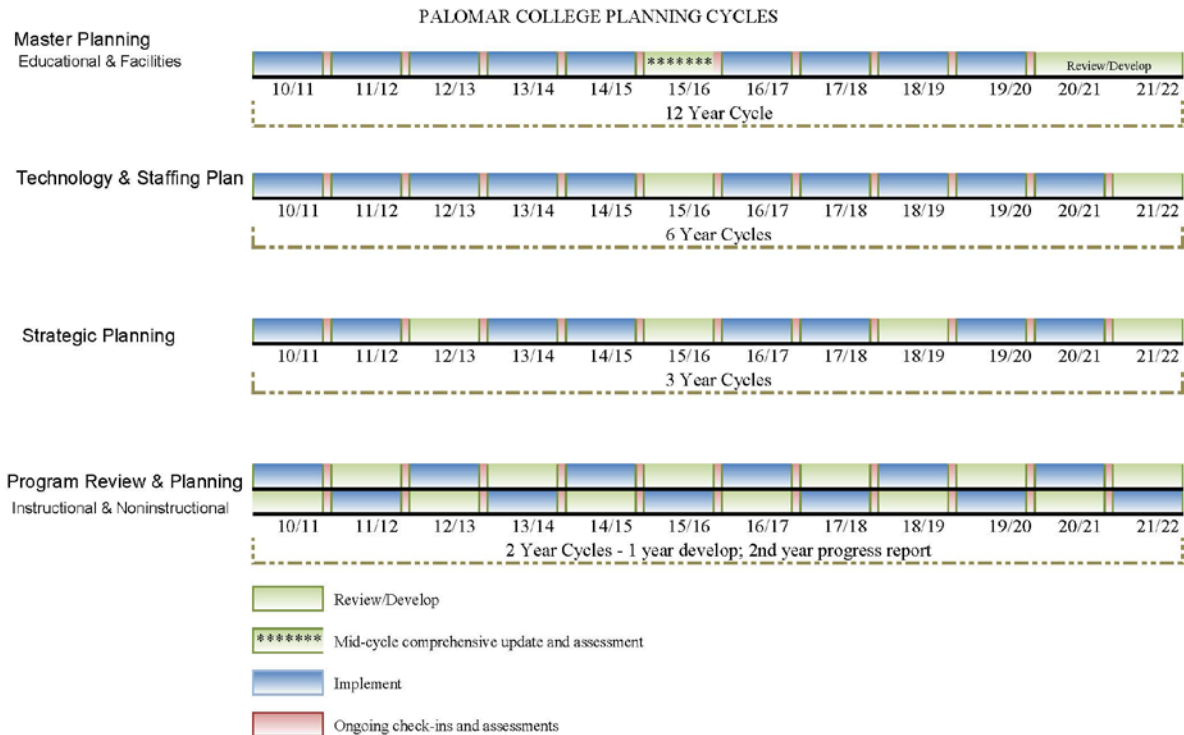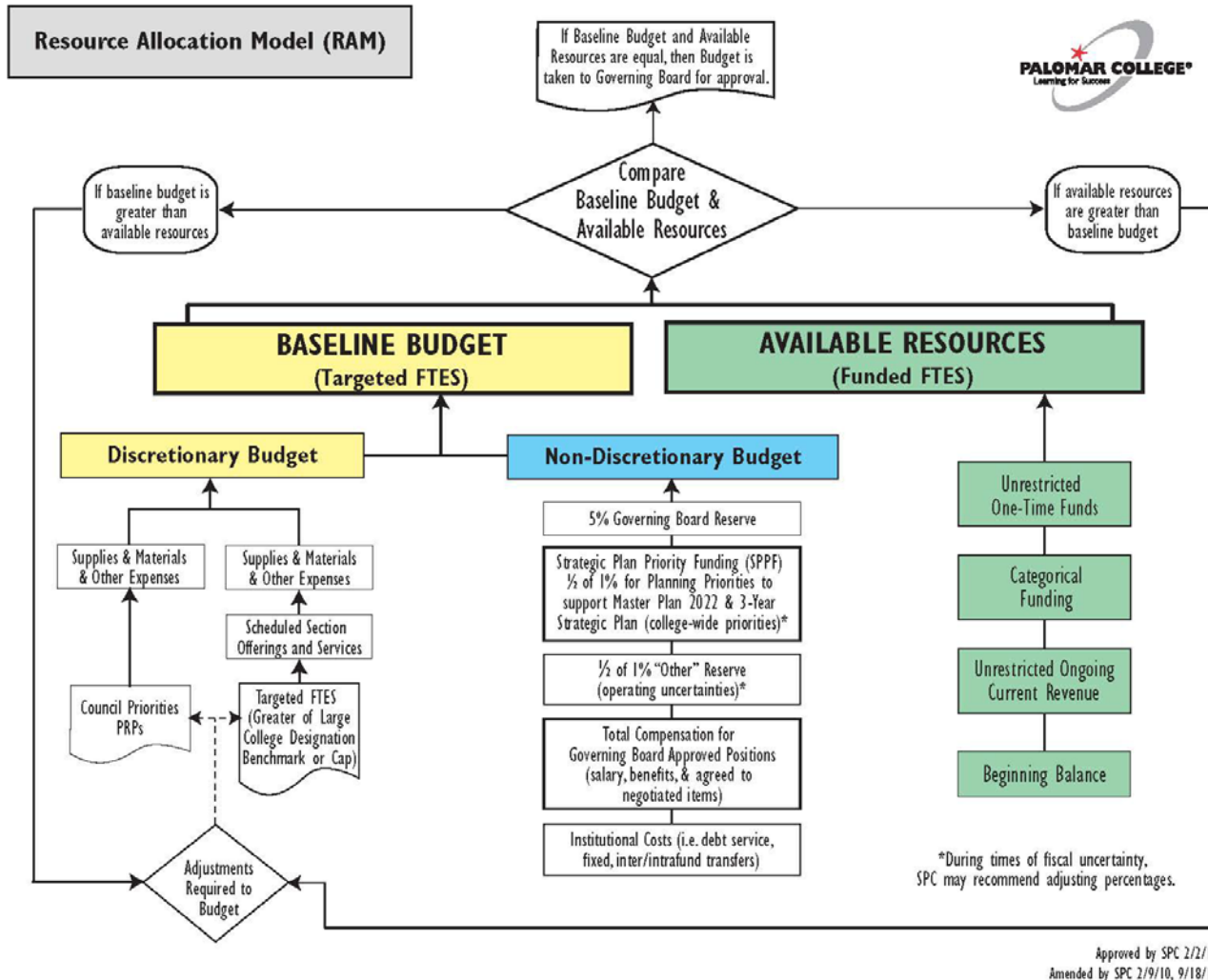
College Plans

- O Master Plan 2022 (Educational and Facilities Master Plan) http://www.palomar.edu/masterplan/
- O Technology Plan 2016 http://www.palomar.edu/strategicplanning/TMP2016.pdf
- O Staffing Plan 2016 http://www.palomar.edu/strategicplanning/StaffingPlan2016Final.pdf
  - O Staffing Plan Update Year 3 2013 http://www.palomar.edu/strategicplanning/StaffingPlanUpdate-Y3-2012%2013.pdf
- O Strategic Plan 2013 for Year 3 2012-13 http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013YEAR3.pdf
- O Program Review and Planning http://www.palomar.edu/irp/ProgramReviewandPlanning.htm

Resources

O **Palomar College Governance Manual**
http://www.palomar.edu/strategicplanning/Governance%20Structure/Governance%20Structure%20Book.pdf

O **Palomar College Glossary of Governance Terms**
http://www.palomar.edu/strategicplanning/Glossary/Combined%20Glossary_of_Terms_and_Acronyms.pdf

O **Palomar College Strategic Planning website**
http://www.palomar.edu/strategicplanning/

O **Palomar College Faculty Senate**
http://www.palomar.edu/facultysenate/

O **Statewide Faculty Senate**
http://asccc.org/

O **CCLC information on Governance**
http://www.ccleague.org

HRSPC – Planning

O Assigned Objectives on Strategic Plan Action Plan

O Staffing Plan

O Human Resources Program Review and Planning (PRPs)

O SAOs (part of your PRP process)

HRSPC Governance Self-Evaluation

Spring 2013

Human Resource Services Planning Council Governance Self-Evaluation

September 2013

Annual Governance Self-Evaluation

O Annual Governance Self-Evaluation process

   O In May, all councils asked to participate in online survey

   O Assess governance structure and performance

   O Review council performance

   O Results are reviewed during council orientations

O Results

   O HRSPC

   O Governance

HRSPC Self-Evaluation

Table HRS1. Human Resources Services Planning Council Ratings						
	N	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
The role and responsibilities of the HRSPC are clear and well understood.	5	20.0%	40.0%	40.0%	0.0%	0.0%
The HRSPC has operated effectively this year.	5	40.0%	20.0%	20.0%	0.0%	20.0%
The HRSPC spends the appropriate amount of time discussing and acting upon issues and topics.	4	50.0%	25.0%	25.0%	0.0%	0.0%
The procedures used to guide the functioning of the HRSPC are effective.	5	40.0%	20.0%	40.0%	0.0%	0.0%
The structure of HRSPC allows for open and participatory communication between constituents.	5	40.0%	40.0%	0.0%	20.0%	0.0%
I understand/understood my role and responsibilities as a member of HRSPC.	5	40.0%	40.0%	0.0%	20.0%	0.0%
As a member of HRSPC, I am/was able to participate in the decision-making process of the college.	5	40.0%	40.0%	0.0%	20.0%	0.0%
As a member of HRSPC, I feel that I am/was able to devote the time necessary for participation on the council.	5	40.0%	20.0%	40.0%	0.0%	0.0%

Planning

	Not at all clear	Moderately clear	Very Clear	Total
Clarity of the annual Strategic Plan's Action Plan and the Process for tracking progress on the plan	(0) 0.0%	(3) 60.0%	(2) 40.0%	(5) 100%
Clarity of the College's Integrated Planning Model (IPM) and Resource Allocation Model (RAM)	(0) 0.0%	(3) 75.0%	(1) 25.0%	(5) 100%
HRSPC's Program Review and Planning Process	(0) 0.0%	(3) 60.0%	(2) 40.0%	(5) 100%

Linking Planning to Resources
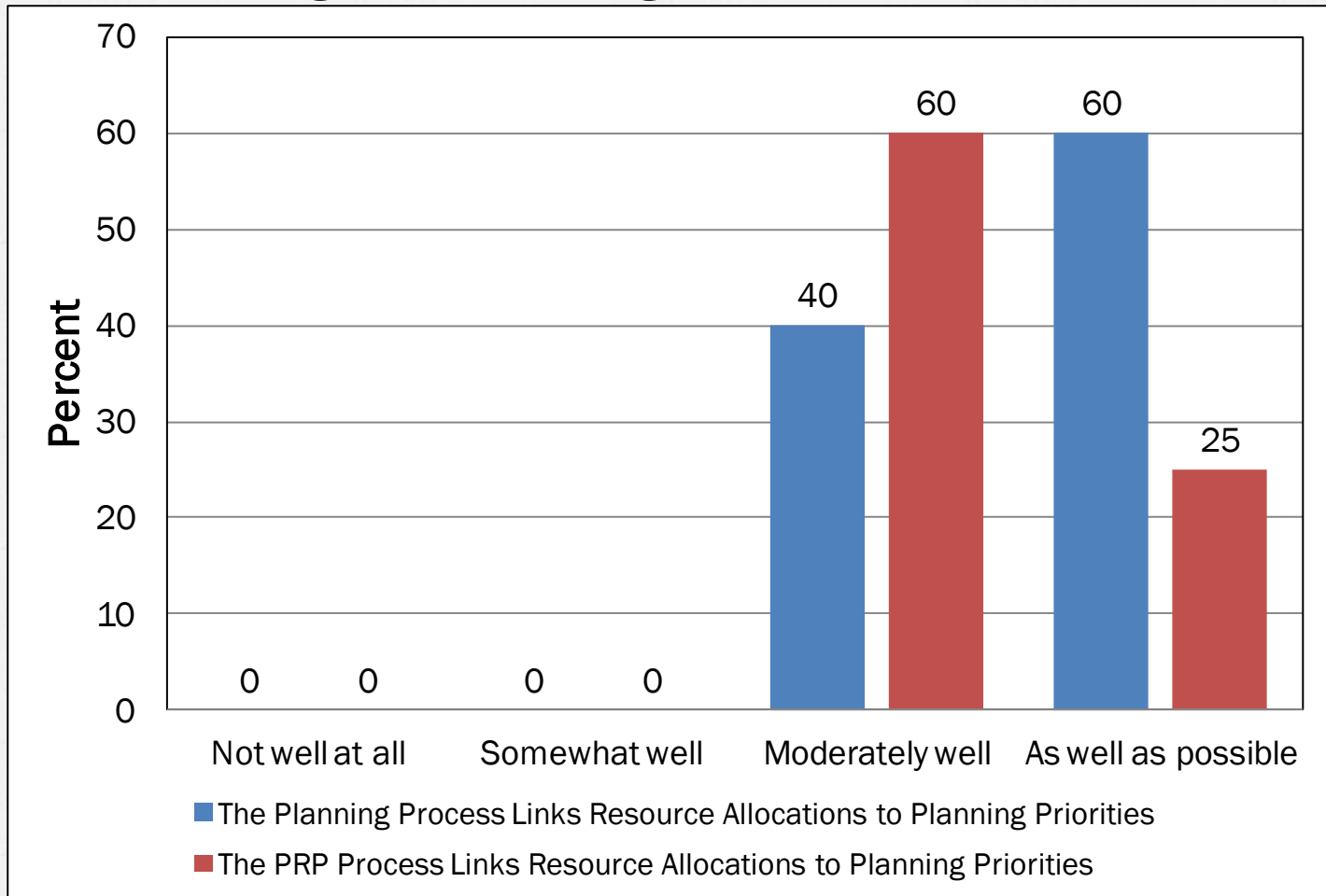
HRSPC Self-Evaluation

O What HRSPC do well
- O Input and approval of the HR PRP
- O Discussion and development of Staffing Master plan update and EEO Plan.

O How can HRSPC improve
- O Disseminate materials electronically / spend less time reviewing presentations verbatim. (Note, this comment countered by a comment asking that amount of pre-reading be decreased).
- O More consistent participation; lack of quorum.
- O Listen to council members more closely.
- O No improvements necessary.

Governance Self-Evaluation

Table G1. Ratings of the Governance Structure

	N	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
The roles and responsibilities of the planning councils (Finance and Administrative Services, Human Resource Services, Instructional, Strategic, and Student Services) are clearly defined and understood.	44	25.0%	54.5%	15.9%	4.5%	0.0%
The governance structure provides an opportunity for each campus constituency (students, faculty, classified staff, and administrative staff) to identify and articulate its views on institution-wide issues.	46	43.5%	34.8%	13.0%	2.2%	6.5%
The process for proposing changes (e.g., changes to committee members, establishing a new committee) to the governance is clearly defined and understood.	47	27.7%	44.7%	21.3%	4.3%	2.1%
The process for presenting issues or matters for discussion within the governance structure is clearly defined and understood.	46	28.3%	52.2%	8.7%	10.9%	0.0%
The governance structure allows for expression of ideas, input, and feedback at all levels of the institution.	46	39.1%	28.3%	17.4%	10.9%	4.3%

Planning

	Not at all clear	Moderately clear	Very Clear	Total
Clarity of the annual Strategic Plan's Action Plan and the Process for tracking progress on the plan	(2) 4.3%	(26) 55.3%	(19) 40.4%	(47) 100%
Clarity of the College's Integrated Planning Model (IPM) and Resource Allocation Model (RAM)	(3) 6.8%	(26) 59.1%	(15) 34.1%	(47) 100%

Annual Governance Evaluation

O Planning
  - O Action plan is moderately clear to clear and relatively well understood
  - O IPM is moderately clear to clear and relatively well understood
O Strengths
  - O Clearly defined and understood
  - O Provides opportunity for each constituent group to participate
  - O Everyone has a say
  - O For those who participate, they become aware of how things work and how to effect change on campus
O Opportunities
  - O Increase participation
  - O Actually listen / honest dialogue
  - O Close the feedback loop from SPC
  - O Improve communication from council members to their constituent groups
  - O Orientation for chairs and directors
  - O SPC list of accomplishments

HRSPC
Planning Council Self Evaluation 2013

Institutional Research and Planning
Palomar College

June, 2013

Table of Contents

INTRODUCTION

To facilitate continual improvement, the planning councils at Palomar College conduct an annual self evaluation. This involves a survey of the members of the Finance and Administrative Services, Human Resources, Instructional, Strategic, and Student Services Planning Councils, and provides data that can be used to make improvements to the councils and the governance process. Respondents were asked to evaluate the operation of the council or councils on which they served, as well as the governance process at Palomar in general. The survey addressed topics such as the effectiveness of the council, the dissemination of information from the councils, and the inclusiveness of the governance structure.

Sample

The survey was sent to all individuals who had served on a planning council in the last year. This included 75 individuals, 47 of whom responded to the survey, including six who were on multiple councils.

Procedures

The Institutional Research and Planning office received lists of individuals who had served on a planning council in the last year. These lists were combined then unduplicated, resulting in a list of 75 individuals. A survey link and password was e-mailed to each individual on the list. Data collection proceeded from May 7 to May 17. The survey was anonymous.

Respondents were asked which council or councils they served, then responded to questions specific to the council or councils they identified. All respondents received a set of questions about the governance process at Palomar College.

RESULTS

Councils

The councils on which the respondents served are displayed in Table 1. The table shows the number and percentage of the respondents who served on each of the councils. A total of 53 council evaluations were offered from the 47 respondents.

Table 1. Planning Councils Served by Respondents in Last 12 Months	
	N
Finance & Administrative Services Planning Council	9
Human Resource Services Planning Council	5
Instructional Planning Council	13
Strategic Planning Council	15
Student Services Planning Council	11

Human Resources Planning Council

HRSPC Performance

The respondents rated the HRSPC on eight different aspects, displayed in Table HRS1. Additionally, for each aspect, respondents were given the opportunity to include open-ended comments. Respondents did not offer comments on all the aspects, but for each of the aspects on which respondents commented, a table was constructed containing all council members' comments on that aspect.

Table HRS1. Human Resources Services Planning Council Ratings

	N	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
The role and responsibilities of the HRSPC are clear and well understood.	5	20.0%	40.0%	40.0%	0.0%	0.0%
The HRSPC has operated effectively this year.	5	40.0%	20.0%	20.0%	0.0%	20.0%
The HRSPC spends the appropriate amount of time discussing and acting upon issues and topics.	4	50.0%	25.0%	25.0%	0.0%	0.0%
The procedures used to guide the functioning of the HRSPC are effective.	5	40.0%	20.0%	40.0%	0.0%	0.0%
The structure of HRSPC allows for open and participatory communication between constituents.	5	40.0%	40.0%	0.0%	20.0%	0.0%
I understand/understood my role and responsibilities as a member of HRSPC.	5	40.0%	40.0%	0.0%	20.0%	0.0%
As a member of HRSPC, I am/was able to participate in the decision-making process of the college.	5	40.0%	40.0%	0.0%	20.0%	0.0%
As a member of HRSPC, I feel that I am/was able to devote the time necessary for participation on the council.	5	40.0%	20.0%	40.0%	0.0%	0.0%

Table HRS2. Comments on the effectiveness of HRSPC

Most of the meetings are not a shared governance. Then messages go out to the campus that are misleading when it comes to decisions made.

the council has reviewed the department's program review and plan, has approved the staffing master plan and the department's portion of the plan, and has reviewed and recommended approval of the Equal Employment Opportunity Plan. The council has operated collegially and by consensus, as in past years.

Table HRS3. Comments on the amount of time spent discussing and acting on issues in HRSPC

The only issue we've had is lacking a quorum for several meetings. As constituent group members commit to being on a planning council, they should understand that the committment is important to consistently honor. Otherwise, let someone else who is willing to attend meetings, serve.
Too much time about nothing. Could be done more efficiently
While there does seem to be sufficient time allotted to discuss topics there is unforunately too much time spent reviewing materials verbatim that could otherwise be distributed electronically and reviewed by committee members in advance of meetings saving allowing for more efficient use of meeting time.

Table HRS4. Comments on the effectiveness of the procedures used to guide the functioning of HRSPC

Meetings are collegial and decisions / recommendations supported by consensus. All members are respectful of each others views, and dicussion of various viewpoints is robust.

Table HRS5. Comments on the impact of the structure of HRSPC on open and participatory communication

All constiuent group members are continually encouraged to communicate information from HRSPC to and from their respective groups.

Table HRS6. Comments on the respondent's ability to participate in the decision-making process as a member of the HRSPC

Briefings on the discussions held at SPC, and their relationship to our council, maintained our sense of active participation.

Table HRS7. Comments on the respondent's ability to devote sufficient time to the HRSPC

It would be nice if committee members were not forced to volunteer time to review documents and reports in order to be able to effectively participate in discussions related to said materials in meetings.
The volume of reading plans and planning documents was a little overwhelming, but adequate time was given to do our review, and I felt I had enough time to effectively participate.

Respondents rated the clarity of (a) the Annual Strategic Plan's Action Plan and the process for tracking progress on the college's objectives, (b) the Integrated Planning Model and Resource Allocation Model, and (c) the Program Review and Planning process. These ratings are summarized in Table HRS8. They were perceived to be moderately to very clear. Respondent comments are found in Tables HRS8a-c.

Table HRS8. HRSPC - Perceived Clarity of Plans and Processes

Clarity of the …	Not at all clear	Moderately clear	Very clear	Total
annual Strategic Plan's Action Plan and the process for tracking progress on the college's objectives	0	3	2	5
	0.0%	60.0%	40.0%	100.0%
College's Integrated Planning Model (IPM) and Resource Allocation Model (RAM)	0	3	1	4
	0.0%	75.0%	25.0%	100.0%
HRSPC's Program Review and Planning (PRP) Process	0	3	2	5
	0.0%	60.0%	40.0%	100.0%

Table HRS8a. HRSPC Comments on the Clarity of the Action Plan & Process for Tracking Progress on the College's Objectives

The council reviewed progress on major HR functions, and completed a year-end review of progress toward achieving college objectives.

Table HRS8b. HRSPC Comments on the Clarity of the IPM and RAM

The importance of integration between the IPM, RAM, Staffing Master Plan, and departmental PRP was emphasized.

Table HRS8c. HRSPC Comments on the Clarity of the PRP Process

With as few resources as HR has, the progress made in a new PRP and the quality of the PRP was exceptional.

Respondents indicated how well they thought the Planning Process and the PRP Process links resource allocations to planning priorities. Figure HRS1 shows their ratings. Tables HRS9a-b show the respondent comments.
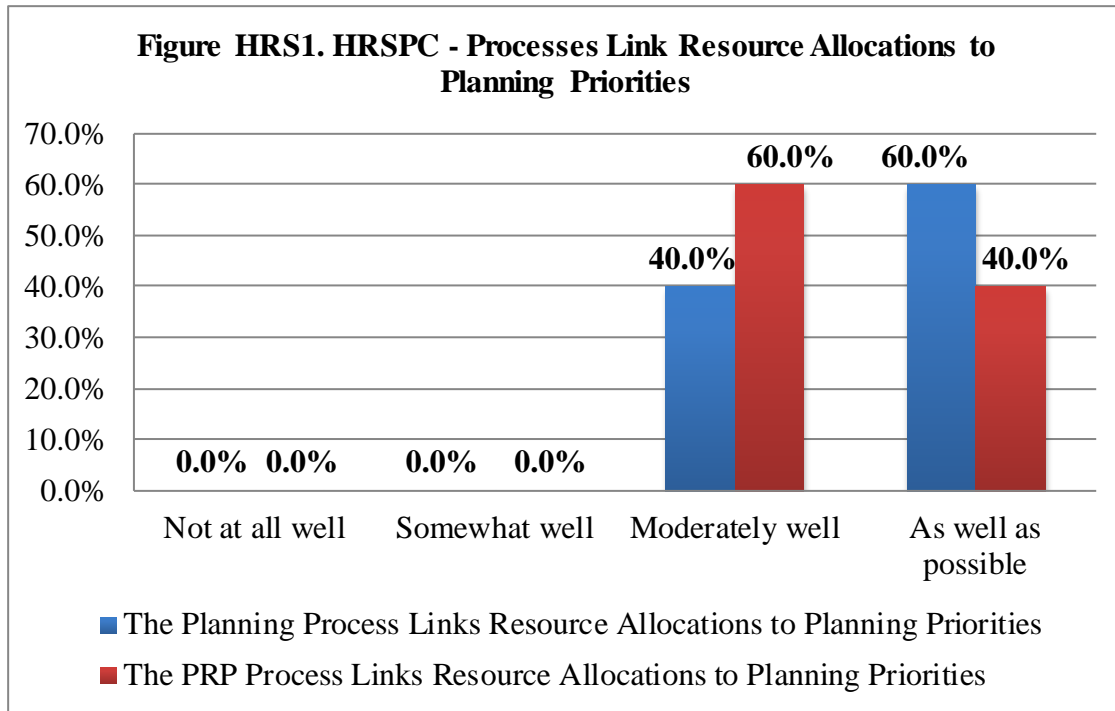
Figure HRS1. HRSPC - Processes Link Resource Allocations to Planning Priorities

	Not at all well	Somewhat well	Moderately well	As well as possible
The Planning Process Links Resource Allocations to Planning Priorities	0.0%	0.0%	40.0%	60.0%
The PRP Process Links Resource Allocations to Planning Priorities	0.0%	0.0%	60.0%	40.0%

■ The Planning Process Links Resource Allocations to Planning Priorities
■ The PRP Process Links Resource Allocations to Planning Priorities

Table HRS9a. HRSPC Comments on the College's Planning Process Linking Resource Allocations to Planning Priorities

The PRP linkage to resources was clear and unambiguous.

Table HRS9b. HRSPC Comments on the PRP Process Linking Resource Allocations to Planning Priorities

The council made a consistent effort to circle back and make the linkages as we met during the year.

HRSPC Information Dissemination

Planning council members were asked "Who do/did you share information with regarding the issues discussed and actions taken at HRSPC?" Their open-ended responses are found in Table HRS10, and the method by which they shared such information is summarized in Table HRS11.

Table HRS10. Who Respondents Shared Information with Regarding HRSPC Discussions and Actions
I shared the information with peer colleagues.
Other staff in my department; members of my constituent group; faculty and staff outside of my department
Representatives of the classified unit.

Table HRS11. Methods Used to Share Information from HRSPC	Frequency
E-mail	4
Formal meetings	1
Informal meetings/discussions	3
Reports	1
Other	0

HRSPC Strengths and Weaknesses

HRSPC members indicated what HRSPC did well during the year, and where they could improve. Responses are listed in Tables HRS12 and HRS13.

Table HRS12. What HRSPC Did Well This Year
HRSPC provided valuable input to and approved the 2012-14 PRP and Staffing Master Plan update, and successfully completed a first and second reading of the District's new EEO Plan.
I thought the discussions of the Staffing Plan and the Equal Employment Opportunity plan development were outstanding.
Not much

Table HRS13. How HRSPC Can Improve
Disseminate materials electronically in advance of meetings in lieu of redundant paper waste. Spend less time reviewing presentations verbatim by distributing the materials in advance and then only fielding questions/highlighting key areas.
I'm not sure improvement is necessary. Issues are discussed openly by all committee members and we arrive at decisions by consensus.
More consistent participation from ALL the members would be helpful. The council lacked a quorum several times, which was frustrating to members who did attend and do the preparation work for the meeting.
We can make it a shared governance by not only listening to the members but allowing for valuable input.

Governance Structure Evaluation

All members of planning councils were asked to evaluate the governance structure. Table G1 contains ratings on five aspects of the governance structure, and Tables G2-6 contain respondents' comments on these aspects.

Table G1. Ratings of the Governance Structure						
	N	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
The roles and responsibilities of the planning councils are clearly defined and understood.	44	25.0%	54.5%	15.9%	4.5%	0.0%
The governance structure provides an opportunity for each campus constituency to identify and articulate its views on institution-wide issues.	46	43.5%	34.8%	13.0%	2.2%	6.5%
The process for proposing changes to the governance is clearly defined and understood.	47	27.7%	44.7%	21.3%	4.3%	2.1%
The process for presenting issues or matters for discussion within the governance structure is clearly defined and understood.	46	28.3%	52.2%	8.7%	10.9%	0.0%
The governance structure allows for expression of ideas, input, and feedback at all levels of the institution.	46	39.1%	28.3%	17.4%	10.9%	4.3%

Table G2. Comments on the clarity of the role and responsibilities of the planning councils
I only served on the IPC
I would need to take more time to learn about the responsibilities of those I have never been involved with.
If they are clearly defined, but does not appear to be understood - not enough planning and too much information only decisions.

Table G3. Comments on the the opportunity of the constituencies to express view points
Again, allowed to speak but it never really makes a difference - not really heard
Decisions have already been made and are brought through the Governance Sturcture as "information only" - or as an operational decision.
For the most part, the shared governance is a joke. FASPC is the one planning council where there is real conversation going on.
If something is mentioned in one of the planning councils, even if there is no vote, it is portrayed as a consesus vote. And if someone at the SPC is in opposition to the matter that the planning council brought forth, it is largely dismissed because theplanning council "worked hard" to come to consensus.
More attention is necessary in this area.
Participatory governance would be more effective if constituent group representatives brought issues discussed at planning council meetings back to their constituents more frequently. My employee group rarely shares this information.
The council structure could be used for this purpose however I don't believe the councils have a clear idea of their role.
The structure is there. Not sure it is always followed for all groups.
We all get to articulate views but I am not sure that the other groups actually listen to the vailidity of those views.

Table G4. Comments on the clarity of the process for proposing changes
Again, allowed to speak but it never really makes a difference - not really heard
As above. The process is fairly clear, but there seems to be many ways to get around the established process
I think that certain members of the planning councils are familiar with the governance structure request process, but in my experience, this information does not necessarily trickle down to the committees that report to the planning councils. It might be helpful if all planning council and committee chairs received an introductory email at the beginning of each academic year explaining where to find the governance structure handbook, how to effect proposals for change, and other pertinent information. The planning council orientations held each year are very helpful.
More clarity is necessary in this area.
PFF tried for years to get a member on IPC and was completely shut out despite wide support from faculty and staff. So much for fairness.
This could be reviewed at the annual kick off meeting; the review might assist new members.

Table G5. Comments on the clarity of the process for presenting issues for discussion
Again, allowed to speak but it never really makes a difference - not really heard
It seems rare, if at all, that members present issues or matters for discussion.
Not as available in all committees as presumed.

Table G6. Comments on the governance structure's allowance for the expression of ideas
Again, allowed to speak but it never really makes a difference - not really heard
the governance structure is well defined and the flow information up and down the organization, and across constuent groups is fostered and supported by the governance structure.
The process is there. Not sure it is always followed.

Governance Structure Strengths and Weaknesses

Comments on the strengths of the governance structure and how it could be improved are found in Tables G7 and G8.

Table G7. Strengths of the Current Governance Structure
ACCJC seems to like it...
Allows everyone input.
Allows for expression of ideas and input from all levels of the institution.
Allows for representation of all campus members.
Allows participation from a broad constituence base.
Broad participation is invited and encouraged.
Communication, discussion, and decision making is done openly and democratically.
Everyone can have a say if they want to.
Good leadership.
I think it over-regulated.
I think the leadership of IPC is very strong and the faculty involved care and take time to study every issue presented at meeting.
If people choose to get involved, stick with it, and do the work, they find themselves much more aware of how things work and how to effect change on our campus.
It does allow for the opportunity to participate in the decisions the college makes. It also allows for discussion as to why the administration made the decisions they did. Anyone who wants to participate can. The SSPC committee was made up of a very diverse group of people and that helped in making sure no single departments or groups of the college were left out in discussion.
Legitimate and documented effort for inclusion of constituencies.
Number of individuals participating.
Open dialogue is invited.
Sharing information through all constituency groups.
Solid infrastructure and organizational processes. In theory and most practices.
Strengths include clearly-defined roles and responsibilities; the opportunity to create new committees to respond to various needs; a way to communicate important issues throughout the organization; and the ability to allow all constituent groups to provide feedback.
The breadth and depth of the council/committee structure, and the clarity of role definitions.
The council is able to communicate information to SPC for consideration. The councils are able to receive input from all constituencies.

Table G7. Continued
The members represent from the different divisions.
The structure appears transparent and useful.
The structure is clearly delineated, and the assessment is helpful in terms of looking at where we are at with our planning.
There is an established agenda of reports from the key members.

Table G8. he Goverance Structure Can Be Improved
Actually follow the established polces for all situations
Actually hearing the groups and not just paying lip service
Attempt to get more people involved so the burden does not fall on a few individuals. Remind some people that collegiality does not always mean "getting my way" and encourage more avtive listening.
Become more familiar with current practice.
By actually listening to faculty and acting on student interest.
Close the feedbackloop by hearing back from SPC about matters that go from the other councils to SPC. Bargaining units don't really need representation on each council.
Consilidation?
Could do Council member training s, PD, retreats.   Could do more sharing with Reps from other Councils.
Define what decisions are to be discussed, and which ones can be done with approval of the councils.
Encourage representatives to share information more.
Get rid of redundant controls and paperwork
Have some honest dislogue.
Less meetings
More participation to fill vacancies and help spread out the workload.
My answer to G3C. covers this topic - I think that the greatest weakness is that information isn't always shared with constituents by their representatives. Appointees to governance committees should be informed about their responsibility for ensuring that their constituents be well-informed about issues discussed. It might also be helpful for SPC to issue a list of major accomplishments of the planning councils to the campus community each year via email to provide at least some information.
N/A
No behind door meetings/conversations.
no specific recommendations.
No suggestions.
Not sure.

Table G8. Continued
Orientations for each council; orientations for chairpersons helping them to understand the councils and how everything fits together; periodic reviews of the material covered in orientations. I was just commenting to someone today how I finally feel as though I am beginning to see how everything fits together and how one thing impacts another, but that's after 4 years of having been on a number of councils. It's challenging for a faculty or staff member to develop a clear understanding of a council in the wake of their other responsibilities on the campus. There is a lot of information to digest, and it is only by having everyone understand that information and be prepared to discuss it at meetings that we can strengthen the work that we do each step along the way. One suggestion might be to identify people on each council who would be willing to "mentor" newcomers or those who still feel uncertain about the tasks involved.
Representatives need to communicate to their constitutents.
See comments above.
Shorten timelines.
Sometimes the process is very slow. More effeciency at the meetings.
The process is very complex and decisions take a long time to complete. I don't think there is a lot that can be done about this without sacrificing the openness and inclusiveness. Streamlining and simplifying the processes should be examined, but caution should be used to ensure that the openness and inclusiveness of the process is not jeodardized.

SPC Update

- IPC – Academic calendar work group
- FASPC – Emergency phone testing in parking lots; offices and classrooms
- SSPC – e-cigarettes, student loan processes, priority registration change due to Student Success Act
- AB955 – Pilot in 6 community colleges to test dual tuition
- General Info – deficit spending, small non-faculty recruiting program.

HRSPC-Coming Attractions

- PRP review and update
- Staffing plan training
- SPPF funding requests
- EEO Plan implementation
- Strategic Plan 2016

Vision

Learning for Success

Mission

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

Values

Palomar College is dedicated to empowering students to succeed and cultivating an appreciation of learning. Through ongoing planning and self-evaluation we strive for continual improvement in our endeavors. In creating the learning and cultural experiences that fulfill our mission and ensure the public's trust, we are guided by our core values of

- **Excellence** in teaching, learning, and service
- **Integrity** as the foundation for all we do
- **Access** to our programs and services
- **Equity** and the fair treatment of all in our policies and procedures
- **Diversity** in learning environments, philosophies, cultures, beliefs, and people
- **Inclusiveness** of individual and collective viewpoints in collegial decision-making processes
- **Mutual respect** and **trust** through transparency, civility, and open communications
- **Creativity** and **innovation** in engaging students, faculty, staff, and administrators
- **Physical presence** and **participation** in the community

Approved by SPC April 16, 2013

DRAFT Goals and Objectives

Goal 1: Student Connections, Pathways, Learning, and Success
Integrate and implement effective pathways, academic programs, and support services to improve student access, progress, learning, and achievement of goals.

Student Connections and Support (Palomar Access to Student Success or PASS)

Objective 1.1: Implement a coordinated outreach plan that employs internal and external outreach strategies.

Objective 1.2: Increase student access to and participation in the Early Acceptance Program, by providing enrollment services, orientation, and education planning both on campus and at our feeder high schools.

Objective 1.3: Increase student awareness and use of appropriate support services by expanding the First Year Experience program so that it is available to all incoming students.

Objective 1.4: Develop and implement online supplements to orientation, transfer credit evaluation, education planning, and degree audit.

Student Direction and Progress

Objective 1.5: Increase the percentage of students beginning remediation in their first year at the college and completing their remediation within three years.

Objective 1.6: Define career pathways for all disciplines and programs.

Objective 1.7: Engage in college-wide conversations about further implementation, including timelines, of the Student Success Task Force recommendations.

Assessment, Analysis, and Planning/Decision-making

Objective 1.8: Place SLOACS and SAOACS at the center of Program Review and Planning, strategic planning, and resource allocation processes.

Objective 1.9: Improve the understanding of the role and value of Institutional Learning Outcomes among faculty, staff, administration and students.

Goal 2: Partnerships: Strengthen educational, business, and community partnerships to increase college connections and student learning experiences.

Objective 2.1: Establish a faculty council(s) with a high school partner to improve alignment of curriculum and student transition.

Objective 2.2: Establish an advisory council made up of business and community members in order to learn how the college's programs and services can best serve the community.

Objective 2.3: Increase external funding through grants and partnerships within the community.

Goal 3: Human Resources and Professional Development: Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement.

Objective 3.1: Rebuild staffing levels to support priorities identified in *Staffing Plan 2016.*

Objective 3.2: Assess the effectiveness of the faculty and staff hiring processes, and identify recommendations to strengthen the college's ability to attract and recruit diverse candidates for employment.

Objective 3.3: Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff.

Objective 3.4: Implement professional development opportunities that support faculty innovation in teaching and learning through action-based research.

Goal 4: Facilities and Infrastructure: Ensure that existing and future facilities and infrastructure support student learning, programs, and services.

Objective 4.1: Develop operational plans for opening the North and South Education centers.

Objective 4.2: As identified in Master Plan 2022, carry out the next three years of planned facilities projects on the San Marcos campus.

Objective 4.3: Continue to review, update, and plan to fund the emergency preparedness plan.