

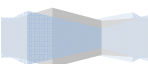


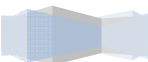
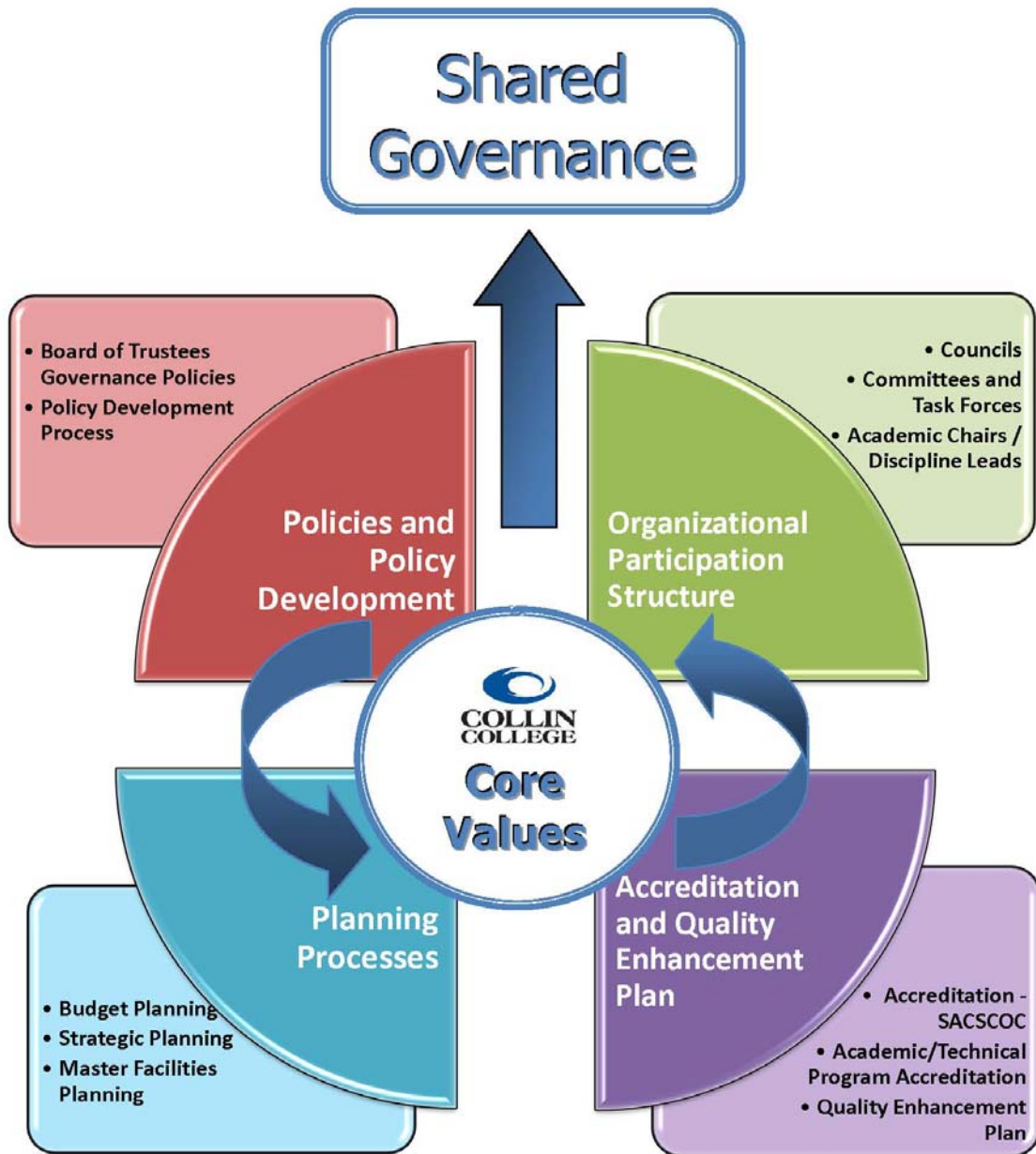
Shared Governance at Collin College

Over the past 25+ years, Collin College faculty, administrators and staff have joined together in a collaborative process of shared governance to translate the Board of Trustees's vision and strategic goals into a working plan of action. Through this collaborative process, much has been accomplished, as is evidenced by the success of our students and the development and maintenance of our beautiful campuses. To continue meeting the needs of the thousands of students who will be entering Collin in the coming months and years, it is essential that Collin employees actively participate in planning and other strategic initiatives by providing input in their areas of special expertise through committees, councils, task forces and other organizational and governance structures.

Responsibilities of Shared Governance

- Serve as a steward of academic integrity and excellence
- Recognize and be accountable to Collin's strategic goals, as identified by the Board of Trustees
- Be informed on issues confronting higher education and, specifically, Collin College
- Share information appropriately and provide timely, constructive feedback
- Identify and bring forward issues impacting the ability of the college to accomplish its mission through appropriate avenues
- Distinguish and understand the roles and responsibilities of various units and individuals within the organizational structure of the college.
- Interact with members of the college community in a manner consistent with Collin's Core Values





Policies relating to Governance:

- **Collin’s Mission Statement and Core Values:** “Collin College is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.” *[See Board Policy AD(Local)]* The college’s mission statement was established through a district-wide collaborative process that culminated in approval by the Board of Trustees in May 2001. The mission statement has served as the philosophical foundation for policy and program decisions in the years since its adoption by the Trustees. At the same time, the Trustees approved a recommendation to establish a set of institutional Core Values. These were also developed through a collaborative discussion among the faculty, staff and administrators and are as follows:

We have a passion for:

- Learning
 - Service and Involvement
 - Creativity and Innovation
 - Academic Excellence
 - Dignity and Respect
 - Integrity
- The College District is led by a nine-member, **elected Board of Trustees** along with the College District President. The Board has final authority to determine and interpret the policies that govern the College District and, within the limits imposed by other legal authorities, has complete and full control of the College District. *[See Board Policy BBE(Local)]*
 - The **College District President** serves as chief executive officer of the College District with responsibility to the Board for ensuring that the College District’s strategic direction and operations are consistent with its mission, purpose, and core values and in compliance with state and federal laws and regulations and accreditation guidelines. The College District President is charged with effectively implementing policies and regulations established by the Board related to a) academics and curriculum development; b) investments, budgeting, and funding; c) student services; d) community relations; and e) personnel. *[See Board Policy BFA(Local)]*
 - **Faculty members** serve the College District in academic, governance and strategic planning matters through membership and involvement in, but not limited to, College District-recognized committees and task forces. *[See Board Policy BGC(Local)]*
 - **Policy Development:** Collin College policies and policy amendments may be initiated by the College District President, Board members, College District personnel, students, or community citizens, but generally shall be recommended for the Board’s consideration by the College District President. The Board shall have the sole right to adopt policies. Proposed local policies or amendments introduced and recommended to the Board at one meeting shall not be adopted until a subsequent meeting. Emergency adoption, however, may occur in one meeting if special circumstances demand an immediate response.

Local policies become effective upon Board adoption or at a future date designated by the Board at the time of adoption. **[See Board Policy BE(Local)]** Except in the case of an emergency as noted above, faculty and staff are provided an opportunity to comment and have their ideas, suggestions and input considered prior to final adoption of policies being presented to the Board of Trustees.

Organizational Participation Structure:

Councils, Committees and Task Forces

Consistent with Collin College Board Policy, faculty members participate in shared governance and planning activities by serving on more than 30 committees, councils and task forces throughout the district. Many faculty members serve in key leadership roles. *(See comprehensive list in CougarWeb under "My Workplace" and then "Committees, Task Forces and Activities" under Intranet Links.)*

Councils:

Collin College defines Councils as those groups whose primary charge is to consider and make recommendations regarding broad policy issues in their respective areas of focus.

Academic Affairs and Student Development Communication Advisory Council (CAM)

Academic Dean's Council

All College Council

Council on Excellence

Curriculum Advisory Board

Faculty Council

Leadership Team

Student Development Council

Standing Committees:

Standing Committees are either elected or appointed groups who are charged with considering such topics as appeals, functional applications, and district-wide operational issues and tasks.

Academic Progress Appeals Committee

Administrative Technology Committee

Banner Maintenance Committee

Calendar Committee

Core Objectives Assessment Team (COAT)

Discipline Appeals Committee

Data Standards and Quality Assurance Committee

Financial Aid Appeals Committee

Grade Appeal Board

Honors Council

Institutional Review Board

Instructional Technology Committee

Learning Communities Committee

Online Advisory Board

Refund Petition Committee

Scholarship Committee

Strategies of Behavioral Intervention (SOBI)
Student Activity Fee Advisory Committee (SAFAC)
Workforce Education Steering Committee

Ad hoc Committees and Task Forces:

Ad hoc Committees and Task Forces are charged with carrying out a specific task or project or implementing an initiative. These groups do not generally extend beyond completion of the assigned task or charter.

Quality Enhancement Plan Team
Sabbatical Committee
SACS Steering Committees and Writing Teams
Strategic Planning Steering Committee and Goal Teams
Study Grant Task Force

Search Committees:

Search Committees are generally comprised of faculty members with responsibility for interviewing and providing substantive input on hiring recommendations for open faculty and administrative positions. Responsibility for the final employment recommendation rests with the hiring supervisor, leadership team member(s) and College District President, with final approval by the Board of Trustees.

Academic Chairs and Discipline Leads

Academic Chairs

Academic chairs are generally full-time faculty members who serve the college in key leadership roles by providing guidance and supervision to the college's associate faculty. Associate faculty members teach nearly fifty percent of all class sections offered by the college. Working collaboratively with academic deans to serve as mentors and supervisors for this employee population is crucial to ensuring an environment that is conducive to effective student learning and achievement.

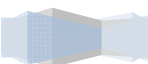
District Discipline Leads

District Discipline Leads are full-time faculty members who coordinate for their respective program areas the following:

- district-wide curriculum development,
- program review,
- continuous program improvement processes, and
- input into assessment of student learning outcomes.

Leadership Team

The Collin College Leadership Team is comprised of college Vice Presidents, the Faculty Council President and the College District President. This group generally meets monthly to discuss and consider district-wide strategic planning, organizational and policy matters.



Accreditation and Quality Enhancement Plan:

Accreditation Processes for the SACSCOC

Collin's accreditation activities are collaborative processes that involve broad participation and active input from faculty, staff and administrators. Compliance and QEP teams are responsible for internally assessing and documenting the college's compliance with the standards identified by the SACSCOC.

Program Accreditation

In addition, many of the college's individual program areas are involved with program accreditations. The faculty members and administrators in these areas are actively involved in ensuring, on an on-going basis, that the requirements are being met to maintain the program's accreditation.

Planning Processes:

Budget Development Process

Collin's budget development process is a collaborative and open process that involves input by faculty and staff on departmental needs for the upcoming year and an open budget hearing process with each organization leader presenting his/her respective budgets and requests in an open forum. Final budget allocation recommendations are presented by the College District President to the Board of Trustees for consideration and approval.

Strategic Planning

As reflected in the attached strategic planning document, Vision 2016, Collin faculty, staff and administrators have collaborated in formal district-wide planning processes to establish the college's current four-year strategic plan. Broad input and participation is essential to the college's continued growth and success and, thus, a number of Goal Teams have been established with representatives from the faculty, staff and administration to help plan, implement and measure the success of the plan's initiatives.

Master Plan and Facilities Planning

The need for new buildings, facilities and equipment are identified as a part of the college's strategic planning process, which then become a part of the college's Master Plan. The design/development of new facilities begins by soliciting input regarding prioritized current and future program needs from faculty and staff members who will be using the new facilities.

Recent Examples of Shared Governance Activities at Collin College:

Beyond the outstanding work of the college's internal councils, boards, committees and task forces, some of the key district-wide shared governance activities in the last two years have included:

- **Confronting Challenges/Establishing Priorities** - Round table discussions among a large group of faculty, staff and administrators to identify challenges and needs at Collin College. (February 2011) This was followed by additional review by the Leadership Team in Spring 2011 and culminated with a Board of Trustees workshop in Fall 2011 to identify the strategic goals.

- **Focus Groups** were conducted to review these draft goals, including
 - 4 student groups – student volunteers participated in response to Student Life’s publicity.
 - 2 faculty only groups
 - 2 combination faculty/staff groups in which members were recruited by VP/Ps and deans.
- **All College Planning Day 2012** - All full-time college employees participated in planning meetings in January 2012 that solicited institution-wide input regarding the needs of the college and a review of the Board’s draft strategic goals. The meetings resulted in a recommendation for a fourth strategic goal. Responding to faculty/staff feedback from prior All College Day events, this meeting utilized technology (pod casts from the College District President) for the opening presentation viewed by all groups across the district in campus-based meetings, which eliminated travel between campuses.
- **Goal Teams** - Teams of faculty and staff were created in spring 2012 to begin identifying targeted actions and associated results for each of the four major goals resulting from the planning activity.
- **Completion and Core Values: Where Do We Go From Here** – In April 2012, faculty and administrators participated in round table discussions planned and facilitated by Faculty Council.
- **White Papers** - Initiated in May 2012, white papers were drafted for the purpose of giving direction to the future of Collin College. These were based on input and recommendations gathered over the previous year through the workshops, round table discussions, departmental meetings, focus groups and Goal Teams listed above, as well as information about the college that was derived from Noel Levitz surveys, the National Community College Benchmark Project and student surveys.
- **Strategic Plan** – A draft plan was created in spring 2012, with input from a strategic planning team and four goal teams, intended for refinement throughout the summer. This draft included the targeted actions and expected results identified as important supporting activities for achieving the strategic planning goals developed during the previous year’s institutional self-assessment process.
- **Budget Hearing** – In June 2012, the college hosted its annual open budget hearing in which organization managers presented their budgets and responded to questions in an open forum. This annual meeting is a crucial component in ensuring open communication about building the district-wide budget and ensuring that discipline, departmental and division budget allocations support the college’s strategic plan and institutional priorities.
- **Health Sciences and Emergency Services Facilities Planning:** Several meetings with architects were conducted in fall 2012 and spring 2013 to start the planning process for new Health Sciences and Emergency Services facilities. Collaboration with and input provided by faculty members within these disciplines was essential to helping the architects understand the requirements for flow, space utilization and functionality of the facilities being designed.
- **All College Planning Day 2013** – All full-time college employees participated in planning meetings in January 2013 that solicited institution-wide input regarding the college’s QEP. The meetings resulted in establishing strategies, ideas and action items for the QEP as well as a motto and the design for a logo to be used in marketing and communicating information about the QEP across the college to students, faculty and staff.

Valuing Shared Governance at Collin:

Collin College encourages and values the active participation by its faculty and staff in the fabric of the institution, including participation in the many committees, councils, task forces and other planning and policy recommendation processes of the district.

“Alone we can do so little; together we can do so much.” Helen Keller

“Coming together is a beginning, staying together is progress, and working together is success.”
Henry Ford

“The achievements of an organization are the results of the combined effort of each individual.”
Vince Lombardi

