**Committee Structure Restructure Proposal**

**Introduction**

The student body of community colleges – nationwide and at Clark College – are rapidly changing. The workforce demand for employees with post-secondary credentials is significantly increasing. Moreover, accreditation standards have shifted to expect each of the colleges’ functions to explicitly align the college’s strategic plan and expected outcomes of mission fulfillment. For these reasons, shared governance at Clark College must be more deliberately connected with mission fulfilment, as operationalized by the *Clark College 2015-2020 Strategic Plan*. This whitepaper describes how these factors influenced the proposal of a new committee structure and outlines the crucial shared governance work committees must perform.

**Defining Mission Fulfillment**

The Northwest Commission on Colleges and Universities (NWCCU), Clark College’s regional accreditation authority, requires college’s to have a mission statement and core themes – elements that collectively encompass its mission, and parameters for mission fulfillment. Therefore, the Planning and Accreditation Committee, after significant deliberation, determined the focal point of the new committee structure must be rooted in the college’s four core themes. Because of the significant change the *Clark College 2015-2020 Strategic Plan* expects, the committee structure must be focused on the expected outcomes of that mission while producing an effective modality of shared governance.

NWCCU maintains that the mission of every higher education member institution is student learning. Therefore, NWCCU expects each college’s strategic plan to be a plan that produces student learning. The U.S. Department of Education supports NWCCU’s interpretation as evidenced in a letter from Ted Mitchell, the Department’s Under Secretary, to federally recognized accrediting agencies dated April 22, 2016. In addition to learning, the letter outlines the expectation for regional accrediting bodies to assess college students’ retention and completion, licensing exam pass rates, and placement into employment or institutions of higher education. Under Secretary Mitchell writes, “Regional accreditors tend to use qualitative measures of student achievement, and tend not to have numerical metrics. We encourage them to consider adding objective, transparent, comparable, and actionable quantitative measures.”

Based on these expectations, Clark College’s executive cabinet adopted the Planning and Accreditation Committee’s recommendation of the five following expected outcomes to define mission fulfillment:

* Increase Completion
* Ensure Student Learning
* Eliminate Systemic Disparities in Educational Outcomes
* Attain Employment and Transfer Rate Targets
* Achieve Enrollment and Budget Targets

The specific quantitative measurements and expectations for these five outcomes of mission fulfillment require college-wide ownership and action. The Planning and Accreditation Committee recommends that the new committee structure specifically aligns with one or more of these outcomes.

In addition to the five college outcomes, recent state and national research on effective student learning has demonstrated the effectiveness of collectively adopting one single framework toward mission fulfillment. The 2015-2020 Strategic Plan describes Clark College’s mission in the following way: “Clark College, in service to the community, guides individuals to achieve their educational and professional goals.” The first goal of the Academic Plan focuses on a crucial word in that statement: “guides,” directing the college to establish well-defined pathways for all degree and certificate programs. Moreover, the intended outcomes of guided pathways include the college’s five outcomes of mission fulfillment. And, guided pathways align the work of the entire college more deliberately.

**Changes in Student Characteristics and Expectations of Community Colleges**

The adoption of the Strategic Plan in the spring of 2015 was the end result of thoughtful, sustained reflection on who we are as an institution and the focus of our work. Simply put, our focus shifted from expecting students to be college-ready to transforming the college to be student-ready. We recognize, for example, that our students are increasingly diverse (a 10% increase in students of color over the past eight years). Many are the first in their families to attend college (70% first generation). Two in five (40%) identify as low-income, with household income below 150% of the Federal Poverty Level, and one in twenty self-identify as living with a disability. Among first-term students, four in five students identify with one or more systemically non-dominant groups, with almost half (46%) identifying with two or more groups.

Our increasingly diverse students also possess an urgent need for educational attainment. Within Clark College’s service district (Clark, Skamania and Western Klickitat Counties), only one-third of adults 25 years or older have an associate’s degree or higher. That figure compares to just 28% of workers with postsecondary education nationally in 1973. At the same time, it is projected that 65% of the jobs in the workforce will require some type of post-secondary higher education by 2020(American Association of Community Colleges, 2014).

At the same time, academic transfer students who seek to pursue their studies at four-year institutions frequently fall short of their goals. Nationally, 80% of community college students declare an intention to pursue a bachelor’s degree, yet only 25% of these students successfully transfer (Community College Resource Center, 2015). Moreover, students’ goal to transfer is often driven by their interests in careers, leading directly into the workforce.

The needs that the college must meet, then, are set to increase dramatically in the next five years. Clark will attempt to meet such a challenge at a time of unprecedented reform in higher education. In the past twenty years, colleges and universities have been subjected to increased scrutiny. Graduation and retention rates, student debt, demonstrable evidence of attained knowledge and skills – these and related measures are the focal points as calls for accountability mount from both consumers and government regulators.

In short, Clark – like other community colleges – is being asked to provide more, for more, and to do so with better efficiency. In light of these related social, economic, and regulatory pressures, it becomes clear that the mission, core themes, objectives, and values of the new Strategic Plan represent not a culmination of the college's work, but merely a new beginning. The changes expected for this new beginning require an effective structure of shared governance.

**Shared Governance**

The committee structure is a necessary mode of shared governance, especially in this time of rapid change. Collective strategic thinking and problem-solving from college-represented individuals will enable the college to develop more effective strategies and make better decisions. In 2004, shared governance at Clark College was defined as:

*Shared governance at Clark College is a decision-making framework in which institutional policies and priorities are determined in collaboration with those affected. Roles and responsibilities of students, faculty, staff, administrators, and trustees are clearly defined and communicated to ensure accountability. Effective shared governance requires all members of the college community to contribute to an environment of mutual respect and trust.*

After an assessment of the committee structure at Clark College by the Shared Governance Oversight Committee (SGOC) in 2013-2014, it was clear that the scope and decision-making authority of committees, as well as the general structure of committees, were not clearly defined. Moreover, the perception of some committees’ scope overlapped with other committees. The SGOC reported the following findings in a memorandum to Clark College Executive Cabinet dated May 22, 2014:

1. *A number of groups are not formally listed in the administrative procedures. Therefore, the likelihood that multiple groups are grappling with the same issues is very likely.*
2. *Groups are continuing to form and to meet because there is a perceived importance to them. It is in the college’s best interest to invest salary dollars (i.e., employees’ time) in activities that progress the college toward mission fulfillment.*
3. *There needs to be an official purpose of each group – many do not have an official purpose. Moreover, the capacity by which each group officially supports decision-making is not obvious.*
4. *It is apparent that the committee structure has not ever been formally examined or evaluated holistically with a set of criteria that will reduce or eliminate redundancy, determine roles in the decision-making process, and establish value in mission fulfillment.*

The SGOC recommended to the college’s executive leadership, Clark College Association of Higher Education, and Clark College job stewards of the Washington Public Employees Association the following long-term solution:

*Build a new committee structure aligned with the 2015-2020 strategic plan.*

1. *Spring 2015: After the strategic plan is drafted, develop a set of criteria and guidelines for each committee and group to undergo.*
2. *Include a check-list type of initial criteria, ensuring the groups are necessary for operations and/or mission fulfillment*
3. *The committee must have distinct goals and outcomes and they should align with the strategic plan.*
4. *Fall 2015 – Spring 2016: Rebuild committee structure with the new criteria based on the new strategic plan.*
5. *Fall 2016: All committees and groups are operating in the new structure.*

**Core Theme Councils Proposal**

After the adoption of the *Clark College 2015-2020 Strategic Plan* in the spring of 2015, the Planning and Accreditation Committee took on the work to build a committee structure aligned with the strategic plan. The committee structure would need to align with mission fulfillment while being a primary method to include the views of faculty, staff, administrators, and students within the college’s decision-making structures and processes (Northwest Commission on Colleges and Universities, Standard 2.A.1).

The criteria for identifying the committees that were included in the proposal for the new committee structure were as follows:

* Committees that are listed in the 800 series of the *Clark College Administrative Policies and Procedures,*
* Committees or taskforces that continue to meet with representation from multiple departments throughout the college that are not listed in the *Clark College Administrative Policies and Procedures*, and
* Committees that are not contractually or legally required.

The Planning and Accreditation Committee proposes a committee structure within the four core theme structure: one council for each of the core themes, i.e., academic excellence, social equity, economic vitality, and environment integrity. The work of the other existing committees will be transformed into the council structure, where appropriate, so that it is deliberately aligned with the college outcomes and has a clear delineation of decision-making. Moreover, the function of some committees will not transfer to the council or even continue due to a lack of direct alignment with the *Clark College 2015-2020 Strategic Plan*. (See Appendix A – still in development.)

Each council – within the scope of the core theme as defined in its description and the objectives – will do the following work:

* Focus on improving the college’s ability to achieve its mission within each core theme – membership consisting of small, interdisciplinary, and college-representative teams.
* Monitor outputs as they directly relate to outcomes.
* Collaborate with stakeholders to develop recommendations of innovative strategies that improve student learning, student success, and alignment with regional workforce needs.
* Coordinate implementation strategies within executive leadership and organizational leadership teams.
* Represent the views and interests of their constituents.

*Membership and Time Commitment*

The membership of each council will consist of the following positions ensuring that at least one member is a professional technical faculty member, transfer faculty member, and employee of Instruction, Student Affairs, Administrative Services, and Executive[[1]](#footnote-1) areas of the college:

* AHE representative
* WPEA representative
* Student
* Adjunct faculty member
* Classified, including part-time classified employee
* Full-time faculty member
* Administrator/exempt (non-Executive Cabinet members)
* Employee/Student knowledgeable about the consequences of power, privilege, and inequity – appointed by the Office of Diversity and Equity
* At large member, depending on the core theme and needs of the group – could include Foundation representative
* Executive Cabinet member[[2]](#footnote-2) – nonvoting (EC member provides the note-taker.)

Members will serve two-year terms. (For the first year, half of the council will serve a three-year term.) Each spring, the councils will elect a chair, vice chair, communication-lead, and evidence-lead among those who will return for the next academic year. All four will receive the opportunity to learn the functions of their role prior to October 1st.

The communication and evidence leads will support the councils in their respective areas. The communication-lead will make sure that information is actively being exchanged throughout the college community regarding the discussions and recommendations of the council using a common tool and forum – not email. While communication will be the responsibility of each councilmember, the communication-lead will make sure the communication is occurring and is consistent. The evidence-lead will make sure that the council has the data pertaining to topics under discussion to ensure deliberations are based on evidence. The evidence-lead will receive training to become familiar with how to access data. They will use tools such as the Virtual Notebook, Program Toolbox, Civitas, Retention and Completion Reports, Enrollment Management Database (EMD), and other interactive reports available in the Data Navigator[[3]](#footnote-3).

The membership will be selected through an application process. (See Appendix B) After the first year, [[4]](#footnote-4) the members of each council will select the following incoming position for the next academic year:

* Classified
* Full-time faculty member
* Administrator/exempt (non-Executive Cabinet members)
* At large member, depending on the core theme and needs of the group – could include Foundation representative

From the applications, the following groups will select specific members for each council:

* AHE will select the AHE representative;
* WPEA job stewards will select the WPEA representative;
* Adjunct council will select the adjunct representative;
* Office of Diversity and Equity will select the Employee/Student knowledgeable about the consequences of power, privilege, and inequity;
* ASCC will select the student representative for each council; and
* College President will select the EC member.

This selection process will be completed during the late winter or early spring quarter to give enough time for training. New members will be selected based on their stated commitment to represent their constituents, availability to attend meetings, interest in the council, and the demonstrated knowledge of the council’s purpose.

The Planning and Accreditation Committee proposes that each council will meet twice a month for 1.5 hours from October – June.[[5]](#footnote-5) Overall, the four council structure should significantly reduce the workload as well as decrease the pull many Clark College community members feel toward multiple and seemingly disparate initiatives. It is anticipated that the workload of council members will be similar to that of current College Council members: attending meetings as well as communicating and soliciting input from constituents. Although there will be more council members than currently on College Council, the reduction of workload will be gained in the significantly reduced number of committees. (See Appendix A.) The number of employee hours – by classification – will be estimated with this proposed committee structure by the end of July.

*Council Descriptions*

Listed over the next four pages are descriptions of the scope, outcomes, and work for each of the four core theme council as proposed by the Planning and Accreditation Committee. The councils will not serve as an avenue for reporting or resolving issues that are handled through other established college protocols.

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| **Academic Excellence Council**  ***Core Theme Description:*** *Facilitate student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity and critical thinking.*  ***Outcomes:***   1. Increase completion among certificate and degree-seeking full-time students within three years to 40%. 2. Increase the proportion of programs who have made improvements based on outcome assessment findings to 100%.   ***Statement of Work:***  The purpose of the Academic Excellence Council is to improve the college’s effectiveness and progress, holistically, toward meeting the academic excellence objectives and outcomes as well as recommend improvement strategies within the context of the objectives under academic excellence and guided pathways to decision-making bodies. The work of this committee results in improved student learning by assessing and identifying tools (e.g., textbooks) and strategies to improve the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking. The council will make recommendations to college leadership teams and other appropriate committees and groups to meet the academic excellence objectives. These recommendations will be developed based on careful and continuous assessment and review of the academic excellence outcomes compared with their benchmarks.  The Academic Excellence Council will implement its purpose in the following ways:   1. Discuss improvement of student learning, retention, academic progress, and completion. Detailed discussions of strategies and activities related to other existing groups will occur at the appropriate committee and department. 2. Continuously review and evaluate Clark College’s progress toward mission fulfillment, specifically in regards to the academic excellence core theme objectives. The method used to evaluate will be the academic excellence outcomes, intended results (i.e., benchmarks), and annual actual data compared to the benchmark. 3. Develop and provide appropriate recommendations of strategies to improve academic excellence to the college’s leadership teams, especially the President’s executive cabinet. When relevant, the council will also make recommendations of strategies to improve academic excellence to college units/departments and other related committees. |

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| **Social Equity Council**  ***Core Theme Description:*** *Facilitate student learning by providing the conditions that improve educational outcomes and eliminate systemic disparities among all groups.*  ***Outcome:***   * Eliminate systemic disparities in completion rates.   ***Statement of Work:***  The purpose of the Social Equity Council is to improve the college’s effectiveness and progress, holistically, toward meeting the social equity objectives and outcomes as well as recommend improvement strategies within the context of the objectives under social equity and guided pathways to decision-making bodies. The work of this committee results in improved student learning by assessing and identifying strategies to improve the conditions that improve educational outcomes and eliminate systemic disparities. The council will make recommendations to college leadership teams and other appropriate groups. These recommendations will be developed based on careful and continuous assessment and review of the social equity outcomes compared with their benchmarks.  The Social Equity Council will implement its purpose in the following ways:   1. Discuss improvement of student learning by increasing the cultural competency of all college community members, with particular focus on the recruitment and retention of both students and employees from systemically non-dominant populations. Detailed discussions of strategies and activities related to other existing groups will occur at the appropriate committee and department. 2. Continuously review and evaluate Clark College’s progress toward mission fulfillment, specifically in regards to the social equity outcome. The method used to evaluate will be the social equity outcome, intended results (i.e., benchmarks), and annual actual data compared to the benchmark. 3. Develop and provide appropriate recommendations of strategies to improve social equity to the college’s leadership teams, especially the President’s executive cabinet. When relevant, the council will also make recommendations of strategies to improve social equity to college units/departments and other related committees. |

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| **Economic Vitality Council**  ***Core Theme Description:*** *Facilitate student learning by providing programs, services, and conditions that improve the economic well-being of the students, college, and community.*  ***Outcome:***   1. Sustain or increase the proportion of graduates to at least 85% who transfer and/or are employed within one year of graduation. 2. Achieve enrollment and budget targetsset annually.   ***Statement of Work:***  The purpose of the Economic Vitality Council is to improve the college’s effectiveness and progress, holistically, toward meeting the economic vitality objectives and outcomes as well as recommend improvement strategies within the context of the objectives under economic vitality and guided pathways to decision-making bodies. The work of this committee results in improved student learning by assessing and identifying strategies to support the development and delivery of e programs and services that enhance the economic well-being of the students, college, and community. The council will make recommendations to college leadership teams and other appropriate groups. These recommendations will be developed based on careful and continuous assessment and review of the economic vitality outcomes compared with their benchmarks.  The Economic Vitality Council will implement its purpose in the following ways:   1. Discuss improvement of student learning by improving the economic conditions of the college, students, and workforce. The foci of the discussions will be about college budget planning and development, leveraging resources for innovation, and institutionalizing external partnerships to ensure student success and enhanced workforce development. Detailed discussions of strategies and activities related to other existing groups will occur at the appropriate committee and department. 2. Continuously review and evaluate Clark College’s progress toward mission fulfillment, specifically in regards to the economic vitality core theme objectives. The method used to evaluate will be the economic vitality outcomes, intended results (i.e., benchmarks), and annual actual data compared to the benchmark. 3. Develop and provide appropriate recommendations of strategies to improve economic vitality to the college’s leadership teams, especially the President’s executive cabinet. When relevant, the council will also make recommendations of strategies to improve economic vitality to college units/departments and other related committees. |

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| **Environmental Integrity Council**  ***Core Theme Description:*** *Facilitate student learning by providing the conditions that continually improve the college’s physical, virtual, and social environment.*  ***Outcome:***   * TBD   ***Statement of Work:***  The purpose of the Environmental Integrity Council is to improve the college’s effectiveness and progress, holistically, toward meeting the environmental integrity objectives and outcomes as well as recommend improvement strategies within the context of the objectives under environmental integrity and guided pathways to decision-making bodies. The work of this committee results in improved student learning by assessing and identifying strategies to support conditions that continually enhance and modernize the college’s physical, virtual, and social environment. The council will make recommendations to college leadership teams. These recommendations will be developed based on careful and continuous assessment and review of the environmental integrity outcomes compared with their benchmarks. The council shall also serve as the Campus Tree Advisory Committee.  The Environmental Integrity Council will implement its purpose in the following ways:   1. Discuss improvement of student learning by improving the environmental conditions for the college and students. The foci of the discussions will be about environmental sustainability, facilities and technology infrastructure planning, leveraging resources for innovation, and climate. Detailed discussions of strategies and activities related to specific groups will occur at the appropriate committee and department. 2. Continuously review and evaluate Clark College’s progress toward mission fulfillment, specifically in regards to the environmental integrity core theme objectives. The method used to evaluate will be the environmental integrity outcomes, intended results (i.e., benchmarks), and annual actual data compared to the benchmark. 3. Develop and provide appropriate recommendations of strategies to improve environmental integrity to the college’s leadership teams, especially the President’s executive cabinet. When relevant, the council will also make recommendations of strategies to improve environmental integrity to college units/departments and other related committees. |

***Communication Strategy***

One of the objectives of the proposed new committee structure is to prevent silos. This is especially critical since each council will be analyzing and recommending strategies regarding a distinct aspect of mission fulfillment. Moreover, representing constituents is an essential function of each council member. Therefore, this proposal includes how these councils will communicate and interact with other groups throughout the college.

The council members are responsible for communicating and soliciting feedback from their constituents. Currently, the Information Technology Committee is developing a new information technology plan. Based on college feedback, the plan aims to include a robust and reliable forum to communicate ideas and progress of work. The four councils will use this method, if applicable. In the meantime, the council members will use College Council’s current practices with the expectation that the following will be in place in the near future:

* Consistent method and narrative to solicit feedback from all constituents.
* Collect feedback online – ideally though a website that would allow everyone to review the feedback – but don’t rule out face-to-face or phone conversations for anyone who feels uncomfortable.
* Send meeting notices out to college community, including the agenda in the e-mail.
* Compile meeting minutes, questions, and outcomes within the original agenda.
* Identify outcomes for each agenda item, including presentations.
* Keep a website that includes responsibilities of each council, presentations, links to topics, status updates for projects, and other relevant items.

This proposal for the new committee structure is rooted in the same rationale of the *Clark College 2015-2020 Strategic Plan*: alignment of college functions within one framework, break down silos, and increase collaboration toward a small set of common outcomes. Therefore, the councils must be connected to the teams throughout the college including executive cabinet, college leadership teams, and other groups.

* *Executive Cabinet:* All four council chairs will attend a monthly Executive Cabinet meeting to discuss the findings and work of the council. The councils will vote on what topics and/or recommendations will be brought to the monthly discussion with EC. The EC representative of the council will submit the agreed upon monthly items to be addressed at EC – using the goals, plan, and strategy (GPS) form.
* *Clark College Board of Trustees:* Each council will provide a status update to the Clark College Board of Trustees (and college) each quarter. If the Board of Trustees has feedback and questions, a response from the appropriate council will be provided.
* *College Leadership Teams:* In addition to each EC member sharing the monthly discussions of EC and council chairs with their leadership teams, councils might have recommendations and communication specific to a leadership team. This communication will be carried out based on written or official oral communication depending on the topic.
* *Other Groups and Subject Matter Experts:* Based on workload and function of the proposed councils – as well as committees or groups contractually or legally required – councils will not be able to solely address all of the objectives within the strategic plan. Therefore, the councils will deliberately point out their findings and recommendations to the appropriate group, e.g., committee, department, etc. In addition, they may ask a subject matter expert to come to a council meeting to provide clarity and participate in the conversation around a particular topic.

For example, one of the academic excellence objectives specifically addresses professional development. Therefore, the Teaching and Learning Advisory Committee (T-LAC) will need to continue. So, as the councils identify strategies that will increase the likelihood of meeting an outcome related to professional development, the council will communicate these as priorities for the work done by T-LAC.

***Recommendations to Remaining Committees***

The Planning and Accreditation Committee recommends for committees that will remain in the new structure to consider making the following changes:

* Reduce membership to no more than 10 – This will improve communication and brainstorming;
* Develop, revise, or affirm outcomes, membership, communication strategy, scope of work, and process to carry out the work for each committee;
* Identify what councils the work of the committee should bridge; and
* Identify what types of subgroups or taskforces they will use.

***Timeline***

The Planning and Accreditation Committee is holding multiple feedback sessions during the August 2016 Teaching and Learning Days and again during Welcome Back week in September.[[6]](#footnote-6) The Planning and Accreditation Committee will meet soon after the last feedback session in September and revise the proposal based on the feedback. The proposal will go to EC, AHE, and WPEA job stewards. The Planning and Accreditation Committee further proposes that no committees – unless contractually or legally required – will meet until the proposal, including the potential revision, has been agreed upon by the college’s executive cabinet and union leadership teams. If the proposal is rejected, the current committee structure will resume. If approved, the new structure will be effective immediately. As with all changes, the college will need to assess the effectiveness of the new committee structure within one year to make needed improvements.

***Evaluation***

If the proposed council structure is adopted, it will be evaluated during spring quarter 2017 by an evaluation team. The team will be facilitated by the Associate Vice President of Planning and Effectiveness and include representation from the following (ensuring representation from Instruction, Student Affairs, Administrative Services, and executive departments):

* WPEA job steward (non-council member),
* AHE senator (non-council member),
* College President (or EC designee – non-council member),
* Dean or director (non-council member),
* Faculty (non-council member),
* Classified staff (non-council member),
* Faculty member on a council, and
* Classified staff on a council.

The evaluation will measure the structure’s effectiveness based on changes in shared governance, integration of the council and committee work into decision-making, perceptions of representation of councils, and perceptions of communication. Data will be collected through a variety of methodologies.

In winter or spring 2017 (depending on the implementation of ctcLink/PeopleSoft) the 2017 Clark College Climate Survey will measure various aspects of climate among all employees of the college. One crucial aspect of climate is shared governance. The Office of Planning and Effectiveness will add questions to the 2017 climate survey related to the proposed council structure, including employees’ perceptions of the following:

1. Setting the priorities for the college related to the four core themes;
2. Adequate representation of college areas;
3. Using college-wide feedback to inform the work of the councils;
4. Communication of college councils with constituents and decision-makers; and
5. Appropriateness of college councils’ work to the priorities of the college.

In addition to the climate survey, the Office of Planning and Effectiveness will collect additional evaluative data through surveys and focus groups with the councils’ members and other committee members. In addition to the five areas identified above to be measured in the 2017 climate survey, council members will be asked about their workload as a council member and their perceptions of the effectiveness of the councils’ to inform decision-making and set the priorities for the college. The councils and other committee members will also be asked for recommendations for improvement of the council structure. (Based on the consistency of the recommendations for improvement among the four councils and other committees, as well as the climate survey results, college forums may be held to further explore improvements needed in the council structure.)

The evaluation team, during spring quarter 2017, will analyze the climate survey findings related to shared governance and the council structure, results of focus group and council/committee members survey (and college forums if necessary), and a review of Executive Cabinet (EC) minutes. The review of EC minutes will focus on the number of times EC discussed and operationalized the councils’ recommendations. The evaluation team will determine the effectiveness of the council structure and recommend strategies for improvement.

**Appendix A**

**Add Councils/Committee:**

* Academic Excellence Council
* Social Equity Council
* Economic Vitality Council
* Environmental Integrity Council
* Universal Design Advisory Committee

**List of Committees Eliminated –** Most content will be absorbed into council structure

* Advising Steering Committee
* Application Development Oversight and Planning Committee
* Art Selection Committee – Absorbed into new Universal Design Advisory Committee
* Budget and Finance Advisory Committee
* Campus Tree Advisory Committee
* Clark II
* Clark College Committee (College Council)
* Cultural Pluralism Committee
* eLearning Committee
* Financial Aid Advisory Committee
* Facilities Planning and Space Allocation Committee
* Foundation Funds Allocation Committee
* International Education Committee
* Planning and Accreditation Committee
* Retention Committee
* Strategic Enrollment Management Committee (not listed in 800 series)
* Security/Parking Advisory Committee
* Shared Governance Oversight Committee

**List of Committees Staying**

* Academic Calendar Committee
* Academic Standards Committee or some version
* Adjunct Faculty Affairs Committee – *Contractually Required*
* Classified Excellence Award Committee
* Curriculum Committee – *Contractually Required*
* Faculty Excellence Award Committee – *Contractually Required*
* Finance Committee for ASCC
* Information Technology Committee (formerly Council)
* Instructional Planning Team – *Contractually Required*
* Employee Safety Committee – *Legally Required*
* Emergency Management Planning Committee – *Legally Required*
* Teaching and Learning Advisory Committee
* Outcomes Assessment Committee – *Contractually Required*
* Professional Placement and Advancement Committee – *Contractually Required*
* Scholarship Committee
* Student Conduct Committee
* Executive Cabinet – purpose and operation is being improved

**APPENDIX B**

**Council Membership Application**

1. Please tell us a little about yourself.

Name:

Email:

Extension:

Title and Department:

Employee Classification (e.g., faculty, classified, administrator, or student):

Years with Clark College:

1. What council are you interested in becoming a member? (Select One)
   * Academic Excellence
   * Social Equity
   * Economic Vitality
   * Environmental Integrity
2. What position are you applying for? (Select only one)
   * AHE representative
   * WPEA representative
   * Student
   * Adjunct faculty member
   * Classified, including part-time staff
   * Full-time faculty member
   * Administrator/exempt (non-Executive Cabinet members)
   * Employee/Student knowledgeable about the consequences of power, privilege, and inequity – appointed by the Office of Diversity and Equity
   * At large member, depending on the core theme and needs of the group – could include Foundation representative
3. Are you available to attend meetings on Mondays or Tuesdays from 3:30 – 5:00 p.m.?

Tuesdays

* The 1st and 3rd of the Month
* The 2nd and 4th of the Month

Wednesday

* The 1st and 3rd of the Month
* The 2nd and 4th of the Month

1. Please tell us why you're interested in this council. (Character limit: 400, appx. 3 sentences)
2. Please describe your experience and/or knowledge with the subject-matter of the council. (Character limit: 400, appx. 3 sentences)
3. Describe your impression and hope of how the council can improve student learning and success for the college. (Character limit: 400, appx. 3 sentences)
4. Do you foresee any problems or issues in serving the council as the representative of your constituency (e.g., AHE, WPEA, classified, etc.)?
5. What other committees do you serve on?

**APPENDIX C**

**First-Year Council Selection Process**

Council members will be selected through an application[[7]](#footnote-7) process. President Knight; Associate Vice President of Planning and Effectiveness- Shanda Diehl; Debi Jenkins (faculty member); and Jeri Kemmer (classified staff) will select the following positions:

* Classified,
* Full-time faculty member,
* Administrator/exempt (non-Executive Cabinet members), and
* At large member, depending on the core theme and needs of the group – could include a Foundation representative (The Academic Excellence Council member at-large will be a faculty member.)

From the applications, the following groups will select specific members for each council:

* AHE will select the AHE representative;
* WPEA job stewards will select the WPEA representative;
* Adjunct Affairs Council will select the adjunct representative;
* Office of Diversity and Equity will select the Employee/Student knowledgeable about the consequences of power, privilege, and inequity; and
* ASCC will select the student representative.

This selection process will be completed during the fall quarter to give enough time for training. Members will be selected based on their stated commitment to represent their constituents, availability to attend meetings, interest in the council, and the knowledge of the council’s purpose. All applications will be submitted to and received by the Office of Planning and Effectiveness.

1. Human Resources, Communications and Marketing, Information Technology, Economic and Community Development, Planning and Effectiveness, Office of Diversity and Equity, and the Office of the President [↑](#footnote-ref-1)
2. College President cannot serve as the EC member. [↑](#footnote-ref-2)
3. <https://reports.clark.edu/ReportServer?/InstitutionalResearch/DataNavigatorReports/DataNavigator&rc:Toolbar=false> [↑](#footnote-ref-3)
4. See Appendix C for the first year selection process. [↑](#footnote-ref-4)
5. Meetings will be open to the college community, similar to College Council. [↑](#footnote-ref-5)
6. Prior to the feedback sessions in August, the number of employee hours saved from this proposed committee structure will be estimated. [↑](#footnote-ref-6)
7. See Appendix B. [↑](#footnote-ref-7)