**COLLEGE
OF
SAN
MATEO**

IMPLEMENTING SHARED
GOVERNANCE

Adopted by the Four Governance Constituencies: Academic
Senate, Classified Senate, Associated Students, Management
Council

December, 1993

COLLEGE OF SAN MATEO
IMPLEMENTING SHARED GOVERNANCE

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Section 1

DEFINITION OF SHARED GOVERNANCE AT
COLLEGE OF SAN MATEO

Shared governance is a set of structures and processes that:

- involve the genuine participation of faculty, classified staff, students, and administrators; and

- effectively capture their collective wisdom and voice to reach the best recommendation(s) for the decision-maker(s) and for the good of the campus community.

Section 2

PHILOSOPHY OF SHARED GOVERNANCE AT
COLLEGE OF SAN MATEO

The guiding principle of shared governance at College of San Mateo is a commitment by the four governance constituencies (Academic Senate, Classified Senate, Associated Students, Mangement Council) to ensure that their participation in decision making leads to the most effective, efficient achievement of the college's goals and objectives. Pervading all decision making must be the recognition that the college exists to educate its students.

Although the reform legislation of AB 1725 legally created a new structure of community college governance, students, classified staff, faculty, and administrators at CSM have developed a shared governance process that distinctly reflects the philosophy and character of CSM. Trust and a common vision for the college are essential elements for decision making in the context of shared governance. To achieve a climate that produces these two elements, the constituencies recognize that mutual respect, cooperation, inclusive participation that draws on the strength of diversity, equality, and an atmosphere that fosters a sense of campus community must be present.

The constituencies also acknowledge that traditional and legally mandated roles must be maintained. For example, within the context set by the statutes and regulations that govern the college, the college president is responsible for the budget and the fiscal integrity of the institution, and the Academic Senate assumes primary responsibility for making recommendations in the areas of curriculum and academic matters. However, to make effective decisions in their areas of responsibility, each constituency must include genuine participation in the decision-making process from other affected constituencies. Capturing the collective wisdom and voice of the governance constituencies should lead to the best recommendation(s) for the decision-maker(s) and for the good of the campus community.

Although the existing committee structure at CSM will remain in place, some modifications will be necessary to ensure that all affected constituencies are consulted. Each of the four governance constituencies is responsible for its own committees and the incorporation of shared governance principles in its committee membership and processes, wherever appropriate.

THE STRUCTURE OF SHARED GOVERNANCE AT COLLEGE OF SAN MATEO

The college community has defined shared governance as "a set of structures and processes that involve the genuine participation of faculty, classified staff, students, and administrators...." Embedded in that definition is the notion that shared governance will exist at all levels of the college - departments and divisions, as well as college-wide planning and budgeting groups. For that reason, shared governance will, over time, manifest itself at CSM in many ways.

A principal but by no means exclusive manifestation of shared governance will be the establishment of a college-wide shared governance committee, The College of San Mateo College Council. One of the express purposes of the Council will be to foster the achievement of the goals and purposes of shared governance at CSM and the continued implementation of shared governance throughout the college. It will fulfill that purpose, in part, by developing a training program that will give faculty, staff, administrators, and students throughout the college the skills with which to practice shared governance.

As a result, the first step is the establishment of a single shared governance body at the college level. The expectation, however, is that once armed with the proper tools CSM's faculty, staff, students, and administrators will be able to begin the work of rebuilding the institution's governance structures from the ground up. At that point shared governance will become a genuine reality, extending beyond the College Council and becoming the institution's primary means for reaching decisions and solving problems.

CHARTER AND BYLAWS OF THE
COLLEGE OF SAN MATEO COLLEGE COUNCIL

I. TITLE

The official title of the college's shared governance council shall be The College of San Mateo College Council.

II. PURPOSES

The purposes of the College Council are to:

° foster the achievement of the goals and purposes of shared governance at CSM;

° facilitate the continued implementation of shared governance throughout the college in a way that recognizes and respects the functions and responsibilities of the four governance constituencies: the Academic Senate, Associated Students, Classified Senate, and Management Council;

° serve as the principal forum in which the college addresses issues related to planning and program review; and

° participate in the development of the institutional budget and in giving advice to the administration on college-wide budget decisions.

III. MEMBERSHIP

1. Number and Selection of Members: The College Council shall consist of no fewer than twelve nor more than sixteen members, as follows:

a. The President of the college and the presidents of the Academic Senate, Associated Students, and Classified Senate, each of whom shall hold membership by virtue of his or her office.

b. Eight to twelve additional members (hereinafter called "designated members") chosen by the Academic Senate, Associated Students, Classified Senate, and Management Council, each of which shall choose two or three designated members as it sees fit.

2. Methods and Criteria for Selection of Designated Members: The Academic Senate, Associated Students, Classified Senate, and Management Council shall each devise its own methods and criteria for selecting designated members, but each shall do so in a way that is designed to yield a College Council, the membership of which is committed to the Council's purposes, broadly representative of the College community, and ethnically diverse.

3. Training of Members: Each member shall receive training as specified in article VI, section 2.

4. Term of Membership of Designated Members: Each designated member's term shall commence at the first meeting of the College Council during the Fall term and last for two years. Notwithstanding the previous sentence, the terms of the first designated members to serve following the adoption of this Charter and Bylaws shall be fixed by the presidents of the four designating organizations (in consultation with their respective governing boards) in a manner that will provide for the expiration each year of the terms of approximately one-half of the designated members.

5. Removal of Members:

   a. If an individual who holds membership by virtue of his or her office ceases to hold that office, he or she shall cease to be a member.

   b. Any designated members may be removed, with or without cause, by the organization that designated the member.

6. Replacement of Members:

   a. If the President of the college vacates his or her position at the college, the person selected by the Board of Trustees as acting or interim President shall become a member of the College Council. Similarly, if the President of the Academic Senate, Associated Students, or Classified Senate vacates his or her position, the person selected as acting or interim President of that organization shall become a member of the College Council.

   b. Whenever a designated member terminates his or her membership, whether by resignation, removal, or otherwise, the vacancy created shall be filled by the original designating organization.

   c. Any person selected to fill a vacancy on the College Council shall hold membership for the unexpired term of his or her predecessor on the Council, subject to the power of removal contained in the Section 5 of this article.

7. Recognition of Members' Service: Members who have served on the College Council for at least one term shall receive appropriate recognition from the college, the organization they represent, or both. Members shall not receive extra compensation or assigned time for service on the Council.

IV. MEETINGS

1. <u>Facilitation of Meetings:</u> The College Council shall not have a chairperson or similar presiding officer. Instead, the Council shall appoint an individual who possesses the requisite skill, experience, and training, and who is not a member of the Council, as a standing facilitator to facilitate all meetings of the Council. The facilitator shall serve at the pleasure of the College Council.

2. <u>Conduct of Meetings:</u> Except as prescribed by the Council's facilitator, formal rules of procedure shall not govern the conduct of College Council meetings. Instead, the Council shall follow a flexible set of procedural rules adopted by the Council itself or, if appropriate, by its facilitator. Those rules shall, among other things:

    a. Incorporate consensus building as the Council's principal method for decision-making.

    b. Specify the use of polling in strong preference to voting.

    c. Make explicit provision for the expression and memorialization of dissenting opinions.

    d. Provide for full participation by non-member technical experts or advisors whenever appropriate.

3. <u>Place of Meetings:</u> The College Council shall hold all of its meetings on the campus of College of San Mateo or at such other place or places as the facilitator of the Council may from time to time designate.

4. <u>Open Meetings:</u> All meetings of the College Council shall be open and public.

5. <u>Regular and Special Meetings:</u> The College Council shall hold a regular meeting once each month, during the academic year, at such times as the Council may fix. In addition, the facilitator upon request of three members, or the President of the college may call a special meeting of the Council at any time.

6. <u>Agenda and Minutes:</u> The College Council shall provide for the distribution of an agenda before each meeting of the Council, and a meeting summary or minutes after each meeting of the Council.

7. <u>Quorum:</u> Fifty-percent of the members plus one shall constitute a quorum at any meeting of the College Council, provided, however, that at least one member from each of the four governance constituencies is present.

V. COMMITTEES

The College Council may appoint one or more Council Committees, consisting of one or more members and any number of non-members, with such duties and responsibilities as the Council shall deem appropriate.

VI. TRAINING

1. General Training: The College Council shall develop, and advise the college administration on the implementation of, a shared governance training program for faculty, staff, administrators and students. By participating in the program, individuals should, at a minimum, acquire or enhance skills in:

    a. Problem solving and decision making (particularly consensus decision making).

    b. Conflict resolution.

    c. Effective meeting management, facilitation, and participation.

    d. Data gathering and analysis.

    e. Basic budgeting and accounting.

2. College Council Training : As a condition of Council membership, and in addition to the general training, every member shall, in a manner and to the extent determined by the College Council, complete the special Council training for members.

VII. AMENDMENTS

This Charter and Bylaws may be repealed by the President of the college or by the governing board of the Academic Senate, Associated Students, or Classified Senate. The Charter and Bylaws may be amended or added to, or a new Charter and Bylaws may be adopted, by the unanimous consent of the President of the college and the governing boards of the Academic Senate, Associated Students, and Classified Senate.

Section 5

TRAINING PROGRAM

General Training

Description: This experiential training will provide an introduction to effective meeting management and meeting facilitation. This training is designed so that all members of the college community will benefit from participation whether or not they are a part of the CSM College Council. The two-day training will be offered several times so many faculty, classified staff, administrators, and students can take advantage of the training opportunity. The training will be offered first to members of the CSM College Council and Management Council, and then to the rest of the campus community.

Duration: 2 days

Who attends: (in order) Members of the CSM College Council and Management Council members; the rest of the campus community

Size of group: When possible, groups will be limited to 30 participants each session

Components:
- Overview of shared governance at CSM
- Elements of effective meeting management
- Role/function/responsibilities/skills for meeting facilitators
- Role of group recorder
- Group process tools
- Effective communications skills
- Consensus: definition and how to achieve it
- Conflict resolution
- How to be an effective group participant
- Giving/receiving nonjudgmental positive and negative feedback
- Elements of process observation
- Discussion vs. dialogue

College Council training

Description: This training will take place annually at the first several meetings of the CSM College Council each academic year, and is based on the assumption that all members of the Council have completed the generic training.

Components:
- Team building activities
- Orientation to the Council's purpose, charge, philosophy, history
- Roles and responsibilities of the Council and Council members
- Council ground rules
- Understanding the budgeting/planning process at CSM
- Developing a shared vision of the CSM College Council

8

Advanced facilitator training

<u>Description</u>: This advanced level of training is designed for those who have completed the general training and who have an interest in or aptitude for developing skills to be a meeting facilitator. This experiential training will provide further opportunities to practice advanced techniques in meeting facilitation.

<u>Who attends</u>: those who have already completed the generic training

<u>Group size</u>: 10-12 participants

<u>Duration</u>: 1 or 2 days

<u>Components</u>:
- More practice facilitating/recording
- More skills/tools to add to the repertoire
- Discussion of participants' experience/problems/successes in facilitation

Section 6

BIBLIOGRAPHY

How to Make Meetings Work, Michael Doyle and David Straus

The Fifth Discipline, by Peter Senge

The Memory Jogger Plus+, by Michael Brassard

The Team Handbook, by Peter R. Scholtes and other contributors

On Q: Causing Quality in Higher Education, by Daniel T. Seymour

"Creative Problem Solving in Quality Circles," by Geoffrey Ball

"Facilitation Skills in Quality Circles," by Kenneth E. Blaker

"Managing Quality Circles Effectively," by Frank J. Omowale Satterwhite

"Making Decisions in Quality Circles," by Mildred Browne

"Gathering, Analyzing and Presenting Data in Quality Circles," by Randall A. Cognetta and Jean Goodwine

APPENDIX A

History of the Development of Shared Governance at
College of San Mateo, 1991-1993

The development of the shared governance model for College of San Mateo resulted from a process that involved broad participation by the college community. The Classified Senate, the Associated Students, the Academic Senate, and Management Council were the four official governance constituencies that administered the process. However, the work of the Vision 2000 Shared Governance Committee, focus groups, Academic Senate Governing Council meetings, Classified Senate Executive Board deliberations, Management Council discussions, Associated Students meetings, and brown bag lunches ensured open, inclusive participation from students, faculty, classified staff, and administrators.

In 1988 Assembly Bill 1725 enacted a new structure of community college governance. Out of this reform legislation grew the concept of shared governance, which was initially considered at CSM by the Vision 2000 Shared Governance Committee. Members of this committee were Robert Clarke (student), Ardash Ozsogomonyan (administrator), Bill Rundberg (faculty), and Christina Witkowski (classified staff). The committee met during Spring 1992 and submitted its final report to Interim President Richard Jones on June 17, 1992. (See accompanying document.)

In September 1992, responding to the Vision 2000 Shared Governance report, President Peter Landsberger began to organize collegewide input into the development of shared governance at the college. A shared governance steering group, organized by the college President and consisting of the President's Cabinet and the presidents of the Academic Senate, the Associated Students, and the Classified Senate, recommended a list of potential members drawn from all segments of the college. Working from this list of suggested members, each governance constituency then modified and approved a list of members from its constituency to serve on the focus groups. The college President and the president of the Academic Senate facilitated the focus groups, which were held during November and December.

In December 1992 concerned faculty observed that the existing shared governance steering group, now augmented by two members who had served on the Vision 2000 task group (Ardash Ozsogomonyan and Bill Rundberg), did not adequately reflect the cultural diversity of the college. Also, the president of the Classified Senate noted that a larger committee would enable all governance constituencies to have greater representation and, therefore, wider input into the process. A more representative committee would demonstrate a genuine commitment to shared governance. As a result, the original shared governance steering group dissolved itself and proposed the formation of a new Shared Governance Implementation Committee, whose membership would more fully represent the four constituencies and the cultural diversity of the campus community. After careful deliberations by the four constituencies, a new Shared Governance Implementation Committee was

formed and began its work in April 1993, with the guidance of Cecil Reeves, an outside facilitator. (See Appendix A for a list of committee membership.)

Drawing on the input from the focus groups and discussions held at meetings of the governing bodies of the four constituencies, the Shared Governance Implementation Committee formulated the basic philosophy and structure of shared governance at CSM. During Summer 1993 a sub-committee of eight members of the larger twenty-member Committee met to write a shared governance model based on the larger Committee's work. (See Appendix C for a list of writing subcommittee membership.) In September 1993 the writing subcommittee presented a draft of Implementing Shared Governance to the Shared Governance Implementation Committee. The Committee approved the document and agreed to advocate for its acceptance by the four governance constituencies.

Copies of Implementing Shared Governance were widely distributed throughout the campus. Through its governing board or other appropriate group, each constituency discussed the document and offered suggestions for modifications, which were then taken back to the Shared Governance Implementation Committee in October.

Based on input from the four constituencies, the Shared Governance Implementation Committee made one substantive change in the wording of the membership section of the Charter. This change in wording added a phrase noting that the College Council's membership should be broadly representative of the college community. Other changes involved editing and did not change the substantive content of the document. The Shared Governance Implementation Committee then sent the draft document back to each constituency for a vote of ratification.

The Shared Governance Implementation Committee agreed that, upon ratification by all four constituencies, its work as a committee would be complete. The presidents of the four constituencies would then become responsible for completing the process of implementing the shared governance document.

COLLEGE OF SAN MATEO
MATH/SCIENCE DIVISION
MEMORANDUM

TO: Richard Jones
         Interim President   DATE: June 17, 1992

FROM: Ardash Ozsogomonyan
         Chair, Shared Governance Committee

SUBJECT: Recommendations of the Shared Governance Committee (SGC)

The SGC consisted of Robert Clarke (student), Ardash Ozsogomonyan (administrator), Bill Rundberg (faculty), and Christina Witkowski (classified staff). Thirteen meetings were held on the following dates: 1/13, 1/21, 2/12, 2/19, 2/26, 3/18, 3/25, 4/8, 4/22, 4/29, 5/6, 5/20, and 6/11. The committee's recommendations for a shared governance structure are given below. At the start of fall 1992 semester, the SGC plans on sending the text below to all CSM faculty, classified staff, administrators, and student government for written comments with a deadline of 9/4/92. The committee will review the input and make the final recommendations to you regarding a shared governance structure.

The SGC recommends that the CSM Council (see below) be formed no later than 10/1/92.

Please feel free to call on me or on the whole committee if you wish to discuss these recommendations.

PROPOSED SHARED GOVERNANCE STRUCTURE AT CSM

1. The President will form the CSM Council (CSMC) with representation from faculty, classified staff, administration, and students.
   Note: Three members of our committee recommend that three individuals from each of these four groups be selected/elected by the respective groups for the CSMC, the method of selection/election to be decided by each group for its own representatives. The fourth member of our committee is not sure equal representation is appropriate but is in agreement with the selection/election aspect of the representation, that is, each group will decide on how to do it.

2. The maximum term of the CSMC members will be three years, rotated so that there is continuity.

3. The Chair of the CSMC will be elected by the council and will serve for one year.

4. The primary responsibility of the CSMC will be to advise the College President on the following matters: 1) budgeting, 2) planning, 3) programs/services review, 4) information flow within CSM and within the SMCCCD, and 5) governance issues.

5. The CSMC will make its decisions by consensus. However, in case consensus is not possible the decision approved by the majority (simple majority) will prevail.

6. The College President will be an ex-officio member of the CSMC and will participate in all its meetings.

7. The College President will provide secretarial support to the CSMC in the manner that the Vice President of Instruction provides secretarial support to the Committee on Instruction.

8. The immediate supervisors of the classified staff members on the CSMC will be given adequate funds and will be authorized to hire substitutes for the classified staff member at the rate of two hours of substitution for each hour of service on the CSMC.

9. The CSMC will receive agendas and minutes of existing college committees, which will remain unchanged.

10. The CSMC will form new committees, some as permanent committees and others as ad hoc. The SGC recommends that the CSMC form the following permanent committees reporting directly to the CSMC:

    - budget committee
    - planning committee
    - programs/services review committee
    - governance issues
    - information flow

11. All correspondence to the CSMC will be distributed to all the members.

12. Items can be placed on CSMC agenda as follows:
    a) by the President of CSM;
    b) by the members of CSMC through the chair;
    c) by groups of six or more individuals (i.e. employees and students) through the chair in writing.
        Note: one member of the SGC recommends that anyone be allowed to propose an agenda item to CSMC through the chair.

13. The SGC recommends the dissolution of the two President's Advisory Committees as soon as the CSMC is formed.

APPENDIX B

1993 Shared Governance Implementation Committee Membership List

Faculty

Rich Castillo
Bill Dickey
Susan Estes
Modesta Garcia
Jean Multhaup

Administration

Al Acena
Gregg Atkins
Peter Landsberger
Steve Morehouse
Nancy Morrissette

Classified

Merlene Cooper
Tom Lamb
John Martinez
Steve Robison
Christina Witkowski

Students

Ray Emanuel
Monica Emrick
Ross Heiney
Janeen Malatesta
Carlos Reyes

APPENDIX C

1993 Shared Governance Implementation
Writing Sub-Committee Membership List

Faculty

Bill Dickey
Susan Estes

Administration

Al Acena
Peter Landsberger

Classified

Merlene Cooper
Steve Robison

Students

Monica Emrick
Ross Heiney

APPENDIX D1

Suggested College Council Policies and Procedures

College Council Communication

One of the requisites in helping to make shared governance work at CSM will be effective communication. Below are suggested means for keeping the campus community informed of issues and developments in which shared governance is involved:

1. Agendas of meetings of the College Council should be posted prominently in workrooms, mailrooms, and administrative offices.

2. A summary of the meetings of the College Council should be posted prominently in workrooms, mailrooms, and administrative offices.

3. The presidents of the constituent bodies represented on the College Council will be responsible for keeping their respective groups informed of shared governance activities by reporting back to those bodies.

4. Open forums and open meetings can be held with the campus community.

5. An annual report will be presented by the College Council to the college community.

APPENDIX D2

Suggested College Council Policies and Procedures

College Council Agenda

A matter may be placed on the College Council's agenda in the following ways:

1. Any member of the College Council may place an item on the Council's agenda.

2. While the Council is to operate with an open agenda, it can select specific agenda items for discussion at each meeting.

3. A form might be developed for placing an item on the Council's agenda. This form would be transmitted to the facilitator in a timely manner for inclusion on the published agenda for a meeting.

4. A Council member may request at the outset of a meeting the inclusion of a topic for discussion at that meeting.

APPENDIX D3

Suggested College Council Policies and Procedures

Expectations of College Council Members

Among the expectations for members of the College of San Mateo College Council are the following:

1. Members of the College Council should display a willingness to reexamine their assumptions.

2. Members should possess a campus-wide community outlook.

3. Members should show their commitment to shared governance by active and regular participation in College Council meeting and activities.

4. Members will participate in the shared governance training program.

5. Members will keep lines of communication open by informing those outside the College Council of issues and developments involving shared governance.

APPENDIX D4

Suggested College Council Policies and Procedures

College Council Annual Report

The annual report on the activities of the College Council will be an important document:

1. It will be prepared for distribution to the college community at the end of each academic year.

2. It will serve as a major communication tool in making the campus community aware of the accomplishments of shared governance.

3. It will also be part of the historical record of the college's involvement in shared governance.

APPENDIX D5

Suggested College Council Policies and Procedures

Evaluation of the College Council

The shared governance process will be periodically reviewed in order to evaluate its success:

1. Such periodic review/evaluation will focus on the effectiveness of the College Council and will obtain feedback from the college community on the effectiveness of shared governance.

2. Such periodic review/evaluation could consist of a self-assessment by the College Council and a survey, by means of a questionnaire, of the constituent bodies represented on the College Council.

3. Such review/evaluation should be undertaken annually.

A Proposed Code of Ethics for Participants in Shared Governance
(by Tom Nussbaum, November, 1991)

Preface

"The California Community Colleges face an unprecedented challenge in the coming two decades, as California undergoes a major demographic, social and economic transformation. The community colleges are at the center of this change, and the state's future as a healthy and free, diverse, and creative society depends in major part upon the commitments expressed through and in the community colleges.

The community colleges educate hundreds of thousands of Californians each year, and are the route to higher education for the majority of our people, provide access to language and citizenship for tens of thousands of immigrants annually, retrain workers in an economy changing more rapidly than any in history, and are the last hope for older citizens seeking skills and involvement in their communities. To do these things well, to bring excitement and power into the lives of students so diverse and needing so much, to serve the economy and society through its service of these students, requires a deep commitment from all who teach and learn, from those who administer and counsel, from those who fund and regulate." (AB 1725, Section 1, intent language)

In enacting AB 1725, the Legislature clearly recognized that our community colleges will play a major role in the state's future, and to successfully fulfill this role will require the commitment of each of us.

In enacting AB 1725, the Legislature also called upon us to strengthen shared governance so that we can bring our collective wisdom and experience to bear on the important decisions that we must make. Through mechanisms of shared governance, the knowledge and experience of committed individuals and organizations will be molded into better decisions than any of us could have made alone. In addition, because of our involvement, there is a greater likelihood that we will understand, embrace, and faithfully execute these jointly-developed decisions.

During the past few years we have devoted major energy towards defining the shared governance roles of faculty, staff, students, local governing boards, the systemwide consultation process, the Chancellor's Office, and the Board of Governors. Empowering these various constituencies vis-a-vis our governing boards and vis-a-vis one another has been a complex, emotional, and all-consuming task. It has diverted our attention from the correlative needs to focus on why we are practicing shared governance at all, and how we, as individuals, should comport ourselves in this practice. Towards this end, it is appropriate that each individual within the California Community Colleges should reaffirm his or her personal commitment to our students and our mission by subscribing to a common code of personal conduct.

The Community College Credo

1. I reaffirm my deep and personal commitment to the students who attend our community colleges and to the mission we are asked to fulfill. In meeting this commitment, my highest value and foremost consideration will be devoted to serving the best interests of students by providing the best possible programs and services in our colleges.

2. I recognize that if our community colleges are to successfully serve the best interests of students and assist our state in becoming more healthy, free, diverse, and creative, that my contribution alone will not enable it to happen. I recognize that the commitment must come from everyone, at all levels, and that we are mutually dependent upon one another to perform our respective roles with excellence. The Board of Governors, Chancellor, Chancellor's staff, district governing boards, chief executive officers, administrators, faculty, support staff, and, most importantly, students all play critical roles; none of us alone can make it happen.

3. I reaffirm that each of us who fulfills a role also has value because of the knowledge and experience we contribute to making enlightened decisions. I thereby commit myself to work with my colleagues, to value their perspectives in searching out the best answer, using the best reasoning and most accurate information possible. Rather than dwelling on who has, or should have, the legal authority to make a decision, my primary focus will always be making the best decision.

4. In practicing shared governance, I will be honest, open, candid, tolerant, and trustful; and I will expect and cultivate the same behavior from all others in the process. I will place a high value on building communication and trust. In so doing, I will refrain from words or behavior that either personally demeans another participant, or discounts his or her contribution or legitimate role. If I believe that another participant has broken a trust, been dishonest, or has otherwise behaved inappropriately, I will first attempt to address my concerns with that person privately.

5. In practicing shared governance, there will be occasions that I, or the group of which I am a part, has the legal power to make the decision. In such instances, I will refrain from making such decisions in a unilateral and authoritarian manner. Instead, before I make the decision, I will attempt to understand and incorporate the reasoning and perspectives of others who should be involved in the decision, and I will attempt to lead consensus about or agreement with the decision. If, after these efforts, I conclude that consensus cannot reasonably be reached, or if I conclude that I cannot accept a consensus recommendation, I will meet with the affected parties to discuss my intended decision and the reasons for making it.

6. In practicing shared governance, there will be occasions that I, or the group of which I am a part, does not have the legal power to make the decision; instead, there will be a right to participate in the decision, or to be relied upon in its making. In such instances, I will respect the ultimate legal authority of another person or body

to make a decision, so long as there has been an attempt to understand and incorporate the reasoning and perspectives of the various parties of interest, and so long as there has been a good faith attempt to gain consensus about the decision.

7. In practicing shared governance, I will guard against tendencies of institutional, group, and personal self interest that can divert the focus from making the best decision. When the focus is on accommodating the interests of the various groups that participate in shared governance, the result will predictably be one that meets the interests of respective participants. The result, however, may not be the best decision for students, particularly if the concerns and interests of those external to the process have not been addressed. Consequently, when I participate in making a decision, I will first be concerned with meeting the best interests of students; then I will be concerned with the interests of the other participants in the process and the interests of the group I represent.

8. In practicing shared governance, I recognize that conflict and disagreement is inevitable. Indeed, the more decisions that are made through shared governance mechanisms, the greater the likelihood that there will be differences of opinion. As a direct consequence of shared governance, we have empowered ourselves with the responsibility to decide difficult issues. The challenge is to resolve conflict, or at least bring it to closure, within the shared governance framework. To export the disagreement and decision to an external body is to disempower our shared governance mechanisms from resolving the issue. Consequently, absent a full attempt to resolve conflict within the shared governance framework, I will not resort to, or threaten to resort to, an external dispute resolution mechanism.

9. In practicing shared governance, I will be mindful of that these processes take time and money. For every hour of time and dollar of money we devote to shared governance mechanisms, we have one less hour and one less dollar to spend on other priorities such as direct instruction and services to students. While it is imperative to the success of our students and our mission that shared governance mechanisms be afforded the necessary time and resources to function effectively, I recognize the need to consider these commitments of time and resources against our fundamental role of providing direct instruction and services to students.

10. Finally, in practicing shared governance, I reaffirm my ongoing commitment to improve our processes and interactions with one another. Establishing trust and communication take time and commitment. These essential conditions must be nurtured and evolved; neither can be mandated, and neither can happen overnight. I recognize also that communication and trust are fragile and easily broken. Once broken, repair becomes even more difficult. Once broken, our capacity to make the best decision is seriously weakened. I therefore reaffirm my responsibility to lead the development of trust and communication, knowing that these conditions are at the heart of our mutual and deep commitment to meeting the needs of the students and mission we serve.