HAGERSTOWN COMMUNITY COLLEGE

ANNUAL GOVERNANCE REPORT

August 2005
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FOREWORD

As we have been developing the new shared governance model over the last few years, the expectations have been high. Many of us knew that demands to be placed on the system would be extraordinary. We all wanted the model to be accessible, visible, flexible, open, and inclusive. We also wanted a timely and participatory shared decision-making model that would give all issues a home and all constituencies a voice in producing informed, effective, and responsible decisions.

This report is a solid testament to the progress that has been made. Of course, the model still needs work and most of the “ideals” that we expected from shared governance remain guiding values more than undisputable operational characteristics. Within the report the reader will find much evidence that the College has made great progress and that many individuals across the campus have participated and contributed much to an emerging of the shared governance model that is distinctly HCC. A model where policy and procedural decisions are differentiated and where policy emerges from governance bodies is evolving. Other decisions remain within the domain of each College employee or operational group which has the authority to make day-to-day decisions related to their areas of expertise and responsibility.

Members of the Governance Council, who are listed below, join me in looking forward to discussing with this report and our plans to further strengthen shared governance. They have collectively reviewed and endorsed this report. Please feel free to contact any of us to further discuss the outcomes of the first full year of employing the “new” governance model. Like most organizations, HCC has many opportunities and challenges in these rapidly changing times. Unlike most organizations, we are working hard to both make good decisions and simultaneously improve our decisions making structures and processes. I see much success in our future and I appreciate everyone’s contributions to making HCC a better place to work.

For the Governance Council,

Guy Altieri, President

Governance Council Membership:
Guy Altieri Anna Barker Terrie Bidle Fonda Franklin
Mike Harsh Barb Macht Donna Rudy Lexi Shingleton
Tammy Strite Spring Ward Vice-President of Academic Affairs
INTRODUCTION

In October 2002, an Ad Hoc Governance Liaison Committee was established by President Altieri to research shared governance models used at other colleges, as well as to design and propose a model for HCC. This was the first major step in developing and implementing a responsive new system of governance that emphasizes broad faculty and staff involvement in institutional decision making. In December 2003, the *Institutional Governance and Decision-Making Model* was approved by the HCC Board of Trustees. The goal of this model is to create a system that will integrate job-based decision making shared and informed institutional decisions that are generated in a timely, accessible, and inclusive manner. Good organizational decisions are a productive and effective balancing of individual job-related and joint decision making on an on-going basis. Most importantly, the new system emphasizes and is being built upon improved communication, cooperation and trust between all campus constituencies with the HCC Code of Trust (Appendix A) as the foundation. The HCC Code of Trust defines the type of culture that is needed at HCC in order for shared governance to be successful. Applicable to all faculty and staff, the Code took effect May 2003. It is the responsibility of governance committee co-chairs to hold committee members accountable for any behavior that may be deemed unacceptable by this standard. No violations of the Code of Trust were reported to the Governance Council in FY 05.

In Fall 2004, the College implemented a new shared governance model under Dr. Altieri’s leadership. The goal of the evolving model is the development of a participatory and collaborative culture where employees are well informed and involved in decisions that match their areas of expertise. The new governance system stresses support of mission-based institutional interests over that of individuals or sub-groups. Outcomes of the HCC shared governance model include better informed decision-making, improved campus communications, more employee recognition events, and more opportunities for employees to communicate with one another. The new shared governance structure places more influence for decision-making and governance in the hands of the College’s employees. Open and frank communication within the College community encourages forums for considering ideas, issues, and concerns.

HCC’s shared governance model consists of cross-constituent groups. Governance groups that deal primarily with faculty issues have a majority of faculty members, but with...
representation by administration and staff. Administration and staff committees are comprised primarily of administrators and staff, with faculty representation. The Governance Council, which evolved from the Ad Hoc Governance Liaison Committee, consists of representatives from all constituent groups. It acts as a “ways and means committee” and does not function as a policy or campus issue decision-making body.

This first annual governance report highlights the evolution of HCC’s decision-making and governance system during 2004 - 2005. It includes updates and issues addressed by the standing governance and ad hoc committees, as well as strengths and areas of recommended improvements as identified by committee co-chairs. As HCC’s decision-making and governance system continues to evolve, adjustments and revisions to assignments and roles will occur as necessary. It is important for the College community to recognize that it will take time and institution-wide commitment to make this cultural transformation, which has great potential for strengthening the College.

GOVERNANCE COUNCIL

The Governance Council, chaired by the President, is the clearinghouse for shared governance concerns and issues on campus. It ensures that the decision-making structure is working at HCC, addressing concerns while making sure that committees are adequately staffed to study issues and make appropriate recommendations. With its focus on process, the Council assigns issues to the appropriate governance body or administrative unit if an issue is operational, as well as approves changes to the governance structure, such as naming sub-committees to work within a standing committee.

The referral of issues and concerns and their subsequent assignment has been confusing at times and the Council is striving to clarify the process. In addition, examining both policies and procedures complicated and added time to many assignments. In FY 06, the Governance Council will more clearly delineate the intent of assignments, particularly if a committee is asked to develop procedures/guidelines to implement the policy that it is charged to develop.
Highlights of Governance Council activities in FY 05 included:

- Initiated implementation of the HCC shared governance model
- Coordinated the publication and dissemination of A Guide to Shared Governance
- Supported open forums as a means of sharing information, obtaining input and feedback about concerns and issues
- Established a website on the College’s Intranet to facilitate communication about governance activities, including meeting minutes
- Oversaw development, distribution and analysis of the annual climate survey

MEMBERSHIP

According to The Guide to Shared Governance, there is to be representation on the Governance Council from all college constituencies, including the Faculty Assembly, administrative staff, support staff, and the Student Government Association (SGA) to help to facilitate the governance process. However, the lack of student involvement in governance activities in 2004 - 2005 was a problem. The former SGA president never attended a Governance Council meeting in FY 05 after being invited repeatedly and participation by another SGA officer on the Student Affairs Committee was sporadic as well. A goal of the Council in FY 06 will be to increase student involvement in governance. The Dean of Student Affairs has been asked to act as the liaison with the SGA to encourage student participation.

COMMITTEES

All committees, whether standing or ad hoc, have a charge statement and must work within the boundaries set by it. As they worked through their assignments, some committees determined that their charges or assigned topics of study needed to be clarified or modified or transferred to another committee. They requested a review by the Governance Council and/or the President, which was an important part of the process because it prevented misunderstandings and wasted time while facilitating communication. As assignments are given to committees, the Council will endeavor to make them as clear as possible.

The Guide to Shared Governance calls for at least one annual meeting between the co-chairs of standing committees and the Governance Council. In March 2005, such a meeting
occurred in which the co-chairs gave committee updates, progress reports and an assessment of the governance system’s strengths and areas of needed improvement. Highlights of each committee’s work and that meeting are included in this annual report.

INSTITUTIONAL CLIMATE

The Governance Council coordinates with the Office of Planning and Institutional Effectiveness (formerly Planning, Governance and Research prior to July 1, 2005) the College’s annual climate survey by providing survey questions assessing campus opinion regarding campus climate and the decision-making system, as well as assists with analysis of results. The first climate survey was administered to all regular full- and part-time employees in December 2002, with additional administrations in 2003 and 2004. The 2002 survey, developed by the Ad Hoc Governance Liaison Committee, was designed to gain input from employees regarding issues of interest on campus, which included the presidential search process, governance, communication, morale and trust. The results, compiled by an external consultant, measured employee views of the current climate at a time of great change. Overall results revealed feelings of anxiety related to present and future changes, mixed with excitement. The climate in 2002 was generally one of uncertainty and uneasiness. However, areas of strength indicated included a majority of employees interested and willing to participate in shared governance, improved communications, and timeliness of decision-making at the College.

The Institutional Climate Survey instruments given in December 2003 and in December 2004 were designed so that some comparisons could be made regarding perceived climate from 2002 and 2003, respectively. Emphasis was taken away from the presidential search process in 2003 and placed on obtaining opinions of personnel regarding current college climate related to work environment and governance as compared to one year earlier. Responses to the 2003 and 2004 surveys exhibited a certain amount of distrust, dissatisfaction, and frustration as can be expected with the wide-spread and rapid change, as well as the workload brought about by new initiatives that inevitably accompany a shift in leadership. However, employees recognized that opportunities exist to be involved at the institutional level, particularly in the area of governance, reflecting the potential improvement that may be made as new structures evolve at the College.
Positive aspects of HCC’s climate in all three surveys include a high level of supervisor support for employee involvement in College activities, as well as a high level of involvement in issues unique to respondents’ particular departments or units. Above all, employees placed high value on innovation and student-centeredness, which provides evidence that the primary mission of HCC is not hindered by any negative aspect of its current climate.

GOVERNANCE COMMITTEES

STANDING COMMITTEES

Standing committees are created for a specific purpose or to study a particular issue. These committees provide a forum for the development of broad consensus and recommendations on college-wide matters. Standing committees are co-chaired by an administrator and a faculty member, and include representatives of all areas of the College. Faculty members on committees are appointed by the Faculty Assembly and non-faculty are appointed by the President.

Teaching and Learning Committee

A. Overview of function/jurisdiction

The Teaching and Learning Committee considers and makes policy recommendations regarding the College’s environment in support of excellence in teaching and learning, particularly in academic support services such as learning technologies, distance learning, tutoring services, workplace learning, and career development services. It oversees classroom learning technology, instructional spaces, and establishes the standards for technology in the classroom environment. The Teaching and Learning Committee recommends new policies to the Vice-President of Academic Affairs once they have been shared with the Faculty Assembly. The committee has found it helpful to establish sub-committees, with the endorsement of the Governance Council, to examine areas of specialty such as distance education and academic computing.

In Spring 2005, there was a leadership change for the committee because the faculty co-chair resigned from the College. However, another faculty member of the committee
agreed to serve in this leadership capacity. No committee leadership changes are anticipated in FY 06.

B. Tasks assigned and progress

**Academic Integrity Policy**

The Teaching and Learning Committee convened its first meeting in April 2004 and reviewed the list of start-up topics assigned by the President. The committee decided to focus on the topic of student cheating and plagiarism. Policies and process in place at that time were reviewed and much work was done in Fall 2004. Examining both policies and procedures complicated and added time to the committee’s assignment, which was a frequent occurrence in most governance committees. As stated in the preceding section, this is a challenge that the Governance Council will address in FY 06.

The draft of a comprehensive Honor Code Policy (now known as Academic Integrity Policy) and procedures was presented to Faculty Assembly in Spring 2005 for input and recommendations. In Fall 2005, the Teaching and Learning co-chairs will meet the Student Affairs Committee regarding the Academic Integrity Policy to ensure it is consistent with the Student Code of Conduct. The committee is planning to present the policy to the President in Fall 2005.

**Academic Computing**

A sub-committee will meet in the fall to review the Survey of HCC Faculty Technology Use: Summary of Results, October 2004. The group will examine the ways in which technology is serving the interests of the learning community at HCC and how this may impact and be incorporated into unit planning process. This analysis will be used to make recommendations for updates to the academic computing plan.

See Appendix B for a full progress update of the activities of the Teaching and Learning Committee.
Academic Standards, Assessment and Faculty Affairs Committee

A. Overview of function/jurisdiction

The Academic Standards, Assessment and Faculty Affairs Committee considers and makes recommendations on policies that support and maintain high academic standards, assessment methodologies and systems with emphasis on student learning outcomes, and faculty affairs, including faculty load, tenure, and promotion procedures. This committee does not address faculty personnel decisions. The Academic Standards, Assessment and Faculty Affairs Committee recommends policies to the President once they have been shared with the Faculty Assembly. The Academic Standards, Assessment and Faculty Affairs Committee reports to the President.

This committee underwent several changes in leadership during FY 05. There were two faculty co-chairs and a new faculty co-chair has been appointed for FY 06. Moreover, an administrative void resulted when the Dean of Academic Affairs announced his retirement. In April 2005, the Director of Organizational Development and Special Projects was assigned by the President to co-chair the committee until the Vice-President of Academic Affairs position is filled.

B. Tasks assigned and progress

Developmental GPA Policy

In Fall 2003, the President expressed concern that HCC was out of compliance with Maryland Higher Education Commission (MHEC) regulations and Middle States expectations by calculating developmental courses as part of the student’s college level grade point average for the purpose of graduation. The committee was asked by the President to recommend a policy regarding developmental courses related to the process of academic probation and/or dismissal. The process was expeditiously brought into compliance through the work of the Academic Standards, Assessment and Faculty Affairs Committee.

During the information gathering process, the committee conducted faculty interviews, solicited input from each academic division and the Faculty Assembly; examined the practice of all Maryland community colleges to establish benchmark data; and collaborated with a
senior policy analyst at MHEC to assure that any policy recommendation regarding this issue did not violate any Federal or State regulatory ruling or statute. The consensus opinion among academic divisions was to include developmental course grades when determining a student’s probationary and/or dismissal status. Contrary to the HCC division consensus opinion, the Maryland community college benchmark data demonstrated that 12 out of 15 community colleges did not include developmental courses in the calculation of GPA for the purpose of determining probationary and/or dismissal status. In support of the divisions, the Faculty Assembly endorsed the inclusion of developmental courses into a “second GPA” calculation for the purpose of determining probationary and/or dismissal status. Based upon the research and faculty opinion, the committee consensus policy recommendation calculates a second GPA to include developmental courses in the determination of dismissal and/or probationary status of any student enrolled in a developmental course. This policy was approved by the President and the Board of Trustees in May 2004.

In FY 05, the committee reviewed their assigned list of topics given by the President and took the following actions:

**Reading Requirement**

The reading requirement was discussed and implementation policies were developed. This task was originally assigned to the Curriculum Development and Review Committee, but seen as a “better fit” for the Academic Standards, Assessment and Faculty Affairs Committee. Questions such as ramifications for teaching loads in credit classes, readability of texts used in credit classes, and other issues were discussed. The new Reading Requirement Policy was endorsed by Academic Council and was to be implemented for new students in Fall 2005. However, the implementation of the policy has been put on hold due to data, enrollment and logistical concerns, which need to be clarified and addressed when the Vice-President for Academic Affairs is hired. For example, recommendations did not include an assessment of the policy impact on courses scheduled, faculty loads and positions, and student retention.

**Make-up Exam Fees**

Policies for make-up fees for missed tests were discussed. This topic was originally worked on jointly with the Administrative and Information Technology Services Committee,
which developed a policy for processing make-up fees in April 2004. The Academic Standards, Assessment and Faculty Affairs Committee needs to develop a policy that addresses the issue of setting and charging fees, which must be handled uniformly for reasons of liability. Though choosing to give a make-up exam should be at faculty discretion, the issue of charging and what to charge is not. This should be supported by a policy statement and then implemented and handled administratively.

**Policies for Workplace Learning**

The great need for uniform definitions of internships, coops, and externships was recognized. Policies for workplace learning and eligibility requirements for internships were developed in coordination with the Curriculum Development and Review Committee from recommendations of the Workplace Learning Task Force and approved by the Board of Trustees in May 2005.

**Policy for Awarding Multiple HCC Credentials**

The committee, which interviewed academic advisors and JTI staff to get their perspective and input on issues of multiple credentials, developed a policy and criteria for awarding such credentials. The policy was approved by the Board of Trustees at its May 2005 meeting.

**Sabbaticals**

Sabbaticals for faculty were discussed. The committee is seeking clarification from the President for this assignment in Fall 2005.

See Appendix C for a full progress update of the activities of the Academic Standards, Assessment and Faculty Affairs Committee.


Curriculum Development and Review Committee

A. Overview of function/jurisdiction

The Curriculum Development and Review Committee reviews new programs and courses to be certain that they meet college and state standards, such as general education requirements for programs, course contact to credit hour ratios, compliance with the official college course syllabi format, or disputes of discipline coding of courses. This committee does not oversee matters relating to the rigor of courses or programs, which is the responsibility of appropriate faculty and academic officers. The committee recommends new policies once they have been shared with the Faculty Assembly. The Curriculum Development and Review Committee reports and makes recommendations to the Vice-President of Academic Affairs.

Administrative leadership of this committee changed when the Dean of Academic Affairs announced his retirement. Effective April 2005, the Director of Organizational Development and Special Projects was appointed interim administrative co-chair by the President until the Vice-President of Academic Affairs is hired.

B. Tasks assigned and progress

The primary task of this committee is to review and recommend approval of new courses and programs of study at the College. This task is very time-consuming and requires most of the group’s meeting time. The committee began its work in September 2004 by reviewing programs in the 2004 – 2005 catalog. The purpose of this exercise was to orient the committee with the array of HCC programs and to determine items, inconsistencies or areas which the committee might need to address.

One of the assignments given by the President was to “Establish written credit to contact hour standards for lecture, lab, clinical and other experiential courses, as well as independent study.” The committee compared and contrasted the various approaches across divisions in calculating and converting the hours. It was acknowledged that there was no “perfect calculation” but it was hoped that a common list of specific calculations could be developed to lessen existing confusion. Credit-to-contact hour standards for internships were completed and approved by the Board of Trustees at its May 2005 meeting and are included in
the 2005 – 2006 catalog. A definition of workplace learning experiences and eligibility requirements for internships were incorporated into policy statements. This assignment was has been partially completed and policy development still needs to occur for other workplace learning experiences.

The Curriculum Development and Review Committee is referring some assignments from its original task list back to the Governance Council in Fall 2005 because it feels that they are operational in nature or additional clarification is sought. These include:

1. Communication with faculty advisors, Student Services and students - Is there need for a policy development in this area or is this operational?
2. Set guidelines for independent study, guided instruction, or study problem classes (eligibility, repeatability, credits, outcomes) - The committee recommends referring to the Academic Council as an operational issue.
3. Define when a course change results in a new course. Define when the changes in a program constitute a new program and what qualifies as a program option – Clarification of this assignment is requested.

See Appendix D for additional details of the committee’s work in FY 05.

**Student Affairs Committee**

A. Overview of function/jurisdiction

The Student Affairs Committee considers and makes recommendations on policies regarding services and activities that support, enhance and maintain the learning process and student achievement. The Student Affairs Committee reports to the President.

B. Tasks assigned and progress

**Admissions to Oversubscribed Programs**

The Student Affairs Committee, which convened in March 2004, began its work by reviewing the Student Code of Conduct. However, its focus changed as it was given a priority assignment by the Governance Council. The committee was asked to review and revise HCC
admissions policies and to develop an admissions policy that addresses oversubscribed programs. Procedures outlined in the shared governance handbook were followed as the Student Affairs Committee drafted policy statements regarding admission to HCC, then sought and received feedback, including ideas and concerns for implementation. The admissions policy was shared with several groups, including Faculty Assembly, the Student Affairs Council, and the President’s Cabinet. This task took almost a year to complete as the committee incorporated the College’s open door philosophy, COMAR regulations, and the ability to benefit. Revised according to feedback received, the policy was taken to the Board, which approved the policy at its March 2005 meeting.

See Appendix E for a full progress update of the activities of the Student Affairs Committee.

**Administrative and Information Technology Services Committee**

A. Overview of function/jurisdiction

The Administrative and Information Technology Services Committee considers and makes recommendations on policies regarding services and activities that support, enhance and maintain the quality of services and facilities for staff and students. It facilitates coordination of activities related to health and safety issues, facilities, and auxiliary services, as well as institutional issues related to IT applications, computer networks and telecommunications. The committee reports and makes recommendations to the President.

B. Tasks assigned and progress

The Administrative and Information Technology Services Committee first convened in May 2004. The first topic that the committee examined was the establishment of standards for computer equipment and facilities usage. This resulted in a draft of the HCC IT Strategic Plan, which integrated both administrative and academic computing plans. The plan was presented to the Board of Trustees at its November 2004 meeting.

**Make-up Exam Policy**
The Administration and IT Services Committee reviewed the current policy as stated in the 2004-2005 College catalog regarding make-up exam fees. The Committee felt that the Finance Office has established procedures to support policy in the areas of billing, receiving funds, and paying faculty members. The policy issue of setting and uniformly charging fees now resides with the Academic Standards, Outcomes Assessment and Faculty Affairs. There is universal agreement on campus that giving such an exam is within the faculty purview. However, whether to charge and how much to charge is not at the discretion of individuals because of liability concerns and consistency in administration of the policy.

Facilities Use by Outside Agencies Policy

Existing procedures, regulations, and forms were reviewed and scheduling offices were surveyed by the Administrative Services and IT Committee prior to drafting the recommended policy for facilities use by outside agencies. Campus facilities are available to outside agencies for appropriate events if the space is not needed for a campus activity. Board approved fees are charged and all invoicing is processed through the Finance Office. This policy was approved by the Board of Trustees at its May 2005 meeting.

Information Technology Standards Policy

The Administrative Services and Information Technology Governance Committee was charged with developing a policy to set campus-wide standards for computer hardware and software use. The policy provides for hardware standards to be established for desktop computers, laptops, and printers, and to be assessed according to product availability, estimated lifecycle, configuration and components stability, and service agreements and warranties. Campus-wide software standards will be established as well. Instructional discipline-specific software will be determined by faculty and/or academic officers. The Board of Trustees approved the Information Technology Standards Policy at its May 2005 meeting.

Cash Receipt Handling

The committee began preliminary work in Spring 2005 on a campus-wide policy for handling cash for events and clubs. It has examined how funds are currently handled by groups which sponsor activities where cash must be available. Discussion included suggestions such as usage of the existing drop box, or using locked bags or tills for events for
which someone would sign for the funds in the Finance Office. A broad HCC policy statement needs to be developed to address the collection of cash at locations other than the Finance Office and needs to include a logical way to maintain head count, streamline the handling of cash and insure that sufficient internal controls are in place. Procedures need to be developed which will address handling, preparing reconciliations, picking up and returning of funds to the Finance Office. The committee will continue its work in Fall 2005.

See Appendix F for a full progress update of the activities of the Administrative and Information Technology Services Committee.

**Human Resources Committee**

A. Overview of function/jurisdiction

The Human Resources (HR) Committee considers and makes recommendations on personnel policies, including conditions of employment, staff and faculty diversity, human resources procedures, health insurance, benefits, leave and retirement, and professional development. The committee does not address matters of employee evaluation, tenure, promotion or dismissal. The Human Resources Committee reports to and makes recommendations to the President.

B. Tasks assigned and progress

Due to the heavy workload in the HR department, which included the re-write of the College’s Employee Handbook, the HR Committee met only twice in FY 05. The faculty co-chair remains the same in FY 06, but a new administrative co-chair was appointed in June 2005.

This committee expressed frustration, as did several others, as it struggled with the confusion of whether an assignment was policy versus procedural in nature. Almost any topic given to the governance committees could be either. This confusion supports the idea of a workshop or single-topic Governance Council meeting with the co-chairs regarding the definition of policy and policy development. (See Areas of Recommended Improvement.)
**Sick Leave Bank Policy**

The "sick leave bank" was the major topic for the HR Committee in FY 05. The purpose of the sick leave bank is for catastrophic illness or injury. Available in the past and discontinued for a few years, the College desires to reinstate this benefit with consistent procedures for its implementation. The proposed policy will be presented to the Board of Trustees at its September 2005 meeting.

**Professional Development Policy**

The original assignment given to the committee asked for the evaluation of professional development opportunities and related policy outside of unit plans. The committee, which sees this assignment as operational in nature and feels that the process should be “owned” by faculty and staff, has requested that the topic be reassigned to a non-governance unit.

**Annual Employee Recognition Awards**

The assignment given to the committee called for the development of policy for annual employee recognition awards. The Human Resources Committee sees this assignment as operational in nature and feels that the process would enhance morale and campus climate if it is owned by faculty and staff. The committee has requested the topic be reassigned to the Committee on Pride and Recognition (PAR) Committee, which is charged with initiating an employee relations program designed to improve employee morale.

See Appendix G for a full progress update of the activities of the Human Resources Committee.

**AD HOC COMMITTEES**

Ad hoc committees are created by the Governance Council and/or the President for a specific purpose or to study a particular issue. Ad hoc committees typically are dissolved upon completion of the study after recommendations have been made to the body or individual assigned within the charge statement. The President of the College gives each ad hoc committee its charge or mission in writing, including expected outcomes and a timeline for completion of the study.
The chart on the following page highlights topics assigned to ad hoc committees that have been named since January 2003 and their progress to date.
## AD HOC COMMITTEES SINCE JANUARY 2003

<table>
<thead>
<tr>
<th>COMMITTEE NAME</th>
<th>COMMITTEE CHARGE</th>
<th>STATUS OF WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ad Hoc Web Registration Committee (January 2003)</td>
<td>Charged with establishing Web registration system for credit and non-credit students</td>
<td>Credit web registration was available in Summer 2003. Non-credit registration will be available in FY 06.</td>
</tr>
<tr>
<td>Ad Hoc Faculty Load, Promotion, and Tenure Committee (March 2003)</td>
<td>Charged with reviewing and making recommendations for the revision of HCC’s policies and procedures that defined faculty responsibilities and duties, as they pertained to work load and the criteria pertinent to retention, promotion, and tenure decisions</td>
<td>FLPTC recommendations were accepted in March 2004 by the Board of Trustees.</td>
</tr>
<tr>
<td>Ad Hoc Campus Scheduling Support Committee (April 2003)</td>
<td>Charged with reviewing campus course and program scheduling models for credit and non-credit offerings to ensure that they are well coordinated with teaching and learning activities and related space and equipment use</td>
<td>Work completed</td>
</tr>
<tr>
<td>Ad Hoc Salary and Benefits Research Committee (February 2004 and 2005)</td>
<td>Charged with reviewing and assessing current full-time employee salaries and making recommendations to the President</td>
<td>Recommendations accepted by the Board of Trustees in 2004 and 2005, respectively</td>
</tr>
<tr>
<td>Ad Hoc Multicultural Committee (Fall 2003)</td>
<td>Charged with promoting educational, cultural, and professional development programs to infuse diversity into the curriculum as well as promote student learning and appreciation of our differences and similarities</td>
<td>Ongoing (First assignment was coordination of the program for Martin L. King and diversity awareness in January 2004)</td>
</tr>
<tr>
<td>Ad Hoc Pride and Recognition Committee (July 2004)</td>
<td>Charged with initiating a pilot employee relations program designed to improve and maintain high employee morale</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Ad Hoc Safety and Security Committee (November 2004)</td>
<td>Charged with developing a safety policies address the backlog of safety concerns and issues. Eventually will be incorporated into the Administrative and Information Technology Committee.</td>
<td>Will convene in September 2005</td>
</tr>
</tbody>
</table>
SUMMARY OF POLICIES DEVELOPED THROUGH SHARED GOVERNANCE COMMITTEES

The following list is a summary, by committee, of new policies established through the shared governance model in FY 04 and FY 05.

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>POLICY</th>
<th>STATUS/ DATE APPROVED BY BOARD OF TRUSTEES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning Committee</td>
<td>Academic Integrity Policies</td>
<td>Pending approval – October 2005</td>
</tr>
<tr>
<td>Academic Standards, Assessment and Faculty Affairs Committee</td>
<td>Developmental GPA Policy</td>
<td>Approved May 2004</td>
</tr>
<tr>
<td>Academic Standards, Assessment and Faculty Affairs Committee</td>
<td>Policy for awarding multiple HCC credentials</td>
<td>Approved May 2005</td>
</tr>
<tr>
<td>Academic Standards, Assessment and Faculty Affairs Committee</td>
<td>Policy regarding eligibility requirements for internships</td>
<td>Approved May 2005</td>
</tr>
<tr>
<td>Curriculum Development and Review Committee</td>
<td>Policies for workplace learning, including definitions</td>
<td>Approved May 2005</td>
</tr>
<tr>
<td>Curriculum Development and Review Committee</td>
<td>Credit-to-contact hour standards for internships</td>
<td>Approved May 2005</td>
</tr>
<tr>
<td>Student Affairs Committee</td>
<td>Admissions policies</td>
<td>Approved March 2005</td>
</tr>
<tr>
<td>Administrative and Information Technology Services Committee</td>
<td>Facilities Use by Outside Agencies Policy</td>
<td>Approved May 2005</td>
</tr>
<tr>
<td>Administrative and Information Technology Services Committee</td>
<td>Information Technology Standards Policy</td>
<td>Approved May 2005</td>
</tr>
<tr>
<td>Human Resources Committee</td>
<td>Sick Leave Bank Policy</td>
<td>Pending approval – September 2005</td>
</tr>
</tbody>
</table>
STRENGTHS AND AREAS OF RECOMMENDED IMPROVEMENT FOR THE HCC GOVERNANCE MODEL

As the governance model evolves at HCC, feedback from those charged with the implementation of the model, as well as the College community, is essential to the development of a “healthy” system. A mechanism for obtaining feedback across campus needs to be developed by the Governance Council in FY 06. The strengths and areas of recommended improvement feedback contained within this section were obtained from the committee co-chairs at the joint meeting with the Governance Council in March, as well as from the progress reports that were filed in June and July 2005.

STRENGTHS

(1) Expanded Employee Participation

Effective governance is based on representing the entire institution rather than individual departments or units. The primary goal of the HCC governance system is that all employees have an opportunity to participate in shared decision-making that is timely, participatory, and inclusive of issues and constituencies. Active involvement in the governance system, regardless of one’s position, is recognized and supported by the College’s administration. Committees are designed as cross constituent groups, which includes faculty, administrators, staff and students, to ensure better communication. Time dedicated to governance activities is allotted during the College Hour every fourth Thursday of every month. However, frustration has been expressed that this is does not allow enough time for meaningful discussion and activities (see Areas of Recommended Improvement).

Employees are encouraged to participate either through committee membership (appointed or associate), attending meetings of interest, staying informed by reading minutes posted on the Intranet, and attending College forums. Regardless of the level of participation, all employees have the responsibility to stay informed about issues, concerns and decisions made at the College. Each employee has the opportunity to raise issues related to proposed college policies through one’s job duties, committee work, or open forums. In addition, committees invite members of the College community who have relevant information regarding an issue or topic to participate in discussions and/or provide relevant data. The
Evolving system offers informed, effective, and responsible decisions whereby the decisions have been reached through consensus.

(2) Evolution of Data Driven Decision-Making

In HCC’s shared governance model, institutional and policy decisions are made via informed recommendations that are developed preferably through the consensus of involved parties based upon supporting rationale and data. Data should be gathered and reviewed before solutions and policies are recommended. The Office of Planning and Institutional Effectiveness (formerly Planning, Governance and Research) is HCC’s official data source. Requests for information, data, or studies should be made through this unit and committee co-chairs are encouraged to contact the office before conducting studies or surveys since information may be readily available. Data based decision-making versus those made on emotion or because “We’ve always done it that way” is helping to promote this transition. However, in the event that a group or individual feels that decisions are made in error, are insufficiently supported by data, or are not in the best interest of the College or to the service region, there is an appeal process built into the system.

(3) Employee Involvement in Policy Development

Since the inception of the shared governance system, there has been a substantial increase in the cross-constituent involvement in policy development, as well as in the number of policies developed and, subsequently, approved by the Board of Trustees. The chart on the following page summarizes the involvement of employees in the development of new policies, excluding revisions and updates, over the last 5 years. Employee involvement ranges from participation in committee work to attendance at College forums and meetings such as Faculty Assembly and other constituent group meetings.
HCC EMPLOYEE OPPORTUNITY TO PROVIDE INPUT/FEEDBACK REGARDING NEW POLICY DEVELOPMENT

<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>NUMBER OF NEW POLICIES APPROVED BY BOARD OF TRUSTEES</th>
<th>POLICIES THAT HAD EMPLOYEE INPUT/FEEDBACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2002</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>2003</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2004</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2005</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

(4) Enhanced Communication and Trust

Each committee provides agendas and minutes of its meetings, which are posted on the Intranet. In most cases, minutes in FY 05 were distributed on a timely basis campus-wide, but improvement could be made in this area.

Charts of every governance committee’s issues and progress were posted on the shared governance site on the HCC Intranet in late August 2005. It is hoped that the charts will enhance communication about the governance committees’ work and progress, as well as help identify any overlap in assignments between committees. To serve as a communication tool, co-chairs and the Governance Council must make concerted efforts to update the charts regularly.

Before recommendations are sent to the President for review and the Board of Trustees for approval, the College community has the opportunity to discuss and learn about a committee’s recommendations, including the process of study, data sources and information gathered by the committee to formulate its recommendations. Forums and constituent group meetings for this purpose have been well attended through the year.
(5) Standing and Ad Hoc Committees

All suggestions to create any college-wide study group must be addressed to the Governance Council or to the President, who has final authority to name a college-wide committee. No single constituency or unit of the College can name a college-wide committee to study an issue. The Governance Council assigns a topic to a standing committee, an administrative office, or determines whether an ad hoc study group should be named. This system of naming committees has streamlined the number of committees that exist and has increased institutional efficiency.

An effective system is in place for naming committee members. Faculty serving on standing and ad hoc committees, including those named as co-chairs, are appointed by the Faculty Assembly. Support and administrative staff are appointed to standing and ad hoc committees by the President. The Governance Council reviews and endorses all appointments to standing governance committees.

(6) Charge Statements

All committees, whether standing or ad hoc, have a charge statement. Each committee must work within the boundaries set by its charge statement. If a committee determines that its charge should be modified, it requests such a review by the Governance Council. This occurred on a few occasions and, though an area of strength because expectations and outcomes are made known, improvement in clarity of assignment was mentioned by all committees when the effectiveness of the governance system was evaluated (see Areas of Recommended Improvement).

(7) Committee Leadership

Each standing committee is led by co-chairs, who have equal authority and responsibility for managing the committee. To keep the college widely informed, a faculty member is appointed to serve by the Faculty Assembly and an administrator is appointed to serve by the President. Co-chairs serve one year appointments, with the opportunity to serve longer if supported by the Governance Council. There is a joint meeting between the
Governance Council and all committee co-chairs at least annually to facilitate communication and assess the effectiveness of the HCC governance model.

(8) Committee Participation

It is preferred that an individual serve on only one governance committee due to workload and time constraints. This encourages broader participation from a larger number of employees across campus while ensuring that individuals are not overcommitted. Committee membership is equally divided between two and three year appointments.

(9) Open Meetings

Anyone from the College community, including students, can attend any governance meeting, including Governance Council. Several HCC employees have attended Governance Council and other committee meetings of interest.

A REAS OF RECOMMENDED IMPROVEMENT

(1) Differentiation of Policy versus Procedure: Clarification of Committee Assignments

According to The Guide to Shared Governance, shared governance decisions generally focus on areas such as institutional policy development, formulating procedures that cross over multiple units of the College, and planning matters that shape how the institution meets its mission, vision and goals. Because the distinction between shared governance decisions and job-related decisions is not always clear, the Governance Council has attempted to serve as a clearinghouse to ensure that issues and concerns are handled by the appropriate body. For the most part, issues have been appropriately assigned, but confusion is sometimes expressed by committee chairs regarding the sharing of an assignment with another committee and the role of that committee. The chairs are encouraged to meet and work out details of the assignment relevant to their committee’s jurisdiction.

There has been confusion about the work of committees as it relates to policy development and procedures. Any of the topics assigned can be considered to be policy or procedural/operational in nature. This was not clearly addressed in the start-up governance activities and, with the changes in committee leadership that have occurred, the Governance Council recognizes the problem and will sponsor a dedicated meeting or workshop with the
committee co-chairs to focus on what policy is and how the committees can more effectively accomplish their assignments. If an operational component/procedure is assigned, it should be delineated as such. At times, it may be more expedious to have members of a standing committee develop procedures to implement the policies they develop because of their familiarity with the subject area. When that is the case, it should be clearly stated to avoid confusion and frustration regarding the assignment.

When committees are given a new topic to study, the assignment has appeared in Governance Council minutes. However, additional follow-up is needed. Therefore, the Dean of Planning and Institutional effectiveness will notify the appropriate co-chairs when this occurs via e-mail and/or hard copy, with attention drawn to the new assignment.

(2) The Resource of Time

Quality communication, both among committee members and between committees and the College community, is essential to a functional system of shared governance. It is imperative that all committee members stay well informed, listen and participate actively when communicating with one another. Staying informed, as well as being active in the communication link as a co-chair or member of the Governance Council, takes a commitment of time on the part of individuals, as well as the institution.

Policy development requires knowing the status of related areas and attempting to streamline the processes, which can be very cumbersome. The committee chairs have had the challenge of maintaining committee momentum. The President has indicated that there is no time line for any of the assignments unless specified in a charge statement. However, many committees have expressed concern that there is not enough time beyond the designated College Hour to pursue governance work. Therefore, it is recommended that the Governance Council prioritize the assignments for 2005-2006, thereby allowing a committee to focus on one or two topics every semester (or annually depending on the topic) to accomplish their charge and bring closure to issues. Many committee chairs have expressed frustration at the inability to “close the loop” because of time constraints or having too many issues that require attention.
(3) Improving Communication and Trust

Final recommendations or approval of recommended policy by the Board of Trustees need to be more widely communicated to the College community by the committee co-chairs and/or by the administrator responsible for the area that is impacted by or charged with implementing the decision. This has been improving as the system evolves, but better communication is an area of needed improvement.

To avoid surprise either on the part of the President in receiving the recommendation or on the part of the committee in receiving feedback regarding the final recommendation by the President, it is proposed that the co-chairs give the Governance Council (or the President in the interest of time) a progress report about mid-way through the study of an issue and prior to obtaining campus feedback. This will help insure that the committee is moving in the right direction regarding the intent of the assignment. This step, however, needs to occur in a timely way that does not impede the committee’s progress.

(4) Broader Constituent Group Involvement

Much of the constituency interest related to policy development focused on faculty or administration. The lack of policy issues related to support staff or students was minimal in the first year of the shared governance system, though many of the polices developed encompassed all constituent employee groups. The Governance Council will work with these two groups in 2005-2006 in an attempt to broaden inclusion of campus-wide issues.

Student involvement in governance activities was minimal in 2004 - 2005. When the governance structure was originally established, there was an egalitarian belief that students should serve on every committee. However, the nature of the community college student makes such participation difficult. The College, therefore, compromised with 2 slots, one each on the Governance Council and on the Student Affairs Committee. The former SGA president never attended a Governance Council meeting and participation on the Student Affairs Committee by SGA leaders was sporadic. A goal of the Council in FY 06 will be to increase student involvement in governance.
APPENDICES
APPENDIX A
HCC CODE OF TRUST

1. **I will work with other members of the college community openly and in good faith.** I will treat other members of the college community with respect, good will, and candor. I will share information in helping others and I will cooperatively participate in making decisions. I will view myself and others as capable of constructive change and will remain open to new ideas and different viewpoints. I will not be deceitful. When I possess relevant information, I will not withhold it unless I have received the information in confidence. In such circumstances, I will urge others with relevant information to share it openly for the good of the college.

2. **I will respectfully and supportively work with others in doing college business to the best of my ability.** For example, I will do everything possible to attend all meetings of committees and other groups on which I serve. I will prepare for meetings and, where possible, I will help others prepare as needed. I will do my fair share of work for the campus groups to which I have been assigned. I will accept responsibilities which challenge me, while contributing to strengthen the college’s culture as one that is collaborative and respectful.

3. **Whenever I serve as a representative, I will work with those I represent to identify their concerns.** I will actively seek out the opinion of others when I serve as a member of a small group’s charged with making a decision on a matter that has a large “community of interest.” I will listen from the speakers’ viewpoints and then I will articulate their concerns, when appropriate, and encourage them to become active in the decision-making process.

4. **I will consistently act in ways that make cooperative decision making possible.** I will avoid behavior which activates an adversarial relationship. For example, I will not withdraw, or threaten to withdraw, my active cooperation in college activities in order to force another party to my way of thinking. Nor will I use college meetings to gripe, air personal grievances, or gain personal ends. I will remain open to influence and change.

5. **I will not seek retribution against anyone for being candid, expressing unpopular viewpoints, or participating in shared governance activities.** For example, when I learn that someone has expressed a viewpoint for which I strongly disagree, I will respect their right to freely express their opinion and will not deny them the opportunity to persuade others. I will view differences of opinion as constructive rather than negative, and I will always respect the individual, regardless of rank or position in the college.

6. **I will act with discretion and assume others to be trustworthy.** For example, I will freely share information I learn from meetings or other sources in helping others succeed in meeting their job responsibilities and I will not spread information or data I know are not correct. I will strive to freely offer my expertise and knowledge in helping others at the College solve problems or address institutional challenges. I will assume others will behave in a respectful manner and will question them directly if I sense they have not honored this code of trust.
# APPENDIX B

## PROGRESS REPORT

**Committee:** TEACHING AND LEARNING COMMITTEE

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>STATUS</th>
<th>DATE AND PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Establish a policy that limits students without a high school diploma or GED to 12 credit hours until the credential is earned.</td>
<td>Fall 2005</td>
<td>Teaching and Learning co-chairs will meet in Fall 2005 with the co-chairs of the Academic Standards Committee to develop a plan for addressing the issue. (Topic is before both shared governance committees)</td>
</tr>
<tr>
<td><strong>2.</strong> Develop/review library acquisition policy (books, periodicals, data bases).</td>
<td>Summer 2005</td>
<td>Committee will review updated version during Fall 05</td>
</tr>
<tr>
<td><strong>3.</strong> Review master plan for academic computing.</td>
<td>Summer 2005</td>
<td>Sub-committee to meet over the summer.</td>
</tr>
<tr>
<td><strong>4.</strong> Develop a list of design specifications for the future HCC classrooms and labs on a three level scale.</td>
<td>Summer 2005</td>
<td>Committee plans to meet with IT Director over the summer</td>
</tr>
<tr>
<td><strong>5.</strong> Set priority standards for the assignment of portable computers for faculty.</td>
<td>Fall 2005</td>
<td>Will study in Fall 2005</td>
</tr>
<tr>
<td><strong>6.</strong> Refine the College’s policy on cheating to include incidences outside of class.</td>
<td>Fall 2005</td>
<td>Co-chair meeting with Student Affairs Committee to ensure consistency with Student Code of Conduct</td>
</tr>
<tr>
<td><strong>7.</strong> Develop a policy for non-HCC users of the Library.</td>
<td>Under consideration</td>
<td></td>
</tr>
<tr>
<td><strong>8.</strong> Develop a policy for flex scheduling of full-time faculty.</td>
<td>Not addressed</td>
<td></td>
</tr>
</tbody>
</table>
# APPENDIX C

## PROGRESS REPORT

Committee: ACADEMIC STANDARDS, OUTCOMES ASSESSMENT AND FACULTY AFFAIRS

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>STATUS</th>
<th>DATE AND PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review basic skills course placement/exit criteria and the College’s entry assessment criteria, with particular emphasis on who is assessed and who receives waivers</td>
<td>To be Studied (Approximate date)</td>
<td>Fall 2005</td>
</tr>
<tr>
<td>2. Review student eligibility guidelines for involvement in workplace learning.</td>
<td>Currently Under Study (Date)</td>
<td>05/24/05</td>
</tr>
<tr>
<td>3. Develop policy regarding a 12 hour credit limit for students without a high school diploma or GED (possible ability to benefit as an alternative)</td>
<td>Assignment Completed (Date)</td>
<td>Policy statements were developed in coordination with the Curriculum Development and Review Committee. Definition of workplace learning experiences and eligibility requirements for internships was incorporated. Approved by Board of Trustees at its meeting on May 24, 2005.</td>
</tr>
<tr>
<td>4. Set an improved communication policy with faculty advisors, Student Services, and students (e-mail majors) regarding curriculum changes and when they go into effect.</td>
<td></td>
<td>Assignment requires clarification.</td>
</tr>
</tbody>
</table>

Assignment requires clarification.
<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>STATUS</th>
<th>DATE AND PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Develop a policy for developmental courses (GPA) and impact on academic probation/dismissal</td>
<td>To be Studied (Approximate date)</td>
<td>05/24/04</td>
</tr>
<tr>
<td>7. Develop a policy regarding the College’s reading requirement for college-level courses.</td>
<td>Currently Under Study (Date)</td>
<td>Assignment Completed (Date)</td>
</tr>
<tr>
<td>8. Develop policy and criteria for awarding of multiple HCC credit credentials.</td>
<td></td>
<td>05/24/05</td>
</tr>
<tr>
<td>9. Develop policy that would define the use of make-up fees and their universal application in all credit courses.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX D

### PROGRESS REPORT

Committee: CURRICULUM DEVELOPMENT AND REVIEW COMMITTEE

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>STATUS</th>
<th>DATE AND PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication with faculty advisors, Student Services and students</td>
<td>XX</td>
<td>Clarification needed - Refer back to Gov Council because assignment is operational in nature (unless assignment is development of a policy to communicate with advisors, Student Services and students).</td>
</tr>
<tr>
<td>(e-mail majors).</td>
<td>Currently Under Study (Date)</td>
<td>05/24/05 Credit-to-contact hour standards for internships were completed and approved by the Board at its meeting on May 24, 2005 and is in 2005-2006 catalog. Note: Policy was developed &amp; approved for internships only.</td>
</tr>
<tr>
<td>2. Establish written credit to contact hour standards for lecture, lab,</td>
<td>Partially completed –</td>
<td>Definition of workplace learning experiences and eligibility requirements for internships was incorporated into policy statements. Approved by Board of Trustees at its meeting on May 24, 2005.</td>
</tr>
<tr>
<td>clinical and other experiential courses, as well as independent study.</td>
<td>See note.</td>
<td></td>
</tr>
<tr>
<td>3. Review/establish definitions for different workplace learning</td>
<td>05/24/05</td>
<td></td>
</tr>
<tr>
<td>experiences (e.g. clinical internships, externship, coop, on-the-job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>training).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Set guidelines for independent study, guided instruction, or study</td>
<td>XX</td>
<td>Refer back to Gov Council because it is operational in nature and should be forwarded to Academic Council as an operational issue.</td>
</tr>
<tr>
<td>problem classes (eligibility, repeatability, credits, outcomes).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Review/update the standard course syllabus format.</td>
<td>XX</td>
<td>Academic Council completed this task in May 2005.</td>
</tr>
<tr>
<td>ASSIGNMENT</td>
<td>STATUS</td>
<td>DATE AND PROGRESS</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>ASSIGNMENT</strong></td>
<td><strong>STATUS</strong></td>
<td><strong>DATE AND PROGRESS</strong></td>
</tr>
<tr>
<td>To be Studied (Approximate date)</td>
<td>Currently Under Study (Date)</td>
<td>Assignment Completed (Date)</td>
</tr>
<tr>
<td>6. Review/recommend approval of courses and programs (Courses should be approved by the department, the Curriculum Development and Review Committee and the academic vice-president.)</td>
<td></td>
<td>Ongoing</td>
</tr>
<tr>
<td>7. Define when a course change results in a new course. Define when the changes in a program constitute a new program and what qualifies as a program option.</td>
<td>XX</td>
<td>Recommend the following changes to clarify the assignment: • Develop a policy that addresses when a course change results in a new course. • Develop a policy that addresses when the changes in a program constitute a new program. • Develop a policy that addresses what qualifies as a program option. In developing the aforementioned policies, HCC needs to follow MHEC program guidelines.</td>
</tr>
<tr>
<td>8. Develop a policy for reading requirements for college-level courses (in collaboration with Academic Standards, Assessment and Faculty Affairs Committee).</td>
<td>XX</td>
<td>This policy was re-assigned to the Academic Standards Committee, but is on hold until the VP of Academic Affairs is hired and data/logistical concerns are addressed.</td>
</tr>
</tbody>
</table>
## APPENDIX E

### PROGRESS REPORT

**Committee:**  **STUDENT AFFAIRS COMMITTEE**

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>STATUS</th>
<th>DATE AND PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Update the student rights and responsibilities, practices and policies into one policy</td>
<td>To be Studied (Approximate date) September 2005 - March 2006</td>
<td>Approved by the Board of Trustees at its March 15, 2005 meeting</td>
</tr>
<tr>
<td>2. Review and update as needed the student behavior code and the consequences of code infractions</td>
<td>Currently Under Study (Date) September 2005 - March 2006</td>
<td>03/15/05</td>
</tr>
<tr>
<td>3. Recommend policy for student opinion surveys (frequency, distribution of information)</td>
<td>Assignment Completed (Date) September 2006 – February 2007</td>
<td></td>
</tr>
<tr>
<td>4. Develop an admissions policy that addresses oversubscribed programs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# APPENDIX F

## PROGRESS REPORT

Committee: ADMINISTRATIVE AND IT SERVICES COMMITTEE

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>STATUS</th>
<th>DATE AND PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop a policy for <strong>processing</strong> make-up exam fees.</td>
<td>To be Studied (Approximate date):</td>
<td>April 2004</td>
</tr>
<tr>
<td></td>
<td>Currently Under Study (Date):</td>
<td>Review the policy for processing (collection of funds, payroll processing, etc.) make-up exam fees. This has been completed and is procedural not policy. See the attached summary.</td>
</tr>
<tr>
<td>2. Develop policies and procedures for handling box office receipts and other miscellaneous receipts.</td>
<td>Fall 2005</td>
<td>Preliminary work has begun and will continue in Fall 2005.</td>
</tr>
<tr>
<td></td>
<td>Feb. 2005</td>
<td></td>
</tr>
<tr>
<td>3. Explore the feasibility of a charge back policy for Reprographic Services.</td>
<td></td>
<td>To date, there has been no action taken on this topic.</td>
</tr>
<tr>
<td>4. Establish standards for computer hardware and software.</td>
<td>05/24/05</td>
<td>Policy approved by Board of Trustees at its meeting on 05/24/05</td>
</tr>
<tr>
<td>5. Explore a policy on making direct deposit the standard approach to dispersing full-time employee payroll.</td>
<td>Fall 2005</td>
<td>Preliminary work regarding the legalities of this topic has been completed; however, the committee has taken no action toward policy development.</td>
</tr>
<tr>
<td>ASSIGNMENT</td>
<td>STATUS</td>
<td>DATE AND PROGRESS</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>6. Set <strong>guidelines</strong> for Internet/e-mail security and privacy on College owned computer equipment.</td>
<td>To be Studied (Approximate date)</td>
<td>Currently Under Study (Date)</td>
</tr>
<tr>
<td>7. Develop a policy on faculty and staff access to long distance lines.</td>
<td>To be Studied (Approximate date)</td>
<td>Currently Under Study (Date)</td>
</tr>
<tr>
<td>ASSIGNMENT</td>
<td>STATUS</td>
<td>DATE AND PROGRESS</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8. Develop a policy for the use of campus facilities by outside agencies.</td>
<td>To be Studied (Approximate date)</td>
<td>May 2005</td>
</tr>
<tr>
<td></td>
<td>Currently Under Study (Date)</td>
<td>Policy approved by Board of Trustees at its meeting on 05/24/05. While the policy work is complete, work will need to continue to complete the processes / procedures. The committee has developed regulations to be used as a framework for the development of internal processes and procedures.</td>
</tr>
<tr>
<td></td>
<td>Assignment Completed (Date)</td>
<td></td>
</tr>
<tr>
<td>9. Develop a policy governing the use of college vehicles.</td>
<td>Fall 2005</td>
<td>Sample policies from other institutions have been gathered. Work on this topic will resume in Fall 2005.</td>
</tr>
<tr>
<td>10. Develop a policy on speech, commercial solicitation and proselytizing on campus.</td>
<td></td>
<td>A draft policy statement was developed by the President in September 2004, but the committee has not yet addressed this topic.</td>
</tr>
</tbody>
</table>

Notes:

- ✔ Numbers 9 and 10 were added to the chart by Dean Barker, co-chair, based upon conversations with Dr. Altieri.

- ✔ An ad hoc committee has been named to begin to address safety and security in Fall 2005. Eventually, this will merge under this committee.

- ✔ The most challenging aspect of the new governance model is keeping the committee focused on “policy” issues versus getting involved with procedure development/refinement.
Make-Up Exam Fees
April 2005

This topic was assigned to two governance committees:

- Administration and IT Services -
  Review policy for processing (billing, receiving funds, paying faculty member) make-up exam fees.

- Academic Standards, Outcomes Assessment and Faculty Affairs -
  Develop written policy that would define the use of make-up fees and their universal application in all credit courses.

The catalog includes a statement on page 60 regarding make-up exam fees. It states:
“Students absent from an announced (major) test or examination, unless authorized, may be given an equivalent examination at a later date at the discretion of the instructor. A special examination fee may be charged.

A series of e-mail messages was sent in April 2004:

- E-mail sent to faculty members informing them that funds received for administering make-up exam fees was considered as taxable income and would, therefore, be paid through payroll.

- April 2004 – Clarification e-mail sent to faculty regarding donation of the exam fee to the Foundation. A form was developed and distributed to authorize these payroll deductions.

- I cannot locate the e-mail but I believe one message reiterated the requirement that students pay these fees in the Finance Office. Students are issued a receipt to provide to faculty as proof of payment. (Anna Barker)

The Finance Office has established internal procedures to collect and pay out make-up exam fees.

*The Administrative and IT Services Committee feels its task is complete and that this topic was procedure and not policy.*
POLICY STATEMENT

The first priority for use of campus facilities is programs and activities intended for students and the campus community. Use of College facilities will only be granted after it has been determined that the requested space is not needed for instructional purposes, required for any organized campus event or student club, or needed for general student and staff use. The physical facilities of Hagerstown Community College may be used by outside agencies if proper approval is obtained and safeguards are provided to assure the orderly use of facilities. Persons and/or outside agencies wishing to use a facility must apply to the proper custodian of that facility.

Board approved fees will be charged to cover costs unless waived by the President of the College. These fees include but are not limited to rent, equipment use, food service, security, technical support and custodial service. All invoicing for facilities usage will be processed through the Finance Office.

Requests for use of campus facilities may be denied if, in the judgment of the College, the use fails to meet the regulations listed below. The right is reserved to revoke or annul any approved application for noncompliance with regulations. The College also reserves the right to waive any or all conditions of the policy and to stipulate additional conditions if, in its judgment, such action is in the best interest of the College.

Permission to use the facility does not imply endorsement by Hagerstown Community College of the view or programs of the user.

REGULATIONS

1. Activities and events of outside agencies granted use of College facilities shall be open to the public as provided for in the Public School Laws of Maryland.
2. College facilities, with the exception of the Athletic, Recreation and Community Center, Theater and Amphitheater may not be used for parties, receptions, or similar functions unless special permission is granted by the President of the College.
3. Possession or consumption of alcoholic beverages or narcotic drugs will not be permitted on College property at any time. However, alcohol may be permitted for special events with the expressed written consent of the President of the College. It is the sole responsibility of the outside agency to obtain all required permits and/or licenses. Proof of such permits and/or licenses must be provided to the College.
4. Campus facilities, with the exception of the Athletic, Recreation and Community Center, Theater and Amphitheater may not be used for profit-making activities unless approved by the President of the College.
5. Card parties, bingo games and similar types of activities in which prizes are awarded must in no way violate anti-gambling laws. The burden of proof shall rest with the outside agency.

6. Normally, use of College facilities will not be approved if the building or zone is closed down. If use under such circumstances is mandated by exceptional circumstances, approval of such use shall be obtained by the President of the College.

7. Any special arrangement of rooms is the responsibility of the outside agency. Rooms must be left in good order and returned to their original set up at the completion of the activity/event. Failure to do so may result in additional fees.

8. An authorized College employee must be on duty whenever a facility is being used by an outside agency. The employee shall be fully in charge of the facility.

9. Approval for use of a College facility will not be granted more than one semester in advance of the activity/event unless approved by the President of the College.

10. Hagerstown Community College will hold users of facilities responsible for any and all damages sustained during or as a result of an event. Additional fees may be assessed.

11. The College is not liable for damage or loss of material, media, or equipment that may be used by an outside agency resulting from use of College facilities.

12. The College will make every effort to provide facilities and equipment in good working order; however, in the event of problems, Hagerstown Community College is not liable for failure to deliver the intended activity/event by the outside agency.

13. A certificate of liability insurance naming Hagerstown Community College as an additional insured will be required by the College for the use of facilities.

14. In compliance with the Americans with Disabilities Act of 1990 and its subsequent regulations under Title II, it is the responsibility of the outside agency to include the following statement in any advertisement or announcements for activities or events that are open to the public:

   “Individuals requiring special accommodations are requested to contact (Name of Contact Person) at (Contact Information) to make arrangements no later than ten (10) working days prior to the activity or event.”

Requests for auxiliary aids and/or services to ensure effective participation by individuals with disabilities who wish to participate in the activity/event are the sole responsibility of the Outside agency.
Hagerstown Community College will establish campus-wide hardware standards for desktop computers, laptops and printers. Other peripherals will be assessed on a case-by-case basis. When determining hardware standards, the College will consider product availability, estimated lifecycle, configuration and components stability and service agreements/warranties. Hardware procurement will adhere to the established standards unless discipline/function-specific requirements demand deviation. In such cases, approval will be obtained from appropriate college staff.

Additionally, the College will establish software standards for faculty and staff use. Software Standards will include the following:

- Operating Systems
- Office Suite
- Web browser
- Virus Protection
- Administrative Software
- Network Client
- Anti-Spyware
- E-mail
- Time Management

This policy does not cover discipline-specific software applications.

User support of hardware and software that deviates from the standards will be the primary responsibility of the specific unit.

These standards will be set on an annual basis by the Information Technology Department in collaboration with College executive staff, the Administrative and IT Services Committee, the Teaching and Learning Committee and the Technology Planning Council. Input will be sought from other campus groups/departments as appropriate.
Computer Operations and Network Security
(This was included in the IT Strategic Plan which was presented to the Board of Trustees in November 2004)

The Director of Information Technology and the Network Systems Manager are jointly responsible for system integrity. HCC has implemented safety measures to insure the security of computer operations and the network.

Data

The Data Center is the “heart” of campus IT operations. Only authorized personnel, defined as those needed to operate, supervise or provide maintenance to the area and its equipment, may gain entry to the area. The data center is to be locked at all times.

The Network Systems Manager must approve any changes in procedures related to the operation or maintenance of equipment in this area.

Data security begins at the point at which data is captured, including, but not limited to, admissions, student registration, human resources, institutional advancement, etc. The actual process of receiving and capturing raw data is the responsibility of the data owners.

Data released to outside agencies is recorded by the person releasing the material. Release of student information must be in compliance with the Family Educational Rights and Privacy Act and other Federal State and local laws.

Database, file and software backups are kept as current as is reasonable. The backups are maintained in a secure, fire-safe environment. Backups of individual hard drives are the responsibility of the employee “owning” the information.

Software Applications

Various security access levels have been established for the College’s administrative system. The Database Administrator uses the data dictionary to provide the access level of each process. To enhance security, the data dictionary lists the programs authorized to access the data elements. This is to limit authorized program access to specified users, identified by the user’s password. If the data dictionary does not provide for a given level of access, access will be denied. Access is based on job function and must be approved by the area administrator.

E-mail accounts are password protected. IT grants access to e-mail accounts after receiving authorization. All full and part-time regular employees receive an e-mail address. Additionally, adjunct faculty are provided e-mail accounts. An employee’s supervisor and/or Director of Human Resources will determine if an e-mail address is necessary for other employees.
Access to student applications is determined by enrollment in the institution, in a specific course, or by the instructor. Access is denied if a student withdraws from a course or if the instructor deems it necessary.

**Virus Solution**

IT maintains corporate virus protection. Constant monitoring of all files is available. If, however, an individual declines the monitoring protection, IT is not responsible for data loss. Each client machine has individual protection. Copies of virus protection software are maintained for each server and machine on campus where appropriate. Virus protection software, if connected to the network, will be updated on a periodic basis.

**Access to the Network**

Every College employee has the privilege of accessing Hagerstown Community College’s network while performing their job duties. Employee access to individual applications will be determined by job function.

Remote access is available on a limited basis. An employee’s supervisor, area dean and the IT Director must agree that remote access is necessary and that network security will not be compromised by granting this access.

**Passwords**

System administrators assign passwords to users with proper authorization. The system will force periodic password changes where possible. As previously mentioned, passwords are the responsibility of the employee and should not be shared with others.

**Employee Separation**

Once an employee has terminated employment with the College, the Human Resources Department notifies the IT unit. The employee’s account is deleted immediately unless specific arrangements have been made. The terminated employee’s e-mail and telephone messages are forwarded to his/her supervisor or a designated person until IT is notified that this service is no longer required.
### APPENDIX G

**GOVERNANCE COMMITTEE ASSIGNMENTS PROGRESS REPORT**

Committee: **HUMAN RESOURCES COMMITTEE**

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>STATUS (please check appropriate box)</th>
<th>DATE AND PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate professional development opportunities and related policy</td>
<td>To be Studied (Approximate date)</td>
<td>Assignment seen as operational in nature - Requesting re-assignment of topic to non-governance committee.</td>
</tr>
<tr>
<td>outside of unit plans.</td>
<td>Currently Under Study (Date)</td>
<td></td>
</tr>
<tr>
<td>2. Develop policies and procedures for employee/employee dependent tuition</td>
<td>Summer 2005</td>
<td></td>
</tr>
<tr>
<td>waiver.</td>
<td>Assignment Completed (Date)</td>
<td></td>
</tr>
<tr>
<td>3. Recommend policy for annual employee recognition awards.</td>
<td>Assignment seen as operational in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nature - Requesting that assignment be</td>
<td></td>
</tr>
<tr>
<td></td>
<td>given to PAR Committee</td>
<td></td>
</tr>
<tr>
<td>4. Review the policy and systems for recording employee absences.</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>5. Recommend employee conflict of interest policy.</td>
<td>August 2005</td>
<td></td>
</tr>
<tr>
<td>areas.</td>
<td>Assignment Completed (Date)</td>
<td></td>
</tr>
<tr>
<td>7. Re-establish sick leave bank with new guidelines.</td>
<td>Pending</td>
<td>Policy to be forwarded to the Board of Trustees for approval in September 2005.</td>
</tr>
<tr>
<td>8. Examine the need for a modification to the dental benefits policy</td>
<td>September 2005</td>
<td></td>
</tr>
<tr>
<td>statements.</td>
<td>Assignment Completed (Date)</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX H

2005-2006 GOVERNANCE COMMITTEE
MEMBERSHIP ROSTERS
(Effective July 1, 2005)

Terms of office run July 1 - June 30, 2006 or July 1 - June 30, 2007. Term expiration date is found in parentheses after committee member’s name.

* Denotes co-chairs

GOVERNANCE COUNCIL

1. Guy Altieri, President *
2. Anna Barker, Vice-President of Administration and Finance
3. Terri Bidle, Professor of Biological Sciences (2007)
5. Michael Harsh, Professor of Speech, Drama and English (2006)
6. Barbara Macht, Dean of Planning and Institutional Effectiveness
7. Donna Rudy, Dean of Student Affairs
10. Spring Ward, Faculty Assembly Chair (2006)
11. Vice-President of Academic Affairs [Carole Richardson, Director of Instruction and Diane Weaver, Director of Organizational Development and Special Projects are serving in the absence of the Vice-President of Academic Affairs]

TEACHING AND LEARNING COMMITTEE

5. Suzannah Moran, Assistant Professor of Geography (2007)
8. Carole Richardson, Director of Instruction *
CURRICULUM DEVELOPMENT AND REVIEW COMMITTEE

2. Frances Cade, Instructor of Human Services (2007)
4. Chris Lewis, Assistant Professor of Mathematics (2006)
5. Clare Lyons, Assistant Professor of Management (2006)
7. Marge Nikpourfard, Professor of Reading (2006)
8. Margaret Spivey, Director of Technology and Computer Studies (2006)
9. Diane Weaver, Director of Organizational Development & Special Projects*  
   (functioning as co-chair in the absence of the Vice-President of Academic Affairs)

ACADEMIC STANDARDS, OUTCOMES ASSESSMENT AND  
FACULTY AFFAIRS

1. Cheryl Scrivener, Associate Professor of Radiography (2006)
3. Joan Johnson, Assistant Professor of English (2006)
4. Brad Shepard, Research and Assessment Coordinator (2007)
5. Lori Spessard, Instructor of Economics (2007)
6. Diane Weaver, Director of Organizational Development & Special Projects * (2006)  
   [Member of committee and is functioning as co-chair in the absence of Vice-President  
   of Academic Affairs]
7. Vice-President of Academic Affairs *
8. Trudy Gift, Professor of Computer Information Systems (2007) *

STUDENT AFFAIRS COMMITTEE

1. Terri Angle, Chairperson of English and Humanities (2006) *
2. Elaine Ashby, Associate Professor, Biology/Chemistry (2006)
3. Susan Clutz, Professor of Nursing (2007)
4. Carolyn Cox, Director of Student Financial Aid (2007)
5. Donna Rudy, Dean of Student Affairs *
7. Ashley Staubs, SGA Vice-President (2006)
ADMINISTRATIVE AND IT SERVICES COMMITTEE

1. Anna Barker, Vice-President of Administration and Finance *
2. Craig Fentress, Director of Information Technology
3. Carolyn Hoover, Administrative Office Associate II - Finance
4. Joe Marschner, Instructor of Music and Drama *
5. Sherry Plank, Administrative Office Associate I - TCS
6. Karen Weil-Yates, Assistant Professor of Computer Information Systems

HUMAN RESOURCES COMMITTEE

1. Rita Arch, Administrative Office Associate II
2. David Bittorf, Director of Finance *
3. Connie Devilbiss, Professor of Sociology *
4. Paula Kessler, Assistant Professor of Mathematics
5. Sandy Krieger, Executive Assistant II
6. Michael Seger, Director of Human Resources

Updated 08.24.05