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INTRODUCTION

In Fall 2004, the College implemented a new shared governance model under Dr. Altieri’s leadership. The model promotes a participatory and collaborative culture where employees are well informed and involved in policy development and decisions that match their areas of expertise. The HCC governance system stresses support of mission-based institutional interests over that of individuals or sub-groups with the identified outcomes of better informed decision-making, improved campus communications, more employee recognition events and more opportunities for employees to communicate with one another. Open and frank communication within the College community encourages forums for considering ideas, issues, and concerns. The HCC Code of Trust (Appendix A), which was implemented in 2003, defines the type of culture that is needed at HCC.

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 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 annual governance report highlights HCC’s decision-making and governance system accomplishments and challenges during 2005 – 2006. The report includes updates and issues addressed by the standing governance and ad hoc committees, as well as strengths and areas of recommended improvements 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 will ultimately strengthen 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. Overall, there appears to be a growing acceptance of the evolving decision-making and governance structure, though challenges remain and will be discussed later in this report.

There were two joint meetings during the academic year (AY) between the Governance Council and committee co-chairs. These meetings primarily served as progress meetings, but were very helpful in facilitating communication and in clarifying assignments. The co-chairs offered constructive suggestions, which will be presented in this report, for improving the governance system. One suggestion to help facilitate communication will be enacted immediately. The Office of Public Information and Government Relations will include, in the Employee Newsletter posted on the Intranet, summaries of the Board briefing sheets that are regularly part of the President’s report to the Board. In addition, policies that were approved by the Board will be included as part of the update.

In an effort to enhance communication and build trust, four open forums have been scheduled in AY 2006 – 2007 have been scheduled and announced via GroupWise to the College community. All employees are encouraged to attend. The format includes addressing questions submitted by employees in advance, which gives executive staff to research topics if necessary, as well as answering questions from the floor.

SUCCESES OF THE HCC GOVERNANCE SYSTEM:

- Seven policies were developed and approved by the Board in FY 06 as a result of the work of shared governance committees.

- There appears to be a growing acceptance of the evolving decision-making and governance structure, though challenges remain.

- The leadership transition on the academic committees went smoothly.
• Assignments have been clarified, resulting in more efficient committee work and outcomes.

• Joint meetings between the Governance Council and co-chairs have been helpful in facilitating communication and in clarifying assignments.

• Open forums were positively viewed as a way to foster communication and trust.

• Comparisons of the 2005 Institutional Climate Survey with that administered in 2004 show an overall increase in satisfaction with involvement in institutional planning and budgeting, and involvement in decision-making at the department/unit level in particular.

CHALLENGES/PLANNED IMPROVEMENTS:

• There were leadership transitions on four of the six committees, which resulted in frustration and communication break downs at times.

• The feedback process after policies are submitted to the President, and subsequently to the Board for approval, needs to be uniformly followed by all committee chairs.

• Committee agendas and minutes need to be posted in a more timely manner, which requires that the Web Master give the minutes priority.

• The referral of issues and concerns, their subsequent assignment and follow-up as policies are approved by the Board, 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 some assignments. In FY 07, the Governance Council will more clearly delineate the intent of assignments, particularly if a committee is asked to develop procedures/guidelines to implement a proposed policy.

• Feelings and concerns from committees that if an outcome is “pre-determined” or desired, it should not be assigned without explanation or expectations of their role clearly delineated.

• There is a need to determine the appropriate level of student involvement on committees.

• Committees often felt overwhelmed by the number of assignments.
INSTITUTIONAL CLIMATE

The Governance Council coordinates, with the Office of Planning and Institutional Effectiveness, 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 annually thereafter.

Highlights of the 2005 Institutional Climate Survey included:

- Comparisons of the 2005 survey with that administered in 2004 showed an overall increase in satisfaction with involvement in institutional planning and budgeting, and involvement in decision-making at the department/unit level in particular.
- As a whole, respondents felt most aspects of institutional climate presented in the survey were at least “good” or “fair.”
- Student centeredness continued to be the greatest strength of the College and was consistently rated highly by all employee groups.
- In general, respondents indicated a fairly positive perception of cooperation, innovation, and, with the exception of the administrative group, job satisfaction.
- As a whole, employees displayed a fairly high level of satisfaction with the majority of campus services, with many services in question receiving a high number of “4” and “5” rankings. Services providing an exceptionally high level of overall satisfaction, indicated by a majority of “4” or “5” rankings, were learning technologies services (74%); facilities (73%); morale building activities such as PAR, the Pride and Recognition Committee (67%); institutional research services (66%); bookstore services (62%); library services (61%); financial services (60%); student services (59%); and academic support services (56%).

Challenges identified and recommended for improvement included:

- While the response rate to the 2005 Institutional Climate Survey increased over 2004, efforts to increase the number of returned surveys should continue to be addressed to ensure the retrieval of adequate data that is representative of all employees on campus. Several written comments questioning the value of continuing to complete the survey suggest that the College continue its efforts to disseminate survey results and assure employees that any issues of concern will be addressed.
- To some degree, employees in all groups perceive that the areas of communication, trust, conflict resolution, and sharing of limited resources need to be addressed.
- Respondents as a whole continue to perceive communication about decisions and timeliness of decisions as lacking. As in past surveys, written comments continue to indicate that some are unsatisfied with the decision-making process at the College, including communication about decisions, adequate input into decision making, and timeliness of decisions.
The service areas of human resources, food services, and vending were generally perceived as providing a lower level of satisfaction than other campus services.

The Governance Council believes and hopes that the aforementioned strategies of holding frequent open forums and the posting of the President’s Board briefing sheets and approved policies on the Intranet will improve communication and foster trust.

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

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 is co-chaired by the Director of Instruction and a faculty member and reports to the Vice President of Academic Affairs.
**SUCCESSES:**
- After much research and discussion, the committee presented and received Board approval in June 2006 for its recommended Library Use for Non-HCC Users Policy.

**CHALLENGES:**
- There were leadership and membership challenges throughout the year. With the resignation of the Director of Instruction in Fall 2005, there was a leadership void, which was filled on an interim basis by the Director of Organizational Development and Special Projects. In addition, there has been no continuity in the position of Career Development and Workplace Learning due to turnover.
- Committee members often expressed feelings of being overwhelmed by the number of assignments. It was determined at the May 2006 meeting of co-chairs and the Governance Council that three of the assignments were to be addressed by functional units of the College.

See Appendix B for a listing of assignments for the Teaching and Learning Committee for FY 07.

**Academic Standards, Assessment and Faculty Affairs Committee**

The Academic Standards, Assessment and Faculty Affairs Committee (ASOFA) 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 committee, chaired by the Vice President of Academic Affairs and a faculty member, reports to the President.

**SUCCESSES:**
- This committee made much progress once leadership of the committee stabilized in FY 06. The committee appears to work well together.
- Two policies were recommended by the ASOFA Committee and approved by the Board of Trustees.

**CHALLENGES:**
- There were leadership challenges, which were successfully resolved.
- Committee members often expressed feelings of being overwhelmed by the number of assignments.
- Committee members expressed frustration when recommended policies were presented to and debated by the Faculty Assembly (FA). The FA role as a reviewing body has not always been accepted as it relates to this committee.
See Appendix C for an update of the FY 07 assignments for the Academic Standards, Assessment and Faculty Affairs Committee.

**Curriculum Development and Review Committee**

The primary task of the Curriculum Development and Review Committee (CDRC) is to review and recommend approval of new courses and programs of study at the College. Curriculum review assures that new programs and courses 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 task is very time-consuming and requires most of the group’s meeting time. The CDRC does not oversee matters relating to the rigor of courses or programs, which is the responsibility of appropriate faculty and academic officers. The CDRC is co-chaired by the Vice President of Academic Affairs and a faculty member and reports to the President.

**SUCCESSES:**
- The CDRC reviewed and recommended for approval courses and new programs for inclusion in the 2006-2007 catalog as the College’s offerings continue to grow.

**CHALLENGES:**
- The CDRC struggles with allocating time for other assignments because the review of new courses and programs has been overwhelming to date. In addition to ongoing review of curriculum, the committee has been given several other assignments.
- A matrix/chart with a listing of program and curricular changes needs to be developed for curriculum management.

See Appendix D for details of the committee’s assignments for FY 07.

**Student Affairs Committee**

The Student Affairs Committee (SAC) 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 is chaired by the Dean of Student Affairs and a faculty member. The SAC reports to the President.
**SUCCESSES:**

- The Student Affairs Committee has exemplified team work within the committee, as well as collaboration with other governance committees. Membership and leadership on the SAC has been stable and very productive.
- The SAC followed all steps outlined in the governance manual related to communication and the approval process.
- Comprehensive in nature, the new Student Code of Conduct was a year-long project, which was approved by the Board in May 2006 and is now in effect.

See Appendix E for a full listing of the Student Affairs Committee’s FY 07 assignments.

**Administrative and Information Technology Services Committee**

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, chaired by the Vice President of Administration and Finance, reports to and makes recommendations to the President.

**SUCCESSES:**

- This committee presented to the Board and received approval for the policy that addressed the handling of cash receipts in March 2006. Procedures need to be developed by the Finance Office in FY 07 to implement this policy.
- Leadership of this committee is stable.

**CHALLENGES:**

- Some of the assignments have been deemed procedural or within the purview of an administrative unit and have been revised or deleted from the assignment list for this committee.

See Appendix F for the Administrative and Information Technology Services Committee assignments in FY 07.
Human Resources Committee

The Human Resources Committee (HRC) 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.

SUCCESSES:

• Two policies were reviewed and approved by the Board.
• An administrator who was a member of the committee filled a leadership void at a time when the HR Director was overwhelmed with administrative duties and a high volume of work.

CHALLENGES:

• The President determined that leadership by the HR Director is critical to the success of the HRC and the credibility of the HR function. Therefore, the HR Director was appointed by the President to serve as the co-chair in FY 07. It is expected that the addition of the full-time HR Assistant Director will allow the director to give more attention to HR governance activities.
• The HRC co-chairs expressed frustration because policies were taken to the Board without their feedback and opportunities for input before the final policies went forward. This will be remedied in FY 07.
• Better communication among and between committee members and the College community is critical in building credibility for the HR function.

See Appendix G for the FY 07 assignments for the Human Resources Committee.
SUMMARY OF POLICIES DEVELOPED THROUGH STANDING GOVERNANCE COMMITTEES IN FY 06

The following list is a summary, by committee, of new policies established through the shared governance model in FY 06.

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>POLICY</th>
<th>BOARD ACTION</th>
<th>ADMINISTRATIVE FOLLOW-UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning Committee</td>
<td>Library Use for Non-HCC Users</td>
<td>Approved on 06/20/06</td>
<td></td>
</tr>
<tr>
<td>Academic Standards, Outcomes Assessment and Faculty Affairs</td>
<td>Transfer of P/S Grades as Transfer Credits From Other Institutions</td>
<td>Approved on 05/30/06</td>
<td>Procedures will appear in the Academic Affairs Guide Book.</td>
</tr>
<tr>
<td>Academic Standards, Outcomes Assessment and Faculty Affairs</td>
<td>Elimination of Make-up Exam Fees</td>
<td>Approved on 05/30/06</td>
<td>Any suggested changes should be made through the governance structure.</td>
</tr>
<tr>
<td>Student Affairs Committee</td>
<td>Code of Student Conduct</td>
<td>Approved on 05/30/06</td>
<td>Academic and Student Councils will revise procedures in support of policy, which will appear in the Code of Student Conduct</td>
</tr>
<tr>
<td>Administrative and IT Services Committee</td>
<td>Handling of Cash on Campus Policy</td>
<td>Approved on 03/21/06</td>
<td>Finance Office will work with areas impacted by policy to identify procedures, which will be included in appropriate handbooks</td>
</tr>
<tr>
<td>Human Resources Committee</td>
<td>Employee Conflict of Interest</td>
<td>Approved on 04/18/06</td>
<td>Guidelines will be developed in Fall 2006 and incorporated into Employee Handbook.</td>
</tr>
<tr>
<td>Human Resources Committee</td>
<td>Catastrophic Sick Leave Bank Policy</td>
<td>Approved on 10/18/05</td>
<td>HR Director extended deadline for enrollment in program.</td>
</tr>
<tr>
<td>President’s Office (Volunteer Coordinator)</td>
<td>Volunteer Policy</td>
<td>Approved on September 20, 2005</td>
<td>Policy incorporated into Volunteer Handbook.</td>
</tr>
</tbody>
</table>
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. Such 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 gives each ad hoc committee its charge or mission in writing, including expected outcomes and a timeline for completion of the study. The chart below highlights topics assigned to ad hoc committees in 2005 – 2006 and their progress to date.

<table>
<thead>
<tr>
<th>COMMITTEE NAME</th>
<th>COMMITTEE CHARGE</th>
<th>STATUS OF WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ad Hoc Salary and Benefits Research Committee</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 March 2006</td>
</tr>
<tr>
<td>Ad Hoc Multicultural Committee</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</td>
</tr>
<tr>
<td>Ad Hoc Pride and Recognition Committee</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</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 re-convene after new Director of Facilities Management and Planning has “settled in”</td>
</tr>
<tr>
<td>Ad Hoc Committee on Award of Emeritus</td>
<td>Charged with developing policy and criteria for the awarding of emeritus status for faculty, administrators and trustees</td>
<td>Policy approved by Board of Trustees on October 17, 2006</td>
</tr>
<tr>
<td>Faculty Third Semester Compensation Ad Hoc Study Group</td>
<td>Charged with developing a compensation model for compensation to faculty beyond their annual contract or alternative assignments</td>
<td>Approved by Board of Trustees on September 26, 2006</td>
</tr>
</tbody>
</table>
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 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

### TEACHING AND LEARNING COMMITTEE

#### 2006-2007 ASSIGNMENTS

(Updated October 20, 2006)

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>STATUS</th>
<th>DATE AND PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assignment Completed (Date)</td>
<td>To be Studied (Approx. date)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Develop/review library acquisition policy (books, periodicals, data bases).</td>
<td>Fall 2006</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Review policy for master plan from perspectives of academic computing and students.</td>
<td>Fall 2006</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Develop a policy for flex scheduling of full-time faculty.</td>
<td>Priority for Fall 2006</td>
<td>✓</td>
</tr>
</tbody>
</table>


# APPENDIX C

ACADEMIC STANDARDS, OUTCOMES ASSESSMENT AND FACULTY AFFAIRS
2006-07 ASSIGNMENTS
(Updated October 20, 2006)

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>STATUS</th>
<th>DATE AND PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>ASSIGNMENT</strong></td>
<td><strong>To be Studied (Approximate date)</strong></td>
</tr>
<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 and develop policy accordingly.</td>
<td>Priority for Fall 2006</td>
<td>✓</td>
</tr>
<tr>
<td>2. Current policies need to be reviewed and possibly rewritten regarding the number of times a student can “re-take” a course.</td>
<td>To be completed by Fall 2007</td>
<td>✓</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>3. A policy regarding a time limit for completion of discontinued programs should be established.</td>
<td>To be Studied (Approximate date)</td>
<td>Currently Under Study (Date)</td>
</tr>
<tr>
<td>4. Examine the feasibility of adopting a grading system, including policies, that includes pluses and minuses (such as a grade of B+ or B-).</td>
<td>Fall 2006</td>
<td>✓</td>
</tr>
<tr>
<td>5. Develop a policy regarding dean’s list eligibility and the “I” grade.</td>
<td>Fall 2006</td>
<td>✓</td>
</tr>
</tbody>
</table>
APPENDIX D

CURRICULUM DEVELOPMENT AND REVIEW COMMITTEE
2006 – 2007 Assignments
(Updated October 20, 2006)

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>STATUS</th>
<th>DATE AND PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To be Studied (Approximate date)</td>
<td>Currently Under Study (Date)</td>
</tr>
<tr>
<td>1. Establish a process for Curriculum Committee regarding and communicating curriculum changes at the course and program levels to appropriate units/groups.</td>
<td>Fall 2006 – Spring 2007</td>
<td>✓</td>
</tr>
<tr>
<td>2. Establish written credit to contact hour standards for lecture, lab, clinical and other experiential courses, as well as independent study.</td>
<td></td>
<td></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>3. Develop policy statements regarding eligibility for independent study,</td>
<td>To be</td>
<td>Policy should include number of times a course can be repeated and eligibility (Should a level of academic success be established?). The president suggested that the committee</td>
</tr>
<tr>
<td>guided instruction, and study problem classes.</td>
<td>Studied (Approximate date)</td>
<td>survey faculty regarding courses in the catalog and then develop policy based upon results.</td>
</tr>
<tr>
<td>4. Review/recommend approval of courses and programs</td>
<td>Currently Under Study (Date)</td>
<td>Courses should be approved by the department, the Curriculum Development and Review Committee and the academic vice-president.</td>
</tr>
<tr>
<td>5. Develop a policy regarding how HCC will accept credit from advanced</td>
<td>Assignment Completed (Date)</td>
<td>Credit will be awarded only if HCC faculty have assessed equivalency in a particular area. Dr. Oleks will research how other institutions handle the IB.</td>
</tr>
<tr>
<td>high school work [advanced placement, International Baccalaureate (IB), etc.].</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# APPENDIX E

**STUDENT AFFAIRS COMMITTEE**  
**2006-2007 ASSIGNMENTS**  
(Updated October 20, 2006)

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>STATUS</th>
<th>DATE AND PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be Studied (Approximate date)</td>
<td>Currently Under Study (Date)</td>
<td>Assignment Completed (Date)</td>
</tr>
<tr>
<td>1. Develop a policy statement regarding the purpose and philosophy for the athletic program.</td>
<td>Spring 2007</td>
<td>The policy should include a values statement, eligibility for student participation and the role of the Booster Club.</td>
</tr>
<tr>
<td>2. Develop a policy statement regarding the purpose and philosophy for the Student Government Association.</td>
<td>Spring 2007</td>
<td>The policy should include a values statement and eligibility for student participation.</td>
</tr>
<tr>
<td>3. Develop a policy statement regarding the purpose and philosophy for Student Financial Aid.</td>
<td>Spring 2007</td>
<td>The policy should include a values statement.</td>
</tr>
<tr>
<td>4. Develop a policy regarding administrative withdrawals.</td>
<td>Spring 2007</td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX E

**STUDENT AFFAIRS COMMITTEE**  
2006-2007 ASSIGNMENTS  
continued  
(Updated October 20, 2006)

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>STATUS</th>
<th>DATE AND PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Develop a Drug and Alcohol Abuse Policy statement.</td>
<td>To be Studied (Approximate date)</td>
<td>Currently Under Study (Date)</td>
</tr>
<tr>
<td></td>
<td>Fall 2006</td>
<td>✅</td>
</tr>
<tr>
<td>6. Review policy for master plan from perspectives of academic computing and students.</td>
<td>Fall 2006</td>
<td>✅</td>
</tr>
</tbody>
</table>
## APPENDIX F

### ADMINISTRATIVE AND IT SERVICES COMMITTEE

**ASSIGNMENTS FOR 2006 -2007**

(Updated October 20, 2006)

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>STATUS</th>
<th>DATE AND PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explore the feasibility of a charge back policy for Reprographic Services.</td>
<td><strong>To be Studied</strong> (Approximate date)</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>2. Explore a policy on making direct deposit the standard approach to dispersing full-time employee payroll.</td>
<td><strong>Currently Under Study</strong> (Date)</td>
<td></td>
</tr>
<tr>
<td>3. Develop a policy on faculty and staff access to long distance lines</td>
<td></td>
<td>Several policies from other educational institutions have been collected.</td>
</tr>
<tr>
<td>4. Develop a policy governing the use of college vehicles.</td>
<td>Fall 2006</td>
<td>Policy is in draft - Will be presented to the Board in November or December 2006</td>
</tr>
<tr>
<td>5. Develop a policy on speech, commercial solicitation and proselytizing on campus.</td>
<td>Spring 2007</td>
<td>Student Affairs Council will be involved in discussions. Committee is collecting policies from other educational institutions.</td>
</tr>
<tr>
<td>6. Develop a policy pertaining to the maintenance of the campus gardens and landscaping.</td>
<td></td>
<td>A draft policy statement and definitions has been forwarded to the committee for review. On hold until the Director of Facilities Mgt and Planning has “settled in” to his position.</td>
</tr>
</tbody>
</table>
### APPENDIX G

**HUMAN RESOURCES COMMITTEE**

**2006-2007 ASSIGNMENTS**

(Updated 10/20/06)

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>STATUS (please check appropriate box)</th>
<th>DATE AND PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To be Studied (Approximate date)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Currently Under Study (Date)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment Completed (Date)</td>
<td></td>
</tr>
</tbody>
</table>

1. Develop a policy statement regarding the College’s support of professional development opportunities.
   - Spring 2007
   - Statement should be philosophical in nature. Separate short-term and long-term activities.

2. Review the policy and systems for recording employee absences.
   - Fall 2006
   - Policy to include vacation carry-over

3. Examine the need for a modification to the dental benefits policy statements.
   - Fall 2006

4. Review current Maternity Leave Policy.
   - Spring 2007
APPENDIX H

2006-2007 GOVERNANCE COMMITTEES
MEMBERSHIP ROSTER

Terms of office run July 1 - June 30, 2007 or July 1 - June 30, 2008. Term expiration date is found in parentheses after committee member’s name.

* Denotes co-chair

GOVERNANCE COUNCIL

1. Guy Altieri, President *
2. Anna Barker, Vice-President of Administration and Finance
3. Terri Bidle, Professor of Biological Sciences (2007)
5. Thomas Clemens, Professor of History and Political Science (2008)
6. Barbara Macht, Dean of Planning and Institutional Effectiveness
7. Judith Oleks, Vice-President of Academic Affairs
8. Donna Rudy, Dean of Student Affairs
9. Ashley Staubs, SGA President (2007)
10. Tammy Strite, Administrative Office Associate II (2007)
11. Spring Ward, Faculty Assembly Chair (2007)

TEACHING AND LEARNING COMMITTEE

2. Peggy Hutson, Coordinator of Distance Education Technology (2008)
5. Suzannah Moran, Assistant Professor of Geography (2007)
7. Gerald Haines, Director of Instruction*
8. Stephen Shank, Associate Professor of IST (2008) *
9. Rosemary Nickerson, Associate Professor of Biology (2007)
CURRICULUM DEVELOPMENT AND REVIEW COMMITTEE

1. Ann Clark, Assistant Professor of English (2007) *
2. Frances Cade, Assistant Professor of Human Services (2007)
5. Marge Nikpourfard, Professor of Developmental Reading (2008)
6. Judith Oleks, Vice-President of Academic Affairs *
8. Margaret Spivey, Director of Technology and Computer Studies (2008)
10. Sonja Barnes, Instructor of Nursing (2007)

Associate members:
LuAnn Fisher
Judy Gerhart

ACADEMIC STANDARDS, OUTCOMES ASSESSMENT AND FACULTY AFFAIRS

2. Trudy Gift, Professor of IST (2007) *
3. Carrie Hawbecker, Assistant Professor of Developmental Mathematics (2007)
5. Judith Oleks, Vice-President of Academic Affairs *
7. Brad Shepard, Research and Assessment Coordinator (2007)
8. Lori Spessard, Assistant Professor of Economics (2007)
9. Diane Weaver, Director of Organizational Development & Special Projects (2008)

STUDENT AFFAIRS COMMITTEE

2. Michael Parsons, Professor of Sociology (2008)*
3. Susan Clutz, Professor of Nursing (2007)
4. Carolyn Cox, Director of Student Financial Aid (2007)
5. Donna Rudy, Dean of Student Affairs *
6. Carol Rowland, Accounts Receivable Associate (2007 – one year appointment)
7. Ona Agori-Iwe, SGA Vice-President (2007)
 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 (2007)
4. Joe Marschner, Instructor of Music and Drama (2007) *
5. Sherry Plank, Administrative Office Associate II (2007- one year appt)
7. Anne Myers, Lifelong Learning Coordinator (2008)

 HUMAN RESOURCES COMMITTEE

1. Tish Mehalow, Library Assistant (2008)
2. David Bittorf, Director of Finance (2007)
3. David Yohnan, Professor of ADJ (2007) *
4. Richard Gagliardi, Instructor of Accounting (2008)
6. Michael Seger, Director of Human Resources *

Updated 11/21/06