

Consultation Council/Strategic Planning Committee Minutes

August 26, 2010

Present

Cheryl Aschenbach (AS-faculty)
Shelly Baxter (management)
Sandy Beckwith (Div Chair –faculty)
Dr. Irving Berkowitz (Dean of Instruction)
Tina Bishop (Lead Counselor - faculty)
David Burriss (Exec Director-HR)
Kayleigh Carabajal (Exec Director-IR)
Carie Camacho (Div Chair -faculty)
Dave Clausen (Exec Director –Fiscal Services)

Monica Cochran (Public Relations)
Phil Horner (classified)
Dr. Doug Houston (President)
Shawn Hubbard (ASB)
Jeff Lang (classified)
Sue Mouck (Accreditation Liaison -faculty)
Eric Rulofson (Chair/ Facilities Planning)
Cary Templeton (Dean of Student Services)
Brian Wolf (Div Chair –faculty)

Absent

Terry Bartley (management)
Logan Merchant (Chair/IT Planning)

Carol Montgomery (classified)
Amber Williams (Associated Student Body)

Guest

None

With a quorum present, the meeting began at 3:00 pm.

1. Consultation Council Orientation (Moving the Agenda in Meetings)

Kayleigh Carabajal reviewed the focus of the last two orientation sessions. The first orientation focused on “Domain”, the areas of responsibility for Consultation Council and Strategic Planning Committee. The second orientation focused on components of effective meetings. She reminded the group of “ELMO” [Enough Lets Move On] and that it is every ones responsibility to keep the meeting moving forward not just the facilitator. Kayleigh introduced the focus of this session as the decision-making process. She emphasized that all decision have both benefits and consequences (“No decision is duty free”). Four components of good decisions:

- 1) based on *”data”* (data informed not data- driven),
- 2) based on *”good understanding of the impact of the outcomes”* of the decision on people, processes, perception and possibilities,
- 3) sensitive to *”time”* constraints, and
- 4) sensitive to *”level”* of decision-making.

A model of decision-making identifying who is involved by levels was presented:

- Level 1 – The leader makes the decision without input from the team
- Level 2 – The team provides input, but the leader makes the final decision
- Level 3 – the leader is a member of the team. The team makes the decision, and the leader’s vote is equal to the vote of any other member of the team.
- Level 4 – The team makes the decision. The leader does not have a vote, delegates the decision to the team and supports the team’s decision.

Discussion followed on examples of various levels of decision-making occurring on campus. Hiring decisions are an example of level 2. Performance evaluations tend to be level 1. Consultation Council acceptance of administrative procedures is level 3.

A discussion on consensus, the process identified for decision-making in Consultation Council followed. There seemed to be no consensus on the meaning of consensus, but everyone agreed that the process has been working. There was agreement that consensus does not mean no dissenting voice. Kayleigh shared that to her consensus means that the individuals in the group can support and explain a decision once the decision is reached. It was agreed that decisions by consensus generally take longer than other decisions, but provide for a rich exchange of ideas.

An evaluation of the orientation activities from this year will be conducted at the next Consultation Council meeting.

2. Acceptance of Shared Governance & Collegial Consultation Process Handbook 2010-2011 (Governance)

Cheryl Aschenbach identified that the Academic Senate adopted the Shared Governance & Collegial Consultation Process Handbook without any suggested revisions on August 19, 2010. **Consultation Council/Strategic Planning accepted the handbook by consensus.**

Strategic Planning:

1. Acceptance of Institutional Planning & Budget Development Handbook 2011-2012 including updated budget prioritization criteria (Governance)

Cheryl Aschenbach identified that on August 19, 2010, the Academic Senate adopted the Institutional Planning & Budget Development Handbook 2011-2012 with minor revisions including a change to have instructional program reviews due in May rather than September to better align the planning cycle. Sue Mouck presented suggested changes to the budget prioritization criteria from last year removing references to growth in FTEs. Phil Horner suggested the addition of criteria including growth. The utilization of the budget criteria to prioritize budget request at the institutional level by the Strategic Planning Committee was clarified. Dr. Houston reminded the group that primacy for development of processes for budget development resides with the Academic Senate and the acceptance of the handbook by Consultation Council/Strategic Planning is at the discretion of the Academic Senate. **Consultation Council/Strategic Planning accepted the handbook by consensus.**

2. Planning Process and Annual Calendar 2010-2011 (Information)

Kayleigh Carabajal presented the updated one page Planning Cycle Flowchart. The flowchart identifies the timing for major planning, budget development and program review activities for the year. [Planning Cycle attached]

3. Update on Key Performance Indicators 2009-2010 (Consultation) -

Tabled until the next meeting due to time constraints.

4. Status of Budget Reduction Initiatives from Spring 2010 (Information)

Tabled until the next meeting due to time constraints.

Consultation Council:

1. Student Honor Code (Information)

Cheryl Aschenbach presented the Student Honor Code [attached] adopted by the Academic Senate last spring. When asked whether the honor code addressed civility, she responded that civility was address in the student code of conduct. The honor code was more concerned with honesty and integrity in academic pursuits. Cheryl advised the group that she plans to meet with ASB to discuss the honor code and has requested time during Convocation to present the honor code to the faculty.

2. Personnel Update (Information)

David Burris advised the group that the full-time Nursing Instructor and Administrative Assistant III in the Office of Instruction positions have both been filled. A contract was not offered to the finalist for the Associate Dean of Instructional Services position and the position will be re-opened.

3. Lassen Education Symposium (Information)

Dr. Houston provided a flyer announcing the Lassen Education Symposium scheduled for Wednesday, September 8 and Thursday, September 9 at Lassen High School. Lassen Community College faculty and administrators will serve as facilitators for the discussions on Thursday to development implementation plans for one or more areas identify at the Education Summit held last April. The areas included:

- a. Curriculum/Graduation Requirements
- b. Students & Transitions
- c. Professional Development
- d. Business/Administrative Services
- e. Teacher Collaboration
- f. Shared resources
- g. Integrate/Leverage Business
- h. Career Exploration

An invitation to participate in the Faculty Discussion Group at the Symposium was extended to all faculty by email August 26, 2010.

Other:

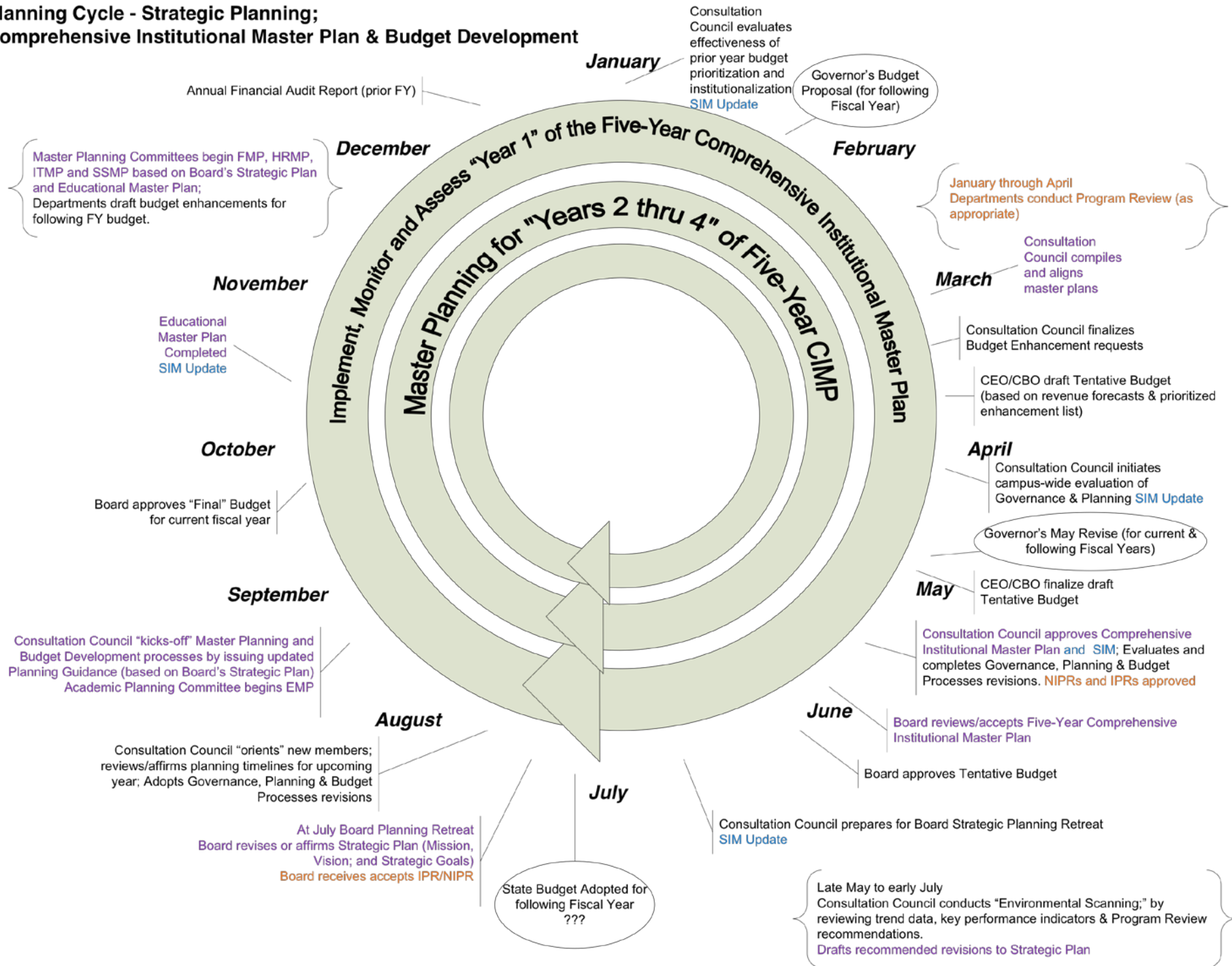
Since the move to schedule Consultation Council/Strategic Planning at 3:00-4:15 pm has resulted in several members needing to leave early the group decided to reschedule the meetings from 2:45 – 4:00 pm.

The meeting adjourned at 4:21 pm

Future Agendas:

1. **Review of September 14, 2010 Governing Board Agenda (Information) –September 2, 2010 - Dr. Houston**
2. **Update on Progress on Annual Planning Calendar 2010-2011 (Consultation) – September 2, 2010 -Kayleigh Carabajal**
3. **Evaluation of Consultation Council/Strategic Planning Committee Orientation – September 2, 2010- Kayleigh Carabajal**
4. **Update on Key Performance Indicators 2009-2010 (Consultation) -- September 2, 2010-Kayleigh Carabajal**
5. **Status of Budget Reduction Initiatives from Spring 2010 (Information) – September 2, 2010- Dave Clausen**
6. **Campus Landscaping (reduction in resource intensity) (Consultation)– September 16, 2010 – Dr. Houston**
7. **Safety Committee (Consultation) – September 16, 2010 -Dr. Houston**
8. **Distance Education NIPR (Information) – September 2010 – Dr. Berkowitz**
9. **Community Services NIPR (Information) - September 2010 – Dr. Berkowitz**
10. **Human Resource NIPR (Information) –September 2010 – David Burris**
11. **Marketing/Community Relations NIPR (Information) –September 2010 – Monica Cochran**
12. **Fiscal Operations NIPR (Information) - –September 2010- Dave Clausen**
13. **Auxiliary Services (Food Services and Bookstore NIPR (Information) – September 2010– Dave Clausen**
14. **Physical Education/Athletics IPR (Information) – October 2010 - Cheryl Aschenbach/PE Faculty**
15. **Administration of Justice/Correctional Science IPR (Information) – October 2010 – Cheryl Aschenbach/ Nancy Bengoa-Beterbide & Mark Nareau**
16. **Agriculture IPR (Information) - October 2010 – Cheryl Aschenbach/ Brian Wolf**
17. **Automotive Technology (Information) - October 2010**
18. **Business IPR (Information) - October 2010 – Cheryl Aschenbach/ Garrett Taylor & Kam Vento**
19. **Child Development IPR (Information) - October 2010 – Cheryl Aschenbach/ Betsy Elam**
20. **Human Services IPR (Information) – October 2010**
21. **Nursing IPR (Information) – October 2010 – Cheryl Aschenbach/Monna Walters & Liona Baker**
22. **Educational Master Plan (Consultation) -October 2010 – Dr. Berkowitz**
23. **Graphic Design Manual (Consultation) – October 14, 2010 – Monica Cochran**

**Planning Cycle - Strategic Planning;
Comprehensive Institutional Master Plan & Budget Development**



Lassen Community College Honor Code

Lassen Community College strives to maintain a learning environment that adheres to principles of integrity by acknowledging its expectations of honesty and informing students of practices and behaviors that are in opposition to these institutional values. In all vocational and academic pursuits, students are expected to complete their own work unless the specific assignment allows for collaboration as defined by the instructor. This applies to all modes of instruction including traditional classroom based learning and all modes of distance learning. Additionally, this applies to any and all class assignments including lab work, quizzes, tests, papers, and projects. Examples of behaviors and practices that are commonly accepted as dishonest, and for which students are subject to college discipline, include but are not limited to the following:

- **Providing or using unauthorized resources** for class projects, homework assignments, tests or papers. Unauthorized resources include written materials, technology such as computers or calculators, and personal assistance, which the instructor does not clearly allow for completion of the assignment.
- **Providing or receiving personal assistance** where it is not allowed such as for tests or individual assignments. This includes completing someone else's coursework for them, or having someone else complete your course work for you.
- **Using someone else's work**, such as books, journal articles, or internet resources, and representing it as your own (**plagiarism**).
- **False citation**, which includes citing work you never used.
- **Permitting someone else to use your work** and claim credit for it such as giving someone a previously submitted term paper or course assignment and having them turn some or all of it in for credit.
- **Possessing, buying, selling, obtaining or using a copy of any materials intended to be used as an instrument of academic evaluation before its administration.** This includes accessing instructor test banks, standardized tests and instructor-created documents.
- **Altering grade records** in a course or a component of a course.
- **Intentional deception** such as knowingly providing false information or documentation to meet, or obtain exemption from, course or program requirements including rationale for course enrollment, absence excuse, illness/injury, or course participation hours.

Each of these cases is considered fraudulent regardless of intent.

Lassen Community College acknowledges that honesty is in the best interest of all students and the community we serve, as it strengthens a learning environment focused on intellectual growth and fosters a responsible college community.

Student Honor Statement:

Students will acknowledge their commitment to honesty and integrity upon each enrollment by certifying the following statement:

As a student of Lassen Community College, I agree to uphold the institutional values of honesty and integrity and adhere to the student honor code to promote a positive learning environment for all students. I acknowledge that this will provide me the best learning experience and build a strong foundation of skills for my future. (see Lassen Community College Catalog: Honor Code for more information).