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| One Council Model   In this model, the College Council serves as the central consultation committee and as a clearinghouse for all shared governance recommendations to the President. The College Council has 19 Members that represent all constituent groups College Council meetings are public and can be attended by anyone. The College Council approves the committees and the constituent groups assign members. Based on this brief description, please answer the following:   What questions or concerns do you still have about this model? |
| The model only describes pros, what would be the cons and how does that affect all?  Do the reps have to vote the way their area desires or can they vote their conscious even if it is inappropriate?  My concern is the model description is a little confusing to understand.  How will representatives be selected?  What types of checks and balances will be put in place?  You used Pima as an example, did they not lose their accreditation  No Student Representation |
| Can the council overule the president's final decision?  How would representative be selected? How would those representative differ from the current operation structure?  Concerned that neither of these models really work for us and feel as though we should create one that works for us.  What would go to the college coordinating council and what would not?  How long would a term last for these representatives?  College coodinating council would have so much work to do.  How would this be much different that the structure we have now? |
| Is everyone really represented? How do we ensure full representation? What level of decision making will be tasked to this council or group, how do we not eliminate key parties or individuals who should be part of the decision making process, how do we ensure that the decisions are being made by knowledgeable parties or individuals?  How will the topics or issues be voted on?  How is the information provided/communicated back to the individuals who do not attend the open meeting?  What does representation of different campuses locations look-like? Decision making, issues/concerns brought forward how will other campuses who have unique concerns be represented?  Will this model replace Cabinet or be in addition to Cabinet? Will Cabinet decisions be separate from the decisions made during One Council Model? |
| concentration of power if some reps are serving on multiple councils;  how are the reps chosen (elected? chosen?);  is the mix of 3 vs. 3 vs. 3 ok?;  why nonvoting for students? |
| What percentage of the colleges using this model have been successful |
| Are we eliminating sub-committees?  Why are students non-voting?  Where will all that committee work get done?  Where does Cabinet fit in? |
| There is still a filtered access to DGB.  What is the check and balance to ensure this model is working? |
| how will representatives be elected?  do they have to vote the way their constituents wants? Can they go rogue? |
| One Council looks similar to what we have now with the exception of the inclusion of the classified staff. It seems that it's all professional/administrative. |
| 1. centralized council model needs more representatives from constituents.  2. Too many layers between DGB and constituents.  3. Substantial increase in membership of the college coordinating council in order for decision making to be more shared.  4. |
| not enough cross representation. It is less collaborative with only the same 3 people reporting to council each time |
| Who will serve and how will they be selected? How long will they serve?  How is the student committee made?  How will all campuses be represented district wide? Board members? Is it a recommendation or descision making model?  I everyone represented? |
| Does the DGB approve recommendations from the college coordinating council? |
| Cpmcermn - VP's should be on coordinating council and representatives from each division and representation from each subcommittee is good functions of VPs should be clearly defined. VPs attend subcommittee meetings and coordinating council. What are specific job descriptions of the 4 Vps? must be defined in role. |
| 1. How are the member selected?  2. How are final decisions made?  3. What is the whole purpose of the council?  4. What decisions go up to the council from the individual groups? |
| Does this affect the department leaders roles? Is this meant to diminish the empowerment of the leaderships. |
| numbers low on reps to Council (3-5?) |
| Does the green circle replace the current Cabinet structure? |
| It's confusing and seems to combine groups with certain distinct concerns. |
| Who chooses the representatives from each employee class? |
| How often does this council meet? |
| Why does the "Associated Students" not get a vote? This does not reflect what we as a college should deem important. |

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| No  Yes  Yes and noâ€¦ who checks the constituents and how many numbers (voting).  It seems to adequately represent all constituents  Students being able to vote |
| Not currently. Meeting minutes and transparency about what is discussed and decisions made would to exist regularly.  Concerns surrounding bureaucracy in situations of crisis?  Is the purpose of this to reduce the hierarchy and incorporate more input power? Or does it only increase the support and input provided to the hierarchy? |
| Off-campus representation, full scope of understanding the diversity and uniqueness of each area.  Who/how will the decision be on who will represent? How will members or reps be chosen? |
| Yes. |
| Yes, it covers all the employee groups and students.  Concern about whether the students get a vote |
| Per our group, yes, it does seem to include all areas.   Clarification needs to be stipulated in the model. An example, a salaried IT employee are they considered management association participants or classified participants. Who's included in what area. |
| yes |
| yes |
| No. Constituent groups with particularly charismatic or forceful representatives might overwhelm the decision making. |
| Yes. In addition, I think it unites college employees of all classifications rather than separate them by classification. Unity is vital to shared values and goals. |
| It seems to represent all groups equally, but is that adequate representation? |
| I do because everyone is represented and it isn't done in silos. I would hope that in this type of model, all would be forced to consider the realities of other member groups and be able to have meaningful discussion about impacts to everyone. |
| It is my belief that the One Council Model fairly represents each facet of Arizona Western College. |
| Yes, with the exception of the "Associated Students". They should be allowed to vote within the college coordination council. It also seems excessive to have the president as the chairperson. It would seem more in line with the "chain of command" for the vice president to be the chairperson. |

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| â€¢ None  â€¢ The constituent groups  â€¢ Adequate representation  â€¢ All voices ideally would be heard and ideas shared equitable  â€¢ College coordinating council - Benefits all parties ( Academic, Classifies, Management, Student). â€¢ President would have a better idea of the big picture. |
| All groups will have the opportunity in one room, everyone has an opportunity to attend meetings; helps breakdown some of the silos as the meetings are open.  Opportunity to generate good conversation, and hear the perspectives of the other groups while in one location.  Appears to be a constituent friendly model. |
| efficient, formalized, no surprises when decisions are made / policies are decided; will formalize the voices of PA's and students |
| Upside is direct contact with president. |
| The establishment of PA representation. |
| Simplicity, more steam lined. Like that there is multiple groups represented in the Coordinating council |
| that there's adequate and equitable representation  all the voices would be heard and all the ideas heard  improve morale as voices feel that they are heard |
| It includes all pertinent areas of the college. Diverse representation of all areas. |
| none. |
| It offers equal representation for more groups than we currently have- like administrative staff. Students are represented in this model, but not the three council model. |
| fewer committees  student involvement |
| Having a student voice is very important and it appears to have a lot of aspects.  It has good representation, is compact, and appears to be inclusive.  It is easy to understand. |
| There are inclusive input from various constituencies. |
| like that it is simple - certain level of meaningful hierarchy - student involvement |
| 1. Better communication.  2. Review of final decisions by all groups. |
| It's simpler, and reps of each group meet face to face. |
| that It brings different people to the table. |
| framework already basically in place |
| a |
| Meetings are public. |
| Unification of all classes of employees, which fosters not only productive and practical collaboration but also shared ownership and a sense of bonding. |
| It seems that the process would be less cumbersome and more transparent than current practice. |
| All groups are represented and anyone can attend these meetings. |
| The "One Council Model" will benefit AWC because it provides an opportunity for input from all levels of the college equally. |
| It seems to simplify the process in a way that would make decision making more efficient. |

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| â€¢ Organizational structure (How?).  â€¢ The management and organization of the model seems like it could be challenging  â€¢ How will the reps communicate/ meet with all other AWC constituents. |
| Will there be representation from all necessary groups, what will the process look like?  What all will be discussed or covered?  How will the decision making process be governed?  19 representatives may be a lot; what will the structure look like? What will consensus look like?  Who evaluates the effectiveness of the coordinating council?  Possible voices may be under-heard because of who is in the meeting with them; possible intimidation factor. |
| Are the same reps are on the same committees? Who choses the reps? |
| There should be an assessment component THAT HAS TEETH (think oversight committee).  There should be a separate blue circle for CTE; don't lump it together with Academics. We don't understand how decisions will be made and who will make them. We don't understand how concerns filter upward. NO EXECUTIVES in the blue circles or in the green circle. Green circle reps should have unfiltered access to the DGB. |
| These are academic solutions for a business problem |
| Students don't vote. What makes up associated students?  Why is there a separate group only for Academics? Seems like a bypass.  What about Student Services?  What kind of decisions will go to the Coordinating council? |
| How often is the Coordinating council meeting?  Who are the reps for each smaller employee group bubbles?  How often do those smaller groups meet? The council on academic & professional matters seems like a truncated cabinet. Why can't it be cabinet with senate representative? |
| logistics and management of it  what is the time frame from start to finish of a policy for approval  what type of decisions will the group make?  what level are decisions made, what if a higher up countermands it?  how much authority will the committees have? recommenders or decision makers? |
| As in #1, where do individuals fall.   What will be the selection process...  Why is it called a "coordinating council"? What are they coordinating? Isn't it a "decision making council" |
| too vague. it's not obvious where needed comittees would reside and to whom they would report.  There is no coordination between the two the Council on Academic Professional Matters and the College coordinating Council. |
| What are the responsibilities of each rep? Only academic senate has a voice in the council on academic and professional matters. Will students/classified/PA ever have a say in academic or professional matters? |
| Smaller groups don't communicate with each other.  In the CCC, do they all have equal votes? Does a classified rep. have equal say about an academic matter? |
| How are all students represented in the associated students? We have many different types of students. It is not solely represented from CAMP, KEYS, SGA, Honors. What is the selection process for a fair representation of students.  Upward and downward full communication between the committees. How will information effectively be transferred.  Also, how often will the committee meet and where are they going to meet (mixed and full-time schedules)? Make sure everyone can equally participate. |
| Who makes the final decision? The chairperson? |
| What is role of the VPs in this model? |
| 1. See answers to questions of model above. |
| Would the Council vote on a single recommendation, or would minority positions be included? |
| How are people going to be selected?   How long will they serve? |
| don't need a Council on Academic/Professional Matters |
| a |
| See comments above. |
| None. |
| All matters of governance pass through this council before action by the President? |
| Can't think of any. |
| I would like to add that there should also be an equal voice for sister campuses. Generally when an election or voting system is used the other campuses do not have the numbers to compete with Yuma campus. |
| Again, not allowing the students to be included in the voting process is troublesome. |

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| â€¢ College wide policies and procedures  â€¢ Rates and fees  â€¢ What affects all groups |
| Services offered  Reallocation of funding between the different departments, divisions of the institution. For instance, moving monies away from learning services to support student services.  Higher level authorizations that impact the college district wide as a whole;  What has been approved or appointed by DGB approval guidelines.  Devil are in the details, would not want to bottle neck approval processes and require council to make decisions on decisions that can be made at much lower levels. |
| Policies and procedures; |
| Unsure. We don't understand which decisions will be made by the defined groups. The College Council's decisions (and maybe the blue circles) must supersede VP's, Deans, Division Chairs, and any other levels of management, including HR. If the Council decides something needs to happen, everybody needs to get on board and make it happen. |
| Tuition changes, building renovations, assessment process, controversial needs, HR policy, decisions made in all councils. |
| Hard to say if the smaller groups are bound by their set bylaws. |
| rates and fees  college wide policies and procedures |
| New employee handbook draft as an example  Policies and Procedures and how often they are updated and meeting  Hiring involvement from start to finish  Pay disparity research and considerations to be taken on an regular basis |
| We don't know . It's important to us that departmental decision making ability remains. |
| Institutional procedures; such as the employee handbook or other larger, overriding guiding principles.  Large picture implementation in the day to day work |
| Academic & Events calendar  Prioritization of CIP |
| 1. Grant monies.  2. Salaries and staffing.  3. Facility allocations.  4. In general, a list of decisions to be made by this council should be established. |
| I would assume it would cover the selected texts and curriculum for each department. Would it be appropriate for the council to do this? |
| #NAME? |
| aa |
| I don't know. With so many groups jumbled into the same council they could only make decisions about really broad aspects of college functioning. |
| I understand this model as advocating for and proposing certain ideas, methods, systems and practices to the President for DGB consideration, not necessarily making decisions. |
| I'm not sure. I'm trying to think of what decisions have come down in the past few years and what would be applicable here. I'm unsure. |
| Financial Decisions  College Structure  Academic Decisions |

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| â€¢ 1yr 2yr term. Yes, President Elect  â€¢ Interested employees in the categories, year, yes, yes/no  â€¢ President/ Future/ Past  President elect/ President/ Past President = 3years |
| Seek willing members, vote/elected.  Term limits, One year and Two year terms; ensure that not all members are leaving and being filled with new members at the same time, stagger terms.   Proper representation, number of representatives versus members to reach. |
| should be term limits (1 or 2 yrs) and no more than two consecutive terms, elected by popular vote (all members of the constituency) |
| We are unsure who should be the members, but NO EXECUTIVES or MANAGEMENT. Terms should be three years (at least to begin with). Members should absolutely be elected. |
| Elected by the members they represent, with two year service and two terms |
| Yes to term limits and election with nominations. 2-3 year term limit. (We don't know if part time should be allowed to be members). Should they have been employed at least a year? Only 2-3 consecutive terms. Staggered terms. |
| Elected by employee group. 3 year terms but on a rotating schedule: 1 replaced member so you get some new blood without replacing the whole representing body. |
| 2 year terms, yes, there should be term limits,  president-elect, president, past-president structure yes, they should be elected, from their respective sub-councils (ie president of classified association is on the big council) |
| Members should be elected and nominated by their peers  Yes, there should be a term of three years  If the nominated individual is doing a good job and is reelected, they should be able to continue (if they choose) |
| Members should be duly elected by constituents. Alternating 3 year terms so that one third of this body would be elected each year allowing for modifications for divisions with small numbers of faculty. No term limits should be imposed. |
| Members should be elected. 1-2 year terms. Yes, term limits. Full time and part time, adjuncts and full time faculty should be willing members if elected. |
| Anybody but me:) Membership should rotate. |
| In regards to the council members, a formal democratic election process is good. There should be term limits and the members should be staggered (staggered term limits). The institution is mindful of the committee members time and schedules. Make sure that satellite campuses are represented in the committee. Probably make the College Coordinating Council bigger with member numbers. We want this to be a decision making model. |
| Members should be elected for the 4 subgroups. 1 year term; with possible extension with approval from the 4 subgroups. |
| 1. Asking for volunteers, but on a rotating basis, so term limits so all voices can be heard. |
| It is premature to go into this area. |
| Members already identified in model; By-laws should be developed to dictate terms, elections, etc. |
| a |
| test |
| Definitely term limits ... maybe 2 years with option to continue once (max 4 years) before required 2-year break. Definitely elected. |
| The Council should be limited to one employee from any one area. For example, one employee from student services, whether that employee be classified or administrative/professional, one faculty member regardless of course load, one marketing employee, one CTE employee, etc. One area should not have both someone from the classified association and one from the management association.  Election seems the only viable way to meet the objectives of the Council while building morale and integrity.  There should be term limits of around two years. One year is not always enough to follow through with projects, but three years can be too long. |
| Constituent groups assign members, so election seems out of the question. There should definitely be term limits and term lengths should be staggered so that there is always some carry-over in continuity. |
| Since the PA's have never had a council, I'm a little bit unsure of how to answer this. It seems to me that there should be a term of service of a couple of years, and perhaps a member should be able to serve another term. I'm not strongly in favor of term limits. |
| Term limits should be two-three years because there is often a learning curve in the first year and if a person is there for too long the perspective does not change. |

Tricouncil model

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| Tri-Council Model    In this model, there are three Councils: Faculty Council, Staff Council, and the Administrative Council. All employees associated with each classification are encouraged to be active members of their Council. Councils must build consensus in making recommendations representing the collective view of that Council. Each Council has defined functions and appoints a liaison to the other two Councils. Before campus-wide decisions are made, each Council has an opportunity to give input to the President before changes are made or implemented.  Based on this brief description, please answer the following:   What questions or concerns do you still have about this model? |
| â€¢ It reminds me of a circular firing squid. Nothing wil get done.  â€¢ Seems confusing and complicated  â€¢ Confusing  â€¢ Different than what I thought |
| What will the appointing, election process look like? |
| How can decisions be made? Confusing (people at multiple meetings / councils), difficult to communicate (silos of constituancies) |
| Add another blue circle for CTE instead of incorporating them into Faculty Council. |
| Can the vice president stall or block information to the president |
| What about the students?  Where does the real committee work get done?  What happens to that established committee? |
| Major concern is everything is funneled to VPs. If you have ineffective VP's, this model is crap.  In general, this seems complicated in set-up. |
| confusing, too much overlap, how fast will decisions be made if it has to go to all three |
| Whomever is nominated should have flexibility in scheduling time and location to meet regular work needs....RESPECT employees time and workload demand. |
| 1. "Silos". Constituents are isolated based on their employment group. No body that enables shared decion making and communication and debate.  2. Structure is too rigid.  3. does it adequately represent all areas: students are not represented. |
| There is no student representation. |
| No student representation.  Too many leasons |
| This one looks like the one we have in place now.  How is the district governing board involved in this? |
| It appears to be the bowl of spaghetti. |
| 1. How are members selected?  2. Bottleneck issue when arriving at VP section.  3. What are the duties of the liasons? |
| What is the structure of their communications on important issues? |
| How will people be selected and how do we make sure that its not the same people? |
| too cumbersome, messy design, fragmented, not cohesive, linear |
| a |
| Each council needs to find a way to ensure participation. Are members going to be elected? |
| I think this model creates an environment of separatism amongst employee groups. |
| Can any council hold the others "hostage" over a desired dramatic change? |
| To me, this is not a good model as it puts people in silos. |
| The Tri-Council Model feels cumbersome. |

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| â€¢ No Students are not Represented  â€¢ Yes  â€¢ No student representation  â€¢ No |
| Yes, but cumbersome and confusing |
| NO, does not adequately represent all constituents.  Consensus-building isn't appropriate in all situations. At some point, SOMEONE has to make a decision.  There should be no VP input/participation/conversation: it appears to us to be a filter. The councils need to interact with the President directly, otherwise there is no TRUE representation. |
| No input from the students |
| No, no students. |
| No student representation |
| no student represensation or input |
| No because there is only one person from each group. Although all employee groups are represented, the diverse perspective is not like in Three Council Model.   In the One Council Model there are at least three different perspectives being represented. |
| No. Students are missing and VP, President, and DGB are not represented until after separate councils meet. |
| Not as shown (students). |
| It does represent all constituents except the student voice. The student voice is very important. |
| No, it does not represent the students. |
| No, due to lack of student representation . |
| The structure is somewhat blurry and the students do not appear to have representation. |
| It represents eveyone |
| no |
| a |
| Yes. |
| I think it encourages a "us against them" mentality. |
| It seems that all constituents are adequately represented within their council. |
| Each group has representation, but they are in silos and that is not good. |
| I think that the constituents are represented but to compartmentalized. |

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| â€¢ Direct Communication |
| Freedom to speak within specific groups, may have more comfort within the groups, "safe-space" |
| not beneficial (redundancies, adversarial relationships between councils) |
| The Governance Assessment Committee. Whatever model we choose, it MUST include a component of assessment that HAS TEETH.   We like the liaison component. That is critical and must also be included in any model we choose. |
| Governance Assessment Committee, to oversee the model |
| Cross-pollination, inclusive nature, Assessment Council. |
| The only positive aspect is the governance assessment committee. This would be a great addition to the one council model. Academic review, assessment, and curriculum is definitely established with faculty. |
| like the liaison on the different councils |
| It creates good collaboration, but will the liaisons become overwhelmed with the schedule of all the weekly meetings. When would they have time to work?  All employees have an opportunity to attend, but it may include the same individuals who have flexible schedules to attend. |
| Identifying committees that need to be standing committees. |
| Overlap and collaboration of representation (liaisons). it creates mire understanding between employee groups. |
| Improved communication between the councils. |
| The evaluation/assessment committee is good, but it has to be in all the councils, not just one. All councils need to be held to the same standard. |
| The governance assessment committee seems beneficial. |
| 1. A form of checks and balances is present with all 3 councils having a voice. |
| Each group has to worry less about the overall picture; instead they only worried about their department. |
| Getting the part-time employees involved, and having the governance committee to make sure this model is working. |
| We do not believe this would be beneficial |
| a |
| Each council would be free to discuss things that directly impact their particular college realms, while being aware of what the other two councils are doing. |
| Thorough knowledge of issues. |
| By virtue of the liaisons, every council should be aware of problems, discussions, and proposed changes. |
| It gives the PA's a voice, finally. But otherwise I don't think it is beneficial. |
| I think it could be beneficial to AWC because there is an opportunity for each area to be represented. |

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| â€¢ Too many codes in written  â€¢ Confusing too many codes  â€¢ The diagram goes to much and it is not consistent in regards to making decisions, Too many members  â€¢ All of it  â€¢ Too many codes written  â€¢ It will keep on going around and around |
| Consensus defined - majority versus whole group approval  Where does the final say happens, may encourage more silos  More meetings on top of meetings  Is only faculty involved in curriculum and assessment |
| Time commitment for people serving on multiple councils, unproductive, inefficient, not really shared when one person has to collate three councils, divisiveness between councils ("us" vs. "them") |
| All councils voting and meeting with President independently could potentially be inefficient and cumbersome - not AGILE.  There is NO student representation. |
| VPs could act as "filters" and some ideas may not reach the President as decided by councils, etc.  Some things could be lost in translation. There seems like less chance of miscommunication with the One Council model. |
| The whole circle means there's no direct access. All is filtered to VP.  1 representative has to go to 2 other councils, which seems like more work which we don't want. |
| looping through the different councils, going around and around  too many cooks in the kitchen  is the liaison the same person for both councils? |
| Location of meetings, locations of liaisons...will the college as a whole be flexible to meet the needs of off campus sites.  Technology must play a vital role in how meetings are conducted. |
| The president has no direct communication with any of the councils. Information is merely fed to her/him.  no student representation.  No collective body that represents all constituents to have truly shared governance. |
| VP's and President are at the end of the line where ideas could be vetoed or downplayed |
| Do the councils consist of 5 people? There doesn't seem to be enough representation for each large group. |
| If this is a decision making group, with these separated councils, who makes the final decision? Who has VETO power; that would be very concerning (work doesn't matter). How would they be able to work together when there is conflict. How do they come to conclusions?  It is very cumbersome and a spaghetti bowl itself.   What is the governing board doing?  Does not seem as efficient. It might lead to more committees in the future. |
| The rotating liaisons seems troublesome? When does the cycle stop & go to the vice president? The VP could filter or prioritize agendas according to his/her preferences. |
| 1. Will there be the ability to speak openly about issues without conflict?  2. How is the Foundation involved with this council option? |
| Too many intercommunication loops between all the groups. The message can get lost or be misconstrued between all the groups. |
| Who will make the final decision if the three councils cannot agree. |
| #NAME? |
| a |
| How are members chosen, by election? It's good that anyone can participate, but a core group should be elected to run each council. |
| The separation of classes. |
| The process could become cumbersome. |
| silos are troublesome. |
| There are just too many positions in the Tri-Council model and it would be easy for the system to gum up. |

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| Tri-Council Model    In this model, there are three Councils: Faculty Council, Staff Council, and the Administrative Council. All employees associated with each classification are encouraged to be active members of their Council. Councils must build consensus in making recommendations representing the collective view of that Council. Each Council has defined functions and appoints a liaison to the other two Councils. Before campus-wide decisions are made, each Council has an opportunity to give input to the President before changes are made or implemented.  Based on this brief description, please answer the following:   Is the mandate of the council positive (it can do only what the charter says it can do) or negative (it can do anything except what the charter explicitly says it canâ€™t do)? |
| It should reflect both as is appropriate. |
| Positive. |
| This questions is confusing, but we think it still depends on the bylaws outlined for each council. There's no information about each council's mandate for us to review to give you our opinion on. |
| Negative since it would have more power (with list of "no nos" clearly established). |
| Negative...we don't know the scope. Not enough information...  What are the level so authority. Is it only recommending body do they actually have decision making authority. |
| The charter is not explained. What is it? Not enough information provided. |
| Negative |
| Can't answer. Unanticipated situations occur. |
| This is a loaded question. They have to be limited to just what the charter says the committee can do. |
| The mandate should be negative. However, who would create the charter? |
| Maybe it is better to save this question for a later date. |
| #NAME? |
| a |
| Negative. |
| I'm not sure. |
| It should be positive. If it is negative, that opens up another can of worms. |
| I don't understand this positive/ negative question. |

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| â€¢ Part time and full time representatives  â€¢ Faculty- Faculty Policies and procedures- Academics  Admin Staff- Things elated to the work they do |
| This question back akwards from the previous. Faculty council seems self explanatory. |
| Please see One Council Model responses...  Would this eliminate what we have to go through now to get something done. Example, a requisition needs four approvals to process a $100 process or buy a simple textbook. |
| Functions would be connected to the membership of the councils. |
| This is a good question. All councils are separate but many fall into all areas. This is important because it is more holistic than not. It should not be a top down model.   THERE NEEDS TO BE TRUST. |
| Faculty- curriculum; assessment; academic review; class scheduling  Administrative- staffing; compensation; infrastructure  Staff- enrollment; residence life; financial aid; facilities/maintenance |
| It is self explanatory; the department names reflect the issues that they will manage. |
| we don't like this model |
| a |
| Faculty: e.g. block scheduling. Staff: e.g. participating on Prof Dev Day. Administrative: e.g. level of authority. |
| My understanding is that the Councils would advocate and propose ideas, methods, systems and practices to the President for DGB consideration. |
| Faculty and administration seem clear. There is a wide array of classified and support personnel at AWC. How would their voices be heard? |
| not sure |
| The Tri-Council model as stated is compartmentalized and to move toward our mission and vision we need to work together as a team to go from good to GREAT! |

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| 3years - Elect President, PAST  Yes term limits Yes elected |
| Willingness to serve, voted and elected. One and Two year, staggered terms, with term limits. Members are already outlined in the model. |
| NOT management. There should be a healthy cross-section of representation from all departments/employee groups. Yes, term limits. Start with three-year term. ABSOLUTELY must be elected. |
| Elected/Nominated with term limits. 2-3 year service. |
| 3 year terms, rotating (1 person rotating off at a time) model as mentioned previously with one council model. Elected by employee groups. |
| Please see response from One Council Model....nomination process. |
| see comments in the 1 council model. |
| Members are part time or full time who willingly accept an election. Term limits should be 1-2 years. Yes, they should be elected |
| Rotated every two years. |
| We do not like this model. Therefore, we would like to focus on the One Council Model. |
| Elected, 2 years with option for another 2 years, mandated 2-year break b/w serving, anyone interested in serving who is off probation or here for at least one year. What about adjuncts? There should be an adjunct on the Faculty Council along with at least several full-time permanent faculty. |
| It seems that anyone of a particular employee classification could participate on their associated Council whenever they choose. This may lead to inconsistencies in membership, ideas, communication, etc. |
| The potential size of each council could be cumbersome. How do you ensure that every department and division is heard? |
| members should serve a few years. I don't believe there should be term limits in the sense that a member could not serve again if no one else wanted to. |
| The members should be from each area however, thought should be given to the sister campuses so they have a voice. |
| Members should be elected for the 3 councils. 1 year term; with possible extension with approval from the 3 councils. The governance assessment committee should NOT be represented by the members of the 3 councils only; there should be representation from someone not on the 3 councils. For example, the VP or President. |
| It is better to save this question to a later date when more information is available. |
| The members should be elected. 1 year term. |
| N/A |
| a |
| test |

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| Committee Creation: Which committees should be permanent? |
| I don't know |
| A steering committee for each council. |
| I don't have a good handle on what committees exist now. |
| Classified Empoyee's Association |

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| Committee Creation: What process should be taken to form new committees? |
| I don't know |
| probably some sort of election |
| each council could suggest and be brought forward. |

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| Committee Creation: Who assesses the viability and function of existing committees? |
| I don't know |
| Since the public is invited to these meetings, This is an important concern. |
| Each suggested council should have a narrative of why it is necessary. Then Dr. Corr can decide? |