

The attached rubric is intended to serve as a diagnostic tool for NHTI when conducting a self-assessment of the effectiveness of shared governance processes. We acknowledge that in the creation of the rubric, within the boundaries of the shared governance system, there is inherent bias. We commit through the process the intention to create the tool, assess the results, and share all results with the college community.

The rubric is established within the criteria and design of SUNY's research of criteria set forth by the Association of American University Professors and the Association of Governing Boards. The original template, with the accompanying Creative Commons License, can be found here: [https://www.sunydutchess.edu/faculty/mklein/FCCC\\_Shared\\_Gov\\_Rubric\\_word\\_FINAL.9.17.18.pdf](https://www.sunydutchess.edu/faculty/mklein/FCCC_Shared_Gov_Rubric_word_FINAL.9.17.18.pdf). Within the body of the rubric and in the spirit of shared governance, we are referring to each group as a committee. The expectation is that the president, faculty, staff, and student leaders will come together cooperatively to best apply this rubric to the NHTI campus. The rubric does not provide a checklist for shared governance. Instead it works on an indicator model through which those with appropriate awareness and experience can infer the degree to which shared governance is working on the campus and areas that may need extra attention. We hope that this document serves as a useful resource for our community college in the continuing efforts to participate in an effective, collegial, and sustainable shared governance system.

The alignment of the rubric to NHTI's current Strategic Plan was considered. The Student Success, Workforce Development, Institutional Effectiveness and Sustainability, and Diversity, Equity, and Inclusion committees were considered in its creation. Among the many uses of shared governance should be the development of proposals to address strategic plan goals and NECHE-identified weakness areas.

## I. Rationale and Scope

Category	Criteria	Does not meet	Meets	Exceeds
<b>Rationale</b>	Rationale for shared governance is apparent.	-Rationale for shared governance is not demonstrated or understood.	-Rationale for shared governance is demonstrated and understood.	-Rationale for shared governance is clearly demonstrated and understood <b>with examples of success at other institutions/organizations highlighting its potential value to the NHTI community.</b>
<b>Design</b>	The design of NHTI's shared governance model is appropriate.	-The design of NHTI's shared governance model does not reflect NHTI's history, mission or strategic plan.	-The design of NHTI's shared governance model is optimized to incorporate NHTI's history, mission and strategic plan.	
<b>Scope</b>	Decisions affecting the college community are made through the shared	-Decisions affecting the college community are made outside of the shared governance framework. (A)  -The scope of what pertains to shared	- Decisions affecting the college community are made within the shared governance framework. (A)  - The scope of what pertains to shared	- The spirit of shared governance is engrained in the institution and considered first for all decisions that could affect another member of the community. (A,B,C,D)

	governance framework.	<p>decision making and what is mandated is unclear. (B)</p> <p>-Decisions affecting members of the college community are made without input from those affected. (C)</p> <p>-Shared governance decision making is implemented sporadically. (D)</p> <p>-Work done by college committees and teams does not pass through the shared governance framework. (E)</p>	<p>decision making is understood and the process is followed. (B)</p> <p>- Decisions affecting members of the college community are made with input from those affected. (C)</p> <p>- Shared governance decision making is implemented as the default. (D)</p> <p>- Work done by college committees and teams passes through the shared governance framework. (E)</p>	- All decisions to be made regarding work done by college committees and teams passes through the shared governance framework. (E)
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## II. Structure and Processes

Category	Criteria	Does not Meet	Meets	Exceeds
<b>Structure of Shared Governance</b>	Structure of shared governance is appropriate.	-The structure of shared governance is poorly defined or insufficient to accomplish the mission and scope of shared governance.	-The structure of shared governance is well-defined and well-structured to accomplish the mission and scope of shared governance.	
<b>Documents of Shared Governance</b>	Structures and processes for shared governance are clearly defined in governance documents.	<p>-Governance documents do not clearly articulate structure, role definitions, committee charges, meeting schedules and locations, or processes for gathering input and advancing recommendations, proposals, or other committee work. (A)</p> <p>-Shared governance documents are inaccessible to members of the NHTI community. (B)</p> <p>-Processes for creating or amending</p>	<p>-Governance documents, including bylaws, contain clearly articulated structure, role definitions, committee charges, meeting schedules and locations, and processes for gathering input and advancing recommendations, proposals, or other committee work. (A)</p> <p>-All shared governance documents are located in an easily accessible location to all members of the NHTI community. (B)</p>	-Shared governance documents are located in an easily accessible location to all members of the NHTI community and <b>periodically proactively disseminated.</b>

		<p>governance documents are unclear and the autonomy of a shared governance committee is not sufficiently protected by those documents. (C)</p> <p>-Share governance documents are not used and information provided in documents is incomplete. (D)</p> <p>-Guidelines for committee collaborations, ad hoc committees, and the development of processes and procedures to respond to arising mandates, initiatives, and needs from local, state, and national agencies are not established within the defined structures and processes of shared governance. (E)</p> <p>-For NHTI's current model of shared governance: the list of representatives on College Council, Subcommittees, and college teams related to shared governance is not published or readily available to all community members. (F)</p>	<p>-Processes for creating or amending governance documents are open, transparent, and determined by the governance committee to which the documents apply, but are made available to other shared governance committees for feedback prior to final vote. (C)</p> <p>-Share governance documents are used and information provided in documents is complete. (D)</p> <p>-Within the defined structures and processes of shared governance are guidelines for committee collaborations, ad hoc committees, and the development of processes and procedures to respond to arising mandates, initiatives, and needs from local, state, and national agencies. (E)</p> <p>-For NHTI's current model of shared governance: the list of representatives on College Council, Subcommittees, and college teams related to shared governance is published and readily available to all community members. (F)</p>	
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<b>Orientation to Shared Governance</b>	<p>NHTI community members are well-orientated to shared governance.</p>	<p>-Faculty, staff or students are not orientated to the shared governance model including rationale for, bylaws, committee charges, membership expectations, clearly defined roles, a standard parliamentary rule, processes and procedures for change. (A)</p> <p>-Faculty, staff or students are unaware of their representation, how to communicate with their representatives, or opportunities for participation. (B)</p> <p>-Faculty, staff or students are not familiar with the structure and processes (including parliamentary procedure) of shared governance. (C)</p> <p>-Faculty, staff or students express confusion over what shared governance is and its value. (D)</p>	<p>-Faculty, staff and students are oriented to the shared governance model including rationale for, bylaws, committee charges, membership expectations, clearly defined roles, a standard parliamentary rule, processes and procedures for change. (A)</p> <p>-Faculty, staff and students are aware of their representation in shared governance, how to communicate with their representatives and opportunities for participation. (B)</p> <p>-Faculty, staff and students are familiar with the structure and processes (including parliamentary procedure) of shared governance. (C)</p> <p>-Faculty, staff and students feel comfortable with shared governance and its value. (D)</p>	<p>-All NHTI community members realize the potential impact of a successful shared governance model through proper orientation and exposure to a well-functioning shared governance model. (A,B,C,D)</p>
<b>Meetings</b>	<p>Shared governance committees meet on a regular basis.</p>	<p>-No such committees exist, or if such committees exist, they do not meet with any frequency or regularity. (A)</p> <p>-Attendance is limited due to schedules of classes or responsibilities within the college. (B)</p> <p>-Routine meeting dates and times are not established at the start of the academic year or communicated to all members in an accessible way. (C)</p> <p>-Reminders for upcoming meetings are not communicated regularly or in</p>	<p>-The shared governance committees meet on a regular basis throughout the academic year (fall and spring semesters). (A)</p> <p>-Meetings are scheduled during times when the least amount of conflicts exist for all constituents. (B)</p> <p>-Routine meeting dates and times are established at the start of the academic year and communicated to all members in an accessible way (it is anticipated that ad hoc meetings may be added to meet the needs of</p>	<p>-Meetings are scheduled during protected times to ensure all constituents are in attendance.(B)</p> <p>-Agendas and relevant materials are provided a minimum of 5 days in advance of routine meetings.(E)</p>

		<p>a standard way. (D)</p> <p>-Agendas and relevant materials are provided less than 1 day in advance of meetings. (E)</p>	<p>individual subcommittees). (C)</p> <p>-Reminders for upcoming meetings are communicated regularly and in a standard way. (D)</p> <p>-Agendas and relevant materials are provided at a minimum of 1 day in advance of meetings. (E)</p>	
<b>Representative Selection</b>	Faculty, staff, and students determine how their representatives are selected.	<p>-A clearly articulated process for selection of representatives does not exist, or if it does exist, it is inadequate or not regularly followed. (A)</p> <p>-Representatives' length of terms and limits, and the process for replacement (if needed) is not clear. (B)</p> <p>-Administration or governance leadership hand-selects faculty, staff, or student representatives. (C)</p> <p>-Committees are arbitrarily formed. (D)</p> <p>-Certain departments or academic focus areas are underrepresented on shared governance committees. (E)</p> <p>-Representatives do not reflect the diversity of the institution as a whole. (F)</p>	<p>-A clearly articulated process exists and is followed for the selection of representatives. (A)</p> <p>-Representatives' length of terms and limits, and the process for replacement (if needed) is clear. (B)</p> <p>-Representation is the purview of the constituency and not of the administration and the administration accepts representation as determined by the established processes. (C)</p> <p>-Faculty, staff and student shared governance representatives are selected by fair and open processes established in governance bylaws. (D)</p> <p>-All departments and academic focus areas are represented on shared governance committees. (E)</p> <p>-Representatives reflect the diversity of the institution as a whole. (F)</p>	<p>-Departments and academic focus areas are <b>proportionately</b> represented on shared governance committees based on size of department or academic focus area (active student population). (C)</p>
<b>Efficiency and Effectiveness</b>	Shared governance works efficiently and effectively.	<p>-Shared governance committees are confused about their charges and consume excessive time trying to clarify them. (A)</p> <p>-Processes are either held to</p>	<p>-Shared governance committees address charges and issues in a timely manner. (A)</p> <p>-The shared governance processes are systematic, transparent, timely, and</p>	<p>-As well as addressing charges in a timely way and providing meaningful, useful recommendations, proposals, and other committee work, <b>the model self-assesses and uses those assessments for ongoing</b></p>

		<p>unreasonably short deadlines or are excessively long and exhaustive, resulting in hasty or delayed decisions that render the recommendations, proposals, or committee work moot. (B)</p> <p>-The results of forwarded recommendations, proposals, or other committee work are not followed up on or communicated back to committees and authors of proposals. (C)</p> <p>-Committees and their work are not assessed for effectiveness.(D)</p>	<p>agreed to by all constituencies. (B)</p> <p>-Shared governance leadership follows up on the status and success of recommendations, proposals, and other committee work. (C)</p> <p>-Committees and their work are regularly assessed for effectiveness. (D)</p>	improvement of its structures and processes.
<b>Decision-Making Timeline</b>	Faculty, staff, and students have timely access to information regarding shared governance.	<p>-Not all faculty, staff or students have sufficient time to access and digest information to engage meaningfully in the decision-making processes of shared governance. (A)</p> <p>-Important information necessary for deliberation is difficult to access or is incomplete. (B)</p> <p>-Requests for input and deadlines are frequently timed for non-academic timelines when member participation would be limited. (C)</p>	<p>-All faculty, staff, and students have reasonable time to access information necessary to effectively engage (give meaningful input, allow for deliberation and collaboration) in the decision-making processes of shared governance. (A)</p> <p>-Important information necessary for deliberation is accessible and complete and requests for further information are honored. (B)</p> <p>-Requests for input and deadlines are scheduled for the academic year to ensure maximal member participation. (C)</p>	
<b>Collaboration</b>	Representatives in shared governance are collaborative.	-Faculty, staff or student representative's communication with their constituent group or between shared governance committees is poorly defined or non-existent allowing committee members to act as individual agents and not as	-Faculty, staff, and student representatives use regular communications with their constituent groups and between shared governance committees to receive and provide feedback, ensuring work as representatives not as individual	

		<p>representatives of their defined constituencies, thus undermining shared governance. (A)</p> <p>-Communication among constituent groups and between shared governance committees is mostly for the purpose of delivering information about decisions that have been already made.(B)</p>	<p>agents to promote the mission of the shared governance model. (A)</p> <p>-Communication among constituent groups and between shared governance committees to provide information and receive feedback occurs prior to decisions being made. (B)</p>	
<b>Processes for Improvement</b>	<p>Feedback regarding shared governance is expected as a normal process for improvement.</p>	<p>-There is no defined procedure for constituents to bring and discuss feedback regarding all elements of shared governance (structure, function, climate). (A)</p> <p>-Constituents do not feel comfortable expressing feedback regarding all elements of shared governance (structure, function, climate). (B)</p> <p>-Mechanisms for resolving conflict are inadequate or non-existent. (C)</p>	<p>-A procedure exists for constituents to bring and discuss feedback regarding all elements of shared governance (structure, function, climate).(A)</p> <p>-Constituents feel comfortable expressing feedback regarding all elements of shared governance (structure, function, climate). (B)</p> <p>-Mechanisms for resolving conflict exist and are adequate. (C)</p>	<p>-Feedback regarding all elements (structure, function, climate) of shared governance is openly sought, encouraged and welcomed through a defined procedure. (A,B)</p> <p>-Tensions arising from inevitable conflicts are not discouraged but systematically and transparently explored and ameliorated for the purposes of better decision-making. (C)</p>

### III. Climate for Shared Governance

Category	Criteria	Does not meet	Meets	Exceeds
<b>Climate</b>	<p>Administration, faculty, and staff model collegiality, respect, tolerance, and civility for students and each other in the shared governance</p>	<p>-The relationships among the constituencies of shared governance are poorly established, adversarial, or divisive. (A)</p> <p>-Constituents use thoughtful deliberation and respectful communications. (B)</p>	<p>-The relationships among the constituencies of shared governance are well- established, respectful, and collegial. (A)</p> <p>-Constituents use thoughtful deliberation and respectful communications. (B)</p>	

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#### IV. Joint Decision-Making

Category	Criteria	Does not meet	Meets	Exceeds
<b>Long-Range Planning</b>	The institution recognizes joint responsibility for decision-making in the area of long-range planning. The institution recognizes joint responsibility for the selection and evaluation of the president and senior administrators.	<p>-The administration is not sufficiently consultative or inclusive of faculty, staff, and student shared governance leadership and other appropriate constituent groups in the development and assessment of long-range or strategic plans. (A)</p> <p>-Searches for college president and senior administrators do not have broad campus representation on search committees. (B)</p> <p>-The evaluation/assessment of the college president and senior administrators does not sufficiently include broad campus perspectives. (C)</p>	<p>-Long-range or strategic planning includes the involvement of all college constituent groups through a clearly articulated mutually agreed upon systematic and transparent process. (A)</p> <p>-Search committees for the selection of a college president and senior administrators include member(s) of all major constituencies on campus. (B)</p> <p>-The search process is clear and transparent, with reasonable opportunities provided for constituent groups to meet the final candidates and provide feedback to the search committee. This feedback is then seriously considered in the final decision-making processes. (B)</p> <p>-Processes for evaluation/assessment of the college president and senior administrators encourage input from all relevant major constituencies on campus. (C)</p>	<p>-Long-range planning includes the involvement of all college constituent groups and includes <b>collaboration with shared governance including monitoring, assessing, and revising of the approved plans.</b> (A)</p> <p>-Search committees for the selection of a college president and senior administrators include faculty, staff and student shared governance leadership or faculty/staff/student representatives. The majority of these members are selected from the campus community, with faculty/staff well represented. (B)</p> <p>-Evaluation/assessment of the college president and senior administrators includes a mutually established process for broad input from college constituents, solicits that input, includes it as an important factor in the overall evaluation/assessment, and conveys the results to the appropriate authority. (C)</p>
<b>Physical Resources</b>	The institution recognizes the value of joint	-Decision-making regarding existing or prospective physical resources, facilities, infrastructure, and	-Master plans for physical resources, facilities, infrastructure, and equipment are developed through a	-Master plans for physical resources, facilities, infrastructure, and equipment are developed in



	decision-making regarding existing or prospective physical resources.	equipment is done solely by the administration. (A)  -The impact on constituencies and end users is not sufficiently considered, and input regarding the impact is not sufficiently sought. (B)	formal process and communicated with shared governance and the NHTI community. (A)  -Input from constituencies and end users is considered when making decisions. (B)	collaboration with the shared governance process allowing for input of constituencies and end users most likely to be impacted. (A, B)
<b>Budgeting</b>	The institution recognizes the value of joint decision-making in the area of budgeting.	- The budgeting process and prioritization is determined with no input from department representatives; budgeting is viewed as administrative functions only.	-The budgeting process and prioritization are inclusive of input from department representatives and other appropriate constituent groups.	-The institution's shared governance system includes a budgeting committee that makes recommendations for budget prioritization.

#### V. The Staff's Role in Shared Governance

Category	Criteria	Does not meet	Meets	Exceeds
<b>Staff Representation in Shared Governance</b>	For joint committees, the staff representation appropriately and proportionally represents the degree of the staff stake in the area.	-Joint committees or committees in areas of joint decision-making responsibility do not always include staff representation or that representation is minimal and not proportional to staff interest, stake or responsibility in the issue the committee is addressing.	-For all of the joint committees and all shared governance committees, the staff representation appropriately and proportionally represents the degree of the staff stake in the area.	
<b>Staff Participation in Shared Governance</b>	Staff members have access to and participate in shared governance	-Staff's role in shared governance is discouraged or limited by location, or other means of access. (A)  -Staff representatives are unable to	-The right to participate in shared governance is protected and promoted by staff and shared governance, enabling staff members to engage in shared governance	-Staff members engage in conversations concerning issues under consideration by shared governance <b>and propose initiatives that would benefit the college and</b>

	processes.	<p>attend their scheduled meetings regularly due to scheduling conflicts. (B)</p> <p>-Staff shared governance representatives are not regularly selected by fair and open processes. (C)</p> <p>-Staff representation does not include members from certain departments. (D)</p> <p>-Staff representatives do not come prepared to shared governance meetings in order to actively participate. (E)</p> <p>-Staff representatives do not report regularly to or seek input from constituencies. (F)</p>	<p>issues. (A)</p> <p>-Shared governance meetings are scheduled during specifically designated time blocks to allow for maximum attendance and participation by staff. (B)</p> <p>-Staff shared governance representatives are selected by fair and open processes. (C)</p> <p>-Representation includes staff from all departments. (D)</p> <p>-Staff actively seek relevant shared governance information, thoughtfully process it, and reference it as they engage in processes of shared governance. (E)</p> <p>-Staff representatives regularly seek and convey input from constituencies. Staff members engage in conversations concerning issues under consideration by shared governance. (F)</p>	students rather than only reacting to issues brought to them. (F)
<b>Staff Members' Role in Shared Governance Climate</b>	Staff members interact respectfully within the college community.	<p>-Staff members often lack knowledge of or are not respectful of the shared governance model and the role of committees and the president. (A)</p> <p>-When working within the shared governance model, staff shared governance representatives do not interact respectfully with the president, administration, faculty, students, fellow staff members, and other constituents of the college community. (B)</p>	<p>-Staff members are knowledgeable and respectful of the shared governance model and the role of committees and the president. (A)</p> <p>-When working within the shared governance model, staff shared governance representatives have established a respectful and collegial relationship with the president, administration, faculty, students, fellow staff members, and other constituents of the college</p>	

			community.(B)	
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## VI. The President's Role in Shared Governance

Category	Criteria	Does not meet	Meets	Exceeds
<b>The President's Role in Shared Governance</b>	The president accepts and only on rare occasions overturns shared governance decisions and recommendations.	<ul style="list-style-type: none"> <li>-The president bypasses shared governance decision-making processes in areas of faculty or staff responsibility. (A)</li> <li>-The president frequently and arbitrarily overturns shared governance decisions and recommendations. (B)</li> <li>-The president does not communicate clearly and in a timely manner his/her rationale for the rejection of or changes to shared governance decisions or recommendations. (C)</li> <li>-The president does not meet regularly with shared governance leaders. (D)</li> <li>The president does not include shared governance leaders in ceremonial events. (E)</li> </ul>	<ul style="list-style-type: none"> <li>-The president uses shared governance decision-making processes in areas of faculty or staff responsibility. (A)</li> <li>-The president accepts and implements shared governance decisions and recommendations. (B)</li> <li>-The president provides timely and clearly written rationale for changes to or rejection of such decisions or recommendations. (C)</li> <li>The president meets regularly with shared governance leaders, encourages faculty and staff engagement and facilitates the resources for shared governance processes to work effectively and efficiently. (D)</li> <li>The president includes shared governance leaders in ceremonial events. (E)</li> </ul>	<ul style="list-style-type: none"> <li>-The president opens a dialogue with governance leaders and affected faculty/staff when he/she has concerns regarding shared governance recommendations in an attempt to solve problems collaboratively rather than reject the recommendations. (B, C)</li> <li>-Shared governance leaders are a part of the president's cabinet. (E)</li> </ul>
	The president seeks meaningful shared governance input on those issues (such as budgeting) in which	-The president makes decisions in which faculty/staff have a serious and appropriate interest but not primary responsibility without sufficient consultation or input from shared	-The president regularly and systematically seeks and takes into serious consideration the input of shared governance on academic and non-academic matters that impact the	-The president encourages shared governance processes for academic and non-academic areas that are inclusive of all constituencies.

	the faculty and staff have an appropriate interest but not primary responsibility.	governance.	institution and achievement of its mission as an institution of higher education.	
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## VII. The Faculty's Role in Shared Governance

Category	Criteria	Does not meet	Meets	Exceeds
<b>Faculty Representation in Shared Governance</b>	For joint committees, the faculty representation appropriately and proportionally represents the degree of the faculty's stake in the issue or area the committee is charged with addressing	-Joint committees or committees in areas of joint decision-making responsibility do not always include faculty representation or that representation is minimal and not proportional to faculty interest, stake or responsibility in the issue the committee is addressing.	-Academic-orientated shared governance committees (curriculum, academic policy, academic standards) and committees having an impact on the delivery of academic instruction (e.g., academic technology) have faculty as the majority voting members, as faculty have purview over curriculum and academics	
<b>Faculty Participation of Shared Governance</b>	The faculty have access to and participate in shared governance processes.	-Faculty's role in shared governance is discouraged or limited by location or other means of access. (A)  -Faculty representatives are unable to attend their scheduled meetings regularly due to scheduling conflicts. (B)  -Faculty shared governance representatives are not regularly selected by fair and open processes.	-The right to participate in shared governance is protected and promoted by faculty and shared governance, enabling faculty members to engage in shared governance issues. (A)  -Shared governance meetings are scheduled during specifically designated time blocks to allow for maximum attendance and participation by faculty. (B)	-Faculty engage in conversations concerning issues under consideration by shared governance <b>as well as propose initiatives that would benefit the college and students rather than only reacting to issues brought to them.</b> (F)

		<p>(C)</p> <ul style="list-style-type: none"> <li>-Faculty representation does not include members from certain academic focus areas. (D)</li> <li>-Faculty representatives do not come prepared to shared governance meetings in order to actively participate. (E)</li> <li>-Faculty representatives do not report regularly to or seek input from constituencies. (F)</li> <li>-Faculty and shared governance regularly fail to protect and promote the principles of academic freedom and the right to participate in shared governance and at times misuse or abuse those rights. (G)</li> </ul>	<ul style="list-style-type: none"> <li>-Faculty shared governance representatives are selected by a fair and open process. (C)</li> <li>-Representation includes faculty from all academic focus areas. (D)</li> <li>-Faculty actively seek relevant shared governance information, thoughtfully process it, and reference it as they engage in processes of shared governance. (E)</li> <li>-Faculty representatives regularly seek and convey input from constituencies. Faculty engage in conversations concerning issues under consideration by shared governance. (F)</li> <li>-The principles and responsibilities of academic freedom and the right to participate in shared governance are protected and promoted by faculty and shared governance, and a system of checks and balances exists to prevent misuse or abuse of shared governance by an individual or small group not responsive to the body of the whole. (G)</li> </ul>	
<b>The Faculty's Role in Shared Governance Climate</b>	Faculty interact respectfully with the president, administration, student governance, fellow faculty members, staff, and other constituents of	<ul style="list-style-type: none"> <li>-Faculty members often lack knowledge of or are not respectful of the shared governance model and the role of committees and the president. (A)</li> <li>-When working within the shared governance model, faculty shared</li> </ul>	<ul style="list-style-type: none"> <li>-Faculty members are knowledgeable and respectful of the shared governance model and the role of committees and the president. (A)</li> <li>-When working within the shared governance model, faculty shared governance representatives have</li> </ul>	

	the college community.	governance representatives do not interact respectfully with the president, administration, staff, students, fellow faculty members, and other constituents of the college community. (B)	established a respectful and collegial relationship with the president, administration, staff, students, fellow faculty members, and other constituents of the college community. (B)	
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#### VIII. The Students' Role in Shared Governance

Category	Criteria	Does not meet	Meets	Exceeds
<b>The Students' Role in Shared Governance</b>	<p>Students have access to and participate in shared governance processes.</p> <p>Students interact respectfully with the president, administration, faculty, staff, fellow students, and other constituents of the college community.</p>	<p>-Students' role in shared governance is discouraged or limited by location or other means of access. (A)</p> <p>-Student representatives are unable to attend their scheduled meetings regularly due to scheduling conflicts. (B)</p> <p>-Student shared governance representatives are not regularly selected by fair and open processes. (C)</p> <p>-Student governance representatives have an inadequate representation or relationship with shared governance groups and are inadequately involved in decision-making processes at the college. (D)</p> <p>-Student representatives do not come prepared to shared governance meetings in order to actively participate. (E)</p>	<p>-The right to participate in shared governance is protected and promoted by students and shared governance, enabling student members to engage in shared governance issues. (A)</p> <p>-Shared governance meetings are scheduled during specifically designated time blocks to allow for maximum attendance and participation by students. (B)</p> <p>-Student shared governance representatives are selected by a fair and open process. (C)</p> <p>-Student governance representatives have good representation or relationships with shared governance groups and are involved in decision-making processes at the college. (D)</p> <p>-Students actively seek relevant shared governance information,</p>	

		<p>-Student representatives do not report regularly to or seek input from constituencies. (F)</p>	<p>thoughtfully process it, and reference it as they engage in processes of shared governance. (E)</p> <p>-Student representatives regularly seek and convey input from constituencies. Faculty engage in conversations concerning issues under consideration by shared governance. (F)</p>	
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