

Planning a Transition of Use at the Fullerton College a Habra Site

Assumptions and Considerations

The plan for reuse assumes that a mixed use of programs and functions is most practical for the site. The plan recognizes some costs are difficult to estimate without incurring the cost of professional services. The plan suggests uses that are consistent with a community college curriculum and mission. The plan suggests realistic timing and sequencing scenarios. The plan depicts potential uses in a random order. The list does not suggest a prioritization of importance.

Automotive

Although the Automotive Department will enjoy the use of new facilities beginning in the fall 2013 semester, the new facility did not expand their assignable square footage allotment or number of service bays. The department has documented a desire to have addition square feet for instruction in both program review documents and in vocational advisory meeting minutes. Opportunities exist to use space at La Habra designed specifically for automotive service and repair with little modification. A few key items such as the parts washer, steam cleaner, air compressor, and miscellaneous tools would need to be acquired for successful operation since existing items are to be returned to the main campus.

Phasing this activity could begin as early as January 2014 depending on both internal and external influences. Rooms include 901LH, 903LH, 907LH, and 910LH. The estimated cost for these modifications stands at ~\$65,000. Future funding for the acquisition of vehicles and equipment to offer alternative fuel vehicle curriculum would need to come from a Perkins/VTEA proposal. This activity will generate FTES for the college. Full implementation would require adequate faculty staffing to cover this location in addition to providing instruction at the main campus.

ESL Assessment/Classes

Community support and support from the counseling staff overseeing the Fullerton College Assessment Center suggests the relevance of offering assessment services at the La Habra site and access to ESL classes on site. An assessment center would require at least twenty computers which could be housed in the computer lab currently occupied by Printing. Classroom space is also available in Building 1.

Phasing this activity could begin as early as January 2014 depending on both internal and external influences. Rooms include 906LH and 960LH (905LH option). Estimates for implementation are almost entirely associated with setting up the computer lab for assessment. If Room 960LH is used the lease will need to be extended or building purchased outright. If the lease of 960LH is terminated a classroom such as 905LH will need to be converted to a small computer lab configured with any necessary software. Computers could be supplied through the Fullerton College “food chain” (2nd use). If 905LH is used it will need to be wired for computers and furnished appropriately. Cost of new computers and furniture is estimated at ~\$30,000. This activity will generate FTES for the college. Implementation would require staffing to cover this location in addition to the services currently provided on the main campus.

M & O Storage

There are currently two enclosed storage areas and one gated open yard at the site. These areas cannot be used for instructional purposes. Each can be used for storage. Enclosed areas are secure and will become vacant when items stored in those areas are returned to the 700/900 buildings during summer 2013. This presents an opportunity for Maintenance and Operation to use those spaces for storage reducing the dependence on metal shipping containers for storage. A small portion of the space should be allocated to the automotive program for large items such as engine blocks and transmission housings.

Phasing this activity could begin as early as January 2014 depending on both internal and external influences. There is no cost associated with this use. This activity will not generate FTES for the college and requires no new unique staffing requirements.

BioTech Center

The proposal for a regional biotech facility aligns with the recommendation of the Socal Bio group and a coalition of biotech faculty from Fullerton College and the Rancho Santiago Community College District. Biotech represents one of the key employment clusters identified by the Orange County Work Investment Board (OCWIB) in their demand occupations list of fastest growing employment clusters in Orange County. At the Board's strategic planning session held in 2012 biotech was targeted as a key cluster for the advancement of economic and workforce development within the county. Although this proposal covers a model still in its infancy it is worthy of serious consideration and would place Fullerton College in the forefront of this leading-edge cluster. Fullerton College, as a result of the participation of faculty Dr. Jo Wu, is a regional affiliate of the current LA/OC Biotech Center. The college plan is to hold all space in Building 2 (rooms 930 LH, 940LH, and 950LH) for intended use as a regional biotech site. Dr. Wu has defined the need to include a teaching lab, industry lab (clean room), a cell culture room with laminar flood hoods, and a lab preparation room. A modification of the facility space would be required and would incur design and construction fees. Some of the equipment is available from industry partners and other pieces would have to be acquired through grants, Perkins/ VTEA, and industry donations. A model for this center currently exists at Pasadena City College.

Planning and phasing of a project of this scope should begin immediately upon acceptance of this general plan with likely implementation occurring after spring 2014. There is significant cost associated with this proposal primarily in the modification of classroom space. However, this represents an opportunity to position Fullerton College as a leader in this emerging technology. This activity would generate new FTES for Fullerton College. Staffing requirements would necessitate fulltime classified staff to handle the laboratory dispensary, the commitment of at least one full time faculty and lead instructor, in addition to several adjuncts. Curriculum exists to frame instruction toward transfer or entry level employment. Dr. Wu is currently funded for several Workforce Innovation Partnership Grants in Biotech (2 current, 1 pending) and has an established partnership with the Amgen Foundation.

Construction Technology

Like Automotive, this program will return to the main campus and deliver instruction beginning fall 2013 at the newly renovated site. There was no space expansion in the modifications to the 700 building for Construction Technology so any expansion would have to occur off site. The program can use large spaces for live laboratory work in surveying, concrete, general residential construction, and potential growth in related “green” practices. The program has existing curriculum to support each of these endeavors. A mix of yard space, classroom, laboratory, and material storage would be needed.

Phasing of this activity could begin as early as fall 2014 but would require design and cost estimates to determine the scope of work required to address HVAC concerns in these lab areas. This activity could result in an increase of FTES in the Construction Technology program. There would be some need of duplicate tools at the La Habra site although many tools and pieces of equipment exist in the current woodshop laboratory (930LH) which could be used for this application.

Minimum Site Improvements

A covered area should be provided for students to congregate. There is currently space southeast of the automotive service yard where tables could be provided. Shade trees exist at this location. Vending machines should be installed to provide minimal food services without having to leave campus. Costs to provide these improvements would include minimal paving, electrical connections for vending, and an overhead cover.

Emergency radio contact with the main campus should be available. Cost of installing this communications capability is unknown.

Technology Committee

Mission and Purpose

The Technology Committee (TC), a campus level committee to provide advisement to the President's Advisory Council (PAC), was established in 2012 by combining the Technology Implementation Planning Committee (TIPC), the Instructional Technology Committee (ITC), and the Distance Education Advisory Committee (DEAC). In 2006, by mutual agreement with the College President and Faculty Senate, the Educational Technology Committee (ETC) was split into the Instructional Technology Committee (ITC) and the Distance Education Advisory Committee (DEAC). In May 2009 the President's Advisory Council approved a committee structure that included the ITC, DEAC and TIPC.

The Technology Committee (TC) is a policy recommending and implementation committee of PAC. The TC makes recommendations on the use of instructional technology and related policies for the delivery of instruction and then implements as directed by PAC. Among the issues relating to technology that the committee may address are developing an instructional technology plan, budget, and administrative and support structure. In regard to distance education TC coordinates the use of instructional technology and the delivery of instruction and student services at a distance; designs and develops training curriculum; and oversees the training of faculty. Among the issues relating to distance education that the committee may address are curriculum development, staff development, student services, counseling, media production and administration. At the direction of PAC the Technology Committee (TC) is charged with implementing technology and distance education related policies and recommendations. The TC shall also solicit proposals and recommendations for PAC to consider from representatives of non-academic areas relating to their use of technology.

The Technology Committee will: (1) address technology and infrastructure issues; (2) coordinate the implementation and support of the technology needs of the campus, the Educational Master Plan and related Strategic Instructional Technology and Student Services Plans; (3) oversee the implementation of the technology infrastructure necessary for the efficient instructional use of technology; (4) gather information in regard to needs and concerns; (5) promote effective and efficient use of technology; (6) develop technological partnership among campus programs and departments; (7) assist the College in the avoidance of unnecessary technological duplication; (8) recommend priorities for the non-academic use of technology on campus based on administrative needs and incorporate academic technology priorities as recommended; (9) identify, prioritize and recommend staffing for technology; (10) develop an ongoing comprehensive College Technology Plan for consideration by PAC; (11) recommend funding strategies and priorities for major technology spending to the PAC; (12) receive regular reports from the District Information Technology Committee and review and respond as appropriate; (13) report and make recommendations to Faculty Senate and PAC on the solutions to Distance Education issues and trends; and (14) report and make recommendations to Faculty Senate and PAC in regard to Hosting, Blackboard, and DE related training.

Co-Chair

The committee will be chaired by one faculty member elected by and from the voting members for a two year term and one manager appointed by the President.

Meetings

Committee meetings will be once per month, date and time to be determined by committee members. Additional meetings may be scheduled at the discretion of the committee as needed to facilitate special needs or projects.

Composition

10 Faculty, one from each division (appropriate faculty will be appointed by Faculty Senate – one must teach online, if a division does not fill their position it will be filled as an At-Large position)
6 Managers (one from Student Services, one from Distance Education, one from ACT)
3 Classified Representative (one from Instruction, one from Student Services, one from Administrative Services)
1 Associated Students Representative

Resource

Vice President, Administrative Services

Fullerton College Participatory Governance

Participatory governance at Fullerton College is achieved in the spirit of cooperation, collaboration, and collegiality. It promotes the vision and values of the College and ensures their achievement through appropriate policies and procedures via a structure of councils, committees, and task forces.

The purpose of the Fullerton College participatory governance structure is to provide each constituent group the opportunity to participate in the planning process and program initiatives as well as to develop, review, and revise policies and procedures through their representatives. Functionally, this is accomplished by councils, committees, and task forces created to formalize collegiality, to facilitate collegial communication, and to resolve issues as close to the point of origin as possible. These structures provide an opportunity for all perspectives of constituent group interests to be considered. The result is effective processes for planning, implementation, evaluation, and planning agenda(s) for improvement.

General Principles

1. All decision making is based on recognition that the College exists to educate students.
2. All constituent groups have a vested interest and a role in ensuring that Fullerton College fulfills the mission defined by the legislature, State Board of Governors, and the North Orange County Community College District Board of Trustees.
3. Participatory governance is a method of organized and collegial interaction in which faculty, staff, students, and managers participate in thoughtful deliberation and decision-making, leading to recommendations made to the College President
4. Mutual agreement is the goal to be achieved through active participation and collegial interaction by all constituent groups.
5. The most effective means of developing policies and procedures is to provide opportunity for involvement by the constituent groups affected by the implementation of these policies and procedures.
6. In academic and professional matters, as defined by AB1725, the College President will rely on the advice of the Academic Senate in reaching mutual agreement.
7. Representatives of constituent groups involved in the participatory governance process have the responsibility of keeping their respective groups informed of the proceedings and recommendations of governance groups.
8. Individuals not serving as representatives have the opportunity to share concerns with their constituent groups, with the anticipation that their views will be represented in governance councils, committees, and task forces.

Roles of the Participants in Participatory Governance

College President

The College President represents the Governing Board. The President is responsible for providing communication procedures and the infrastructure for achieving participation from all constituencies in the decision-making processes appropriate to participatory governance. The President encourages the participation of all constituencies in their appropriate participatory governance roles.

Faculty Senate

The Faculty Senate represents the faculty of Fullerton College in academic and professional matters. Consistent with AB1725 and other District policies, the President consults collegially with the Faculty Senate on academic and professional matters. The Senate expresses the view of the faculty through a vote of the Senate. At the Senate's discretion, the Senate may choose to delegate its responsibility to specific committees or to individual faculty members for limited duration and purposes.

As appropriate, the Senate adopts procedures and approves or endorses actions related to academic and professional matters which include: (1) curriculum including established prerequisites and placing courses within disciplines; (2) degree and certificate requirements; (3) grading policies (4) policies for faculty professional development activities; (5) other academic and professional matters as mutually agreed upon.

The Faculty Senate makes all faculty appointments to college governance committees. Appointees are expected to regularly attend meetings and to contribute as a part of their professional responsibilities. The faculty members serving on those committees are participating to represent and express the interests of (1) the Senate and (2) their constituents. Appointees do not make decisions for the Senate and are obligated to communicate regularly to the Senate and their representative groups on the governance committee's activities.

Classified Senate

The Classified Senate represents the classified staff in participative decision making and in the participatory governance process which develops and formulates policy and practice with no collective bargaining effect related, but not limited to, the following: (1) representing the perspective of classified staff in policy and procedure deliberations; (2) offering staff in-service activities; (3) communicating among the various interest groups and classified staff of Fullerton College; (4) collaborating with CSEA for appointment of classified staff on all governance committees; (5) maintaining the delineation of responsibility between the Classified Senate and CSEA. The Classified Senate has no responsibility in any area related to bargaining or working conditions; such issues are the explicit responsibility of CSEA. CSEA has the right to appoint the classified representatives to all participatory governance committees. The College President ensures that the recommendations and opinions of classified staff are given every reasonable consideration within this structure.

Associated Students of Fullerton College

The Associated Students of Fullerton College (AS) is the official voice of the Fullerton College student body and is responsible for selecting students to serve on appropriate college councils, committees and task forces. The Associated Students represent the students of Fullerton College in participative decision making and in the participatory governance process which develops and formulates policy and practice related, but not limited to, the following: (1) the AS makes recommendations to the Director of Student Affairs and/or Dean of Student Support Services regarding academic and extracurricular concerns of students; (2) the AS serves as the representative of Fullerton College students on the President's Advisory Council; (3) the AS presents to the President's Advisory Council recommendations and policy for college wide consideration; (4) the AS appoints student representatives for governance committees.

Deans/Managers of Fullerton College

The Deans/Managers of Fullerton College represent the college deans, directors, and classified managers on the President's Advisory Council. The deans/managers are responsible for (1) communicating all

college wide issues to deans/managers; (2) representing the perspective of deans/managers in college wide discussion of policy and procedures at the President's Advisory Council; (3) reporting to the deans/managers governance issues for dissemination through their areas of responsibility.

Responsibilities of All Parties

Participatory governance committee deliberations and actions should be public. In addition to representation afforded to individuals through constituent groups, individuals and groups may also be heard by any council, committee, or task force by requesting permission to speak.

The final authority for governance at Fullerton College is the North Orange County Community College District Board of Trustees. The Board of Trustees delegates authority to the President through the District Chancellor. The President and all constituent groups are committed to a functional and effective participatory governance process.

The Governance Structure

Council – A council meets on a regular basis and is composed of constituency representatives designated or selected to act in an advisory capacity. A council often directs the work of numerous committees or task forces.

Standing Committee – A standing committee is composed of constituency representatives and considers matters pertaining to a designated charge or subject. A committee reports its recommendations to appropriate representative bodies.

Committee – All governance bodies may establish their own committees to support their work. All committees should have a defined purpose. If desired, governance units may request membership from other constituent units to serve as resource members. Resource members will be assigned as defined under "Membership." The President's Advisory Council may establish committees with overarching purpose on topics that are also being reviewed from the perspective of a particular constituent unit.

Task Force - A task force addresses special college wide issues or tasks and meets until the issue is resolved or the task is completed.

Membership

Fullerton College faculty, staff, students, and managers serve on a variety of college, constituent group and district councils, committees, and task forces. Members of the governance groups of the college are determined by constituent groups. When the appointment is to be made based on the position held by the individual, the specific position is identified in the composition of the group. When the individual is appointed or elected to represent a constituent group, the following processes are followed:

Faculty Senate Appointments - All faculty appointments are made through the Senate.

Classified Appointments – All Classified appointments are accomplished by the collaboration of the Classified Senate through the CSEA appointment process.

Student Appointments - All student appointments are made through the Associated Students.

Deans/Managers Appointments - All deans/managers appointments are made by the College President after consultation with the deans/managers.

Appointments - Appointments of membership will generally be made in April/May to fill positions which will be vacated the subsequent year. Appointments may be otherwise made at any time deemed appropriate by the participatory governance group.

Fullerton College Councils and Committees

President's Advisory Council

Purpose: The purpose of the President's Advisory Council (PAC) is to receive and review college policy recommendations from any and all college groups, obtain constituent opinions, advise the President as to policy recommendations, provide a venue for college wide initiatives and provide a means of communication within the college community. The PAC is the forum in which all proposed broad-based college policy and procedural changes are discussed collegially before they are acted on or implemented by the College President. (PAC)

Budget Development Committee Planning & Budget Steering Committee

Charge: The charge of the Budget Development Committee (BDC)- Planning & Budget Steering Committee (PBSC) is to: (1) advise on the development of budgetary policies, processes and timelines; (2) receive and review budget proposals from departments and/or program areas; (3) review and recommend projects to be funded through the "Dynamic Fund"; (4) recommend funding priorities for the overall college budget; (5) sponsor budget orientation workshops for the members of BDC-PBSC and as needed by the college community; (6) engage in self-directed study to meet its regulatory obligations under Title 5 of the California Code of Regulations, and to maintain authority delegated by the State Chancellor's Office. (PAC)

Staff Development Committee

Charge: The charge of the Staff Development Committee is to: (1) plan, develop, coordinate, review and evaluate the professional development activities; (2) plan Flex Day activities for ongoing professional development; (4) assist in the preparation of the twice yearly reports to the District Officer of Staff Development: on expenditures, funding priorities, procedures, deadlines, activities, schedules of meetings, attainment of goals, needs assessments, etc. (PAC)

Distance Education Program Advisory Committee/Technology Implementation Committee

Charge: The charge of the Distance Education Advisory Committee is to: (1) assess how effectively current technology is being utilized at the college; (2) identify, prioritize and recommend areas for expansion of technology utilization for the enhancement of instructional programs, student services and the management of the college; (3) identify, prioritize and recommend both on-going and specialized training needs for maximum utilization of technological resources. (Faculty Senate)

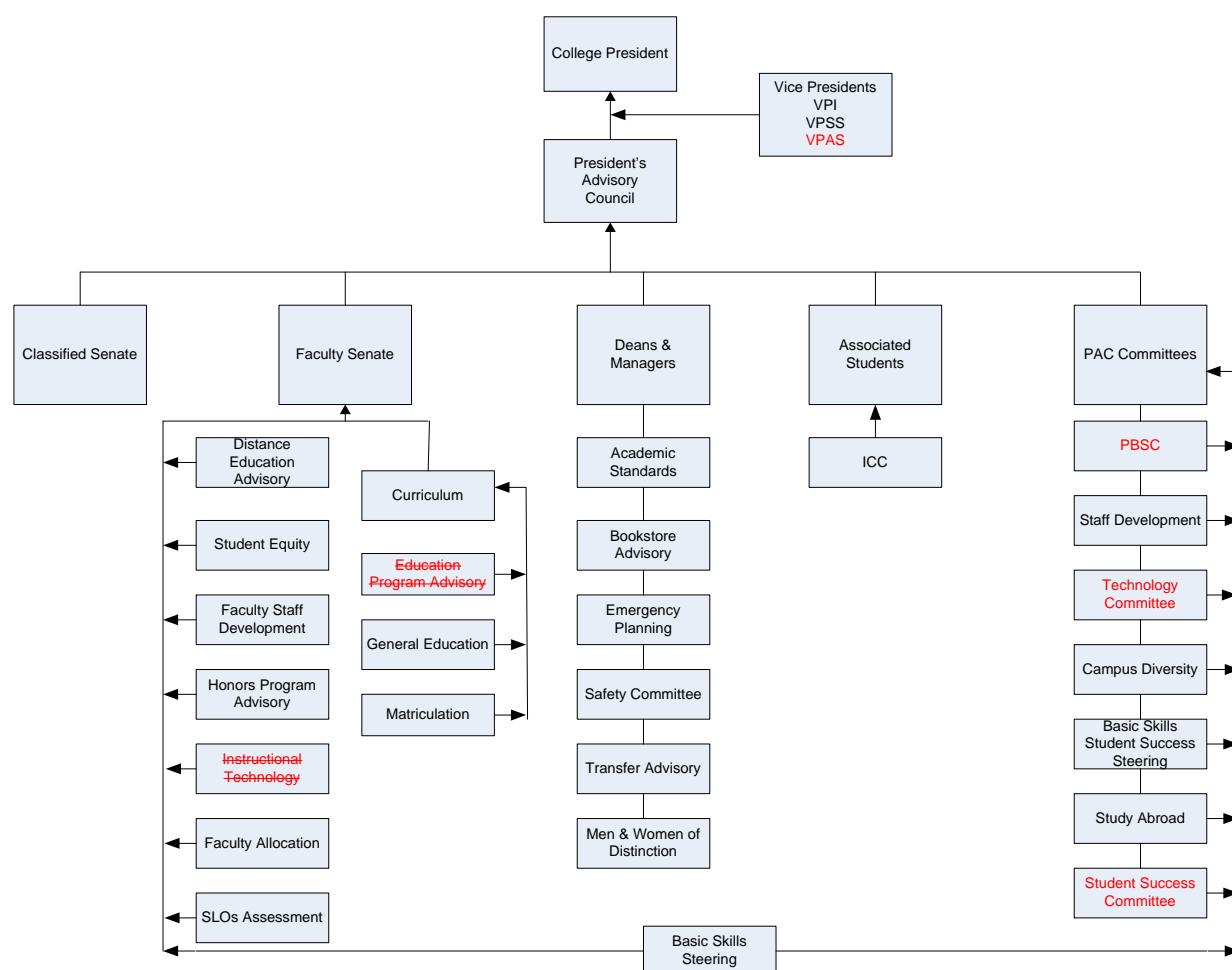
Technology Implementation Committee

Charge: The charge of the Technology Implementation Committee is to: (1) identify, prioritize and recommend staffing for technology; (2) develop an on-going comprehensive College Technology Plan for consideration by PAC; (3) recommend funding strategies and priorities for major technology spending to the BDC; (4) receive regular reports from the District Information Technology Committee, and review and respond as appropriate. (PAC)

Campus Diversity Committee

Charge: The charge of the Campus Diversity Committee is to: (1) plan and develop activities with the purpose of promoting harmony, equality and unity through a greater understanding of diversity; (2) provide advice and recommendations to the College President on related issues. (PAC)

Fullerton College Committees



Fullerton College President's Advisory Council

Fullerton College embraces the concept of participatory governance. The purpose of a participatory governance structure for decision making is to ensure that all decisions are well informed by input from the primary segments of the college community: faculty, students, classified staff, confidential employees, and administration. In this regard the model is grounded in Assembly Bill 1725 and in the policies of the North Orange County Community College District Board Policy BP 2510: Participation in Local Decision-Making.

Participatory governance is a process of consultation – a framework of interactions that ensures that decisions are well informed. The process of participatory governance guides and informs the college's decision-making activities, short and long-range planning, and problem-solving tasks. With the exception of collective bargaining, personnel matters and legal issues, all aspects of the college conform to the participatory governance process. Even though the determinations reached through the process are advisory to the College President, who serves as the institution's chief executive officer, the majority of the institutional decisions are based on the directions of the discussion. This is to ensure a system of debate and checks and balances in the review of important matters. It also is designed to promote trust and broaden participation in the decisions reached, thereby reinforcing the structure of governance.

The President's Advisory Council (PAC) serves as the central, participatory governance council, functioning as the institution's primary recommending body for decision-making and planning. The structure and nature of the President's Advisory Council is to facilitate its interactions with all institutional constituencies. The planning role is enhanced by its familiarity with all functions of the college, ensuring both a knowledgeable and integrated perspective.

Specialized projects are referred by the Council to other governance organizations for review, such as the Faculty Senate and the Deans' Council for instructional matters, the Classified Senate for classified issues and the Associated Students for student issues. These bodies report back to the Council with recommendations. For most issues, the determination of the President's Advisory Council is final. In some instances, however, in which District wide concurrence is necessary, the individual groups also make recommendations to their counterparts within the broader District. The College President is charged with representing Council determinations to the Chancellor, the Chancellor's Cabinet and the Board of Trustees.

The President's Advisory Council will strive to integrate all aspects of communication, decision-making and planning tasks. The President's Advisory Council establishes committees to assist with specialized projects.

Membership:

President
Faculty Representative
Faculty Representative
Faculty Representative
Faculty Representative
Deans' Council Representative
Management Representative
Classified Representative
Classified Representative
Associated Students President
Associated Students Vice President

Resource:

Vice President Instruction
Vice President Student Services
Vice President Educational Support & Planning Administrative Services
Budget Officer
Public Information Officer
College Institutional Researcher

Fullerton College Governance Model

