**Consensus decision-making** is a group decision-making process in which group members develop and agree to support a decision in the best interest of the whole.

* May be defined professionally as an acceptable resolution, one that can be supported, even if not the "favourite" of each individual.
* It has its origin in the Latin word *cōnsēnsus* (agreement), which is from *cōnsentiō* meaning literally *feel together*.[[1]](https://en.wikipedia.org/wiki/Consensus_decision-making#cite_note-1)
* It is used to describe both the decision and the process of reaching a decision.
* The process of deliberating and finalizing a decision, and the social, economic, legal, environmental and political effects of applying this process.

What might that look like to us?

* Sharing responsibility equally amongst all of us
* Regular meetings to discussion departmental decisions
  + Maintain values and community agreements defined by the group
  + Ensure schedule in dropbox is accurate as well as personal calendars
  + Separate from social hour lunches or other non-work times
* Making informed decisions about reports, budget, hiring, new/updated curriculum
  + Working on annual reporting together
    - Need to request a schedule for deadlines from the VPI so we can plan meetings ahead of time
    - Deadline leads to maintain structure for paperwork
      * Everyone in the group is equally responsible for the work. The group must decide how to divide up tasks. Everyone will need to understand the full content of the report when it is complete.
      * Lead will be responsible for submitting the final product. This person is NOT more responsible than anyone else for the content of the report, simply for turning it in on time.
      * There shall be no complaints after the report is turned in. Any issues must be raised well before the due date. The group can assist in working out problems that arise. Request a meeting or agenda item for help.
  + Discussion and approval a yearly budget with breakdown by area
    - Update of spending/planning at each meeting
      * Specifically – how much we have spent per area, what are the expected expenditures for the rest of the semester per area, what are ideas for any extra funds (Gen Bio, A&P, Micro, Bioman)
        + Template for reporting provided
      * Reported by Lab Coordinator or designee at meeting (with amounts by area of biology, funding sources – see template)
    - Determine a timeline for overall budget discussion and decision
      * Fall expenditures may affect Spring planning
        + End of semester summary for early planning
      * Approval of yearly budget request (with more detail than the dean

requests) to be reviewed, discussed and decided upon

* + - * + Review budget for Fall of next year in March
  + Discussion and approving semester schedules including time/staff changes and modifications
    - Make changes to the excel spreadsheet at the meeting
    - Timelines are often quick, so may need special meeting called
  + Discussion and approval of class additions and changes to schedule
    - Need person in META for approval, but should be agreed upon by group
    - Presentation of changes to COR or new ideas to group by author
    - Group discusses impact, etc.
  + Concerns about hiring, pre-req waivers, classroom issues, part-time evals, SLOs
    - Lead faculty for each area will handle paperwork concerning their area if it is area specific. Information will also be brought to the group as informational or discussed if there is time and the lead person feels it would be helpful
  + Student Concerns/Complaints
    - Student issues can be presented to the group and then discussed as the best way to handle the issue
      * If we are between meetings, report out on the process
      * If before a meeting, bring the issue to the meeting
    - Guidelines for working with student complaints provided by department with review and training
    - Lead faculty as mediator with assistance or appoint a person
      * Use the buddy system in the beginning
        + Or appointee by the lead if there is an issue concerning them
  + Part-time Participation
    - Part-time faculty are encouraged to attend meetings and participate in department meetings
    - Lead faculty for area are responsible informing part-time faculty of the issues and ask for feedback
* Monthly Department Chair Meetings
  + We each take a turn attending the department chairs meeting
    - Attend meetings in pairs:
      * Faculty A (primary) and Faculty B attend meeting in September
      * Faculty B (primary) and Faculty C attend meeting in October, etc.
        + Provides overlap and verification of information
  + Same could be true for less regular division chair meetings
* Monthly Department Meetings
  + Person who attended the chair meetings as primary runs the department meeting where they update everyone on what happened as well as create the agenda of topics, mediate the conversation, call for vote if need be
    - They send out the link to the agenda to everyone, the link after with the meeting notes and start the next tab in the meeting excel spreadsheet
    - They get to choose the talking piece from the Giant Microbes box (😊)
    - They will be the note-taker for the next meeting
  + One meeting midmorning Friday and one Tuesday or Wednesday evening to accommodate PT faculty and dependent on availability
  + Meeting calendar is kept in Excel with the agendas and minutes
  + Once a month presentation of budget with specifics (see Budget area)
  + Specify if meeting requires a vote or just discussion
  + Items that need Consensus or Majority vote
    - Goal is consensus for everything – subject to change
    - New topics
      * Ask if we should decide by consensus or majority
      * Ask for a vote if no consensus is reached

|  |  |
| --- | --- |
| **Consensus** | **Majority** |
| Budget | Curriculum |
| Schedule |  |
| Written Communications for Department |  |
| Program Review/APU |  |
|  |  |

Biology Department Lead Breakdown

For prerequisite waivers, hiring concerns, course updating information, part-time faculty evaluations, please contact the follow faculty dependent on the course:

|  |  |  |  |
| --- | --- | --- | --- |
| **Courses** | **Faculty** | **Cell Number** | **email** |
| 1A/1B (10, 70 back-up) | Leslie Blackie | (707)853-4112 | [lblackie@peralta.edu](mailto:lblackie@peralta.edu) |
| 2,4 (20A/B, 24 back-up) | Rebecca Bailey | (510)823-9656 | [rbailey@peralta.edu](mailto:rbailey@peralta.edu) |
| 3 | Rajeev Banerjee | (510)778-4590 | [rbanerjee@peralta.edu](mailto:rbanerjee@peralta.edu) |
| 10/11 (1A/1B back-up) | Amy Bohorquez | (510)701-4069 | [abohorquez@peralta.edu](mailto:abohorquez@peralta.edu) |
| 70 series, 28 | Doug Bruce | (510)590-7152 | [dbruce@peralta.edu](mailto:dbruce@peralta.edu) |
| 20A/B, 24, 28 | Laurie Allen-Requa | (925)212-4334 | [lallenrequa@peralta.edu](mailto:lallenrequa@peralta.edu) |