

PARTICIPATORY GOVERNANCE MODEL

2024-2027

CERRO COSO COMMUNITY COLLEGE

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INTRODUCTION

California Code of Regulations Title 5 (Sec 51023.5, Sec 51023.7, Sec 53200-532004) require that college districts adopt policies and procedures that provide district and college faculty, staff, and students the opportunity to participate effectively in district and college governance.

As a result of the 2019 KCCCD Climate Survey, a Climate Survey Task Force was convened to address a decline in overall employee morale and trust in the workplace. The Task Force came up with five recommendations which were accepted by the College Council. One of the recommendations called for the development of a framework around communication and scope of participation in college decision-making processes. This led to the forming of a Participatory Governance Model Task Force to update the existing Participatory Governance Model Handbook to address those concerns detailed by employees.

This revision of the Participatory Governance Model Handbook was developed by dedicated faculty, staff, and administrators serving on the Participatory Governance Model Task Force. The Task Force first met in the spring of 2022, and committed to taking the time necessary to develop a model that serves the college community in fostering clear communication, collegial consultation, and transparency in decision-making.

Mission

The mission of Cerro Coso Community College is to improve the life of every student it serves by prioritizing equity and supporting attainment of educational goals. Through innovative delivery methods, Cerro Coso Community College provides transfer preparation, workforce education, degree pathways, and comprehensive student support services to develop ethical and effective citizenry throughout our vast rural and online communities.

Vision

Cerro Coso Community College will be the first choice in higher education and workforce training for the Eastern Sierra region.

Values

The values at Cerro Coso Community College provide the foundation for all academic, student support, and administrative services:

- **Educate**

We provide students with clear and defined degree, certificate, and transfer pathways to ensure timely completion of educational goals. Through a student-centered approach to collegiate learning and integrated and equitable support services, we promote student success and retention. We foster diversity of thought, curiosity, and critical thinking within a rigorous and safe learning environment to empower our college community to shape a more equitable and inclusive society.

- **Innovate**

We commit to an inclusive, transparent, fluid, and evolving strategic planning process to acknowledge and anticipate the ever-changing workforce and transfer preparedness needs of our students. Through implementation of pedagogical and institutional best practices, we facilitate and encourage innovation and success for all students, faculty and staff.

- **Include**

We commit to equitable access to higher education for all. We value diversity and demand that our campus and classroom atmosphere, curriculum, and programs intentionally foster inclusivity. We recognize that the individual differences of each student, faculty and staff member contribute to the ability of the college to prepare students on their educational journeys in an increasingly diverse and globalized world.

- **Serve**

We embrace our unique communities and are dedicated to the economic and social development of our service area. Through collaboration with secondary schools and workforce partners, we prepare students to give back to their communities through marketable job skills and transfer preparation.

STRATEGIC GOALS

- Goal 1 – Maximize Student Success and Access
- Goal 2 – Narrow Student Equity Gaps
- Goal 3 – Strengthen Organizational Effectiveness



PHILOSOPHY AND GUIDING PRINCIPLES

Participatory governance works best when all participants approach their role with a goal of understanding the college’s purpose and objectives, contributing ideas, listening for understanding, and committing to equity, civility, mutual respect, and collegial behavior. Active participation by all enables the college community to strive for governance outcomes that are inclusive, reflect all constituency perspectives, and expand the leadership capacity of Cerro Coso Community College. Participants should be consensus-seeking rather than position-taking, which requires the dialogue process to be transparent and enables all members to both listen and understand one another clearly.

COLLEGIAL CONSULTATION

Collegial consultation is a method of college management in which decision-makers, whether with primary or delegated authority, are committed to involving affected constituencies in decisions as much as possible. Collegial consultation is based upon individuals having a voice in decisions that affect them.

Collegial consultation is carefully planned, instituted, and evaluated. It is designed to lead to effective participation in decision-making that unites constituencies, produces an improved college environment, and draws upon the strength of diversity. Collegial consultation includes the structures and processes for decision-making that engage students, staff, faculty, and administrators in reaching and implementing decisions that further the primary mission of the college—to educate students and place learning at the core of our existence. The groups formed to address college matters are properly charged and empowered, the members carefully selected, and processes clearly structured. The structures and processes for collegial consultation vary according to task.

In order for collegial consultation to work, there must exist a covenant of mutual trust, honesty, open agendas, equity, and respect for differing views. Essential to maintaining this covenant are open communication and feedback from all constituencies. All parties must commit to and take responsibility for fostering and maintaining an environment in which collegial consultation can occur, as well as being well informed regarding issues. The underlying structure is building community. By

living, learning, and teaching the principles of community, we serve as a catalyst for individuals and groups to:

- Communicate with authenticity
- Deal with difficult issues
- Welcome and affirm diversity
- Bridge differences with integrity
- Respect others

In our decision-making processes, members of the constituent groups must commit to participating in the implementation of decisions made through collegial consultation processes and to working within legal and pragmatic parameters of their positions. The partners in collegial consultation acknowledge that traditional and legally mandated roles continue within the context of collegial consultation, e.g., the publicly elected members of the Board of Trustees have the ultimate legal and ethical responsibility for setting policy to guide the district's operations.

RULES, TOOLS, AND ROLES

Meeting Rules of Engagement

In participatory government, collegiality, respect, and civility are expected.

- While there are committee chairs to facilitate the meeting, there is no rank in the room when at the committee table. All participants, whether they are administration, faculty, staff, or students, are treated as peers, both between constituencies and within constituencies.
- Members will be engaged and contribute. All meeting attendees will be respectful/civil in their comments, responses, and body language. Members will listen to others and seek to focus on the merits of what is being said, while making a good faith effort to understand the concerns of others. Council/committee members are encouraged to ask clarifying questions.

Operational Guidelines for Committees

Operational guidelines define any processes and procedures that are followed by an individual committee. While some additional operational guidelines may be added by a committee, as needed, all Cerro Coso Community College committees will abide by the following operational guidelines:

1. Annually review and disseminate the statement of purpose and composition so that the campus community is aware of its role in the advisory and consultative decision-making process.
2. Follow the Brown Act if required by law. Councils and Committees that follow the Brown Act include the Academic Senate, CIC, and the Student Senate (insert link to Brown Act, or cheat sheet).
3. Each committee should determine its own rules of order to support a collegial working environment that encourages the fair exchange of ideas.
4. Abide by a series of norms that define the tone and direction of committee meetings.
5. Where applicable, establish a set of yearly goals that are measurable and that reflect their purpose.
6. Create and disseminate agendas.

7. Oversee the establishment and maintenance of a digital repository of records and agendas.
8. Follow established processes by which the committee communicates recommendations consistent with consultation proposal workflows.
9. An orientation meeting will be held with the ongoing and newly elected committee members at the beginning of the academic year, to include (but not be limited to) a review of:
 - i. AB 1725 provisions
 - ii. Procedures/decision-making
 - iii. Scope of membership
 - iv. Handbook and operating procedures
 - v. Relationship to District Collegial consultation
 - vi. Planning process
 - vii. Acronyms
10. Publish an annual report that addresses the yearly goals previously established, reflects on any major decisions made, considers future tasks and ideas for the upcoming academic year, and reviews the Accreditation Standards and Eligibility Requirements that it meets.

Consensus Forming and Decision Making

Achieving meaningful consensus is essential to effective governance and leads to the formation of decisions that advance the college community in the direction of preferred outcomes. Participatory governance addresses issues of shared importance to all stakeholders through dialogue that seeks consensus. In this context “consensus” describes a general state of agreement rather than a “majority opinion.” Consensus is reached when no one disagrees with a decision. Clear agreements and public indications of understanding and support by committee members are critical to maintaining forward progress of all governance groups. All council/committee members, especially the chair or convener, are expected to make good-will attempts to resolve each participant’s concerns before asking for agreement and closing discussion regarding a recommendation or forward actions.

At Cerro Coso Community College, consensus is reached on the College Council and on committees when no one present disagrees with a decision. When consensus cannot be reached on College Council, a supermajority of no less than 75% is required; this does not apply to committees below College Council. In those instances when consensus cannot be reached on a committee, more conversation is required, and the item may not move forward as a recommendation.

Recommendations

Recommendations are forwarded from committees to College Council, and from College Council to the College President. The College President is responsible for a final decision and is expected to provide to the College Council a written response that includes his/her/their reasoning regarding that decision, especially if the decision departs from the recommendation.

The process through which recommendations are submitted, considered, and tracked is covered under Meeting Management Tools, Consultation Form (insert link to section below).

Members Responsibilities

How Members are Appointed

There are multiple constituencies that appoint members to committees (Academic Senate, Classified Senate, CSEA, KCCD CCA, Management Association, SGCC). Opportunities to volunteer for committees are announced annually, or as they become available. If a faculty, staff member, or student is interested in a particular committee, they should notify the appropriate appointing body for their role at the college, informing them of their interest. Committees strive to maintain a balance of many things (experience, new ideas, representation from different areas of campus, etc.) and not all volunteers will be selected.

Meeting Preparation

In addition to attending the scheduled meetings, committee members are responsible for timely and thorough review of materials pertinent to the work of the committee. Members should review materials prior to each meeting so that the committee may conduct business efficiently. Many meetings are much more efficient if members have ideas prepared in advance and consult with the committee chair. This is particularly true of those meetings that require amendments to formal motions; it is even more true in virtual meetings. Being a member of a committee often comes with additional responsibilities beyond just attending the committee meeting:

- Review materials in advance of the meeting
- Offer meaningful input to the group and participate in discussions
- Vote on action items, including minutes and notes
- Serve on taskforces and workgroups, as needed

Much of the “work” done on the committee happens in small taskforces or workgroups. Committee members are expected to serve on these smaller groups to participate in the work of the committee.

Attendance

Committee members are required to attend meetings and be on time. Committee members should be on time, prepared, and not multitasking so that meetings can run efficiently. If a member is unable to attend a meeting, the member may appoint a proxy for that meeting as determined by the council or committee. Proxies should be identified in advance and members should notify the committee chair in advance. It is recommended that members attend the entire meeting; if they cannot attend the full meeting time, consider discussing finding another appointment with the committee chair.

Reporting Back to Constituents

Committee members must keep those they represent updated regarding the decisions and discussions of the committee. Oftentimes more than one member represents an appointing body. It is recommended that members collaborate with their fellow representatives to share the workload of reporting back to constituencies. Members should report:

- Committee actions, including recommendations to a governing body
- Important discussions and plans
- Any item in their judgment that is important to the constituency

Of these, recommendations and action items should be highlighted and members should solicit input from their constituency regarding their position on the item. There is a formal reporting process through the report template; however, members might also use email to solicit further input from constituencies regarding upcoming decisions.

Participatory Governance Roles

Role of the Chair or Co-Chairs

The role of the co-chairs of College Council, or the convener or co-chairs of any standing committee, is important in managing the business of that participatory governance body.

For meetings, the chair or co-chairs are responsible for:

- developing agendas, including awareness of the college's calendar and the scheduling of items to ensure timely discussion and processing in the participatory governance system, especially in those instances where items must be forwarded to the district governing board for approval;
- monitoring member attendance and following up with constituency leadership regarding any chronic absenteeism;
- ensuring meeting discussions are focused on agenda items that adhere to the committee/council's charge;
- participating in chair training; and
- equally collaborating with their committee co-chair on the aforementioned items.

The committee chairs are also responsible for ensuring that all members are properly trained, and for requesting appointment or reappointment of constituency representatives. Most importantly the chairs are responsible for ensuring all committee members have an opportunity to voice their opinions and ideas and cultivating a safe and welcoming environment for discussion.

Role of the Voting Council/Committee Member

Committee members should come to meetings on time and prepared, having read and reviewed any materials provided in advance and/or having completed any assigned tasks. Recommendations are made by standing committees and the College Council through informal voting that results in consensus. All council and committee members, whether voting or not, are able to discuss items under review, but only voting members can participate in voting and providing a formal recommendation. In the event that a committee member who represents a constituency is absent, the member may appoint a proxy if the absence will delay the work of the committee. (See [Role of Proxy Member](#).)

Committee members representing students, staff, faculty or supervisors/administrators, have an important role in the participatory governance process. They represent the whole of their constituency by bringing important viewpoints, experiences, context, and institutional memory to the meeting table. As a constituency group representative, they are representing the “we” of their group as opposed to themselves as an individual, their respective department or program, or their division. While there is no expectation that constituency representatives must share a single perspective and/or vote as a unified block on any committee or council, constituency group representatives are appointed by their respective leadership group—Academic Senate, Associated Students of Cerro Coso Community College, or Classified Senate—to represent their group and are responsible for reporting back to their groups in addition to creating a two-way communication between participatory governance bodies and their constituency.

Role of the Proxy Member

A proxy has the same authority to discuss and vote on issues on behalf of the absent member they represent. On College Council, a maximum of two proxy members is allowed for each constituency group at each meeting. It is the responsibility of the constituency group representative to inform the proxy of agenda items, constituency group discussions, and committee/council discussions related to the agenda items, constituency group discussions, and committee/council discussions related to the agenda.

Proxy representation on committees and the College Council is arranged by the constituency group representative who will be absent for an upcoming meeting and communicated to the chair or co-chairs. While there is responsibility for the constituency group representative to inform the proxy member of the committee's agenda, discussions, and action items, the proxy is responsible for understanding as much as possible regarding the committee/council meeting that they will attend, including proper meeting preparation and coming to the meeting on time.

Role of the Expert/Advisory Member

An expert member is appointed to a committee or council because they have an expertise relevant to the work of the committee. The role of the expert member is to advise and provide counsel to the committee so that all members may have a thorough understanding of the matter under discussion.

Expert/Advisory members do not have the right to vote.

Ex Officio Member

An Ex Officio member is appointed to a committee or council based upon their official position relevant to the work of the committee. Ex officio members may or may not have the right to vote as determined by the committee or council.

Role of the Meeting Guest

Not all meetings are open meetings. Please refer to purpose of meeting or contact the committee or council chair.

Three types of guests may attend participatory governance committee or council meetings:

- guests who provide expert knowledge who have been invited to attend on behalf of the convener, co-chairs or a committee/council member.
- guests who wish to make a statement during open comment.
- guests who wish to observe the open meeting.

Guests do not have voting privileges and are only allowed to comment upon invitation, such as the agenda item for which they are providing expertise or during open comment. All meeting guests should be respectful, enter and exit the meeting with as little disruption as possible, and limit their comments to the agenda items under discussion, unless they are commenting during open comment.

Role of the Meeting Note Taker

The meeting note taker is responsible for ensuring important information discussed during a meeting is accurately recorded and disseminated.

Meeting Management Tools

Tools in this section address how the governance meeting should be organized, a simple process of how to apply consensus decision-making to meeting deliberations, the roles of chairs and participants, and strategies for effective record-keeping and communications.

Meetings are the primary mechanism for convening governance groups. Effective meetings require well-thought-out agendas, active participation, and a record of the meetings, topics and outcomes. Best practices for agenda design include the following:

- Careful agenda preparation in advance, using provided templates that are easily found online

- Agendas are driven by committee charge
- Focus on prioritized issues
 - Items included are prioritized based on the committee charge
 - Items should also be prioritized based on time of occurrence in the academic year
- Balance between agenda items and meeting time available
 - A thoughtful balance between presentation and discussion should be maintained
 - Prioritization should be placed on those items that require constituency feedback
- Discussion content should invite focused participatory input
- Record key findings and commitments using accessible meeting minutes/notes templates
- Reserve time at the end of meetings to collectively summarize action/information items, and what constituency representatives should take to their groups for discussion and what information the committee expects back from constituency members

Agenda

Items may be placed on the agenda in the following ways:

- Items for discussion may be determined at the close of the previous meeting.
- Chairs should solicit agenda items from council/committee members according to the timeframe established by the council/committee.
- A council/committee member may request that an item be placed on the agenda by submitting it to the council/committee chair(s).
- At the outset of a meeting, a council/committee member may request the inclusion of an item for discussion. The item will be placed last on the agenda unless otherwise agreed to by the members present. If there is not sufficient time to discuss the item, it will be carried over to the next agenda or a special meeting may be called.
- Members of the college community may request that an item of college concern be placed on the agenda by contacting their representative at least seven working days prior to the next regularly scheduled meeting.
- The council/committee chair(s) will be responsible for developing their council/committee agendas.

Minutes

The College maintains a dedicated web page documenting and tracking the conversation in chronological order with links to relevant documents including processes, timelines, meeting minutes and college-wide communications. By collating documentation that exists in disparate locations we are able to show clearly the evidence of dialogue and communication that occurs among our participatory governance groups, the campus, and our community.

Cerro Coso Community College Consultation Form

The Cerro Coso Community College Consultation Form ([insert link](#)) provides a mechanism by which we can ensure that we are meeting the spirit of collegial consultation on matters requiring stakeholder engagement. This form will serve to capture recommendations made by committees. The Originating Committee will be responsible for shepherding the recommendation(s) through the consultation and approval processes. A Participatory Governance Matrix has been developed in order to assist in identifying the appropriate committees to be consulted for any given recommendation ([insert link](#)). Policy, procedure, and initiative recommendations may originate from constituency groups, departments, or units within the college. The Consultation Form provides space to track the review, discussion, and coordination of the recommendation(s). Once the recommendation has completed Review, Discussion, and Coordination with the relevant committees and all Requested Next Steps have been completed, the Originating Committee sends the

recommendation to the Recommending Body. The Recommending Body will approve or reject the recommendation. If approved by the Recommending Body, the recommendation will move forward for final College Level Approval. In the case of rejection, the Recommending Body, or in the case of College Level Approval, the president, will provide rationale for the rejection back to the originating committee.

COMMUNICATION AND DOCUMENTATION

Effective participatory governance depends on good communication and documentation. To be most effective, governance communications and documentation should:

- enable all members of the college community to see, understand and participate in governance activities through use of accessible, agendas and minutes created from a college-provided template;
- focus on documentation of agreements, actions items, and relevant context for the:
 - participatory governance body
 - between participatory governance bodies
 - for constituency groups;
- ensure councils/committees move recommendations forward to the College Council and that the College Council forwards recommendations to the College President for final consideration and decision-making;
- annually review and evaluate the process via the College Council;
- and provide a feedback mechanism.

Communication and documentation are essential to the active participation of all constituency groups. Best practices for ensuring this result are listed below:

- establishing outcome reporting protocols accessible to all in the community college;
- providing agenda and meeting records in a timely manner;
- providing timely publication of meeting records with clear action items;
- keeping meeting records that reflect key discussion points, outputs, and action items;
- adhering to agenda and minutes publication timelines as a matter of good practice; and
- providing an accessible document repository.

GOVERNANCE RELATIONSHIPS

To create an effective recommendation- and decision-making process, the executive leadership team seeks input and feedback from the college's constituency groups via the participatory governance system. The college's constituency groups include:

- students, represented by the Associated Students of Cerro Coso;
- classified professionals, represented by Classified Senate and CSEA;
- faculty, represented by Academic Senate and KCCD CCA; and
- supervisors/administrators, represented by Management Association.

Students

The Student Government of Cerro Coso (SGCC) is the official student organization, with membership open to all students. The SGCC, through its governing body, the Student Senate, promotes the Student Activities Program at the college. A system of self-government has been established by which the students, through democratic action, formulate and execute resolutions and programs and prepare the student body's annual budget. Students have the opportunity to serve as a club representative or student Senator, to hold office, and to join other college student organizations.

SGCC makes recommendations to the college regarding academic and curricular concerns, such as those outlined in the California Code of Regulations, Title 5, Section 51023.7, commonly known as "9+1," as having a significant effect on students and calling for student contributions to decision-making:

1. Grading policies;
2. Codes of student conduct;
3. Academic disciplinary policies;
4. Curriculum development;
5. Courses or programs that should be initiated or discontinued;
6. Processes for institutional planning and budget development;
7. Standards and policies regarding student preparation and success;
8. Student services planning and development;
9. Student fees within the authority of the District to adopt; and
10. Any other District and college policy, procedure, or related matter that the District governing board determines will have significant effect on students.

Per Kern CCD BP 2510: "The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students."

Classified Professionals

Classified staff are represented as a constituency by the Classified Senate at Cerro Coso Community College. The Classified Senate represents non-supervisor classified staff employees. The Classified Senate promotes the interests of all Cerro Coso Community College Classified Staff in accordance with AB 1725 mandates.

Per Kern CCD BP 2510: "Staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the bargaining unit will be given every reasonable consideration."

In addition, the California School Employees Association (CSEA) is the exclusive bargaining agent for classified staff employed by Kern CCD and as such negotiates and represents classified staff in contractual issues. Per the district governing board, the role for CSEA in participatory governance is to select members to serve on governance committees and councils specific to bargaining subjects.

Faculty

As a constituency, faculty are represented by Academic Senate, which consults collegially with both the college administration and the Governing Board (in line with AB 1725) to either rely primarily or

reach mutual agreement (as defined in BP/AP2510) on the development of policies and procedures related to academic and professional matters, also known as “10+1”:

1. Curriculum, including established prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. District and College governance structures as related to faculty roles;
7. Faculty roles and involvement in the accreditation process, including the College's selfstudy and other annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development; and
11. Other academic and professional matters as mutually agreed upon between the Governing Board and Academic Senate.

In addition, the Kern CCA/CTA/NEA is the exclusive bargaining agent for the faculty employed by Kern CCD and as such negotiates and represents faculty in contractual issues.

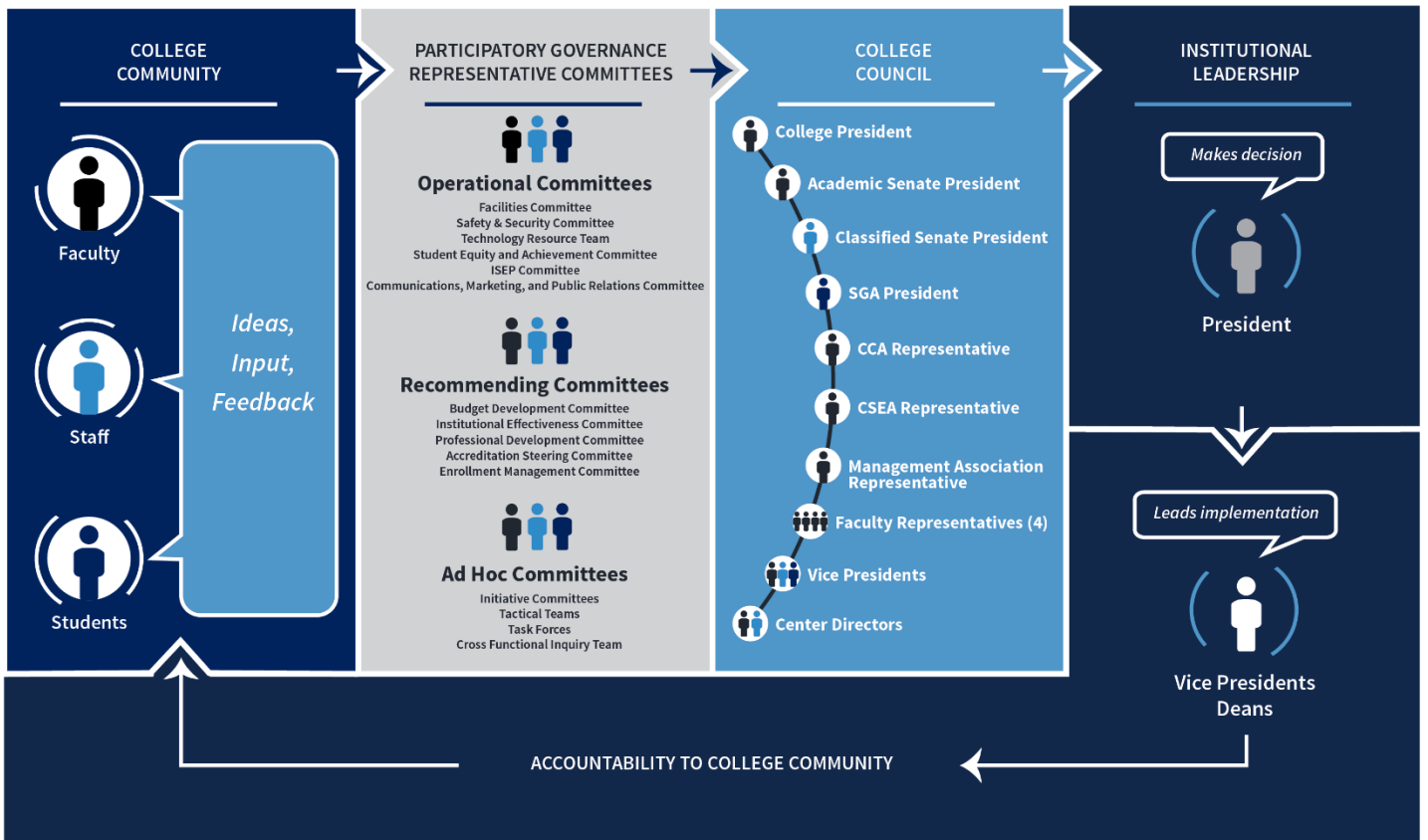
Supervisors/Administrators

The Management Association has a two-fold purpose in the Kern CCD: as an employee meet and confer unit, and representation of supervisors/administrators/confidential employees as a constituency group. The Management Association represents classified and educational supervisors and supervisors/administrators, but does not include college presidents. The Management Association shall make appointments to councils, committees, and task forces for those groups specifying its representation from the perspective of its role as the constituency representative.

GOVERNANCE MODEL

Participatory governance at Cerro Coso Community College relies on advisory committees, each concerned with functions critical to the well-being of the college community. The decision-making process occurs through recommendations to the president from College Council. Sub-committees, reporting committees, associated committees, ad hoc committees, and constituent groups present items to College Council for consideration. College Council then considers the submissions, engages in dialogue, and makes final recommendations to the president. Although the authority to make decisions for the college rests with the president, great responsibility lies with the recommending bodies to provide the president with the information needed to make the decisions that are in the best interest of the college and its students.

Participatory Governance Process for Cerro Coso Community College



Operational Committees

Operational committees are those that are focused on daily functions within specific departments, divisions, and/or programs and services. They report on updates, concerns, and provide input on those items related to their charge.

Recommending Committees

Recommending committees carry out specific, institution-wide functions, and make recommendations to College Council. Recommending committees are groups of people brought together for a specific purpose.

Constituency Groups and Standing Sub-Committees

The three constituency groups, by way of their senates and/or sub-committees, advise the president and/or the participatory governance representative committees on institutional decision-making and operations.

- Executive Cabinet
- President’s Cabinet
- Administrative Cabinet
- Academic Senate
 - Curriculum Instruction Council
 - Equivalency
 - Executive Council
 - Honors
 - Calendar
 - Pedagogy and Technology
 - Academic Petitions
 - Flex Committee
 - Outcomes and Assessment Committee
 - Program Review
- Faculty Chairs
- Classified Senate
- Student Government
- Kern CCD CCA/CTA/NEA
- CSEA

Ad Hoc Committees

Ad hoc committees include initiative committees, tactical teams, cross functional inquiry teams, and task force committees that are established for a limited time and to address a specific issue. The term “ad hoc” means “as needed.” Ad hoc committees have different purposes, including but not limited to solving problems and developing recommendations relating to a specific issue(s). Recommendations will be brought to the parent body and then flow through the decision making process from there.

Kern CCD Decision Making Flow Chart

Insert updated chart here...

APPENDIX A: COMMITTEES

Operational Committees

Marketing, Communications, and Public Relations

Charge

The committee plays a key role in supporting efforts related to expanding college access by increasing both headcounts and FTES through marketing, branding, messaging, and campaign strategies in support of the College's Educational Master Plan and Strategic Plan. The committee is integral to representing the image of the institution through the Cerro Coso Community College Brand. (or look at others, e.g. Imperial Valley College)

Composition

- Director, Communications & Community Relations
- Director, Outreach
- Director, Equity and Inclusion
- Director, Institutional Research
- 3 Faculty
- 3 Classified
- Career Technical Education
- ESCC
- East Kern
- Athletics

Evaluation and Assessment

Insert here...

Facilities Committee

Charge

In collaboration with district facilities team members and the college and its departments, to develop plans to identify, prioritize, integrate, acquire, and maintain the facilities and infrastructure of the college. The Facilities Committee assists with the development of long-term plans for supporting the space needs and the capacity for growth of the college in support of the educational master plan, institutional priorities as expressed in strategic goals, and integrated annual plans.

Composition

- Director, Maintenance and Operations (administration) - chair
- Site Directors (administration) (2)
- Faculty representative, Career Technical Education (faculty)
- Faculty representative, Letters and Sciences (faculty)
- Faculty representative, Student Services (faculty)
- Classified representatives (2)
- KCCD District Office Facilities representative (1)

- Student representative (1)

Evaluation and Assessment

Periodic evaluation and assessment is critical to the Facilities Committee to maintain our facilities to the highest standard and learning environment:

- Prioritize projects brought forward by evaluating where they are in the facilities 5 year planning, do the projects support current and or future programs offered by Cerro Coso Community College.
- Success of the approved projects and self-evaluation of the committee will be evaluated through project completion and college surveys.

Safety and Security Committee

Charge

To protect the health and safety of employees, students, community members, and the environment; identify and address health and safety concerns and issues; and inform the college community of safety practices, procedures, and training related to health and safety. Cerro Coso Community College will make every reasonable effort to promote, create, and maintain a safe and healthful environment.

Composition

- Program Manager, Safety and Security (administration) - chair
- Site Directors (administration) (2)
- Faculty representative, Career Technical Education (faculty)
- Faculty representative, Letters and Sciences (faculty)
- Faculty representative, Student Services (faculty)
- Classified representatives (2)
- Student representative (1)

Evaluation and Assessment

Annual evaluation and assessment of the Safety and Security Committee is crucial for the safety of our students and staff.

- Evaluate safety and security by participating in drills and exercises to maintain preparedness at all times.
- Assessment will be determined by success of the drills and response time to complete the drill, additionally assessment will be through college surveys.
- Review of reoccurrence of incidents on campus and ability to respond to those incidents.
- Survey results from students and employees related to safety and security on campus.

Technology Resource Team

Charge

To recommend to the College Council technology practices, procedures, standards in planning the areas of instruction and information. TRT's goal is for the advancement of technology in the areas perceived as beneficial by college departments, faculty, staff, and students.

Composition

- Director, Information Technology (administrator) - chair
- Faculty representatives (4)
- Classified representatives (4)
- Student representatives (1)

The following areas should be represented by the mix of members:

- Career Technical Education
- Letters and Sciences
- Web services
- Network administration
- CC Online
- Student services
- Interactive television

Evaluation and Assessment

Continuous evaluation and assessment of the work of the Technology Resource Team are crucial for maintaining quality and pursuing institutional excellence and improvement.

- One of the recommendations that was brought forward from this year's self-evaluation is that we conduct an awareness survey, this survey could be part of a campus-wide committee awareness survey that is sent out to all staff/faculty and students each spring.
- Self-Evaluation of the TRT Committee. Each year, the success of the TRT Committee's own effectiveness will be evaluated through a self-reflection of the work and communications that TRT performed during the past year.

Student Equity and Achievement Committee

Charge

Through the integrated efforts of academic and student services, to review and recommend strategies and initiatives designed to help students achieve success. The committee engages in research, analysis and dialogue to guide implementation of initiatives to ensure college access and improve student success.

Composition

- Vice President, Student Services (administration) – chair
- Vice President, Instruction (administration)
- Director, Counseling and SSSP (administration)
- Director, Admissions & Records and Financial Aid (administration)
- Director, Distance Education (administration)
- Site Directors (2) (administration)
- Academic Senate President (faculty)
- Basic Skills Coordinator (faculty)
- Faculty Flex Coordinator (faculty)
- Faculty representative, Career Technical Education
- Faculty representative, Counseling
- Faculty representative, English
- Faculty representative, Letters and Sciences
- Faculty representative, Library
- Faculty representative, Math
- Classified representatives from instruction and from student services (2)
- Student representatives (2)

Evaluation and Assessment

Successful completion of self-evaluation and the following required plans and reports:

- Student Equity and Achievement plans and reports to the state
- Student Equity plans and reports to the state
- Basic Skills plans and reports to the state
- Achieving the Dream plans and reports

Incarcerated Student Education Program Committee

Charge

To inform and guide the scaling out of a model incarcerated student education program. The committee will do this by overseeing applications of policy, procedures, practices, and processes for incarcerated students and prison education. It will develop best practices for integrated services and processes to ensure equitable delivery of services go to this unique population. It will assist College Council to recommend new or modified policy and procedure for incarcerated student instruction, student services, and learning support services.

Composition

- Vice President, Instruction (administrator)
- Director of East Kern/Kern River Valley (administrator)
- Manager of Dual Enrollment and Prison Education (administrator)
- Administrator from Student Services (x1)
- Faculty (x4), at least three having experience teaching in the prison
- Faculty counselor
- Librarian
- Classified staff members, one representing admissions and records and one representing ACCESS
- Student (x2)

Evaluation and Assessment

Evaluation to be determined by the permanently constituted committee.

RECOMMENDING COMMITTEES

College Council

Charge

College Council is primarily responsible for setting the mission, vision, values, institution-set standards and institutional priorities (or strategic goals) of the college. The mission, vision, values, institution-set standards, and institutional priorities are reviewed every three years to ensure appropriateness, relevance, and currency. In all its actions, College Council places the highest value on building communication and trust with the entire college community, and in using consensus to reach its decisions. It defines a shared vision that has college-wide support. It integrates the planning efforts of all organizations within the college. It makes recommendations regarding district policy, college procedures, instruction, student services, facilities, financial planning, staffing, and

organizational development. And it defines the roles of, gives direction to, and coordinates operations of sub- and associated committees where appropriate. Each constituent group retains all rights granted it by state law, the Education Code, Title 5, board policy, and negotiated collective bargaining agreements. These groups cannot give away those rights. Access to College Council is available to constituent groups through their designated representatives. College Council actions and activities are communicated via a shared workspace located on the college website and Inside CC. Representatives will be responsible for communicating issues and information to their constituent group and for providing feedback and input which has been requested by College Council. The college president and the academic senate president shall co-chair College Council. The co-chairs shall be responsible for reviewing minutes and creating agendas that reflect the areas of responsibility of College Council. The agenda building process will allow for agenda suggestions from all College Council members and members of the college community. As a college work group not established through state law, College Council is not a Brown Act Committee.

College Council is structured to serve as the primary recommending body to the college president and works closely with associated and reporting committees to inform the work of the council and its constituents. College Council does not develop policy but may establish guidelines as recommended by the standing committees and task forces. The college president and the academic senate president shall co-chair College Council. The co-chairs shall be responsible for reviewing minutes and creating agendas that reflect the areas of responsibility of College Council. The agenda building process will allow for agenda suggestions from all College Council members and from members of the college community. Members from the various constituent groups bring items of concern to College Council through their representative or through an appropriate standing committee. When items are brought from committees or constituent groups to College Council, the proposal is discussed, accepted, rejected, or sent back to the originating group for additional information. Similarly, once an item has reached the college president, the president has the same options as College Council. However, if the college president does not accept the recommendations of College Council, the reasons for not accepting the recommendation(s) will be made in writing, in a timely manner, to the members of College Council. The associated and reporting committees of College Council are: (see Appendices A-J for committee information) Reporting y Facilities Committee y Safety & Security Committee y Technology Resource Team y Student Success and Support Council Associated y Accreditation Steering Committee y Budget Development Committee y Institutional Effectiveness Committee y Professional Development Committee

Role of College Council

Specifically, College Council y serves as the chief advisory body to the college president y serves as the participatory recommending body of the college y develops a shared vision, mission, and strategic goals for the college y factors the college mission into all recommendations y recommends the annual college budget y evaluates the effectiveness of the participatory governance process y provides a conduit for receiving and disseminating information college-wide y oversees and assesses the strategic direction of the college y assesses progress on the College's strategic goals annually

College Council Membership

CERRO COSO COMMUNITY COLLEGE College Council recommends that representative term limits should be two-to-three year terms at the discretion of each senate or representative selection committee. Note: The president's assistant serves as permanent note-taker for College Council. y President, co-chair y Academic Senate President, co-chair y Vice President, Instruction y Vice President, Student Services y Vice President, Fiscal and Administrative Services y Mid-level Management, one representative y Faculty, four representatives in the areas of Career Technical Education, Letters and Sciences, Student Services, member at large y CCA, one representative (at least one of the five faculty representatives should be from a non-main campus location: ESCC, KRV, EK, or Tehachapi) y Classified Senate, one representative y CSEA, Chapter 617, two representatives y Student Government, the SGCC President and one additional representative y Director, Eastern Sierra College Center y Director, East Kern Center and Kern River Valley.

Composition

Evaluation and Assessment

College Council conducts an annual assessment of the effectiveness of the participatory governance process in general and of College Council specifically. This assessment is conducted through surveying the College Council representatives of all constituent groups as well as the college community as a whole. Where feedback suggests areas for improvement, focus groups may be conducted to further evaluate a problem area for more specific information and the development of an improvement plan. Results of this assessment are reported out at College Council, and gaps to be addressed are reported out through the governance process and messaged in college communications.

Enrollment Management Committee

Charge

To inform and guide college initiatives around the optimization of enrollment. The committee engages in research, analysis of trends, identification of gaps, and support for strategies to improve student access, recruitment, retention, and persistence, including equitable access.

Composition

- Vice President, Instruction
- Dean Enrollment Services
- Institutional Research Director
- Outreach Director
- Marketing Director
- Equity Director
- East Kern Site Director
- Eastern Sierra College Center Director
- ISEP Member
- Early College Member
- Classified staff – Admissions and Records
- Classified staff – Financial Aid
- Faculty chair
- Counseling faculty
- Letters and Science faculty x 2
- CTE faculty x 2

Evaluation and Assessment

Accreditation Steering Committee

Charge

To act as a standing committee to provide ongoing leadership to accreditation recommendations and action plans and provide leadership and direction in the creation of the required interim reports and accreditation self-evaluation report to the Accreditation Commission for Community and Junior Colleges (ACCJC). The purpose of the Accreditation Steering Committee is to

- provide accountability to Standard areas in the process of completing recommendations and actions plans

- participate in the development and review of the required interim reports
- participate as team leaders on assigned standards during the self-study process

Composition

- Vice President, Instruction (administration) - chair
- Vice President, Student Services (administration)
- Vice President, Finance and Administrative Services (administration)
- Manager, Human Resources (administration)
- Director, Maintenance and Operations (administration)
- Director, Information Technology (administration)
- Site Directors (2) (administration)
- Director, Counseling Services and SSSP (administration)
- Academic Senate President (faculty)
- CCA College Chair (faculty)
- Curriculum and Instruction Council Chair (faculty)
- Faculty Flex Coordinator (faculty)
- Program Review Coordinator (faculty)
- Student Learning Outcomes Coordinator (faculty)
- Faculty Member, Counseling (faculty)
- Faculty Member, Library (faculty)
- Experienced College Council Member (faculty)
- Experienced Safety or Facilities Committee Member (faculty)
- Experienced TRT or Ped and Tech Committee Member (faculty)
- Experienced Budget Committee Member (faculty)
- CSEA President (classified)
- Classified Senate President (classified)
- Student Representative (1)

Evaluation and Assessment

- Successful completion of Institutional Self-Evaluation Report and required interim reports

Budget Development Committee

Charge

To recommend, through a transparent, collegial, and inclusive process, a tentative budget to College Council that addresses the college mission and supports the educational master plan, institutional priorities as expressed in strategic goals, and integrated annual plans.

Composition

- Vice President, Finance and Administrative Services (administration) - chair
- Vice President, Instruction (administration)
- Vice President, Student Services (administration)
- Faculty representatives (3)
- Classified representatives (3)
- Student representative (1)

Evaluation and Assessment

Evaluation and assessment by constituent groups of the budget development process and the linkage of resource allocation to planning is incorporated in the College's annual Strategic Planning Survey. Internally, the committee will be assessed through focused discussion (debrief) at the end of each budget development cycle. The focused discussion will address areas such as outcomes of Strategic Planning Survey (if applicable), member understanding of their role, reporting out to constituent groups, having sufficient information to fulfill responsibility, meetings having meaningful discussion, and areas for future improvement.

Institutional Effectiveness Committee

Charge

To provide oversight to the college processes that develop and maintain sustainable continuous quality improvement in the areas of planning, outcomes assessment, program review, and accreditation. More specifically, the purpose of the Institutional Effectiveness Committee is to

- foster the collaboration of faculty, staff, and administration around institutional effectiveness initiatives.
- set and review the processes by which operational units in instruction,

student services, and administrative services participate in annual integrated planning that supports the college's mission and institutional priorities, that uses the results of program review and outcome assessment, and that leads to resource allocation.

- develop documents and a schedule for annual integrated planning.
- identify evaluative approaches that yield results useful in institutional planning, resource allocation, and renewal.
- develop and implement regular evaluations of institutional planning, outcomes assessment, and program review and communicate results to internal and external constituents.
- provide oversight of the Outcomes Assessment Committee to ensure that assessment is ongoing, systematic, and used to assess and improve student learning and achievement.
- provide oversight of the Program Review Committee to ensure that program review is ongoing, systematic, and used to assess and improve student learning and achievement.

Committee Membership

- Vice President, Instruction (administration) – chair
- College President (administration)
- Vice President, Finance and Administrative Services (administration)
- Vice President, Student Services (administration)
- College Institutional Researcher (administration)
- Academic Senate President (faculty)
- Faculty Flex Coordinator (faculty)
- Program Review Coordinator (faculty)
- Student Learning Outcomes Coordinator (faculty)
- Faculty representative from the Student Success and Support Council (faculty)
- Curriculum Instruction Council Chair (1)
- Classified representatives from instruction and from student services (2)
- Student representative (1)

Evaluation and Assessment

- Annual self-evaluation of the committee's planning goals, together with self-evaluations from the Outcomes Assessment Committee and the Program Review Committee, self-scored with a rubric.
- Biannual satisfaction survey of the college community covering mission,

strategic plans, annual integrated planning, outcomes assessment, and program review.

Professional Development Committee

Charge

To facilitate the expansion of knowledge, understanding, and creative expression for professional development of all Cerro Coso staff to allow for individual professional growth plans responsive to institutional goals. More specifically, the purpose of the Professional Development Committee is to

- determine for each academic year professional development needs among faculty, staff, and administration based on college strategic goals, planning initiatives, program review goals, faculty and staff evaluations, and surveys as appropriate
- establish annual professional development goals in consultation with the constituency groups they represent
- collaboratively propose a yearly calendar of events and activities to support the professional development goals
- publicize ongoing professional development events and activities throughout the academic year
- maintain appropriate records
- submit a summary of each academic year's professional development activities to the California Community Colleges Chancellor's Office
- conduct an annual self-evaluation

Composition

- Vice President, Instruction (administration) – co-chair
- Faculty Flex Coordinator (faculty) - co-chair
- Classified representative – co-chair
- Administrative representative (1)
- Classified representatives (2)
- Faculty representatives (4)
- Student representative (1)

Evaluation and Assessment

- Each event or activity sponsored by the professional development

committee will be evaluated by an appropriate quantitative or qualitative method, such as a survey, focus group, written report, etc.

- The committee will also be evaluated through a self-evaluation that includes an annual review of assessed activities as well as through a biennial survey of faculty and staff satisfaction as part of the biennial Strategic Planning Survey

Subcommittees

Outcomes Assessment Committee

Charge

As a subcommittee of both the Academic Senate and the Institutional Effectiveness Committee, provides oversight for the College's outcome assessment processes and documents in order to improve student learning and achievement. More specifically, the purpose of the Outcomes Assessment Committee is to

- ensure that outcomes assessment is ongoing, systematic, and used to assess and improve student learning and achievement
- promote ongoing, pervasive, and robust dialogue about student learning
- ensure the ongoing evaluation and fine-tuning of organizational structures to support student learning
- maintain student learning improvement as a visible priority in all practices and structures across the College
- ensure that student learning and administrative unit outcomes are specifically linked to program reviews

Composition

- Student Learning Outcomes Coordinator (faculty) - chair
- Administrative representatives (2)
- Faculty representatives (6)
- Classified representatives (2)
- Student Representative (1)

At least one representative, from any group, should be from a campus other than the main campus

Evaluation and Assessment

- Annual self-evaluation of the committee’s goals, scored with a rubric by the Institutional Effectiveness Committee
- Annual satisfaction survey of the college community through the Strategic Planning Survey

Program Review Committee

Charge

As a subcommittee of both the Academic Senate and the Institutional Effectiveness Committee, provides oversight for the College’s program review processes and documents in order to improve student learning and achievement. More specifically, the purpose of the Program Review Committee is to

- ensure that program review processes are ongoing, systematic, and used to assess and improve student learning and achievement
- oversee the review and refinement of the program review processes to improve institutional effectiveness
- ensure that the results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning

Composition

- Program Review Coordinator (faculty) - chair
- Administrative representatives (2)
- Faculty representatives (5)
- Classified representatives (2)
- Student representative (1)

Evaluation and Assessment

- Annual self-evaluation of the committee’s goals, scored with a rubric by the Institutional Effectiveness Committee
- Annual satisfaction survey of the college community through the Strategic Planning Survey

APPENDIX B: MEETING TOOLS

Agenda



Committee Name:

Charge:

Membership:

Date:

Time:

Location:

1. Call to Order
2. Approval of Agenda
3. Approval of Minutes and Action Items
4. Agenda Items
 - a. Information Items
 - b. Discussion Items
5. Consultation Items
 - a. Internal Proposals
 - i. Discussion
 - ii. Feedback Review
 - iii. Requested Next Steps
 - b. External Proposals
 - i. Discussion
 - ii. Feedback Review
 - iii. Requested Next Steps
6. Review of Action Items
 - a. Consultation
 - b. Tasks
7. Future Agenda Items
8. Future Meeting Dates
9. Adjournment

Meeting Char(s):

Recorder:

Minutes



Committee Name:

Charge:

Membership:

Absent:

Date:

Time:

Location:

1. Call to Order
2. Approval of Agenda
3. Approval of Minutes and Action Items
4. Agenda Items
 - a. Information Items
 - b. Discussion Items
5. Consultation Items
 - a. Internal Proposals
 - i. Refer to Consultation Form
 - b. External Proposals
 - i. Refer to Consultation Form
6. Review of Action Items
 - a. Consultation
 - b. tasks
7. Future Agenda Items
8. Future Meeting Dates
9. Adjournment

Meeting Char(s):

Recorder:

Reporting Form



Name:

Committee:

Date:

- Committee actions and recommendations
 - Committee Actions

(insert text box)

- Recommendations
 - Level of Review
 - Committee to be Consulted
 - Date Presented
 - Feedback provided from Consulted Committee
 - Requested Next Steps

(insert text box)

- Important discussions, and plans, and any item in their judgement that is important to take back to constituency

(insert text box)

APPENDIX C: CERRO COSO COMMUNITY COLLEGE CONSULTATION FORM

Cerro Coso Community College Consultation Form

This form is to be used for recommendations... Use the Participatory Governance Matrix to complete this form.

Recommendation Information

- *Originating Committee*: This is the committee that will be responsible for shepherding the recommendation through the consultation and approval process.
- *Co-Sponsors of the Recommendation (if any)*: If other committees, persons, or plans are co-sponsoring the recommendation, please include them here.
- *Date of Recommendation Origination*: Include the date from the minutes of the committee meeting where the recommendation was initiated.
- *Recommendation*: Provide your recommendation.
- *Background Information*: Provide an overview and pertinent background information regarding the need for this recommendation. Include relevant data, references, or an explanation to support the recommendation.
- *Resources Requested (if any)*:
 - *Funding*:
 - *Staffing/HR*:
 - *Marketing/Communications*:
 - *IT/IR/Facilities/Safety & Security*:
- *Connection to College Mission, Vision, or Strategic Initiatives*: How does the recommendation connect to the college mission, vision, or strategic initiatives?

Review, Discussion, and Coordination: Please use the Participatory Governance Matrix to establish the appropriate committees to be consulted for the recommendation.

<i>Level of Review</i>	<i>Committee to be Consulted</i>	<i>Date Presented</i>	<i>Feedback from Consulted Committee</i>	<i>Requested Next Steps</i>
First Level				
Second Level				

Note: The minutes for each committee consulted should also reflect the discussion, feedback, and requested next steps. The minutes for the Originating Committee should also reflect that the feedback was discussed and how that feedback was incorporated into the recommendation with rationale for feedback that was not incorporated.

Incorporation of Feedback and Updated Recommendation:

Here is where the Originating Committee will track changes to the recommendation as well as rationale for feedback that was not incorporated.

Recommending Body: Once the recommendation has completed Review, Discussion, and Coordination with the relevant committees and all Requested Next Steps have been completed, the Originating Committee sends the recommendation to the Recommending Body (see Participatory Governance Matrix).

<i>Final Approval Steps</i>	<i>Date</i>	<i>Decision</i>	<i>Rationale (in the case of rejection of recommendation)</i>
Approving Committees:			
College-Level Approval			
Board Approval (as applicable)			

Routing Matrix R = Review Only A = Approval Required	First Level Review	Second Level Review	Approving Committees	College-Level Approval	Board Approval
<i>Academic Senate</i>					
<i>Accreditation Steering</i>					
<i>Administrative Cabinet</i>					
<i>Budget Development</i>					
<i>CCA</i>					
<i>Classified Senate</i>					
<i>College Council</i>					
<i>College President</i>					

<i>CSEA</i>					
<i>Facilities</i>					
<i>Incarcerated Student Education Program Committee</i>					
<i>Institutional Effectiveness</i>					
<i>KCCD Board of Directors</i>					
<i>Professional Development</i>					
<i>Safety and Security</i>					
<i>Student Government</i>					
<i>Student Success and Support Council</i>					
<i>Technology Resource Team (TRT)</i>					
<i>Unit Plan / Section Plan / Division Plan</i>					

APPENDIX D: PARTICIPATORY GOVERNANCE MATRIX

The following describes the process from the origination of the idea through the final decision for a variety of decisions that are made on campus.

Recommendation/Task	Origination	Review, Discussion, Coordination	Recommending Body	Final College Approval	Final Decision
Integrated Institutional Planning:					
Annual Planning Activities	Educational Master Plan; Program Review; IEC/SEAC/CIC/CC/Outcomes Assessment/Professional Development; Academic Senate	College Council	College Council	College President	Board of Trustees
Budget and Resource Allocation	District Budget Committee	Budget Development; AUPs/ASPs/ADPs	College Council	College President	Board of Trustees
HIRING DECISIONS:					
FACULTY					
New Tenure-Track Faculty Positions	Annual Unit Plans/Program Reviews; Divisions	Academic Senate, College Council	Academic Senate, in dialogue with College President	College President	Board of Trustees
Replacement Tenure-Track Faculty Positions	Annual Unit Plans/Program Reviews; Divisions	Academic Senate, College Council	Academic Senate, in dialogue with College President	College President	Board of Trustees
CLASSIFIED					

New Classified Staff Positions	Annual Plans/Program Reviews; Divisions	ASP, ADP, CSEA, College Council	VPI/VPSS/VPFAS/President	College President	Board of Trustees
Replacement	Division/Department	President's Cabinet	College Council	College President	Board of Trustees
ADMINISTRATOR					
New Position	Annual Plans/Program Reviews	President's Cabinet, Academic Senate, CSEA, College Council	VPI/VPSS/VPFAS/President	College President	Board of Trustees
Replacement	VPI, VPSS, VPFAS, President	President's Cabinet	College Council	College President	Board of Trustees
GRANT or CATEGORICAL POSITIONS					
Grant or Categorically Funded (e.g. Strong Workforce Program, Student Equity and Achievement Program)	Grant proposal; Annual Plans/Program Reviews; Divisions	Refer to Review, Discussion, Coordination pattern based on position type	Refer to recommending body based on position type	College President	Board of Trustees
Equipment and Instructional Materials	Annual Unit Plans, ASPs, DUPs; Program Review;	Budget Development Committee	College Council	College President	Board of Trustees
Capital Improvements					
Capital Improvements	Annual Plans/Program Review, Master Plans	Budget Development Committee	College Council	College President	Board of Trustees
<u>Policies, procedures, initiatives</u>	<u>Program Review, Outcomes Assessment, Professional Development</u>	<u>IEC, Academic Senate</u>			
	<u>SEAC</u>	<u>Academic Senate, Classified Senate,</u>			
	<u>Academic Senate</u>				