



# PARTICIPATORY GOVERNANCE HANDBOOK

ENSURING BROAD PARTICIPATION IN DECISION-MAKING PROCESSES



EFFECTIVE FALL 2022

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# President's Message

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The Columbia College *Participatory Governance Handbook* serves as a guide for students, faculty, staff, and administrators who desire to be, or are already involved in college planning and other campus-wide, decision-making processes. This handbook includes descriptions of the college governance structure and constituency groups involved. The intent of this publication is to illustrate the how the decision making at Columbia College is integrated into the overall college planning, implementation, and evaluation cycles that will promote student success through shared governance. The organization and functions of Columbia College are based on our mission, institutional values, and strategic directions, with a goal of enabling harmonious working relationships and effective teamwork between administrators, faculty, staff, and students. Our aim is to foster a climate in which each participant's views are valued; and our decision-making processes are built upon a guiding belief in inclusion that honors the input of many voices.

These processes open channels for each member of the campus community to participate in the culture of the college and contribute to its improvement, now and for the future. For participatory governance to work, it is critical that everyone participate by keeping informed, by offering their unique input, and by serving on committees. At Columbia, we embrace a distributed leadership model that is transparent and is founded on open communication. In this handbook you will find descriptions of the key campus decision-making bodies and how the various committees interrelate to create an open system for discussion of issues of importance to the college, and to make recommendations to the President, Chancellor, and Board of Trustees.

Shared governance has been broadly adopted by California's community colleges as an equitable approach to shaping recommendations and decisions. At Columbia in particular, we encourage our students, faculty, staff, and administrators to participate in updating the *Participatory Governance Handbook* to reflect their procedures, best practices, and committees. We welcome you to submit feedback on our process through the President's Cabinet and through your active participation during the academic year.

Professionally,



Dr. Lena Tran

# Introduction

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## Purpose

The purpose of the *Participatory Governance Handbook* is to describe the structure for making decisions at Columbia College. This document outlines the processes and mechanisms through which the college's constituent groups participate equitably and collegially in decision-making.

Processes outlined in this document address ACCJC Accreditation Standard IV.A.2:

*The institution establishes and implements a written policy providing for faculty, staff, administrators, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies. (ACCJC Accreditation Standards, Revised June 2014)*

As administrators, faculty, classified, and students at Columbia College, we recognize our common interest in the success and well-being of the Yosemite Community College District (YCCD), Columbia College, and its students. In order to ensure success, we all share the responsibility of acting jointly so that the college speaks to the district and the community with one voice, maintains stability and continuity, and effectively fulfills its stated mission.

We recognize that in order to ensure a joint effort, each of the college constituencies (administrators, faculty, staff, and students) must have an initiating capacity and a participatory role in making decisions in the important areas of college and district deliberations and actions. This collegial decision-making process recognizes the variety of skills within the institution and is based upon mutual trust and respect.

We also recognize that some areas of the institution rely on the expertise and oversight of specific constituencies or individuals. Examples include faculty primacy in the area of curriculum review and development, the student body and student services area on matters of student governance, and administrators on the day-to-day leadership of the college.

As a small institution, our decision-making structure consists of a limited number of councils and committees. This structure maximizes the opportunity for meaningful input by each individual while minimizing the time required to participate effectively. Instead of several topical committees, we form larger groups with oversight over a broader spectrum of related concepts. We rely upon the ebb and flow of the academic year to bring a variety of topics to the forefront at their appointed hour while minimizing the need to schedule last-minute meetings for yet another discussion.

Collectively, we endeavor to bring matters of importance forward to the appropriate councils and committees in a timely manner, allowing for sufficient time for discussion and the opportunity for participants to seek input from their constituent groups when necessary. Yet, we also recognize that external bodies and agencies having jurisdiction over the YCCD and/or the college will set limits on the time available for action. At such times, every effort will be made to communicate with or through the Columbia College Council, but the ultimate responsibility for compliance lies with the administration and deadlines must be met. In such cases where time does not allow lengthy consideration, action taken will be communicated to the Columbia College Council in a timely manner.

## Overview

The Instructional Effectiveness Council at Columbia College oversees cyclical assessment of the college's governance structures. This handbook was compiled in Fall 2017 and edited in 2021-22 to include new standing committees such as the Diversity, Equity, and Inclusion Committee and Finance Committee to better serve the college's needs. The final draft was approved by College Council on 11-4-2022.

The reader is encouraged to review the definition of terms below to get a better understanding of how the planning process is approached, facilitated, and connected to the guiding documents (mission, vision, and core values) that focus the college in supporting student access and success. In addition, it is important to review the section on constituent groups to understand the unique role that each play in participatory decision-making at Columbia College.

## Definitions of Terms

To ensure common understanding in our conversations with one another, we establish the following definitions. These definitions are used consistently within this document, but also in our dialog across the institution, with our constituencies, and with others in our district.

### **Constituency/Constituencies**

A constituency is a body of individuals that provides representation on behalf of a particular group. The four overarching constituencies of Columbia College are students, faculty, classified staff, and administrators. Each member of the campus community falls into one of these four groups. Together, these four constituencies comprise the full college community. While others in the wider community, but outside the college, certainly have interest in the college's activities, they do not participate directly in decision-making regarding the college's directions and, consequently, are not considered to be a constituency of the college.

### **Constituent Group**

While each member of the college community falls into one **constituency**, many are represented by more than one **constituent group**. A constituent group is a designated body with a specific purpose or charter that designates representatives to the college's governance councils. Each constituent group designates representatives to all councils and to some, but not all, committees and workgroups. The following are the designated constituent groups representing the constituencies of Columbia College, a brief synopsis of each group, and a description of how they select representatives to the college's councils. For further information, review the description of each constituent group in subsequent pages and/or refer to their websites.

**Students** – The **Associated Students of Columbia College (ASCC)**, also known as Student Government, is the officially recognized student group that represents all students of Columbia College. The ASCC consists of the student senate and its clubs. All elected and appointed positions are held for one year and include executive officers, senators, and students-at-large. Appointments for student members to campus-wide committees are made by the ASCC President, who also sits on the College Council.

**Administrators** – The administrators of Columbia College, also referred to as managers, are appointed to serve on the college's councils and committees by the College President. Administrators are at times also represented by the **Leadership Team**, an association designated

with developing the *Leadership Team Handbook* and engaging in meet-and-confer discussions with the district regarding matters of salary and working conditions. When requested, the President of the Leadership Team will appoint representatives to serve on committees and councils.

**Classified Staff** – The classified staff of Columbia College are represented by two distinct constituent groups, the **Classified Senate** and the **California School Employees Association**.

**Classified Senate** – The primary responsibility of the Classified Senate is to act as the representative body of the college’s classified staff in professional matters through the campus governance process. Classified staff elect representatives for one-year terms. The Classified Senate may make recommendations to the college administration and the College Council on all issues and activities pertaining to classified staff not covered by their collective bargaining units. Representatives to the councils and committees are appointed by the President of the Classified Senate.

**California School Employees Association (CSEA)** – The CSEA is the collective bargaining unit for all full-time and part-time classified staff at Columbia College and Modesto Junior College within the Yosemite Community College District (YCCD). The CSEA represents classified staff interests that are addressed in the CSEA/YCCD Contract. Representatives to councils and committees are appointed by the CSEA President.

**Faculty** – The faculty of Columbia College are also represented by two distinct constituent groups, the **Academic Senate** and the **Yosemite Faculty Association**.

**Yosemite Faculty Association (YFA)** – The YFA is the collective bargaining unit for all full-time and part-time faculty at Columbia College and Modesto Junior College within the Yosemite Community College District (YCCD). The YFA represents faculty interests that are addressed in the YFA/YCCD Contract. The YFA President appoints representatives to the councils and committees.

**Academic Senate** – The Academic Senate is the voice for the faculty on academic and professional matters in the participatory governance process. The Senate makes recommendations to the administration related to areas of professional and academic responsibility. The Academic Senate has a unique stature among the constituent groups listed in that its role is delineated in both Title 5 of the California Education Code and Board Policy, often referred to as the “10 + 1 areas of academic and professional matters – shown below.” As such, the Academic Senate has a uniquely strong role in certain specific aspects of the participatory decision-making process. Depending on the criterion, the college may either primarily rely upon the input of the Academic Senate or be required to arrive at a point of mutual agreement prior to proceeding forward with a decision.

1. Curriculum, including establishing 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 accreditation processes, including self-study and annual reports;
  8. Policies for faculty professional development activities;
  9. Processes for program review; and
  10. Processes for institutional planning and budget development;
- +1 In addition, the Academic Senate is responsible for making recommendations regarding other academic and professional matters as mutually agreed upon with the governing board.

Columbia's Academic Senate is a senate of the whole, meaning that all full-time faculty members are members of the Senate, as contrasted with larger colleges that employ a representative structure as their senate. Representatives to the college's councils and committees are appointed by the President of the Academic Senate.

### **Council**

A **council** is a participatory governance group which consists of representation from all constituent groups. A council serves to make recommendations as part of a formal decision-making process of the college. Each council may establish workgroups to attend to a particular task or project. Meeting agendas are sent out to participants and posted online. Minutes are taken, reviewed, and posted online as a permanent record of our participatory governance activities. Columbia College has three designated councils whose roles are delineated in subsequent sections of this handbook.

- College Council
- Institutional Effectiveness Council
- Student Success Council

### **Consensus**

The three councils utilize collegial decision-making processes built upon mutual trust and respect. Recommendations of the councils are generally made by **consensus**. This indicates that the members of the council have come to general agreement on a direction or recommendation. Consensus does not mean that all participants are enamored of the idea, but rather that they are willing to live with the recommendation and support it moving forward. At times when the members are unable to reach this level of consensus after significant discussion honoring the input of all participants, actions may be taken to a vote of the council.

### **Standing Committee**

A **standing committee** is a high-level group at the college meeting three criteria: 1. They work on an essential area of college activity; 2. Their work has broad implications across the institution; and 3. Their work is ongoing from year-to-year. A standing committee is not required to have representatives from all constituent groups and as such is not fully a participatory governance agent of the college, despite following similar principles. Meeting agendas are sent to participants and minutes are taken and posted, creating a permanent record of activities for these standing committees. There are eight standing committees of the college:

- Curriculum Committee



- Student Learning Outcomes and Program Review (SLOPR) Committee
- Distance Education Committee
- Teaching, Learning, & Community (TLC) Committee
- Diversity, Equity, & Inclusion (DEI) Committee
- Technology Committee
- College Services Committee
- Finance Committee

### **Staff Meeting**

A **staff meeting** is an informational meeting to disseminate information, discuss activities, and determine directions. Staff meetings consist of a manager and his/her direct reports. Agendas and minutes are not required to be publicized or posted. However, some staff meetings (e.g. division meetings) do build and review agendas and minutes to keep records of activities and information shared. Examples of staff meetings at the college include:

- President's Cabinet
- Administrative Team
- Deans Meetings
- Management Team
- Division Meetings
- Department Meetings

### **Other Committees/Workgroups**

Other committees and workgroups meet periodically, seasonally, or as needed. The use of formal agendas and minutes will depend upon the topic under discussion.

- Accreditation Steering Committee
- Classified Senate Scholarship Committee
- Cultural Enrichment Committee
- Faculty Scholarship Committee
- Graduation Committee
- Sabbatical Committee
- Other committees called for by the YFA or CSEA contract or the *Leadership Team Handbook* (e.g. faculty banking committee)
- Other committees or workgroups established through the participatory governance process

## Guiding Statements

The college's vision, mission, values, and strategic goals guide decision-making at Columbia College.

### *Vision Statement*

*Columbia College – the college of choice for transformational learning in the Sierra foothills.*

*Reaffirmed by Columbia College Council on February 22, 2019*

*Approved by the YCCD Board of Trustees on April 10, 2019*

### *Mission Statement*

Centered in the Sierra foothills, Columbia College offers students of diverse backgrounds many opportunities for discovery and success. Through a supportive and engaging learning environment, students master foundational skills, explore their passions, attain degrees and certificates, and pursue career and transfer pathways. We collaborate with surrounding communities to cultivate intellectual, cultural and economic vitality. Columbia College inspires students to become inquisitive, creative, and thoughtful life-long learners.

*Reaffirmed by Columbia College Council on January 18, 2019*

*Approved by the YCCD Board of Trustees on April 10, 2019*

### *Core Values*

The Columbia College community is committed to following a set of enduring Core Values. These values are focused on the development of a sustainable institution and serve to guide the institution through changing times and shape our Mission, Vision, and Goals.

#### **Academic Excellence and Success:**

We value high-quality education via a robust curriculum designed to meet the career and transfer needs of our community. We provide effective learning experiences ranging from in-person to online offerings. We equally value an environment of academic success and wellness for all of our students through effectively integrated in-person and online support services.

#### **Learning and Growth:**

We value and promote creativity, innovation, experimentation, critical thinking, and diverse perspectives. We celebrate the strengths of both in-person and online learning in helping our students fulfill their goals. We value learning and the pursuit of knowledge as lifelong processes of transformational personal and professional growth.

#### **Assessment and Improvement:**

We value continuous improvement through the assessment of student learning outcomes, program effectiveness, and our decision-making processes. We use the results of these assessments to pursue improvements in our curriculum, programs, practices, and student outcomes.

#### **Access for All:**

We value our role as the sole higher education institution in our area. We assist all members of our community to gain access to higher education and to achieve success in their chosen endeavors. We recognize a successful community includes all races, ethnicities, religious beliefs, socioeconomic status, languages, geographical origins, genders, and/or sexual orientations who bring their personal knowledge, background, experiences, and interests for the benefit of all.

**Community Support:**

We value the support provided to Columbia College by our community, including students, parents, civic and educational leaders, businesses, and industries. We support our community by hosting educational events, serving on advisory boards, and providing educational programs leading to strong careers.

**Collegiality and Professionalism:**

We value working in a collaborative and inclusive manner to meet the holistic needs of our diverse student population. We value kindness and respect in all our interactions. We value the individuality and uniqueness of each member of our campus community. We support, promote and demonstrate empathy, transparency, civility, cooperation, and acceptance.

**Campus and Environmental Sustainability:**

We value and strive to preserve the unique environmental beauty of the Columbia College Campus and welcome all diverse populations into a safe and pleasing location. We value our living planet by accepting responsibility and adopting practices to protect the environment for future generations and sharing these values with others.

**Participatory Decision-Making:**

We value participatory decision-making that provides each of us the opportunity to contribute ideas, bring forth concerns, and explore options in developing consensus. We value the roles of our leaders and representatives, share with them our impressions on matters of importance, and trust them to carry our input forward for discussion and consensus building.

**Civic and Global Awareness:**

We value civic and global awareness of contemporary issues. We challenge students and one another to think critically with diverse, equity-minded, and social justice perspectives. We promote the understanding and betterment of society and our world by engaging our students, staff, and the surrounding community in meaningful discussions and activities.

**Institutional Wellness:**

We value an institutional attitude and culture that promotes and supports total health and wellness of students and employees.

*Revised by Columbia College Council on 4/15/2022*

*Approved by the YCCD Board of Trustees – In progress during the writing of this publication*

**Strategic Goals**

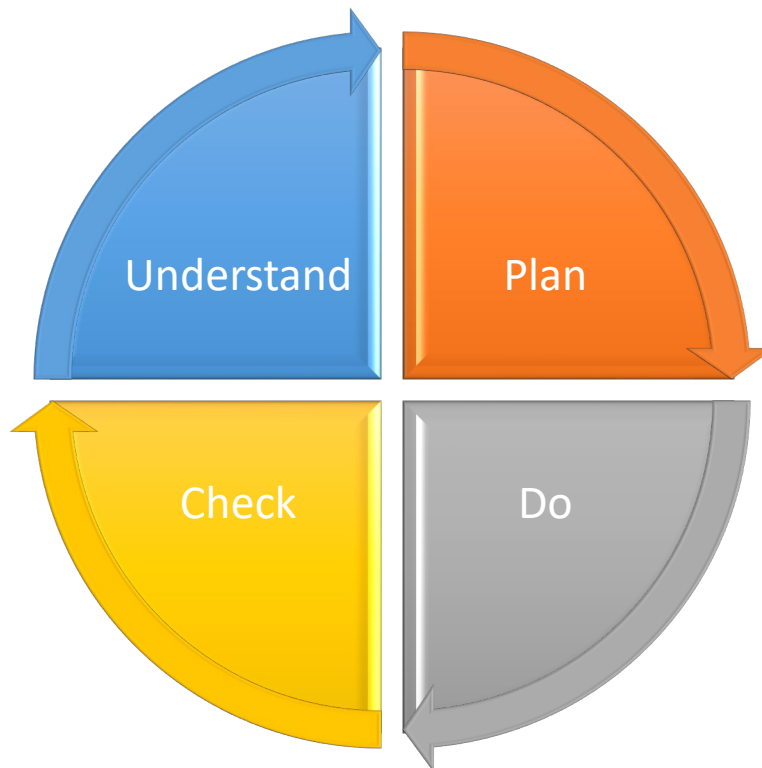
- GOAL 1 - Increase Award Completion
- GOAL 2 – Increase Transfer Readiness
- GOAL 3 – Reduce Barriers to Completion
- GOAL 4 – Increase Workforce Readiness
- GOAL 5 – Reduce Equity Gaps
- GOAL 6 – Maintain Institutional Stability

*Adopted by Columbia College Council on September 17, 2021*

*Adopted by Board of Trustees – Included with the Strategic Plan forwarded to BOT for approval in December 2022*

## Approach to Planning and Cycles of Review

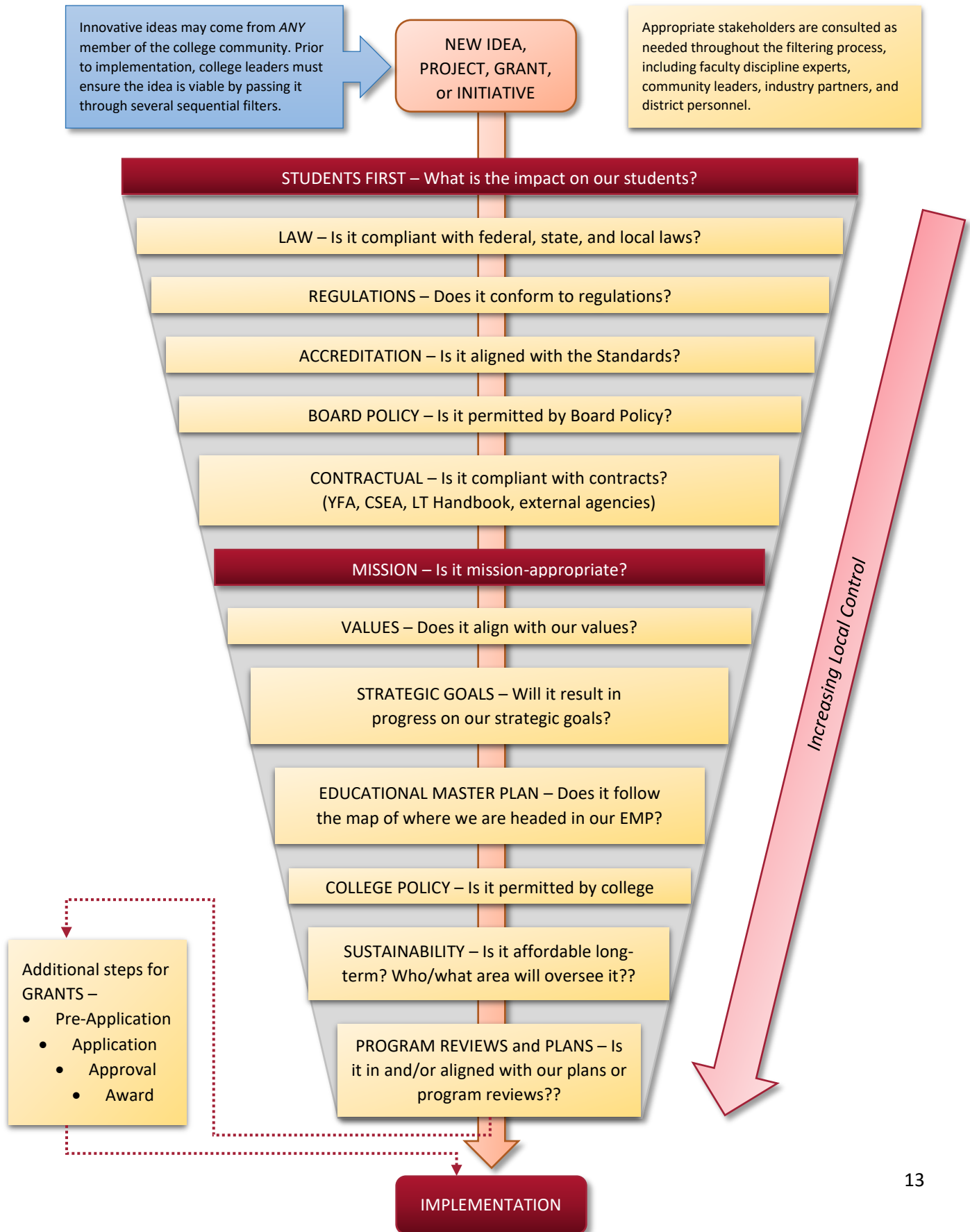
As a general approach to the process of planning, the college follows a four-step cyclical process: Understand, Plan, Do, and Check. The diagram below demonstrates the approach and how ideas, grants, initiatives, etc. are reviewed for understanding and then steps are taken to plan if deemed appropriate.



The first two steps—Understand and Plan—are further guided by the diagram on the next page. It is imperative that the college deeply understands the opportunities, constraints, benefits, and concerns about its programs and initiatives. As such, prior to implementing new ideas, the college ensures that the idea is compliant with the many constraints and concerns shown. The diagram represents a gradient series of filters to refine the idea and screen out impractical, inappropriate, or extraneous projects. Doing so keeps the college focused on those initiatives with the greatest benefit for its students. This process involves collegial discussion at council and committee meetings, review by constituent groups, and consultation with internal and external stakeholders, agencies, and partners as needed.

The “Do” step illustrates implementation and carrying out the plan. After an appropriate period of time, the college will engage in a “Check” process to gauge effectiveness and guide next steps. The Institutional Effectiveness Council is charged with developing and overseeing these cycles of review.

## Diagram: Decision-Making Process and Considerations



# Constituent Groups

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## Academic Senate

**Committee Chair(s):** Academic Senate President

**Purpose:**

- The purpose of this organization is to promote the best interest of higher education;
- Represent the faculty of Columbia College;
- Make recommendations to the College and District administration and the Board of Trustees with respect to academic and professional matters;
- Sharing in the governance of Yosemite Community College District (YCCD); and
- Academic Senate represents the faculty in statewide academic and professional matters.

**Special Guidelines, Parameters, and/or Resources:**

- Compliance with the Brown Act; and
- Compliance with Title 5 "Academic and Professional matters" 10+1.

**Meeting Schedule:** Monthly Standing.

**How Work Is Communicated:** Emails, newsletters, minutes, and verbal reports to other committees.

**Recommendations Go To:** AS President, AS President-Elect, and College President, as appropriate.

**Role of Faculty:** Full- and part-time faculty members are provided with opportunities to participate in the formulation and development of college policies and processes that have or will have a significant effect on them. Academic Senate as the legal representative of the faculty of Columbia College makes recommendations to the YCCD Board of Trustees and through internal governance councils and/or directly to the college president with respect to academic and professional matters. Recommendations requiring formal district approval are submitted by the college president to the Chancellor and the Yosemite Community College District Board of Trustees. The rights of the Academic Senate are affirmed in Board Policy 7-8049.

**Agendas and Minutes:** Posted on BoardDocs

**Membership:**

- All full-time (contract, probationary and temporary) Columbia College faculty
- 3 elected part-time representatives

## Associated Students of Columbia College

**Committee Chair(s):** Associated Students of Columbia College (ASCC) President

**Purpose(s):**

- Enhance sound student governance and citizenship;
- Express the general will of the students to the administration;
- Further cooperation with administration, staff, community, and other educational institutions;
- Create and maintain adequate scholastic, social, cultural, and political activities in the furtherance of student welfare.

**Special Guidelines, Parameters, and/or Resources:**

- All ASCC members are to be voted in by the student body;
- Elections are to be held in the last two months of the spring semester;
- Members may be appointed to the senate if not within the voting period;
- ASCC is a Brown Act compliant body; and
- The ASCC President and the Yosemite Community College District (YCCD) Student Trustee are nonvoting entities.
- The ASCC President only votes to break a tie.

**Meeting Schedule:** Weekly during the academic year and are scheduled for one hour while the board retains the right to extend if needed.

**How Work Is Communicated:** Email, meetings; ASCC members are to attend the weekly meeting and review agendas, minutes, and supporting documents. Each member is required to hold a minimum of three office hours per week, and the ASCC President is required to hold a minimum of five hours.

**Recommendations Go To:** ASCC Advisor; ASCC President; ASCC Members.

**Role of Students:** Board Policy 5400 recognizes the Associated Students organization as the official voice for the students in district and college decision-making processes. The Columbia College Student Senate is recognized as the sole representative body of the Associated Students of Columbia College. Through ASCC and the Student Senate, students participate effectively in college governance processes. Through ASCC and the Student Senate perspectives, interests, and opinions of students are solicited and presented as part of the formulation of recommendations by governance councils. Information on students' roles and rights is found in YCCD Board Policy 5400 and the California Code of Regulations Title 5, §51023.7.

**Agendas and Minutes:** Posted on the ASCC webpage.

**Membership:**

- ASCC President
- ASCC Vice President
- ASCC Treasurer
- ASCC Secretary
- ASCC Director of Activities
- ASCC Director of Club Affairs
- ASCC Director of Publicity YCCD Student Trustee Senators (10)

## Classified Senate

**Committee Chair(s):** Classified Senate President

**Purpose:** Primary role is participation of classified professionals in the participatory governance process at Columbia College.

**Special Guidelines, Parameters, and/or Resources:**

- Committee recommendations will be consistent with Board policies;
- The agenda should be distributed 3 days in advance of meetings; and
- Meeting notes should be distributed 3 days in advance of meetings.

**Meeting Schedule:** 2nd Friday of each month.

**How Work Is Communicated:** Emails, newsletters, minutes, and verbal reports to other committees.

**Recommendations Go To:** Area Representatives, Executive Board, and the Classified Senate President.

**Role of Classified Professionals:** Classified professionals are provided with opportunities to participate in the formulation and development of recommendations, as well as in the processes for developing recommendations that have or will have a significant effect on them. Through Classified Senate, classified professionals participate in Columbia College governance processes in matters relating, but not limited to the following: institutional effectiveness; student services; facilities; technology; accreditation; diversity, equity, and inclusion. Information regarding the roles and rights of classified professionals can be found in California Code of Regulations Title 5, §51023.5. Related to working conditions, classified professionals are represented by California School Employees Association (CSEA).

Each governance council or committee with classified professional representation at Columbia College must have an appointee for both CSEA and the Classified Senate (CS), though sometimes the two constituencies may agree to appoint a single staff member. All classified representatives shall serve as advocates for classified employees and as a liaison between the committee and their constituent group. They are not on a committee to serve as advocates for a particular sub-group of the larger constituency.

**Agendas and Minutes:** Posted in BoardDocs

**Membership:**

- CS President
- CS President-Elect
- CS Vice President
- CS Secretary
- CS Treasurer
- Area Representatives at Large:
  - Area 1 – Madrone, Mahogany, Ponderosa, Laurel, Oak Pavilion, Redbud, Sequoia, and Sugar Pine
  - Area 2 – Upper Manzanita
  - Area 3 – Aspen, Buckeye, Cedar, Fir, Juniper, Tamarack, Lower Manzanita
  - Area 4 – Facilities, Custodial, Transportation and Public Safety



## California School Employees Association, Chapter 420

The California School Employees Association (CSEA), AFL-CIO is the largest classified school employees labor union in the United States. CSEA represents more than 230,000 public employees in California. CSEA continues to thrive as a member-run union, democratically controlled by member volunteers in more than 750 local chapters throughout California. The union is led by the CSEA Board of Directors. Labor Relations Representatives and other professional staff work under the authority of CSEA's Executive Director. CSEA is the sole and exclusive representative of those members of the bargaining unit enumerated in the certification by Educational Employment Relations Board (currently Public Employment Relations Board). All newly-created positions, except those that are lawfully Certificated, Management, Supervisors, or Confidential, shall be assigned to the bargaining unit.

## Leadership Team

The Leadership Team consists of administrators and confidential employees as defined by the *Leadership Team Handbook*. The Yosemite Community College District recognizes the importance of establishing a Leadership Team for the purpose of fulfilling its legal responsibility for the management of public education in the district. The Leadership Team strengthens the administration and educational service programs through participatory administrative practices and procedures and improves communications, decision-making, conflict resolution, and other relationships related to the administration of educational programs.

## Yosemite Faculty Association

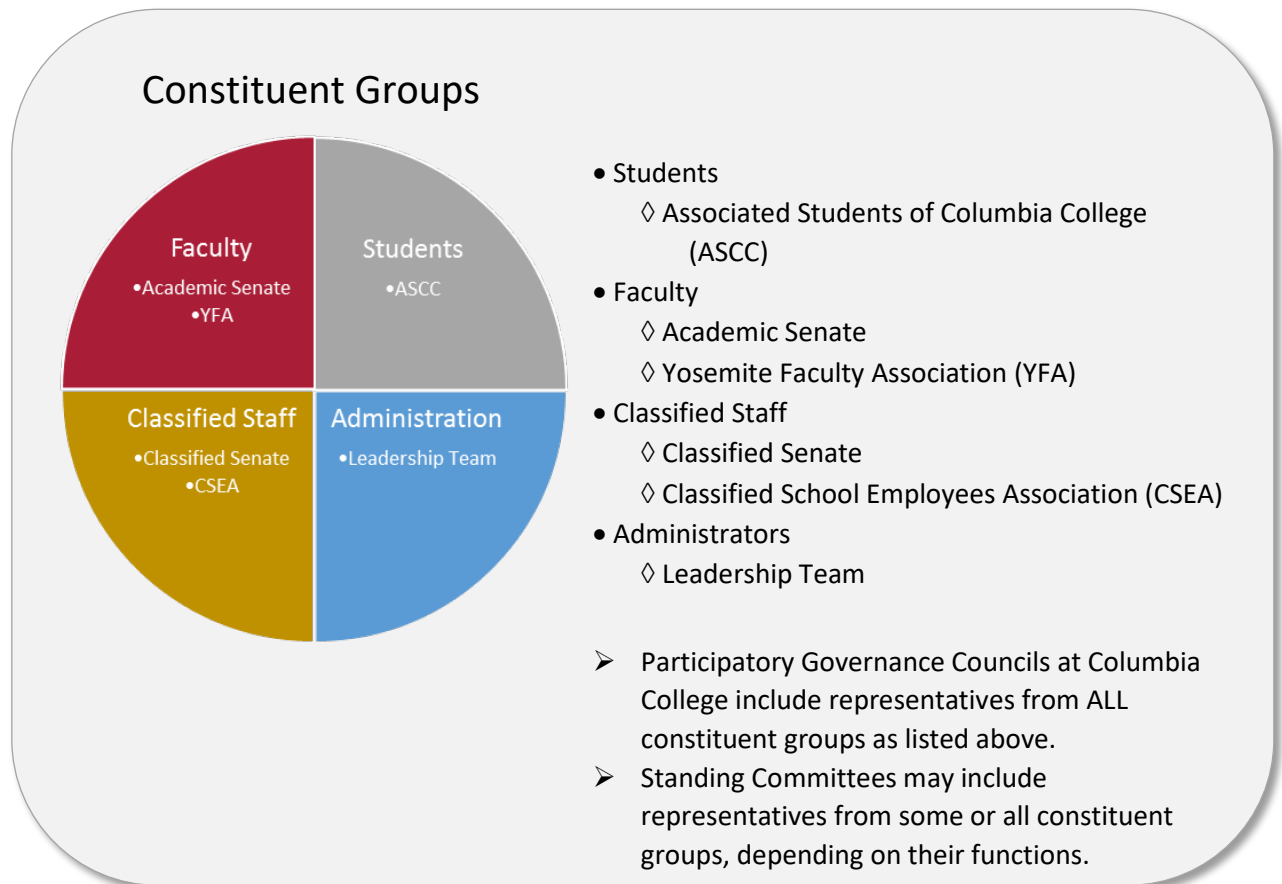
The Yosemite Faculty Association (YFA) is the exclusive representative of faculty employees in matters relating to employment conditions including but not limited to, wages, hours, and other terms and conditions of employment.

Purpose(s):

- Represent Members
- Form Representative Body
- Study and Act on Profession
- Promote Ethical Conduct
- Encourage Cooperation Between Profession and Community
- Foster Good Fellowship
- Support Faculty Interests

## Diagram: Constituent Groups at Columbia College

The diagram below provides an overview of the four constituency groups at the College—Students, Faculty, Classified Staff, and Administrators—and their respective groups as described on the previous pages. Title 5 Regulations designate specific roles and opportunities for participation in governance to each of these groups.



**Academic & Professional Matters** As required by Title 5 §53200 and Board Policy 7-8049, the Academic Senate plays a unique role in governance regarding “academic and professional matters.”

**Staff Matters** As required by Title 5 §51023.5, staff shall have the opportunity to participate in governance, playing a unique role in developing policies and procedures with “a significant effect on staff.”

**Student Matters** As required by Title 5 §51023.7 and Board Policy 5400, the Columbia College Student Senate plays a unique role in developing policies and procedures with “a significant effect on students.”

# Governance Structure

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## District and College Roles

### **Role of the Board of Trustees**

The Yosemite Community College District (YCCD) Board of Trustees is the ultimate decision-maker on district policies and master plans. The Board delegates to the Chancellor and College Presidents final approval of college and campus administrative procedures, operational issues, and strategic plans.

### **Role of President**

Board policies identify the YCCD Board of Trustees' specific legal and fiduciary responsibilities, as well as their relationship with the Chancellor and College President. Board Policy 2430.1 defines the delegation of authority through the Chancellor to the College Presidents. The president is the chief executive officer of the college in accordance with the Accrediting Commission for Community and Junior Colleges eligibility requirements: The institution has a chief executive officer appointed by the governing board whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. (Standard IV.C.12)

### **Role of College Council**

Individuals, committees, constituent groups, and operational groups develop proposals and recommendations that are forwarded to College Council. The College Council then forwards governance issues to and receives recommendations from the constituencies, and then, after thorough discussion, makes recommendations to the president on the issues.

### **Role of Other Councils**

The Institutional Effectiveness Council and Student Success Council review data, develop proposals, institute and follow-up on processes, and forward recommendations to College Council.

### **Role of Council Representatives**

Council discussions ensure that there is an inclusive and transparent dialog on core campus issues and that all campus constituent groups have an opportunity to provide input and present ideas for improving the practices, programs, and services in which they are involved that support the mission of the college. Council representatives have a unique and critical role as the conduit for information in both directions. It is the obligation of the council representative to take ideas presented at the council to their constituent groups for feedback and return that input to the council to ensure that all voices and concerns are heard while developing recommendations.

### **Role of College Constituencies**

Decision-making at Columbia College relies upon the spirit and principles of participatory governance focused on improving student learning. Members of the college community have the authority and responsibility to make recommendations in matters appropriate in scope to their roles in the college governance process. The following pages outline the make-up, role, and responsibilities of each

constituent group, as derived from the California Education Code, California Code of Regulations, the YCCD Board of Trustees policies and procedures, Academic Senate rules and bylaws, California School Employees Association (CSEA) contract and bylaws, the Associated Students of Columbia College (ASCC) constitution and bylaws, Yosemite Faculty Association (YFA) contract and bylaws.

## Councils and Standing Committees

The decision-making structure at Columbia College is comprised of two levels of councils and a collection of standing committees.

Each standing committee has a specified charge and membership. College-wide recommendations from each committee are submitted, as needed, to one or more of the councils for discussion and recommendation to the college president for action. The line between standing committees and the councils indicates that standing committees may provide input to any of the councils or constituent groups depending on the topic. That is, none of the standing committees directly report to any of the councils.

The councils together represent the formal participatory governance activities of the college. Discussions at the council level follow the principles of collegial decision-making and are built upon mutual trust and respect. Decisions and recommendations are made via consensus, as defined in this document.

**The Institutional Effectiveness Council** considers matters including program review, assessment cycles, analyzing data, enrollment management, and professional development, among others. The Institutional Effectiveness Council makes recommendations to the College Council.

**The Student Success Council** considers matters related to providing thoughtful and integrated services to promote student success, equity, and progression. This body is also charged with developing budget recommendations regarding the many categorical funds and special programs of the institution. The Student Success Council makes recommendations to the College Council.

**College Council** is the principal participatory governance body, which makes recommendations to the President on college policy and procedural matters. College Council also advises the President to advocate at the district level on college-wide issues. Recommendations from the College Council requiring formal district approval are submitted through the college president to the chancellor and the Yosemite Community College District Board of Trustees.

While College Council provides recommendations to the College President, the President is ultimately responsible to make decisions on behalf of the college. Due to the collegial process of developing consensus on recommendations, only rarely will the President have to exercise his/her power of review or make final decisions that differ from those recommendations. In such a case, the President should communicate in writing the specific reasons to the Columbia College Council for representatives to share with their respective constituencies.

## Constituent Representatives

Having representatives from each constituent group allows colleagues to network and gain access to different perspectives from a variety of people. In addition, councils and committees spend a fair amount of time simply brainstorming and discussing ideas. This allows for open conversation about the issues and challenges members are facing, and helps provide solutions to problems.

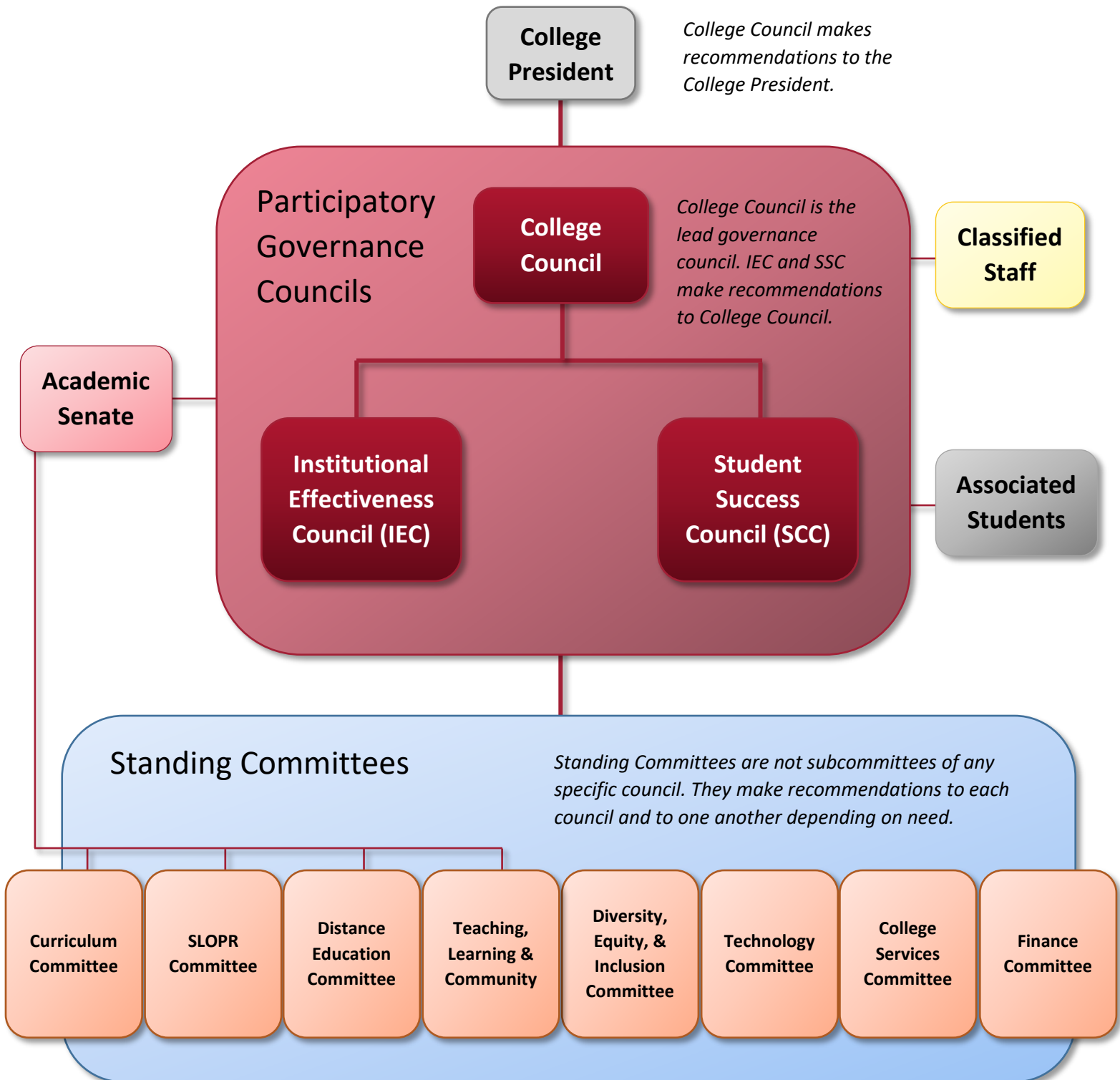


Membership for each council includes all constituent groups and membership for each standing committee includes some or all constituents, depending on the function and purpose.

Members are appointed by their respective constituent group.

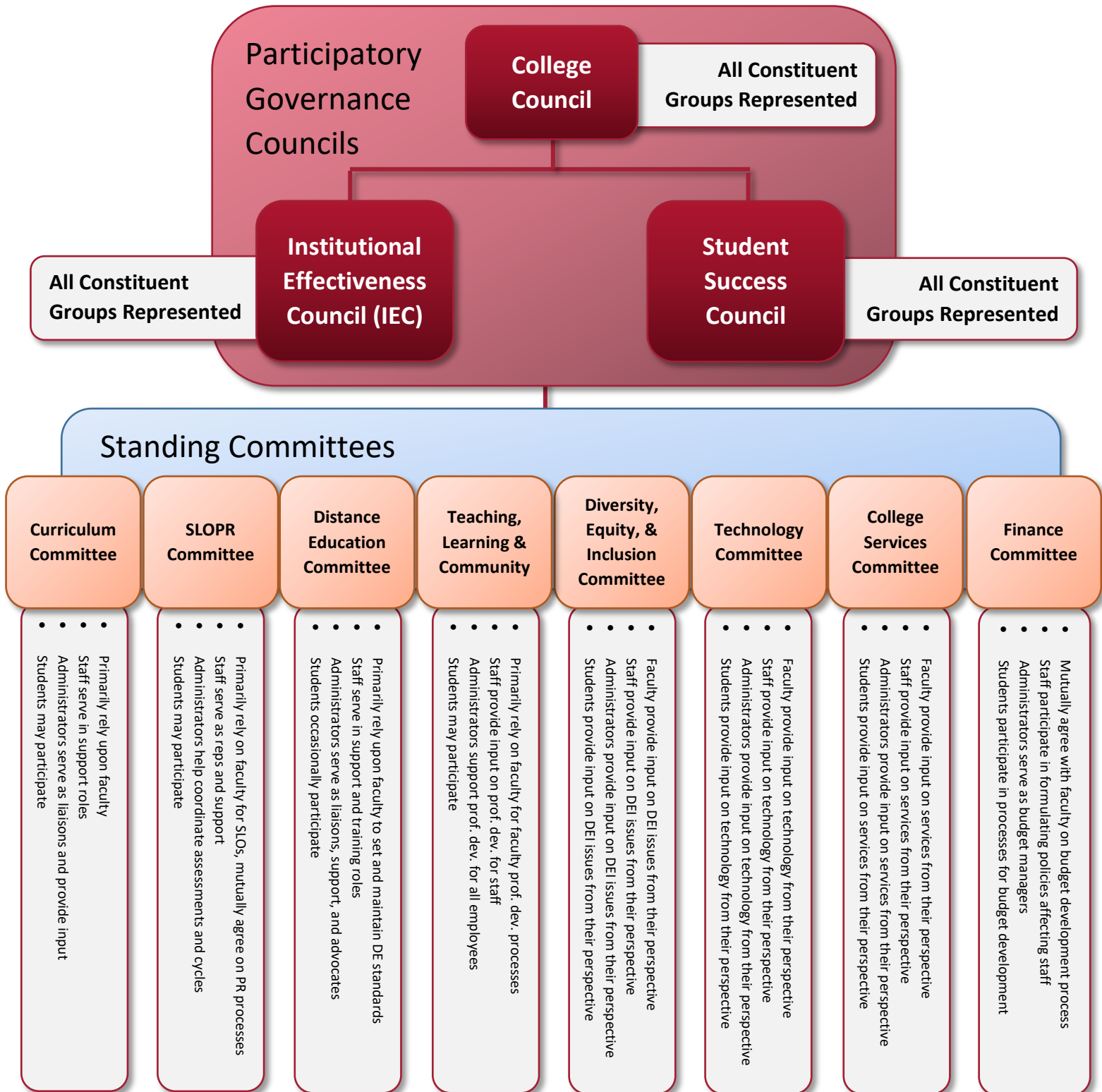
- Faculty – Academic Senate and/or YFA
- Students – Associated Students of Columbia College (ASCC)
- Classified Staff – Classified Senate and/or CSEA
- Management – Leadership Team

Diagram: Council and Committee Structure at Columbia College



## Diagram: Constituency Representation on Councils and Committees

The diagram below provides a snapshot of constituency representation. All constituent groups are represented on each of the Councils. Some, but not all, constituencies are represented on the Standing Committees.



# Planning at Columbia College

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## Integrated Master Plan

This handbook illustrates how the college arrives at its important, overarching plans including its guiding statements – Mission, Vision, and Core Values – which provide the focus for all planning documents and the Strategic Plan. The Strategic Plan is, quite simply, the college’s plan to achieve its Strategic Goals. For each goal, a set of well-defined Objectives or metrics is established. The Strategic Plan also delineates the activities the college is undertaking to improve its performance on these Objectives in pursuit of its Strategic Goals.

The Integrated Master Plan will consist of four sections: Educational Master Plan (EMP), Facilities Master Plan (FMP), Technology Master Plan (TMP), and Personnel Master Plan (PMP). These plans are in development at this time through the governance councils and committees described in this handbook.

## Educational Master Plan

In keeping with the expectations of Title 5, Board Policy, and the ACCJC Standards for effective institutions, the Educational Master Plan (EMP) will delineate four categories of information:

1. Our current slate of educational programmatic offerings
2. The array of student services deployed to support students in completing those programs.
3. The expected modifications and changes within each educational programmatic offering in the next ten years to meet student and community demand and training needs.
4. The expected modifications and changes needed in student services to support the changes outlined in item number three above.

## Facilities Master Plan

The Facilities Master Plan will outline the current and expected future facilities to support the EMP. That is, what facilities are currently supporting our educational offerings, and what facilities will be needed to support future directions of the institution. Replacement and maintenance cycles will be maintained in the district Facilities-Total Cost of Ownership document.

## Technology Master Plan

The Technology Master Plan will outline the current and expected technology to support the EMP in general terms, with specific replacement cycles maintained in the IT-Total Cost of Ownership.

## Personnel Master Plan

The Personnel Master Plan (PMP) will outline the current and expected future personnel to support the EMP. Diagrams will be used to describe the array of personnel at the institution. The PMP will also delineate the characteristics sought in hiring to support the current and future programs outlined in the EMP.

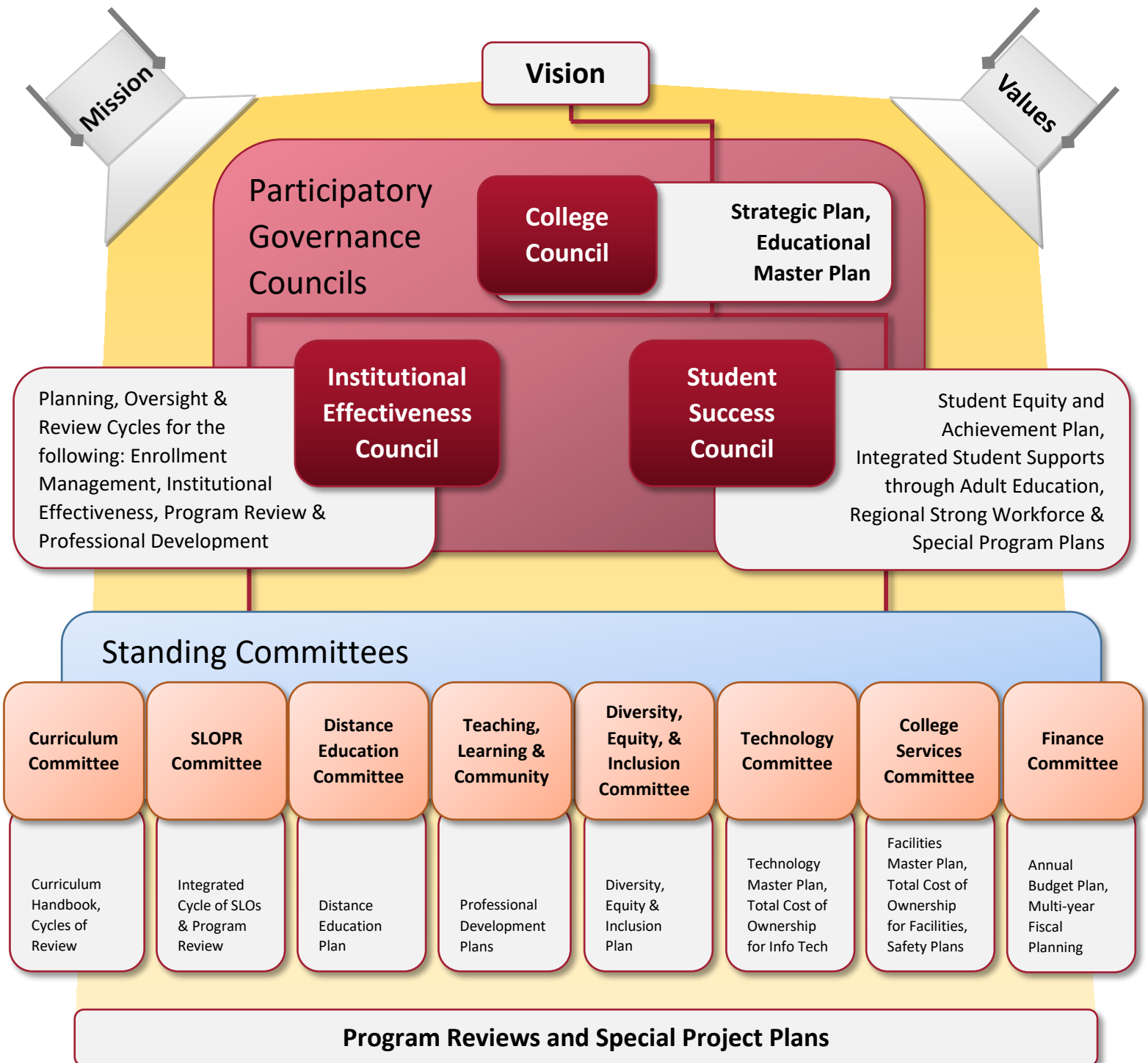
## Integrated Planning

Integrated Planning is represented in the diagram on the next page. All plans are linked to the college’s guiding documents (mission, vision, and core values) and designed to assist the college in carrying out its Strategic Plan. Each significant plan, e.g. the Educational Master Plan, is the responsibility of a designated council of standing committee.



## Diagram: Integrated Planning at Columbia College

The representation of the college’s Mission and Values as theater lights in the diagram below indicates that all plans are developed “in light of” and aligned with those statements. Plans are also designed to assist the college in carrying out its Strategic Plan in pursuit of the Vision. All planning is then grounded in program review at the unit level.



# Participatory Budget Development

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## Resource Prioritization Processes

In order to ensure transparency and broad-based input into the budget development process, Columbia College is committed to the transparent and collaborative budget development as delineated below. Steps are listed in order, along with a typical timeline, and designed to meet district deadlines as distributed to the colleges in January of each year. A typical district budget-planning timeline is displayed at the end of this section.

### Salaries and Benefits

Salaries and benefits for regular employees represent the most significant portion of the college's budget. Each year, the district distributes a spreadsheet with the salaries and benefits, with associated funding sources and account numbers, of all college employees.

- The Finance Committee analyzes the list to ensure currency of employee listings.
- Faculty, staff, and management vacancies and growth positions are addressed via the college's established hiring prioritization processes.
- Part-time/Overload (PTOL) budgets will be reviewed with the Finance Committee and adjusted to meet our enrollment targets.

### Prioritizing Allocation of Discretionary Funds

This budget development process is defined for the following:

- Fund 11 discretionary accounts – 54000, 55000, 56000, and 57000 object codes – Items #1-9 below
- Fund 12 – Lottery allocations – Subfund 5290 – Item #10 below.
  - Remaining Fund 12 accounts will be set up by divisions per usual district procedures.
- Fund 12 – Instructional Equipment and Library Materials Funds – IELM – Item #11 below.
- Annual and Cumulative Savings generated through the Resource Allocation Model (RAM) established for YCCD and overseen by the District Fiscal Advisory Council – Item #11 below

### Steps in Budget Development

1. The Lead Budget Manager<sup>1</sup> prepares a spreadsheet by responsibility, activity, and object codes, demonstrating actual expenses for the three prior fiscal years, budget and year-to-date expenses for the current fiscal year, and a column for Upcoming Year Budget Requests, and distributes this to budget managers (Deans, Directors, VPs). (Typically in January)
2. Budget managers review reports and spending for the current year budget and actual expenses for the prior fiscal year(s). (Typically January-February)

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<sup>1</sup> As of this writing, the college is considering options for appropriate budget and fiscal management oversight. One option is to hire a Vice President of College & Administrative Services, but other options are also under discussion.

3. Budget managers review the history of actual expenses and current year budget-to-actual with faculty and staff in their areas to gather input on future directions.
  - a. Equipment and supply requests identified in program reviews should be addressed, if possible, through this process. Overall supply needs should be determined and when possible should be covered by lottery funds (see #10).
  - b. Items identified in program review needing larger infusions of funding will be prioritized based on receipt of IELM, college savings, or other special one-time funding (see #11 and #12 below).
4. Budget managers prepare budget requests for the upcoming year based on previous years' trends, current year budget-to-actual analysis, and input from faculty and staff in their areas. Augmentations to each budget's overall total should be explained on a line-item basis. (Ex: We need an additional \$500 in this category for X.) Minor shifting between line items is expected and supported. (Typically January-early February)
  - a. Budget requests must be submitted electronically on the spreadsheet/form distributed by the Lead Budget Manager.
5. Budget managers present their prepared requests to those in their area for review. (Typically mid-February)
6. Budget managers forward their requests for the upcoming year to the Lead Budget Manager to be compiled. (Typically early March)
7. Lead Budget Manager compiles all budget requests, reviews compiled document with President and other VPs, then with Finance Committee. Adjustments are made to reflect available budgets. (Typically mid-March)
8. Budget managers are presented with feedback regarding their budget requests, including suggested adjustments/reductions, and provided an opportunity for further input. (Typically late March)
9. College budget is forwarded to the district for input as the Upcoming Year Budget for Columbia College. (Typically early April)
10. Lottery (Subfund 5290) funds will be distributed to budget managers in a similar fashion, with broad discussion, an analysis of past years' expenses, a comparison of budget-to-actual for the current year, and culminating in a budget request for each area for supplies, duplicating, library materials, and software licensing as is applicable. Centralized costs for black-and-white duplicating for instructional purposes will remain with the IMC and be paid using Lottery funds. Departments will need to budget for color and other higher-cost duplicating needs, using lottery funds for instructional purposes and other funds (11 or 12) for non-instructional duplicating. (That is, if a department needs color photocopies, they should request a line item for instructional duplicating as part of their lottery request and/or a line item for non-instructional duplicating as part of a fund 11 request or fund 12 budget.) Lottery fund requests must be submitted on the spreadsheet/form distributed by the Lead Budget Manager. (Typically mid-March)

## Addressing Resource Requests and Departmental Equipment Needs

The college is committed to maximizing its effectiveness in providing relevant and effective technology, equipment, staffing, and other needs. The Finance Committee serves as the discussion body to prioritize these expenses. As a general practice, each department engages in the program review process each spring, completing a full program review and/or updating their list of resource requests for the upcoming year. These lists are prioritized at the division level and forwarded to the Finance Committee for review and action. Steps 11 and 12 of the annual budget process address two known sources of funding for these activities, but also provide a starting point for conversation among constituent leaders when new funds are available at the college. The Finance Committee will fund as many items on the final ranked list as possible by braiding multiple funding sources together. “Braiding funds” means that the most restrictive funds are used first toward specifically allowable purchases, freeing up more flexible funding for other purchases, and utilizing multiple sources of funding to purchase a single item. Additional needs will be funded if/when other discretionary funding becomes available.

11. Instructional Equipment and Library Materials (IELM) (Subfund 5110) funding fluctuates from year-to-year based on the funding allocated through the state budget. Once the year’s funding is known, if any, the college will allocate these funds toward needs identified in departmental program reviews and annual resource requests and/or toward college-wide instructional equipment needs identified by standing committees or councils (e.g. computer replacement, classroom presentation technology).
  - a. Departments update their Program Reviews and annual resource requests by the end of the Spring semester.
  - b. Divisions rank submitted resource requests by early Fall (late August).
  - c. District Information Technology department provides a listing of recommended updates for classroom presentation equipment and computer labs by early Fall (late August).
  - d. Finance Committee reviews the submitted lists (a–c above), identifies needs that can be funded through alternative funds (e.g. grant funds, categorical programs, Foundation), and recommends allocation of IELM funding toward items on the ranked lists. This process will involve lists provided by
    - i. Arts, Sciences, & Human Performance
    - ii. Career Technical Education
    - iii. Student Services
  - e. The recommendation of the Finance Committee will be forwarded to College Council for review and discussion (late September).
  - f. Technology Committee verifies requested items are supportable by district resources and are aligned with technology plans.
  - g. Allocations will be made in October by notifying division deans and budget managers. Funds must be encumbered to be spent by February.

12. Annual and cumulative savings identified through the YCCD Resource Allocation Model will vary from year to year. The Finance Committee will gather resource requests from program reviews, requests from standing committees and councils, and ideas gathered from the college at large that might not otherwise be within individual departmental program reviews and engage in ranking and prioritizing these needs. The Committee will establish a framework for planning and expenditures including at a minimum:
  - a. Limits on spending from within available funds (e.g. “We will spend up to 1/3 of the available funds in this year.”)
  - b. Themes or categories of funding to prioritize within the current year
  - c. Multi-year planning and pre-commitment of spending on higher-cost projects in future years (e.g. Creating a two-year project to plan for and construct an outdoor convening area)
13. The college budget may be viewed by any employee of the district through the Central Services website <http://yccdnet/cseducationalservices/Forms.htm> from a college computer.
14. The district budgeting process has been updated with the creation of the District Fiscal Advisory Council (DFAC) and the creation of a Resource Allocation Model (RAM). Updated information on the YCCD budget process can be reviewed through the Central Services website <https://www.yosemite.edu/fiscalservices/dfac>.

## Example Calendar Distributed by YCCD Fiscal Services

### 2021-2022 Budget Planning Timeline

January 2021

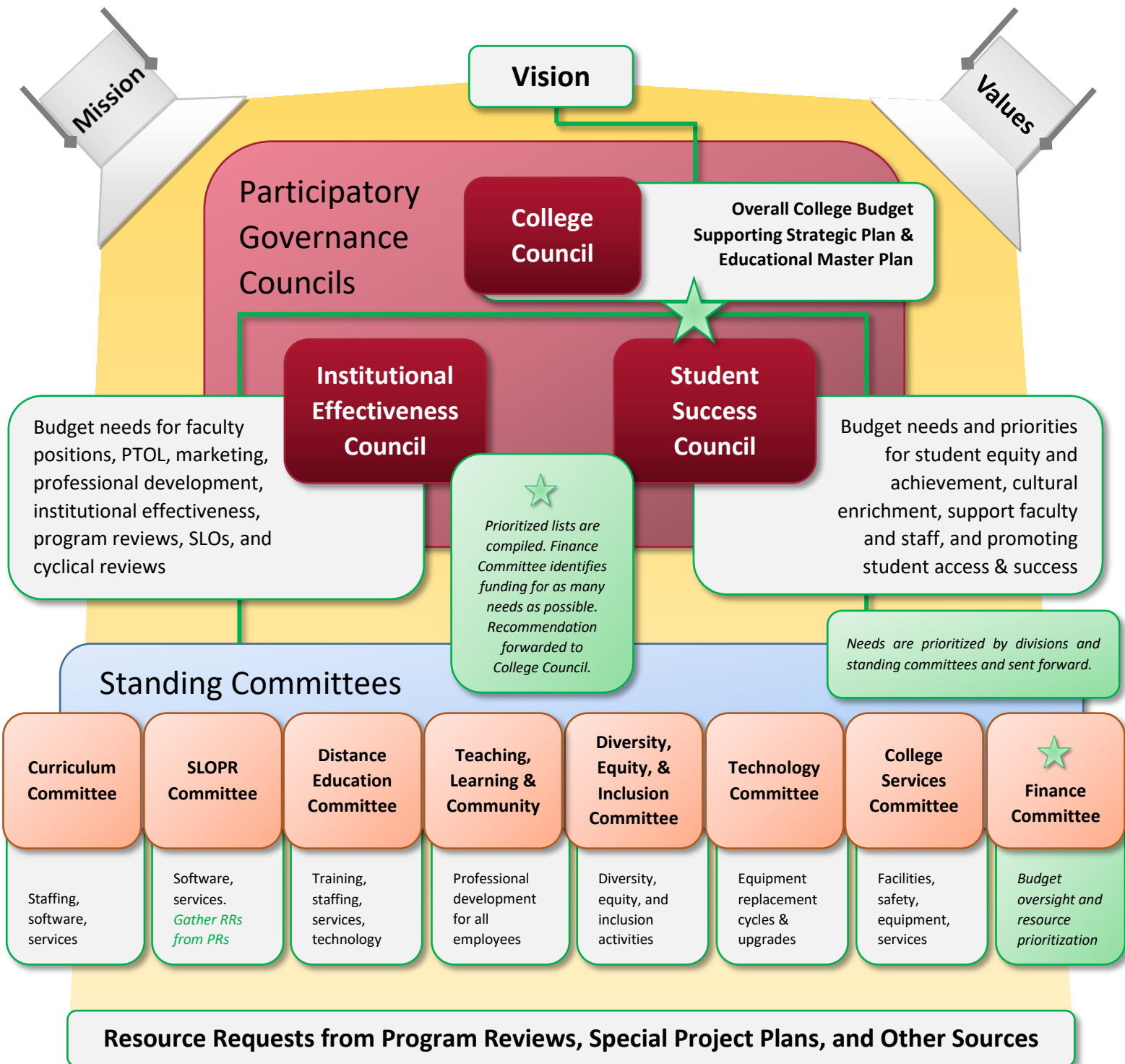
- **January 8** – Controller “Authorizes” new fiscal year in Colleague
- **February 9** – Budget Analyst sends salary and fringe benefit data to Vice Presidents of College and Administrative Services and Central Services Budget Managers via Excel spreadsheet
- **February 26** – VPs of Administrative Services & Central Services Budget Managers return final changes to salary and fringe benefit data to Budget Analyst
- **March 17** – Budget Analyst imports salary and fringe benefit data into Colleague
- **March 26** - Vice Chancellor of Fiscal Services distributes budget targets
- **April 21** – VPs of Administrative Services & Central Services Budget Managers submit budgets for operational/discretionary expenses (e.g., supplies, services, equipment) to Budget Analyst
- **April 26** – Budget Analyst imports operational/discretionary expenses into Colleague
- **May 19** – Deadline for Board Agenda items
- **June 9** – June Board Meeting – TENTATIVE BUDGET
- **September 8** – September Board Meeting – FINAL BUDGET

### Budget Development

Budget development at Columbia College is represented in the diagram on the next page. Each area identifies needs associated with meeting its goals and carrying out its plans. Budget requests are linked to program reviews, plans and initiatives, and infrastructure needed to carry out the role of each council and standing committee.

## Diagram: Budget Development at Columbia College

Budget decisions are made “in light of” the College’s Mission and Values to facilitate carrying out aspects of the Strategic Plan in pursuit of the Vision. Individual plans are designed to assist the college in carrying out its Strategic Plan and Educational Master Plan in pursuit of the Vision.



# Governance Councils

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## College Council

**Committee Chair:** College President

**Purpose:** The Columbia College Council is a committee through which the collegial governance system of the college is coordinated. The Columbia College Council provides recommendations to the Columbia College President on matters of college-wide interest and concern, and through the Columbia College President and representatives to the District Council for matters of district-wide concern and interest.

**Special Guidelines, Parameters, and/or Resources:**

The business of the Columbia College Council shall be conducted through consensus building in accordance with the Principles of Collegial Governance.

**Meeting Schedule:** Monthly.

**How Work Is Communicated:** Members will communicate with their constituent groups. Agendas and supporting documents are provided via SharePoint.

**Recommendations Go To:** College President, District Council.

**Agendas and Minutes:** Posted in BoardDocs

**Membership:**

- Columbia College President (non-voting chair)
- 4 Leadership Team Representatives
- 4 Faculty Representatives
- 2 Classified Representatives
- 2 CSEA Representatives
- 4 Student Representatives



## Institutional Effectiveness Council

**Committee Co-Chairs:** Vice President of Instruction, Faculty At Large

**Functional Role:** Planning, Oversight, and Review Cycles for Enrollment Management, Program Review, Student Learning Outcomes, Professional Development (Flex Advisory Committee and TLC), and Research

**Purpose:** The Columbia College Institutional Effectiveness Council (IEC) shall oversee and regularly review matters of institutional effectiveness, including enrollment management, institutional research, program review, student learning outcomes, professional development, college-specific policies, governance structures, and other similar matters. The IEC will make recommendations to College Council designed to promote institutional effectiveness, streamline operations, and maximize student learning.

**Special Guidelines, Parameters, and/or Resources:**

- The Institutional Effectiveness Council meetings shall be open.
- The business of the Columbia College Institutional Effectiveness Council shall be conducted through consensus building in accordance with the Principles of Collegial Governance.
- Action items are typically approved by consensus, but when necessary will require a formal vote.
- A simple majority will cause an action item to pass.
- Approved items are generally forwarded to the College Council for consideration and further consultation.

**Meeting Schedule:** The Columbia College Institutional Effectiveness Council shall conduct regularly scheduled meetings and retreats, as necessary. Standing agenda items will include each of the key areas of focus for the council, while depth of discussion on each item will vary according to need.

**How Work Is Communicated:** Council representatives communicate with their constituencies, obtain their input and feedback, and return that information to the Council to ensure informed discussions. Recommendations are forwarded to College Council and representatives report on them to their constituencies. Recommendations with wide implications are communicated widely through campus-wide emails.

**Recommendations Go To:** College Council

**Agendas and Minutes:** Posted in BoardDocs

**Membership:**

- Vice President of Instruction (Co-Chair) Instructional Dean
- Director of Research and Planning
- Leadership Team Member
- Faculty Representation (4) \*
  - \*ideally, Arts, Sciences and Human Performance (1), Career and Technical Education (1), Student Services (1), At Large (1), one of whom will be appointed by the Academic Senate as Faculty Co-Chair)
- Classified Representation - Classified Senate (2), CSEA (2)
- Student Representation (2)

- **Terms**
  - The terms of leadership team members shall be determined by the Columbia College President in consultation with the Leadership Team.
  - The terms of the faculty members shall be determined by the Academic Senate.
  - The terms of the classified members shall be determined by the Classified Senate and CSEA.
  - The terms of the student members shall be determined by the Student Senate.

## Student Success Council

**Committee Tri-Chairs:** Admin/Faculty/Classified

**Functional Role:** Planning, Oversight, and Review for Student Success Initiatives, Student Equity and Achievement (SEA), basic student needs, special programs, student activities, outreach, and retention

**Purpose(s):** The Columbia College Student Success Council shall:

- Make recommendations regarding the development and implementation of Columbia College's Student Equity and Achievement Plan to College Council.
- Review research related to student equity and success including data related to student access, retention, progression, and completion.
- Review the allocations and budgets for various statewide student success initiatives including Student Equity, Student Success and Support Program, Basic Skills Initiative, Adult Education Block Grant, and Strong Workforce Initiative.
- Draft the institution's integrated plan for student success which shall detail how various student success initiatives, including the Student Equity Initiative, the Student Success and Support Program, the Basic Skills Initiative, the Adult Education Block Grant, and Strong Workforce Initiative will be integrated to promote student success.

**Special Guidelines, Parameters, and/or Resources:**

- The business of the Columbia College Student Success Council shall be conducted through consensus building in accordance with the Principles of Collegial Governance.
- Action items will require a formal vote.
- A simple majority will cause an action item to pass.
- Approved items are generally forwarded to the College Council for consideration and further consultation.

**Meeting Schedule:** Monthly.

**How Work Is Communicated:** Work is communicated through the Student Equity and Achievement Plan; through minutes posted on BoardDocs; and through presentations to stakeholder groups (such as TLC, Academic Senate, and the Special Programs Advisory Council).

**Recommendations Go To:** Vice President of Student Services; President's Cabinet; College Council

**Agendas and Minutes:** Posted on BoardDocs

**Membership:**

- Vice President of Student Services
- Dean of Student Services
- Faculty Representation (4) \*
  - \*ideally, Arts, Sciences and Human Performance (1), Career and Technical Education (1), Student Services (1), At Large (1), one of whom will be appointed by the Academic Senate as Faculty Co-Chair)
- Classified Representation - Classified Senate (2), CSEA (2) Student Representation (2)
- Leadership Team Members (2) \*
  - \*in addition to the Vice President of Student Services and Dean of Student Services

- Student Representation (2)
- *Terms*
  - The terms of leadership team members shall be determined by the Columbia College President in consultation with the Leadership Team.
  - The terms of the faculty members shall be determined by the Academic Senate.
  - The terms of the classified members shall be determined by the Classified Senate and CSEA.
  - The terms of the student members shall be determined by the Student Senate.

# Standing Committees

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## Curriculum Committee

### A Committee of the Academic Senate

**Committee Chair(s):** Curriculum Chair

**Purpose:** Under the auspices of the Academic Senate, the Curriculum Committee meets regularly to evaluate and establish curriculum within the parameters of Education Code, Title 5 regulations, the CCCC *Program and Course Approval Handbook*, and Yosemite Community College District policies and procedures.

#### **Special Guidelines, Parameters, and/or Resources:**

- Compliance with Brown Act
- Compliance with Title 5 "Academic and Professional matters" 10+1
- Timelines for courses to be entered into ASSIST
- State Chancellor's Office approvals
- eLumen
- UC/CSU transfer requirements
- State mandates, e.g. AB 705, AD-Ts, Common Course Numbering

**Meeting Schedule:** Typically two meetings per month for the full committee interspersed with meetings of the executive committee. Weekly meetings as curriculum deadlines approach.

**How Work Is Communicated:** Email, agendas, minutes, by phone, regular meetings between Curriculum Chair and Vice President of Instruction, Curriculum Chair and Curriculum Specialist and Curriculum Chair and Curriculum Secretary, regular report outs to the Academic Senate Council and full Academic Senate.

**Recommendations Go To:** Curriculum Chair; Curriculum Secretary; Curriculum Specialist, NOTE: Curriculum Process Specialist and Curriculum Secretary to submit approved curriculum to the YCCD Board of Trustees and the State Chancellor's Office.

**Agendas and Minutes:** Posted on BoardDocs

#### **Membership:**

- Faculty Chair (non-voting except to break a tie)
- Faculty (Artic. Officer)
- Faculty (LSS Rep)
- Faculty (Dist. Ed. Rep)
- Faculty (A&S Rep)
- Faculty (CTE Rep)
- Faculty (At-large Mem.)
- Faculty (At-large Mem.)
- Student Representation (non-voting)
- Faculty Intern (non-voting)

- Liaison/Resource Members (non-voting):
- Vice President of Instruction
- Vice President of Student Services
- Dean of Student Services
- Dean of Arts, Sciences & Human Performance
- Dean of Career Technical Education
- Admissions & Records – Registrar
- Director of Student Financial Services
- Academic Senate President
- Student Learning Outcomes Workgroup Representative

## Student Learning Outcomes and Program Review Committee

**Committee Chair(s):** Vice President of Instruction and SLOPR Coordinator

**Purpose:** The Student Learning Outcomes and Program Review (SLOPR) Committee facilitates continuing SLO assessment and program review processes and dialogue across the institution. The committee is comprised of faculty, staff, and administrators and includes a student representative, College Researcher, SLOPR Coordinator, and Vice President of Instruction. The SLOPR Committee ensures that program reviews are informed by meaningful analysis of assessments of course SLOs (CSLOs) and program SLOs (PSLOs), that they result in thoughtful reflection and meaningful improvements to improve student and institutional success, and that they capture resource requests on an annual basis to serve as a foundation of the resource allocation process for the college. When necessary, the SLOPR Committee will review and propose revisions to the college-wide institutional SLOs (ISLOs).

The SLOPR Coordinator serves as a voting member of the Curriculum Committee, collaborating with faculty in each area to align their work with standards established by the SLOPR Committee as curriculum is added, revised, and discontinued. The Coordinator holds the primary responsibility to review all CSLOs and PSLOs for alignment with established standards, style, voicing, and mappings and ensure their currency.

Specific activities of the SLOPR Committee include, but are not limited to:

- Ensuring that departments continue to follow the established Synchronized Program Review and SLO Cycles schedule (example below)
- SLO Matters
  - Develop and refine integrated Course, Program, and Institution-Level Student Learning Outcomes (CSLOs, PSLOs, and ISLOs)
  - Develop methods to synthesize assessment results, use them for program improvement and attribute recommended changes to assessments
  - Train, mentor faculty and departments, and host work sessions on SLO assessment and utilization of results for program improvement
  - Establish and monitor the college-wide CSLO assessment plan
  - Develop expectations for and train faculty to perform mappings of CSLOs to PSLOs and CSLOs to ISLOs
  - Facilitate mappings in areas with no full-time faculty
- Program Review Matters
  - Develop and oversee meaningful, robust, but straightforward program review templates or systems for instructional, student services, and administrative program reviews.
  - Implement the college's four-year, cyclical program review plan with assistance from the Research and Planning Office
  - Train, mentor, and host work sessions with faculty to assist in cyclically completing their program reviews and annually updating their resource requests
  - Facilitate program review and resource requests in areas without full-time faculty

**Special Guidelines, Parameters, and/or Resources:**

- The SLOPR Committee promotes a culture of meaningful use of SLOs and Program Review for improvement and one of annually gathering and transparently prioritizing department-level resource needs across the college.
- The SLO website provides guidelines, parameters, and/or resources that guide the SLOPR Committee and college. <http://www.gocolumbia.edu/SLO/default.php>

**Meeting Schedule:** Monthly (bi-weekly if needed).

**How Work Is Communicated:** Website, Academic Senate, College Council, regular reports to the IEC, and email communication.

**Recommendations Go To:** Academic Senate, Institutional Effectiveness Council, and/or College Council depending on the issue at hand.

**Agendas and Minutes:** Posted to BoardDocs

**Membership:**

- Vice President of Instruction
- Faculty SLOPR Coordinator
- Dean of Arts, Sciences, and Human Performance
- Dean of Career Technical Education
- Dean of Student Services
- Director of Research & Planning
- Three faculty representatives appointed by the Academic Senate, one from each division.

Example, to be updated at least every four years:

**Synchronized Program Review and SLO Assessment Cycles**

DEPARTMENTS	2020-21	2021-22	2022-23	2023-24
<b>ASHP:</b> Art, English, Health and Human Performance, Music <b>CTE:</b> Automotive, Child Development, Hospitality Management, Welding <b>SSS:</b> Admissions & Records, Financial Aid, Health Services, Outreach	<b>Full Review &amp; CSLOs In-Service Presentation August 2021</b>	Update RR&P CSLOs & PSLOs	<b>Mini Review &amp; CSLOs</b>	Update RR&P CSLOs & PSLOs
<b>ASHP:</b> Anthropology, Communication Studies, History, Political Science, Psychology, Sociology <b>CTE:</b> Business Administration, Entrepreneurship, Office Technology <b>SSS:</b> EOPS/CARE, Foster Youth, TRIO SSS	Update RR&P CSLOs & PSLOs	<b>Full Review &amp; CSLOs In-Service Presentation August 2022</b>	Update RR&P CSLOs & PSLOs	<b>Mini Review &amp; CSLOs</b>
<b>ASHP:</b> Biology, Chemistry, Earth Science, Geography, Mathematics, Physics <b>CTE:</b> Fire Technology, Forestry & Natural Resources <b>SSS:</b> CalWORKs/Job Placement, DSPS, Library, Mental Health	<b>Mini Review &amp; CSLOs</b>	Update RR&P CSLOs & PSLOs	<b>Full Review &amp; CSLOs In-Service Presentation August 2023</b>	Update RR&P CSLOs & PSLOs
<b>ASHP:</b> Drama, Humanities, Philosophy, World Languages <b>CTE:</b> Emergency Medical Services, Computer Programming & Information Systems <b>SSS:</b> Academic Achievement Center, Career/Transfer Center, Counseling, TRIO MEOC	Update RR&P CSLOs & PSLOs	<b>Mini Review &amp; CSLOs</b>	Update RR&P CSLOs & PSLOs	<b>Full Review &amp; CSLOs In-Service Presentation August 2024</b>

**Legend:** CSLOs = assess scheduled Course Student Learning Outcomes, PSLOs = assess scheduled Program Student Learning Outcomes  
 RR&P = Update Resource Requests and Personnel needs within your program review  
 Effective Fall 2020



## Distance Education Committee

**Committee Chair(s):** Distance Education Coordinator

**Purpose:** The Distance Education Committee is responsible for the development of the college distance education plan. In the support of the mission of Columbia College, the Distance Education Program will develop uses of technology in teaching and learning that enable students to access a quality online education, anytime, anywhere.

**Special Guidelines, Parameters, and/or Resources:**

- Provide ongoing training for faculty and staff on our Learning Management System (LMS), and other technology and software;
- Oversees the development and revision of the college's Distance Education Plan (as needed, every two years unless considerable changes and updates are required);
- Advises the Curriculum Committee and Academic Senate in matters involving distance education;
- Conducts periodic review of the online course design rubric and checklist used for training and mentoring purposes.

**Meeting Schedule:** Fridays.

**How Work Is Communicated:** Email, virtual conferencing, phone, Skype, and face-to-face meetings.

**Recommendations Go To:** DE Coordinator.

**Agendas and Minutes:** Posted on BoardDocs

**Membership:**

- DE Coordinator
- Vice President of Instruction
- DSPS Representation
- Faculty Representation
- Classified Representation
- Student Representation

## Teaching, Learning, and Community Initiative

### Professional Development Committee

**Purpose:** The mission of the Teaching, Learning, and Community (TLC) Initiative is to promote excellence in teaching and learning across the entire college community – students, staff, faculty, and administration – in an ongoing climate of growth and improvement.

#### Special Guidelines, Parameters, and/or Resources:

- Organize and promote professional development activities and themes across the entire campus for all employees.
- Provide analysis and recommendations on professional development in response to campus needs and research about effective professional development strategies.
- Collaborate with Deans, Vice Presidents, and the College President, who coordinate flex and in-service days, to promote continuity and high-quality programming.
- Collect and disseminate outcomes of professional development activities.
- Collaborate with Academic and Classified Senates on plans and implementation.
- Assess and communicate the impact of TLC activities on creating a culture of meaningful assessment.

**Structure:** The TLC initiative responds to emerging campus needs and resources for professional development; therefore, the structure is intentionally minimal to respond in a timely manner. TLC is co-facilitated by two faculty members receiving reassigned time and one classified professional through an agreement with Academic Senate and Classified Senate.

**Role in Participatory Governance:** TLC is a Standing Committee of the College. It provides recommendations to and conducts professional development opportunities on behalf of and in cooperation with other councils or committees as appropriate.

**Meeting Schedule:** TLC leaders meet regularly. An ad hoc group meets as needed.

**How Work is Communicated:** Email, In-Service and Flex Day Presentations, Flyers, Workshops. To ensure ongoing communication, one faculty co-facilitator serves as a member of the Institutional Effectiveness Council, whose charge includes overseeing professional development, and the other serves on another council or standing committee such as the DEI Committee that provides extensive professional development opportunities to the campus community.

**Agendas and Minutes:** No formal agenda or meeting minutes recorded. Recommendations are formulated and shared with participatory governance councils or other committees as needed.

#### Membership:

- 2 Faculty Co-Facilitators
- 1 Classified Professional
- Vice President of Instruction (VPI)
- Executive Secretary to the VPI
- Others as needed (ad hoc)

## Diversity, Equity, & Inclusion Committee

**Committee Tri-Chairs:** Administrator, Faculty Member, Classified Staff Member

**Purpose:** The mission of the DEI Task Force is to examine the institution with a critical lens by acknowledging our diversity, creating a culture of unity, developing equitable practices, and promoting an inclusive environment.

**Special Guidelines, Parameters, and/or Resources:** The DEI Committee has ten working goals. These are considered to be a living document, always being updated:

1. Identify, attract, retain and graduate a diverse student body.
2. Identify, attract and retain a diverse faculty and staff.
3. Promote diversity, equity, and inclusion as a common goal in campus culture.
4. Educate, train, mentor, and model an inclusive perspective through professional development.
5. Connect the Columbia College Community to services, information, and resources that support diversity.
6. Support faculty in the infusion of diversity, equity, and inclusion in curriculum.
7. Demonstrate self-awareness, confidence, family pride, and positive social identities within individuals and diverse populations.
8. Facilitate dialogue about human diversity using accurate language for human differences; and deep, caring human connections to create comfort and joy in diversity.
9. Recognize and understand unfairness, racism, and bigotry exist and create language to describe discrimination, and understand that discrimination hurts.
10. Demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discrimination.

**Structure:** The DEI has a representative structure, with members appointed by each constituent group. The DEI committee is independent of the Cultural Enrichment Committee, but with ongoing communication and opportunities for collaboration.

**Role in Participatory Governance:** The DEI is a standing committee of Columbia College and regularly reports to the Student Success Council, Institutional Effectiveness Council, and College Council.

**Meeting Schedule:** The DEI meets every other Wednesday from 9:30 a.m. to 11:30 a.m., with other meetings as necessary.

**How Work is Communicated:** DEI work is communicated through reports at council meetings, to all constituent groups, college website, and presentations at professional development opportunities.

**Agendas and Minutes:** Regular agenda and meeting notes are taken without formal structure.

### Membership:

- Tri-chairs: Administration, Faculty, and Classified Staff
- Dean of Student Services and Instructional Dean (ongoing)
- One Leadership Team member (one-year commitment)
- Three Academic Senate representatives (two-year commitment)
- Three Classified Employee Representatives (one-year commitment)

- Two Student Representatives (one-semester minimum)
- Others are welcome
  
- **Terms:** The DEI committee nominates an active committee member for recommendation to Senates. Faculty chair will be appointed to a two-year commitment beginning fall of an odd year. Classified chair will be appointed to a two-year commitment beginning fall of an even year.

## Technology Committee

**Committee Chair(s):** Lead Budget Manager or designee

**Purpose:** Examines current technology for use within the institution and makes recommendations for technological enhancements. Reviews the Information Technology-Total Cost of Ownership, Technology Plans outlined in the college's integrated planning documents, and other guidelines and standards for technology use within the college and district.

**Special Guidelines, Parameters, and/or Resources:**

- Being developed during the 2022-23 academic year

**Meeting Schedule:** Monthly.

**How Work Is Communicated:** Members represent their constituencies. The Committee Members are encouraged to express concerns and thoughts at the meetings. Committee members are reminded to share the discussion and recommendations with their constituents and approved minutes are posted in BoardDocs

**Recommendations Go To:** The recommendations are brought forward to College Council and the ultimate decision is made by the President.

**Agendas and Minutes:** Posted on BoardDocs

**Membership:**

- Lead Budget Manager or designee
- District Director(s) of Information Technology
- Classified Representation
- Faculty Representation
- Management Representation
- Student Representation

## College Services Committee

**Committee Chair:** Lead Budget Manager or designee

**Purpose:** The College Services Committee makes recommendations to ensure that the college facilities and services are safe, maintained, and improved to meet the changing needs of staff and students. This includes advocacy for high-quality learning environments, offices, support services spaces, and informal meeting areas for students. The committee is responsible for reviewing and making recommendations on issues of college-wide or significant scope. College Services include:

- Facilities
- Safety
- Bookstore
- Food Services
- Instructional Materials Center (IMC)
- Business Office
- Student service operations
- Other related issues

**Special Guidelines, Parameters, and/or Resources:**

- Being developed during the 2022-23 academic year

**Meeting Schedule:** Monthly: 1st Friday of the month except for the start of the Fall and Spring semesters September through April.

**How Work Is Communicated:** Members represent their constituents. The Committee members are encouraged to express concerns and thoughts at the meetings. Committee members are reminded to share the discussion and recommendations with their constituents and an approved record of meeting is posted on the Website.

**Recommendations Go To:** College Council, YCCD leaders, and/or Columbia College President as needed

**Agendas and Minutes:** Posted on BoardDocs

**Membership:**

- Lead Budget Manager or designee
- College Nurse
- Campus Operations Manager
- Fire Captain
- Campus Security Supervisor
- YCCD Risk Management Representative
- DSPS Representative
- Faculty Representation
- Classified Representation
- Student Representation

## Finance Committee

**Committee Chair:** Lead Budget Manager or designee

**Purpose:** Columbia College and the Yosemite Community College District practice transparency in their budgeting processes and outcomes. The Finance Committee provides oversight of and insight into the budget development, equipment prioritization, and resource allocation processes of the college. The Finance Committee makes recommendations to effectively braid multiple college funding sources to best serve the needs of the college and its students, employees, and the community at large. The committee is responsible for reviewing and making recommendations on issues of college-wide or significant scope. Specific matters for review and input include:

- Annual review of personnel expenses
- Annual review of restricted fund (fund 12) accounts
- Planning for and expenditure of annual and cumulative budgetary savings as outlined in the YCCD Resource Allocation Model (RAM)
- Braided funding for resource requests collected through program reviews, annual resource requests, and other sources, including
  - Instructional Equipment and Library Material (IELM) funds
  - Categorical funds (e.g. Strong Workforce, Student Equity and Achievement, one-time state funds)
  - Grant funds
  - Annual savings
- Review of general fund (fund 11) prior to sending to YCCD for implementation
- Other related issues

### **Special Guidelines, Parameters, and/or Resources:**

- The committee promotes a culture of transparency and trust.
- Constituent group delegates to the committee are entrusted with sensitive, technical data and charged with keeping their constituencies informed of progress and rationale for decisions.
- Sensitive data (e.g. specific salary figures associated with specific employee names) will generally be reviewed by screen-sharing as opposed to emailed or publicly posted documents.
- To ensure transparency, committee members will be trained on YCCD fiscal tools (e.g. the CF File, Resource Allocation Model) and granted access to review relevant data

**Meeting Schedule:** The Finance Committee meets seasonally, approximately four to five times per year, aligned with annual resource planning and allocation activities, as below:

- Early Fall
  - Review and braided funding for resources requests identified in program reviews and other tools the previous spring
  - Annual review of restricted fund accounts
- Mid to Late Fall – Determination of spending priorities for annual and cumulative savings
- Early Spring – Review of annual personnel salary document for upcoming fiscal year
- Late Spring – Review of college general fund budget request prior to review by College Council and being sent to the YCCD for implementation

**How Work Is Communicated:** Members represent their constituents. The Committee Members are encouraged to express concerns and thoughts at the meetings. Committee members are reminded to share the discussion and recommendations with their constituents and approved minutes are posted on BoardDocs.

**Recommendations Go To:** The recommendations are brought forward to College Council and the ultimate decision is made by the President.

**Agendas and Minutes:** Posted in BoardDocs

**Membership:**

- College President
- Lead Budget Manager
- Vice President of Instruction
- Vice President of Student Services
- Dean of Arts, Sciences, and Human Performance
- Dean of Career Technical Education
- Dean of Student Services
- Two faculty representatives appointed by the Academic Senate
- Two classified professional representatives appointed by the Classified Senate
- Two student representatives

Because of the technical nature of the work of this committee, it is recommended that each Senate stagger their appointments and/or seek representatives with relevant skills willing to serve for multiple years.



## Staff Meetings

**Purpose:** Information sharing and interface among members of an operational unit or leadership team. Staff meetings ensure people stay informed and have the opportunity to provide input on planning and routine operational matters college-wide. Examples include:

- President's Cabinet
- Administrative Team
- Vice President of Instruction & Deans
- Management Team
- Division
- Departments

**Agendas and Minutes:** Formal agendas and meeting minutes are usually not recorded. When staff meetings result in prioritizations or other matters of importance to other bodies, records are kept and forwarded as needed.

# Other Committees or Workgroups

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## Accreditation Steering Committee

**Committee Chair(s):** Vice President of Instruction/ALO

**Purpose:** Under the leadership of the ALO, the Accreditation Steering Committee provides oversight for the self-evaluation process, compilation of evidence, developing the institutional self-evaluation report, and communicating progress to the College at large. Committee members work collaboratively through the College’s participatory governance processes and committees to ensure the college is aligned with expectations of the Standards. Committee members provide progress reports and seek input on accreditation matters throughout the college community.

**Special Guidelines, Parameters, and/or Resources:**

- Columbia College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). Accreditation represents an affirmation that the college adheres to the Standards established by the ACCJC. It is a cyclical process of review and improvement.
- When the college is approaching a site visit or preparing an important report, it convenes the Accreditation Steering Committee to coordinate these efforts. Most significantly, the preparation of the institutional self- evaluation report takes place over a two-year period of time. All constituent groups of the college participate in developing the report.

**Meeting Schedule:** As needed with increased activity during the Self-Evaluation process and approaching submission deadlines.

**How Work Is Communicated:** Meetings, MS Teams, email, open forums, and reports posted to the webpage. Drafts of the Institutional Self-Evaluation Report are shared broadly with the college community and all participatory governance councils.

**Recommendations Go To:** Standards Committees; Accreditation Liaison Officer, Faculty and Classified Professional Tri-Chairs, Councils, and the President. Final draft recommended to College Council.

**Agendas and Minutes:** Posted on the Steering Committee channel in the CC Accreditation – ISER Workgroup MS Teams site.

**Membership:**

- College President
- Accreditation Liaison Officer (ALO)
- Faculty Accreditation Tri-Chair
- Classified Professional Accreditation Tri-Chair
- Standard Chairs (Standard I, Standard II.A, Standard II.B/C, Standard III, and Standard IV)
- Deans
- Academic Senate President
- Classified Senate President
- Others as requested

## Classified Senate Scholarship Committee

**Committee Chair(s):** Appointed by the Classified Senate President

**Purpose:** The Classified Senate Scholarships are awarded to students pursuing a certificate or at Columbia College.

**Special Guidelines, Parameters, and/or Resources:**

- Classified Senate members meet to determine students receiving scholarship awards; and
- Scholarship committee membership is determined on a volunteer basis from Classified Senate members.

**Meeting Schedule:** Annual Standing.

**How Work Is Communicated:** Meetings, and email.

**Recommendations Go To:** Classified Senate.

**Agendas and Minutes:** No formal agenda or meeting minutes recorded.

**Membership:** Annual term for two Classified Senate members

## Cultural Enrichment Committee

**Committee Tri-Chairs:** Administrator, Faculty Member, Classified Staff Member

**Purpose:** Students, faculty, and staff collaborating to develop a more welcoming campus culture for Columbia College's Disproportionately Impacted (DI) student groups through a variety of campus activities, events, and assistance with professional development strategies.

**Special Guidelines, Parameters, and/or Resources:** The CEC will undertake a series of activities designed to create a more welcoming environment for students identified in the Columbia College Student Equity Plan. Activities include supporting diverse student clubs, promoting current programs to reach DI groups, and offering cultural activities and events designed to highlight diverse racial and ethnic identities, varying abilities, sexual orientations, gender identities, religions, and nationalities.

**Structure:** The CEC has an open structure to encourage inclusivity of various campus community members. Since the CEC is primarily student focused, it can respond to emerging student needs and make recommendations for resources in a timely manner. The committee is independent of the Diversity, Equity, and Inclusion (DEI) Task Force in primary focus, but with ongoing communication and opportunities for collaboration.

**Role in Participatory Governance:** CEC is a subcommittee of the Student Success Council (SSC). The subcommittee reports to the Student Success Council.

**Meeting Schedule:** The subcommittee's meeting schedule is every other Tuesday for 90 minutes, with other meetings as necessary to develop events and respond to timely concerns.

**How Work is Communicated:** Work is communicated through the SSC, the Student Services Monthly Area Updates. Events are communicated through student weekly emails, posters, virtual backgrounds, social media, Canvas, and event flyers. A web page is in development to house the work of the committee and current events.

**Agendas and Minutes:** Regular agenda and meeting notes are taken without formal structure.

### Membership:

- Tri-Chairs: Comprised of Administration/Faculty/Staff
- Dean of Student Services
- Two Classified Senate Representatives
- Two to Four Student Representatives, depending on the needs and availability of student groups
- Others as needed (ad hoc)
- All are welcome

## Faculty Scholarship Committee

**Committee Chair(s):** Faculty Chair and Co-Chair

**Purpose:** Faculty involvement in selecting top student scholars for faculty scholarships.

**Special Guidelines, Parameters, and/or Resources:**

- Co-chairs serve for 2 years. First-year as second co-chair and second-year as first co-chair;
- Membership rotates between contributing faculty;
- Meets mostly during spring semester to select applicants to interview; and
- Interviews are typically in the last weeks of school.

**Meeting Schedule:** Annual Standing: Meets routinely during the spring semester.

**How Work Is Communicated:** Binder of previous years' work.

**Recommendations Go To:** Committee Chair(s).

**Agendas and Minutes:** No formal agenda or meeting minutes recorded.

**Membership:**

- Faculty (Co-Chair donor)
- Faculty (Co-Chair donor)
- Faculty Representatives (donor)

## Graduation Committee

**Committee Chair(s):** Outreach Administrative Specialist

**Purpose:** The Graduation Committee is a working committee that meets regularly February through April. The committee is tasked with the planning and execution of the college's annual commencement event.

**Special Guidelines, Parameters, and/or Resources:**

- Student must meet eligibility requirements to be considered;
- Sub-Committee is created to review speeches; and
- Committee membership is determined between February and March.

**Meeting Schedule:** Monthly, meetings begin in February, until graduation.

**How Work Is Communicated:** Email, MS Teams, meetings, and agendas.

**Recommendations Go To:** Activities and Outreach Office; VP of Student Services, President

**Agendas and Minutes:** No formal agenda or meeting minutes recorded.

**Membership:**

- Classified Representation
- Faculty Representation
- Leadership Team Representation
- Student Representation

## Sabbatical Committee

### A Committee of the Academic Senate

**Committee Chair(s):** Faculty Chair approved by the Academic Senate

**Purpose:** Peer review and recommendations for sabbatical leaves. Reviews sabbatical reports that have been completed.

**Special Guidelines, Parameters, and/or Resources:**

- Candidate applies for a year leave but a semester leave is offered and accepted: Applicant must modify the proposal to indicate what activities will be accomplished during the year. The committee may have stipulated specific activities on which the recommendation for leave was based. In that case, modifications should be made accordingly. The candidate submits the revised proposal to the college president for review and final approval, per the Faculty Contract (Article 7.13);
- Unfilled leave at Modesto: Modesto may offer unfilled sabbatical leaves to Columbia College. However, it is within the purview of the college president to accept or decline such leaves since they are offered without funds to support the leave. If the President accepts a leave, the Sabbatical Leave Committee is charged with recommending an applicant from among the proposals they considered that year;
- Unfilled leave at Columbia: Columbia may offer unfilled sabbatical leaves to Modesto. However, it is within the purview of the college president to accept or decline such leaves since they are offered without funds to support the leave; and

**Meeting Schedule:** Annual: 1st week of Instruction- establish meetings for the rest of the semester.

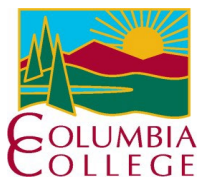
**How Work Is Communicated:** Meetings, email, and interviews.

**Recommendations Go To:** Chancellor via the President, for ultimate approval by the Board of Trustees.

**Agendas and Minutes:** No formal agenda or meeting minutes recorded.

**Membership:**

- Faculty Chair
- Faculty Representatives (2)



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