



# DECISION MAKING

AT COLLEGE OF THE CANYONS **2021**

**YOUR ROLE IN DECISION MAKING**  
AT COLLEGE OF THE CANYONS

“Coming Together Is A Beginning.  
Keeping Together Is Progress.  
Working Together Is Success.”

– Henry Ford

Dear Colleagues,

The **2021 Decision-Making Guide** is a testament to our commitment to collaboration and our shared desire to ensure our college continues to improve in its functioning by strategizing our structure so we can best support our students in achieving their goals. It results from leaders across our campuses coming together selflessly to share their expertise, insights and realizing that we can accomplish more by working together, than doing it alone or in a non-coordinated way. It symbolizes the value in coming together, communicating, collaborating and focusing on shared outcomes.

Special appreciation goes to the members of the College Planning Team and campus leaders for their thoughtful discussions and insights about decision making at College of the Canyons. It is your ongoing imagination and commitment that is the foundation of our growth and COC!

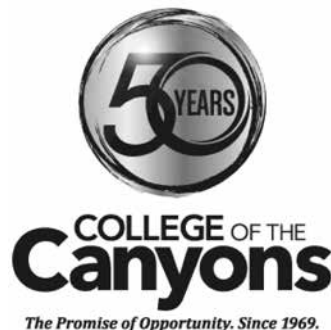
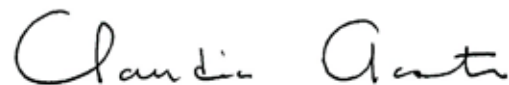
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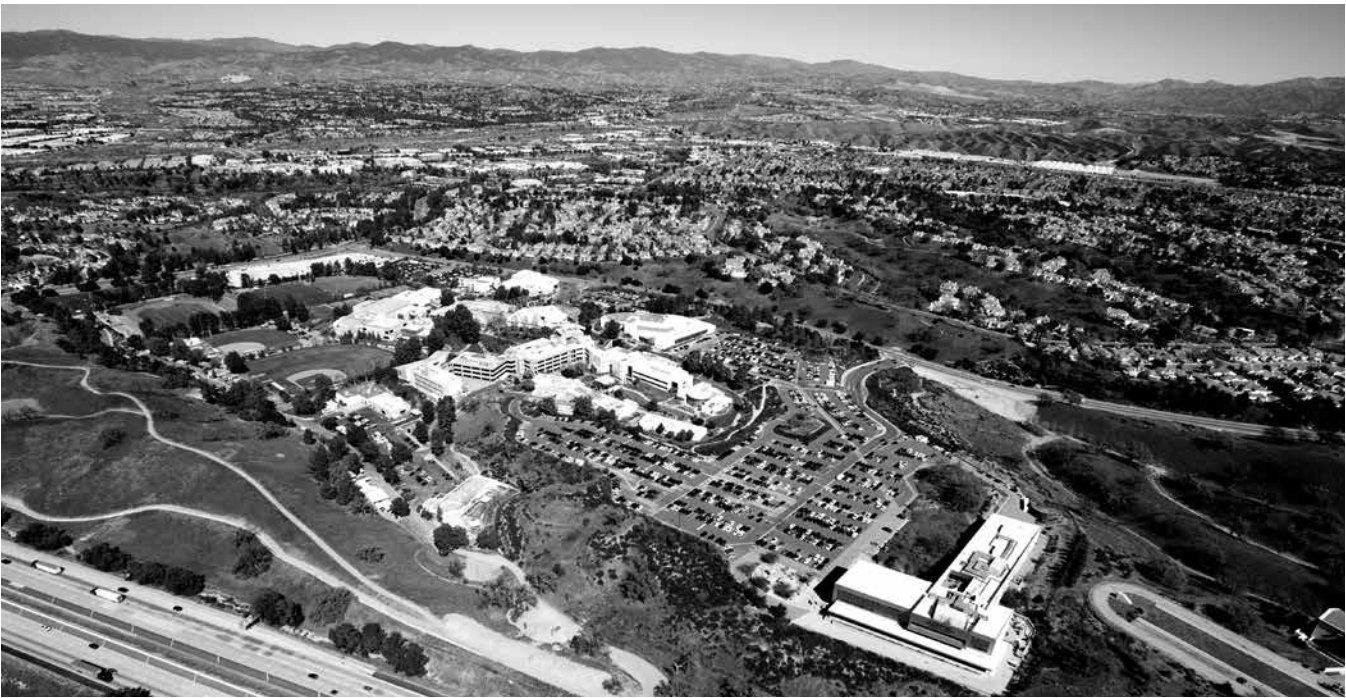


# OVERVIEW OF DECISION MAKING





# INTRODUCTION



As the Santa Clarita Valley's only public institution of higher education, College of the Canyons serves a 367-square-mile area with two comprehensive campuses (Valencia and Canyon Country), along with a host of other community-based site locations. We are committed to providing responsive and innovative educational opportunities and services that are recognized by our diverse, growing community as being of the highest quality and relevance. In delivering on that promise, we value and rely on the involvement and contribution of every employee, and consider teamwork to be essential to our success.

The Decision Making Guide describes the processes and structures used to make decisions at College of the Canyons. This information provides the framework to enhance and improve the outcomes of our collegial consultation processes while providing a clear road map of how the college functions.

It serves to encourage and facilitate participation in those processes by all campus constituencies, as this guide identifies key campus bodies, their unique roles and responsibilities, as well as how they interact with each other. It also:

- Provides a foundation for decision making as defined and proscribed by state and Federal laws and regulations;
- Clarifies the responsibility and accountability for decisions by committees, bodies, and individuals;
- Describes how individuals can participate and help shape decisions; and
- Highlights best practices that facilitate clear and consistent communication between individuals, as well as groups.

A shared commitment to respect, collegiality and responsiveness are essential to enabling College of the Canyons to respond quickly and effectively to promising opportunities; to solve emerging problems; to develop needed strategies; and to ensure the chosen courses of action represent the best of all possible options at any given moment in time. In other words, a decision that is in the best interests of the college, both in terms of day-to-day functioning, and more importantly, in harmony with long-range goals.

# DECISION MAKING PHILOSOPHY



As our college continues to innovate, grow, as well as adjust to outside forces and influences we cannot control, its underlying structures adapt to support that continued evolution. Indeed, innovation inspires change which informs new adaptations to structures that support and enhance responsiveness and innovation by the College. Accordingly, the **Decision Making Guide** changes regularly, and this edition represents the eighth version since it was first published in 1997. It has continued to be updated and expanded to ensure its ongoing relevance and effectiveness. This guide serves as a guideline for planning and decision making processes, which allows us to chart a course for our future. It not only describes the processes we use to reach decisions, but equally importantly, it delineates whose responsibility it is to communicate decisions to members of the college, so that together we can build on our five decades of achievement and excellence to fulfill the promises and hopes for the future.

COC's organizational effectiveness is rooted in our strategic planning focus on enhancing access, engagement and success for our students. We redesign our organizational structure with a flexible approach that encourages the development of professional and productive relationships while striving to enhance the capacity of our human resources to foster participation and input to the decision-making processes of the district while seizing opportunities as they present themselves. Together, we can look with great anticipation to the future, as our planning processes enable us to examine where we are, determine where we are headed, and plot the courses to achieve the truly remarkable results that are possible when we work as a team.



# APPROACH TO DECISION MAKING

## COMMITMENT

The college maintains an open and inclusive organizational structure that enables staff members to participate in collegial consultation, decision making and putting decisions into actions.

*We believe:*

- That institutional direction is driven by information received from staff, students and the community and that helps us deliver a clear vision for our future;
- All employees should have a clear understanding of how they are connected to the decision-making processes;
- It is important to achieve a balance of decentralized and centralized decision making that is coordinated between parts of the college community;
- Dynamic and continuous organizational improvement must be supported through fine-tuning and adjusting our structure and accountability processes by continually evaluating and redesigning what we do;
- In the importance of being flexible, responsive, and implementing contingency plans to adjust to changing environments and ambiguous circumstances;
- In using “common sense” to guide what we do;
- In communicating accurately, respectfully, and in context;
- In ensuring that our structures enhance our ability to maximize opportunities;
- We can seize the opportunity to define, explore and respond to emerging new developments and unforeseen challenges as they arise;
- We are capable of welcoming and making the most of opportunities, whether they are unexpected or planned; and
- It is important to seek input from members of the college and community in the development of policy, curriculum, and program development.

## THE BENEFITS

In return, because we value, welcome and expect employee participation and actively seek to involve others, we enjoy a number of benefits. More of our staff:

- Understand and support decisions;
- Support and honor the processes and the roles they can play in shaping the decisions at the college;
- Commit to help implement the decisions that are made;
- Understand and participate across the college as members of teams to work on objects of mutual interest;
- Act in trustworthy manner, cooperate, demonstrate mutual understanding, coordinate with others, and identify with other members of their team;
- Work hard to communicate in an effective and rewarding manner;
- Utilize their analytical skills and showcase their expertise;
- Have access to leadership opportunities;
- Take responsibility and share accountability for outcomes related to fulfilling our Mission Statement;
- Initiate new ideas and processes;
- Shape the direction of their departments;
- Value their opportunity to contribute to the development of our college;
- Value the role integrity plays in developing quality relationships;
- Network in the community, and bring the community into the college; and
- Innovate and lead positive changes that benefit our students.
- Are respectful of differences and work to be inclusive, authentic and compassionate.





# VISION, MISSION & PHILOSOPHY

College of the Canyons is a high-quality institution staffed by very special people. It is one of the best – if not the best – community college in California. The staff of the college works hard and enjoys a sense of community that makes us different from the rest. We are committed to maintaining this sense of community as we grow, change and improve.

One of the characteristics of College of the Canyons that makes it a great place to work is that its leadership across the campus is strongly committed to valuing people – the people the college serves and the people who do the serving. Elements of that value are evident in our vision, mission and philosophy.

COC is a deeply special place. We are a college whose members care deeply about one another and about our students. We have a statewide reputation for enabling innovation and creativity, we constantly work to address the needs of our students. We are collaborative, imaginative, and resourceful and proud that we are known as a solution-oriented college. We share our ideas and work in good faith to be sincere, civil, and united as “cougars” in our efforts to support one another and serve our students well.

## VISION

College of the Canyons is dedicated to being a leading two-year college, recognized locally, regionally, statewide and nationally for technical advancement, institutional effectiveness, student support, model academic and professional programs, excellence in teaching and learning, fostering a broad range of community partnerships, maximizing student access and for the sense of community that we provide to our students and staff.

## OUR MISSION

As an innovative institution of excellence, College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. To fulfill its mission, College of the Canyons embraces diversity, fosters technical competencies, supports the development of global responsibility,

and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.

## PHILOSOPHY

We believe in the following values:

### TEACHING & LEARNING

We honor and reward high performance for teaching and learning.

### RESPECT FOR ALL PEOPLE

We foster a climate characterized by civility, collegiality and acceptance. We expect honesty, integrity, social responsibility and ethical behavior.

### PARTNERSHIP WITH COMMUNITY

We create relationships providing the foundation of success for chosen current and future partnerships with local schools, colleges and universities, businesses, government and social agencies. These partnerships advance the educational, artistic, civic, cultural and economic aspirations of our surrounding community.

### EXCELLENCE

We set the highest standards for ourselves and support the professional development of faculty, staff and administrators.

### CREATIVITY & INNOVATION

We are an innovative and creative community. We encourage members of the college community to be entrepreneurial, forward-thinking, creative, persistent, spontaneous, and we welcome changes that will enhance the college’s ability to fulfill its mission.



# OVERVIEW OF PLANNING



# PLANNING AT COLLEGE OF THE CANYONS



## WHY DO WE PLAN?

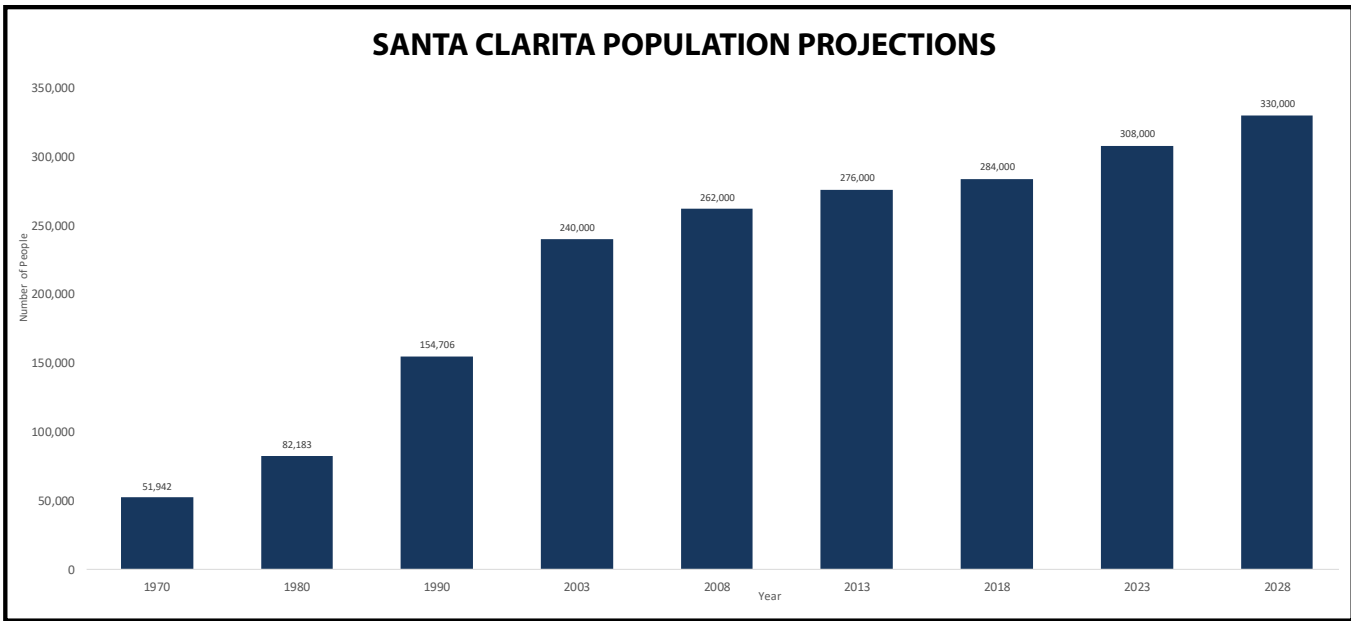
Celebrating its fiftieth anniversary during the 2019/20 academic year, College of the Canyons has developed and grown tremendously as a result of thoughtful planning, intentional coordination with community partners, and teamwork with our college. As the Santa Clarita Valley has grown, the college has grown with it to provide not only access to higher education, but also a wide array of programs and services that have helped to shape our dynamic community into one of the most desirable places to live and work in California. Growth has been especially pronounced during that past three decades, with increased financial resources, additional faculty and staff, and the creation of new programs part of beneficial changes to the college and community brought about by planning.

Planning facilitates responsiveness to change, and the coming years promise to be based on transformational change at an accelerated pace. With the ongoing impact of the Student-Centered Funding Formula (SCFF), colleges statewide face an increasingly complex planning environment, volatility in funding, and an overall environment of disruption from multiple state-level initiatives. College of the Canyons, however, will continue to face these changes as opportunities and will leverage our decades of success to both respond to – and anticipate – the forces and challenges impacting our system. Some challenges ahead include:



- Increased volatility in annual funding amounts due to the SCFF, the pandemic, the economic crisis of 2020 and the external expectation to lead the college out of the recession.
- Additional scrutiny of student success outcomes and funding based on achievement, including several metrics (such as transfer) that are not completely within the purview of the community colleges.
- Flat or softening enrollment system-wide, but opportunities for new – or renewed – participation by underserved populations and those who strive to find their place in the future of work.
- Externally, the general public, and elected officials who represent the public, will react negatively if we cannot meet the community’s needs.
- Internally, we will be challenged to reorient our old habits and comfortable patterns as we realize what resources and opportunities we have taken for granted, as well as what we need to do to make the most of those ahead.

As we have proclaimed for many years, in order to make the most of the opportunities presented at College of the Canyons, we must commit to continue to discuss, explore, debate, investigate, plan for our future, stay focused and act. And as we do, we have a firm foundation and proud history to build on, as well as the unlimited talent and potential of our most important resource – our staff. The Santa Clarita Valley’s population is projected to reach approximately 330,000 by 2028 (up from 284,000 in 2018) with most of the change in the adult population (Source: Clarita’s and SCV Economic Forecast).





## PLANNING DIVIDENDS

Our accomplishments over the past 50 years have earned us a solid foundation and proud history on which to build. Going forward, the focus of our efforts will be to continue to refine our action strategies and allow us to work toward achieving results of which we can be proud. As we plan, our approach to providing leadership is built on the premise that our operations, infrastructure and our teaching and learning processes need to continue to improve and adjust to the demands of a diversified student body, as well as to internal and external forces.

## PRIMARY MISSION

As we improve, we will not lose sight of our primary mission, our impact on student learning, our commitment to excellence and our shared vision for the future as reflected in our Strategic Plan. Our work will focus specifically on access, engagement, and success efforts to benefit our students and enhance our College. As we seek to constantly improve our current ways of doing things, we will base our quest for improvement on a sense of pride for what we have accomplished and a sense of enthusiasm for the future, and the role of partnerships in fueling our journey.

## WHY PLAN?

Across our campuses, staff who have planned can see changes in their departments in many ways:

- Planning with a knowledge base and a coherent set of tools enables us to analyze complex situations in a context that is meaningful and useful.
- Develop a clear plan to move ahead.
- Planning is a way to stretch thinking, invite dialogue, and explore our future in ways that

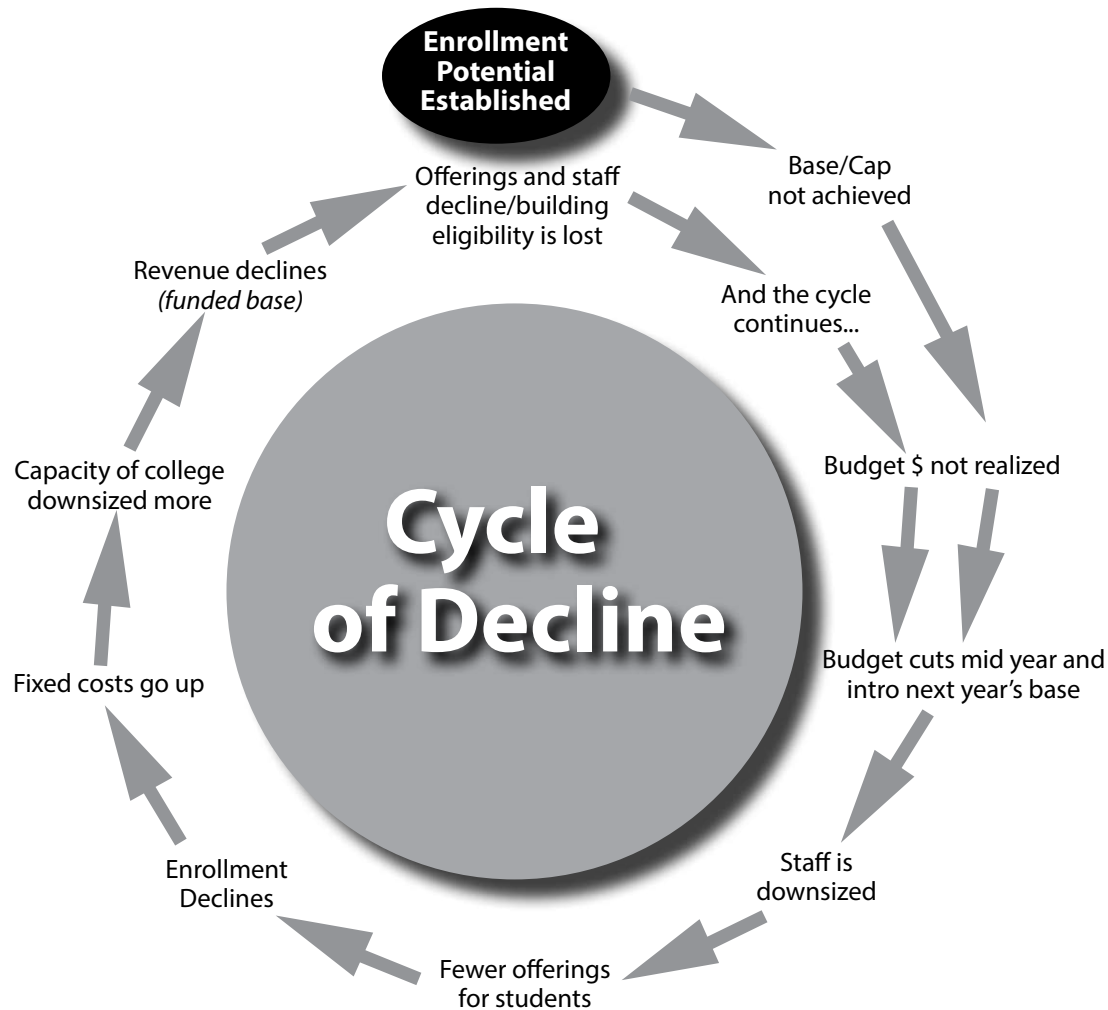
would not occur if defined processes were not in place.

- Planning enables us to identify – in advance – challenges that may be problematic and to explore solutions to minimize risks and maximize opportunities.
- Planning is a way to organize data and information into useful and understandable forms.
- Planning is a way to define and encourage interrelationships among people and resources that exist – as well as those that should, but don't.
- Planning is a dynamic process that invites members of the college community, both internal and external stakeholders, to discuss, explore solutions and make continual adjustments in response to ever-changing environments.
- Planning is ultimately one of our most useful tools to respond to disruption, changes, and create opportunities as we pursue our mission and strategic goals.



**THE POWER OF PLANNING**

Through strategic data based planning, we have avoided some of the pitfalls that many districts have faced when their enrollment falls and revenue drops, which can lead to a cycle of decline, (see illustration below).



To achieve success, all of us (students, faculty, and staff) must commit to developing our abilities to communicate, solve problems, think critically and analytically, and view changes and challenges as a positive experience;

- Planning enables us to evaluate our current internal strengths and weaknesses and the external opportunities and limitations we face.
- We must know and value our assets, manage them well, and be aware of the political and economic climate within which we function.
- Our vision of our future and what we can do will continue to expand as we look to the horizon and work to chart multiple paths and strategies to create our own future.
- Meaningful planning is impossible without an idea of the destination desired.
- As we plan, dream, and build we must always be cognizant of the needs of the communities we serve.
- We will solicit input from others for our plans, incorporating critical input of from our campus constituencies.



## CHARACTERISTICS OF PLANNING

Planning enables us to improve the college, enhance the resources available to students and our community, and ensure that students are helped on their paths to success. Planning helps to align our mission, vision, and philosophy to our work, and the ongoing enhancement of our planning keeps us well positioned to respond to what the future holds.

### PLANNING IS:

- An assessment of internal and external environments;
- An analysis of trends;
- Based on realistic assumptions about the future;
- Achievement oriented;
- Participatory and tolerant of conflict and controversy;
- A means of responding quickly to changing conditions, and
- An interactive process.

### PLANNING IS NOT:

- A blueprint to follow rigidly;
- A set of platitudes;
- A personal vision;
- An explanation of departmental plans;
- An analysis of conditions and trends;
- An elimination of risks; or
- Prevention of silos



**GROWTH, DEVELOPMENT, PROGRESS, AND RESULTS:  
A LONGITUDINAL PERSPECTIVE**

College of the Canyons celebrated 50 years of service to the Santa Clarita Valley throughout 2019-20. As our valley has grown, the college has grown with it to provide not only access to higher education, but also a wide array of programs and services that have helped to shape our dynamic community into one of the most desirable places to live and work in California. Much of that momentum has been built over the past three decades, and the impact of the changes can be seen in how the college has grown from 1988 until now.

FROM (1988/89)	TO DATE (2020)
<ul style="list-style-type: none"> <li>• <b>60</b> Full-time faculty (Fall 1988)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>217.8</b> Full-time faculty (Fall 2020)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>77</b> Full-time classified staff</li> </ul>	<ul style="list-style-type: none"> <li>• <b>329</b> Full-time classified staff (Fall 2020)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>430</b> class sections per Fall semester</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2,013</b> class sections (Fall 2019)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>17</b> certificate programs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>117</b> certificate training programs (Fall 2020)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>27</b> degree programs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>99</b> degree programs (April 2020)</li> </ul>
<ul style="list-style-type: none"> <li>• Traditional sections offered only</li> </ul>	<ul style="list-style-type: none"> <li>• 5-week, 8-week, 12-week, and traditional 16-week classes</li> <li>• 100% online as well as hybrid/onlineLIVE classes in both credit and noncredit</li> <li>• 200 sections using OER exclusively</li> <li>• 100 additional sections using OER plus low-cost online homework programs</li> <li>• Pathways developed for full-time, part-time, online, and weekend students</li> <li>• Incorporation of ePortfolios and other High Impact practices into classes</li> <li>• Academy and In-Service trainings provided for police, sheriff, fire, and lifeguard</li> <li>• Extensive development of new noncredit programs and courses</li> <li>• Inmate classes offered through Pitchess Detention Center and the Century Regional Detention Facility</li> <li>• Educational Travel opportunities for students</li> <li>• International Services &amp; Programs for international students to study at College of the Canyons</li> </ul>
<ul style="list-style-type: none"> <li>• <b>199,347</b> square feet of space</li> </ul>	<ul style="list-style-type: none"> <li>• <b>886,255</b> square feet of space                             <ul style="list-style-type: none"> <li>– Note: this total does not include the CCC Science/Lecture building.</li> <li>– Total square feet of space, including the Science/Lecture building, is <b>941,255</b></li> </ul> </li> <li>• We had 1,200 parking spaces in 1988/1989 and we now have 4,500 parking spaces and parking structure.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>\$8 million</b> annual operational budget</li> </ul>	<ul style="list-style-type: none"> <li>• <b>\$126,907,599</b> (2019/2020)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>3,409</b> funded FTES</li> </ul>	<ul style="list-style-type: none"> <li>• <b>15,044</b> funded FTES (2019/2020)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>4,823</b> headcount</li> </ul>	<ul style="list-style-type: none"> <li>• <b>20,019</b> headcount (Fall 2019)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>2</b> computer labs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>58</b> computer labs</li> </ul>
<ul style="list-style-type: none"> <li>• <b>No</b> classes in Canyon Country</li> </ul>	<ul style="list-style-type: none"> <li>• This fall we are celebrating the completion of 13 years of instruction at the Canyon Country Campus, and the near-completion of a four-story, 55,000 square-foot Science Center. More than <b>65,000 students</b> have now earned transcripted credit at CCC since Fall 2007.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6</b> men's and <b>6</b> women's sports</li> </ul>	<ul style="list-style-type: none"> <li>• <b>8</b> men's and <b>9</b> women's sports. Added:                             <ul style="list-style-type: none"> <li>– Men's Football</li> <li>– Men's and Women's Soccer</li> </ul> </li> </ul>

FROM (1988/89)	TO DATE (2020)
<ul style="list-style-type: none"> <li>• 6 men’s and 6 women’s sports <i>(continued)</i></li> </ul>	<ul style="list-style-type: none"> <li>- Women’s Golf, and</li> <li>- Men’s and Women’s Swimming/Diving</li> <li>- Women’s Tennis</li> </ul>
<ul style="list-style-type: none"> <li>• Under \$100,000 per year in grant funds</li> </ul>	<ul style="list-style-type: none"> <li>• <b>\$13,147,789</b> received in grant funds for 2019/2020</li> </ul>
<ul style="list-style-type: none"> <li>• \$109,225 raised by the Foundation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>\$1,236,333</b> raised by the Foundation</li> <li>• <b>\$29,162,249 million</b> raised by Foundation since 1988/89</li> </ul>
<ul style="list-style-type: none"> <li>• Fewer than \$50,000 in scholarships (total endowed amount)</li> </ul>	<ul style="list-style-type: none"> <li>• Nearly <b>\$1.9 million</b> in Scholarship Endowments                             <ul style="list-style-type: none"> <li>- Osher endowed scholarship donations in the amount of \$1,065,262 plus \$532,631 match invested to generate annual scholarships from earnings.</li> <li>- Additional \$216,454 invested for future student scholarships</li> <li>- In 2018/19, 225 students received 238 scholarships</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• No Leadership training</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Multi-faceted leadership training including:</b> <ul style="list-style-type: none"> <li>- LEAP-Leadership Education in Action Program</li> <li>- LEAP II</li> <li>- LEAP Forward</li> <li>- LEAP Onto the Path</li> <li>- LEAP: Leading in a Crisis</li> <li>- Professional Development Mentor Program</li> <li>- Leadership Skills Development Training Opportunities</li> <li>- Management Academy</li> <li>- Cultural Diversity Training</li> <li>- Administrative Retreats held annually</li> <li>- New Administrator Orientation</li> <li>- <i>Driving Tour of Santa Clarita Valley for New Administrators</i> <a href="http://www.canyons.edu/pd">http://www.canyons.edu/pd</a></li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• No development for staff and faculty except for Faculty FLEX</li> </ul>	<p><b>Created an award winning Professional Development Department program that includes:</b></p> <ul style="list-style-type: none"> <li>• Classified Professionals Institute</li> <li>• Pathways Professionals Institute</li> <li>• Business Services Administrative Academy</li> <li>• Integrated with Cornerstone Learning Management System, which provides thousands of online trainings for employees</li> <li>• FRED Talks</li> <li>• Cougar Talks</li> <li>• Mentor Cohort for new Administrators</li> <li>• Equity themed workshops, films and guest speakers</li> <li>• Doing What Matters Institute</li> <li>• Classified Development Day</li> <li>• 700+ training opportunities offered annually for all employees</li> <li>• Summer Technology Institute</li> <li>• Technology Training Workshops</li> <li>• Professional Development Mentor Program</li> <li>• Classified Professional Development Day</li> <li>• 10 FLEX days dedicated to faculty Professional Development</li> <li>• Management Academy</li> <li>• Administrative Assistants Academy</li> <li>• Synergy program for new faculty</li> <li>• Online Instructor Certification program</li> <li>• Skilled Teacher Certificate Program</li> <li>• First Aid/CPR/AED Training</li> <li>• Emergency Preparedness Trainings</li> </ul>



FROM (1988/89)	TO DATE (2020)
<ul style="list-style-type: none"> <li>No development for staff and faculty except for Faculty FLEX <i>(continued)</i></li> </ul>	<ul style="list-style-type: none"> <li>LGBTQ Safe Zone Trainings</li> <li>Mental Health First Aid Trainings</li> <li>Sexual Assault Prevention Trainings</li> <li>Sexual Harassment Prevention Training</li> <li>Cultural Diversity and Student Equity Trainings</li> <li>Project Management Program</li> <li>Customer Service Program</li> <li>Curriculum Academy</li> <li>Administrative Virtual Retreat: Supervising a Remote Workforce</li> <li>Guided Pathways 2.0: Where Are We Now?</li> <li>CalSTRS, CalPERS, and Social Security Workshops</li> <li>Working from Home Workshop Series</li> <li>Wednesday Wellness Series</li> <li>Development of 14 Digital Badges that demonstrate competency in specific Professional Development trainings</li> <li>9-Part Information Security/Training and Awareness Program Workshop Series</li> <li>Home Office Ergonomics</li> <li>Stress Management Training</li> <li>Online Instructor Retreats</li> <li>Generation Z: Who Are Our Students?</li> <li>Human Resources Webinars offered by the law firm Liebert Cassidy Whitmore</li> <li>Suicide Intervention and Prevention Trainings</li> <li>Civic Dialogue Workshop Series</li> <li>Human Trafficking Awareness Summits</li> <li>COVID-19 Safety Trainings</li> <li>SLO Assessment Trainings</li> <li>New Employee Orientations</li> <li>International Film Festival</li> <li>Friday Night Film Series</li> <li>Modern Languages Film Series</li> <li>Reading Groups</li> <li>Sociology Lecture Series</li> <li>Math Workshop Series</li> <li>History Department Film Series</li> <li>Conversations with the Artist</li> <li>Celebrating the Humanities Program</li> <li>Women's Conference</li> </ul>
<ul style="list-style-type: none"> <li>No support programs for Athletics</li> </ul>	<ul style="list-style-type: none"> <li>12 Head Coaches                             <ul style="list-style-type: none"> <li>– 8 Full-time Coaches</li> <li>– 4 Adjunct Coaches</li> </ul> </li> <li>41 Assistant Coaches                             <ul style="list-style-type: none"> <li>– 2 Full-time Assistant Coaches</li> <li>– 39 Short-term or Volunteer Assistant Coaches</li> </ul> </li> <li>Added an athletic counselor</li> <li>Added an athletic academic specialist</li> <li>Added a part-time SID</li> <li>Reorganized the Kinesiology/Physical Education/Athletics School</li> <li>Added an Associate Athletic Director</li> <li>Developed an Athletic Hall of Fame</li> <li>Developed the Student-Athlete Academic Achievement Dinner</li> <li>Added students athletic/academic mentor program (SAM)</li> <li>Added Full-time Athletic Trainer</li> </ul>

FROM (1988/89)	TO DATE (2020)
<ul style="list-style-type: none"> <li>No Facilities Master Plan – 1964-1989</li> </ul>	<ul style="list-style-type: none"> <li>Have developed six Facilities Master Plans since 1988.</li> <li>Utilized local bond measure to leverage additional funding allowing the college to garner a total of <b>\$661,214,308</b> to build, expand, and modernize our campus</li> <li>Have received <b>\$503,904,807</b> from <b>Local Bonds</b></li> <li>Have received <b>\$119,423,830</b> from <b>State Bonds and State Match</b></li> <li>Have received <b>\$37,885,671</b> from <b>Local Funds</b>, including fundraising efforts such as Foundation Capital Campaigns, Partnerships, and Certificates of Participation.</li> </ul>
<ul style="list-style-type: none"> <li>No money (\$) in training funds to work with business and industry</li> </ul>	<ul style="list-style-type: none"> <li>Created an Economic Development Division – In total, College of the Canyons generated <b>\$46,892,492 million</b> in capital for local businesses in the Santa Clarita Valley since 1993/1994, served <b>14,281</b> businesses, and trained <b>65,924</b> local employees                     <ul style="list-style-type: none"> <li>Note: <b>61,626</b> trained includes all business units of the Economic Development Division</li> </ul> </li> <li><b>7,949</b> people were trained through ETP</li> <li><b>33,079</b> people were trained through the SBDC (FY 2007-2019)</li> <li><b>12,983</b> people were trained through non-ETP training</li> <li>Total trained to date – <b>64,924</b></li> <li>The number of apprenticeships awarded to date – <b>67</b></li> <li><b>7,252</b> employees at <b>3,797</b> local businesses were trained in 2018/2019</li> <li>Counseled <b>2,376</b> entrepreneurs</li> </ul>
<ul style="list-style-type: none"> <li>No revenue from International Services &amp; Programs (ISP) tuition</li> </ul>	<ul style="list-style-type: none"> <li><b>Added this program</b> and achieved a cumulative gain in revenue of <b>\$11,657,979</b> from 1999 to 2018/2019</li> <li>Since Spring 2014, the ISP has grown its revenue from budgeted \$500,000 for 2013/2014 to <b>over \$1 million</b> for each of the 2015/2016, 2016/2017, 2017/2018, and 2018/19 FY. ISP's revenue for 2018/2019 was \$1.5 million.</li> <li>The <b>net income</b> from 1998 to 2019 is <b>\$3,446,436</b>.</li> <li>ISP has students from <b>38 countries</b>, with <b>21 languages</b> spoken on campus.</li> </ul>
<ul style="list-style-type: none"> <li>No upper division access on campus</li> </ul>	<ul style="list-style-type: none"> <li>Opened the University Center and served over <b>3,714 graduates</b> in 34 programs</li> </ul>
<ul style="list-style-type: none"> <li>No technology plans</li> </ul>	<ul style="list-style-type: none"> <li>Created a technology department</li> <li>Developed <b>six technology plans</b> (1996, 1999, 2001, 2006, 2011 and 2017) which set forth goals and led to development of a wireless campus, high speed internet and state-of-the-art capabilities</li> <li>Created Technology Centers on both campuses</li> <li>Opened Makerspaces</li> <li>Developed college's home page and presence on the internet.</li> <li>Launched a Mobile Application to give students, employees, and community members access to college information from their mobile devices.</li> <li>Developed a District data network that has grown spanning every building on both campuses, one off-site location, and a co-location facility delivering consistent and reliable access to District data resources and the internet</li> <li>Expanded our computer population to over <b>4,095 machines</b></li> <li>Single Sign-On (Canyons ID) for employees utilizing one username and password to access District applications.</li> </ul>

FROM (1988/89)	TO DATE (2020)
<ul style="list-style-type: none"> <li>No technology plans <i>(continued)</i></li> </ul>	<ul style="list-style-type: none"> <li>Developed the first online courses in 2000 and have continued to expand online offerings ever since.</li> <li>Consolidated all technology purchases to ensure economies of scale through bulk purchasing.</li> <li>Provided email accounts for all students and employees.</li> <li>Provided Internet access on both campuses with redundancy between the campuses for disaster recovery.</li> <li>Enhanced current teleconference and video conference capabilities.</li> <li>Created electronic signatures on contracts and an online leave system for non-instructional employees.</li> <li>Provided document imaging and online form processing to promote a paperless workplace.</li> <li>Created “Smart” classrooms which now make up over 98% of all District classrooms.</li> <li>Moved our Board Agenda to a cloud-hosted, online environment.</li> <li>Enhanced live streaming of Board meetings to increase access.</li> <li>Provided critical campus services utilizing over 72 physical servers and 247 virtual servers spread between 4 data centers, 2 in Valencia, 1 in Canyon Country and 1 in San Joaquin Delta College (Window’s, Apple, and Linux).</li> <li>Expanded systems from Windows and Apple to now include Red Hat Enterprise Linux and CentOS Linux.</li> <li>Deployed a new Web Content Management System that ensures web pages are 508/WCAG 2.0 accessibility compliant.</li> <li>Implemented an Electronic Document Management system with advanced workflow capability and web forms.</li> </ul>
<ul style="list-style-type: none"> <li>No venue for the arts</li> </ul>	<ul style="list-style-type: none"> <li>Multiple Venues for the Visual &amp; Performing Arts                             <ul style="list-style-type: none"> <li>– PAC Mainstage</li> <li>– Black Box Theatre</li> <li>– S-130 Experimental theatre</li> <li>– COC Art Gallery Established in 1997</li> <li>– Established a second Community Art Gallery in the Library, Room 206, in 2018</li> <li>– Student Art Collection Established in 2011</li> <li>– UCEN Lobby</li> <li>– Pico Hall 101-Dance Studio</li> <li>– Pico Hall 202 – Band Room</li> <li>– Pico Hall 219 – Choir Room</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>No School of the Arts</li> </ul>	<ul style="list-style-type: none"> <li>Established the School of Visual &amp; Performing Arts</li> <li>Became a Steinway School. One of only five CCCs to receive that distinction.</li> <li>Launched <i>COC Presents</i> Professional Artist series</li> <li>Developed business partnerships to sponsor the COC Presents</li> <li>The 2017-2018 COC Presents Season was the most profitable year (the 2019-2020 Season is looking particularly strong!)</li> <li>Launched Patrons of the Arts – Increased membership and sponsorship of arts activities with community Volunteers</li> <li>In 2010, the College of the Canyons K-12 Arts Education Program, along with four school districts (Castaic, Newhall, Saugus and Sulphur Springs) became one of the Kennedy Center Partners in Education. Through this partnership there have been 40 new teachers trained in Arts Education strategies yearly (360 teachers across 4 districts as of Fall 2019).</li> </ul>

FROM (1988/89)	TO DATE (2020)
<ul style="list-style-type: none"> <li>No School of the Arts (continued)</li> </ul>	<ul style="list-style-type: none"> <li>The K-12 Arts Education outreach program has expanded from partnering with four districts to five districts this year (adding Hart) The program continues to provide workshops, artist residencies, assemblies and professional development training in art integration techniques</li> <li>The Art Department Faculty and students created the STREET PIANO Project. Providing the opportunity for impromptu music making and creative space making.</li> <li>The Art Department Club curates and installs exceptional student art in the Mentry Hall walkways</li> <li>The Art Department has created a new Art History ADT/program and new non-credit art program initiatives have been launched.</li> <li>The Dance Department has continuously collaborated with the Music Department on the Electronica Musique concert by providing COC dancers to dance to student created music compositions.</li> <li>The Graphic Media Design Department (GMD) launched and continues to offer the Kevin Jenkins Memorial Lecture Series</li> <li>Five GMD graduates were accepted into the summer 2019 Bixel Exchange/Snap Academy educational program, the six-week academy connects CCC students to the tech industry and provides work experience and job placement.</li> <li>GMD was invited to participate in the Creating Pathways/Abriendo Caminos Title V Grant program, a multi-institutional grant with the mission to increase the preparation of Latinx and low-income students.</li> <li>The Media Entertainment Arts Department (MEA) started <i>Canyons Radio</i> (now expanded to a PodCast) and <i>Cougarnews</i> still Streams online</li> <li>The Animation program (as part of MEA) animated the interview of Holocaust Survivor, Leon Malmed. This project has developed into an annual Genocide Remembrance Project.</li> <li>The Filmmaking Program in MEA has seen a significant boom in enrollment, as the Santa Clarita Valley continues to be a major player in the Film Industry</li> <li>The Jack and Victoria Horne Oakie Foundation reached the \$140,000 mark in scholarships to Visual Arts and Filmmaking Students</li> <li>The Music Department's Vocal Jazz ensemble are nationally recognized and asked to perform at competitive festivals – Just Jazz continues to be invited annually to perform at the National Jazz Convention. They have also been selected as one of only six groups in the United States to compete at The University of Miami's Frost School of Music in Spring 2020!</li> <li>The Music Department: <ul style="list-style-type: none"> <li>– is currently working to develop a Commercial Music Program, equipped with an on-campus recording studio.</li> <li>– is working to produce Hipified records' third album, which features original student compositions and collaborations through the Music Department's Student Club.</li> <li>– continues to provide support and entertainment for campus-wide events such as Opening Day and the Chancellor's Circle dinner.</li> </ul> </li> </ul>



FROM (1988/89)	TO DATE (2020)
<ul style="list-style-type: none"> <li>No School of the Arts <i>(continued)</i></li> </ul>	<ul style="list-style-type: none"> <li>The Photography Department has showings at the Getty Museum and PhotoLA</li> <li>Since 2018, the Theatre Department has been invited annually to perform at the Kennedy Center American College Theatre Festival.</li> <li>Offering multiple outreach activities such as:               <ul style="list-style-type: none"> <li>– Launched Filmmaker BOOT CAMP – Local HS students come to work with Veteran Filmmaker Ron Mita to create film shorts over 6 weekends.</li> <li>– Media Day – brings working professional to meet and share job insights to over 200 college and high school students</li> <li>– Hosted Theatre and Music festivals for our feeder schools</li> <li>– Music professors do weekly workshops/clinics at area high schools.</li> <li>– Theatre department has developed a technical theatre certificate and degree in order to meet the Labor Market demand of our regional sector.</li> </ul> </li> </ul>

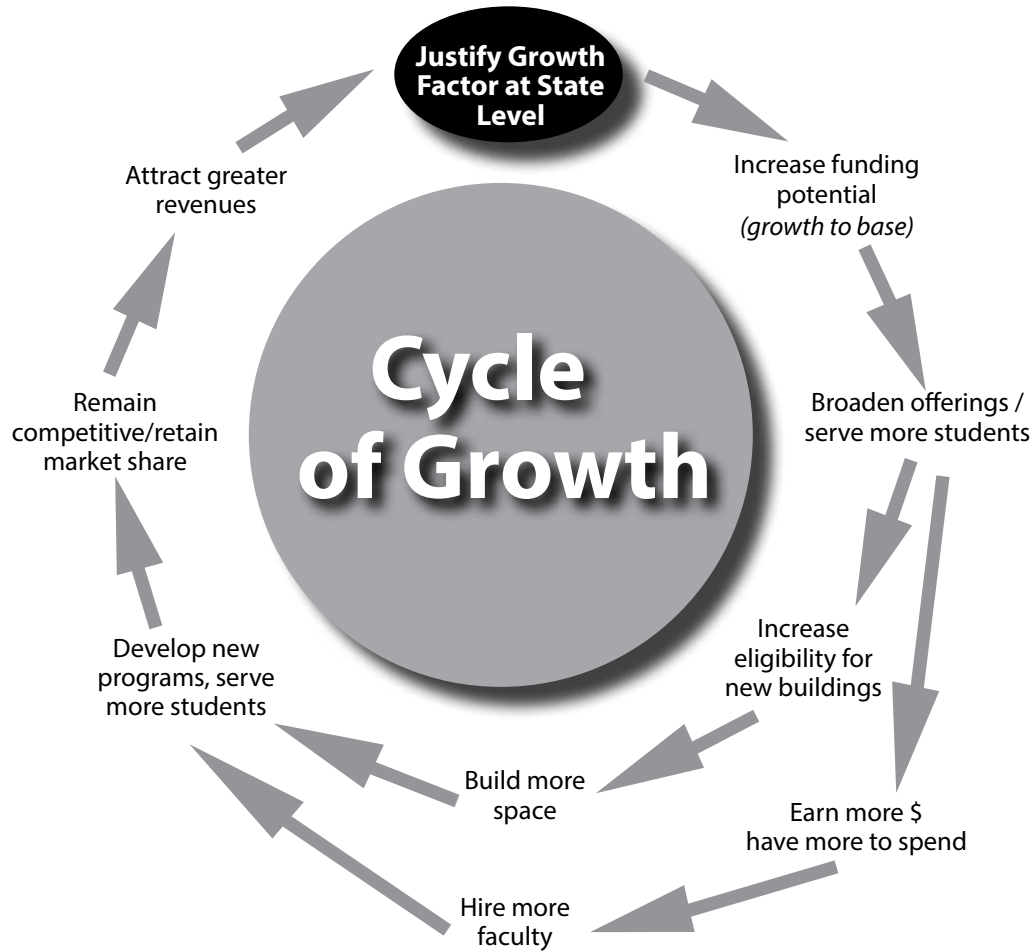
**So what is the significance of these comparisons illustrating the changes that have occurred at the District in the last 32 years?**

They clearly illustrate our college’s commitment to **dreaming, thinking, and doing**. By setting our sights high, strategically planning to obtain the necessary resources, and executing our plans, we achieve exponential growth and expansion in the breadth and depth of resources available to our students and the community. In short, accomplishments exemplify the commitment demonstrated by the college to providing the best programs, services, and facilities to our students and the community, now and in the decades to come.



**THE CYCLE OF GROWTH**

Engaging in planning positions the college to grow and obtain more resources, which fund faculty and staff increases that lead to expanded programs and services. With the backdrop of uncertainty and the Student Centered Funding Formula (SCFF), it is more important than ever for colleges to pursue focused goals with strategic programing that support students while addressing state metrics.



College of the Canyons continues to anticipate and respond to statewide changes with planning and preparation to keep the college moving forward. For example, the 2019-22 Strategic Plan includes succinct goals focused on meeting direct student needs in an effort to efficiently prioritize the needs of our students and address the new funding realities.

College of the Canyons is a leader in pursuing financial resources from a variety of sources, although the majority of California Community College funding is dependent on allocations from the state. In the state funding venue, College of the Canyons has been successful in securing funding that has enabled us to serve significantly more students, from \$15.4 million in 1995-96 to \$115.8 million in 2019/20. In the past six years, the College did see increases in funding since the Great Recession.

However, with the implementation of the SCFF in 2018/19, the District's revenue increased only slightly because the formula changed from an "access" formula, based on growth in FTES, to a "needs" formula, based on increases in financial aid. Then, the District's revenue was frozen in 2019/20 and 2020/21 as a result of the COVID-19 pandemic, protected by a provision offered by the State Chancellor's Office when it implemented the Emergency Conditions Allowance, allowing Districts to be funded based on their 2019/20 P1 FTES.

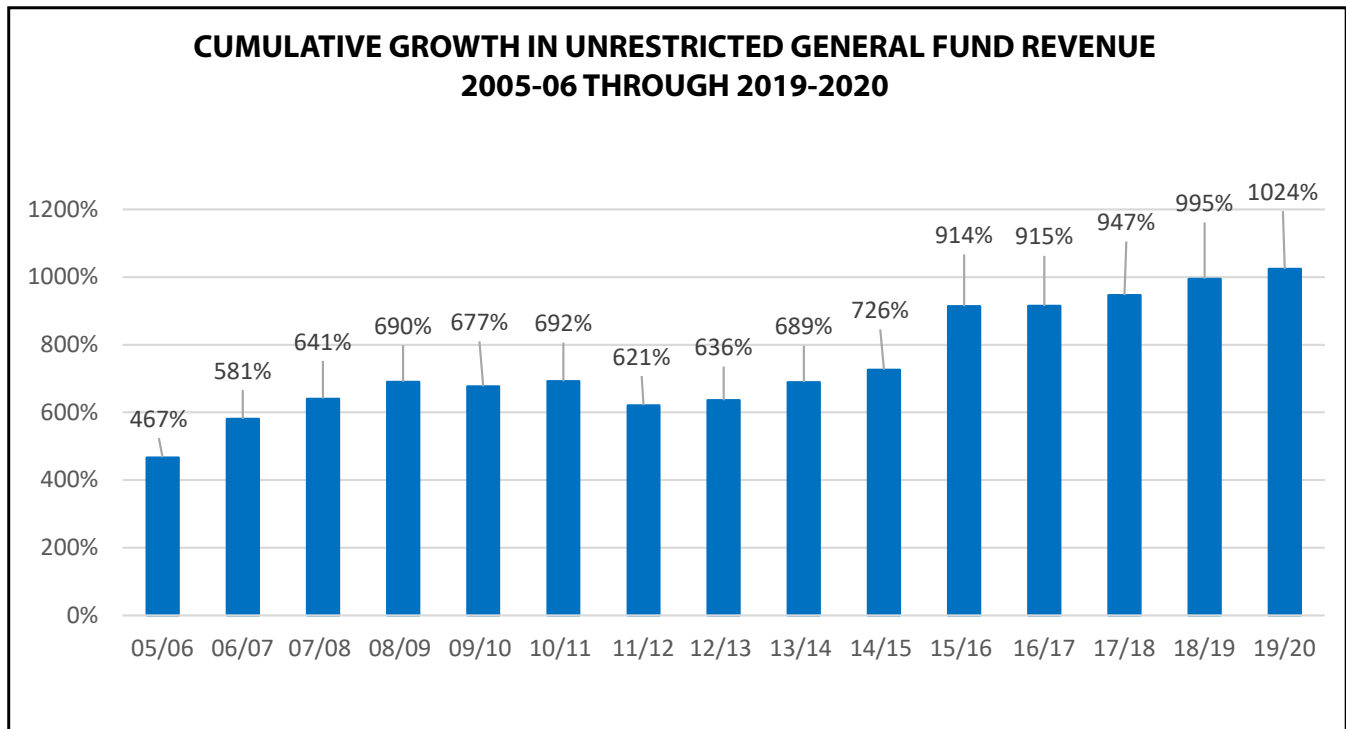
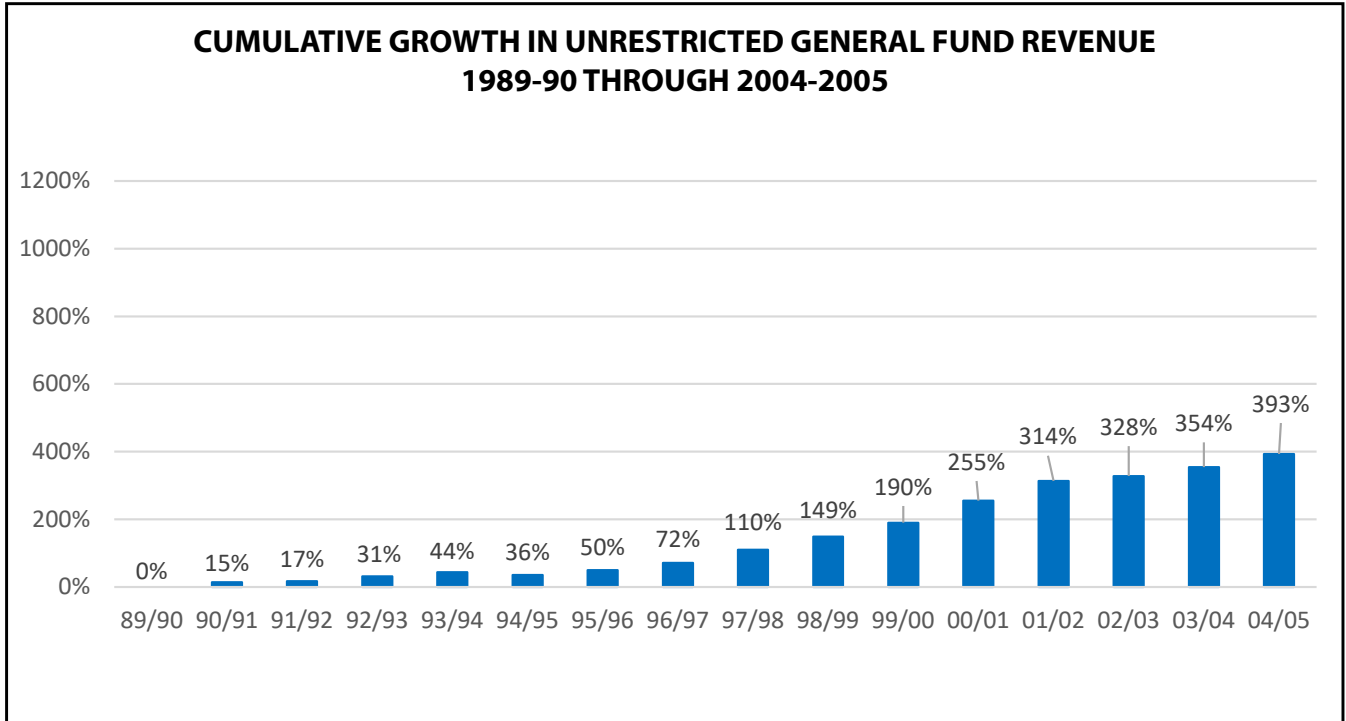
Continuation of our present environment and managing it to meet the demands depends on the availability of state funding and furthermore, on what the California Community Colleges Board of Governors', and the Governor's priorities are. The District's Chancellor is active in State advocacy and serves on the SCFF legislation Oversight Committee as well as the CEO SCFF Task Force to influence changes in the SCFF. These changes include; full funding of public safety training FTES, a change in the supplemental metric to acknowledge the true cost of education as it relates to financial aid eligibility and a change in the definition of first generation students.''





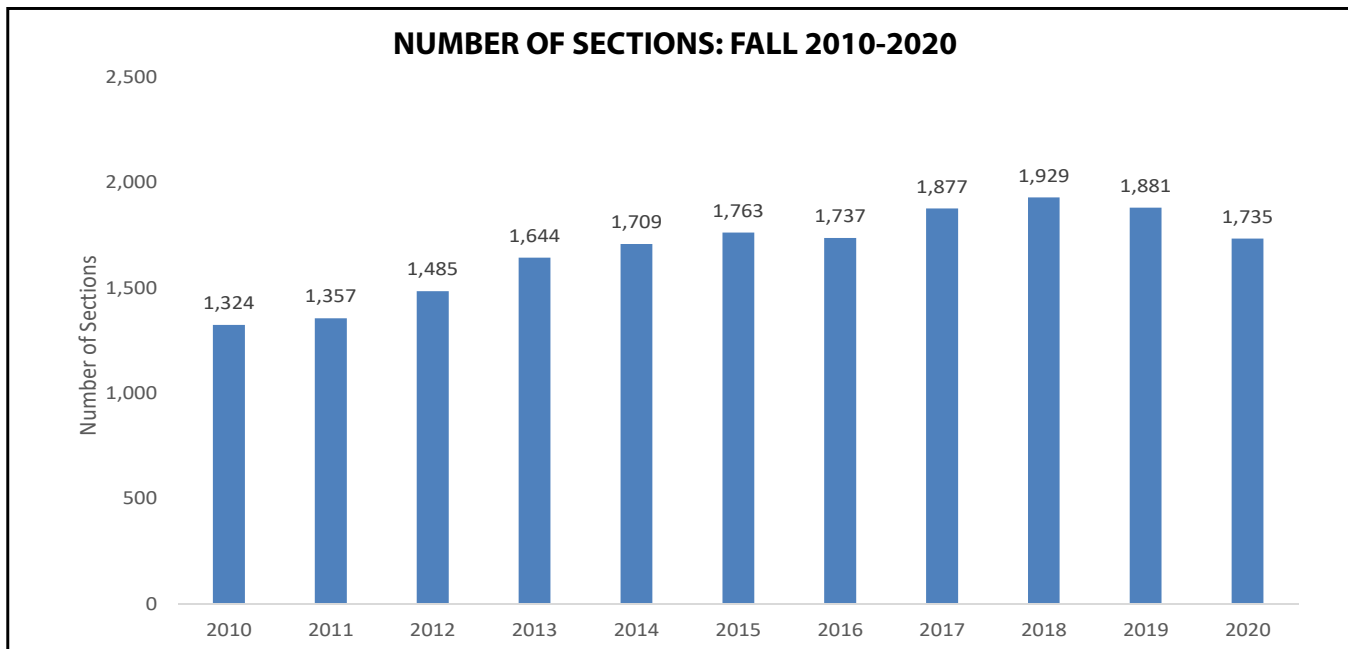
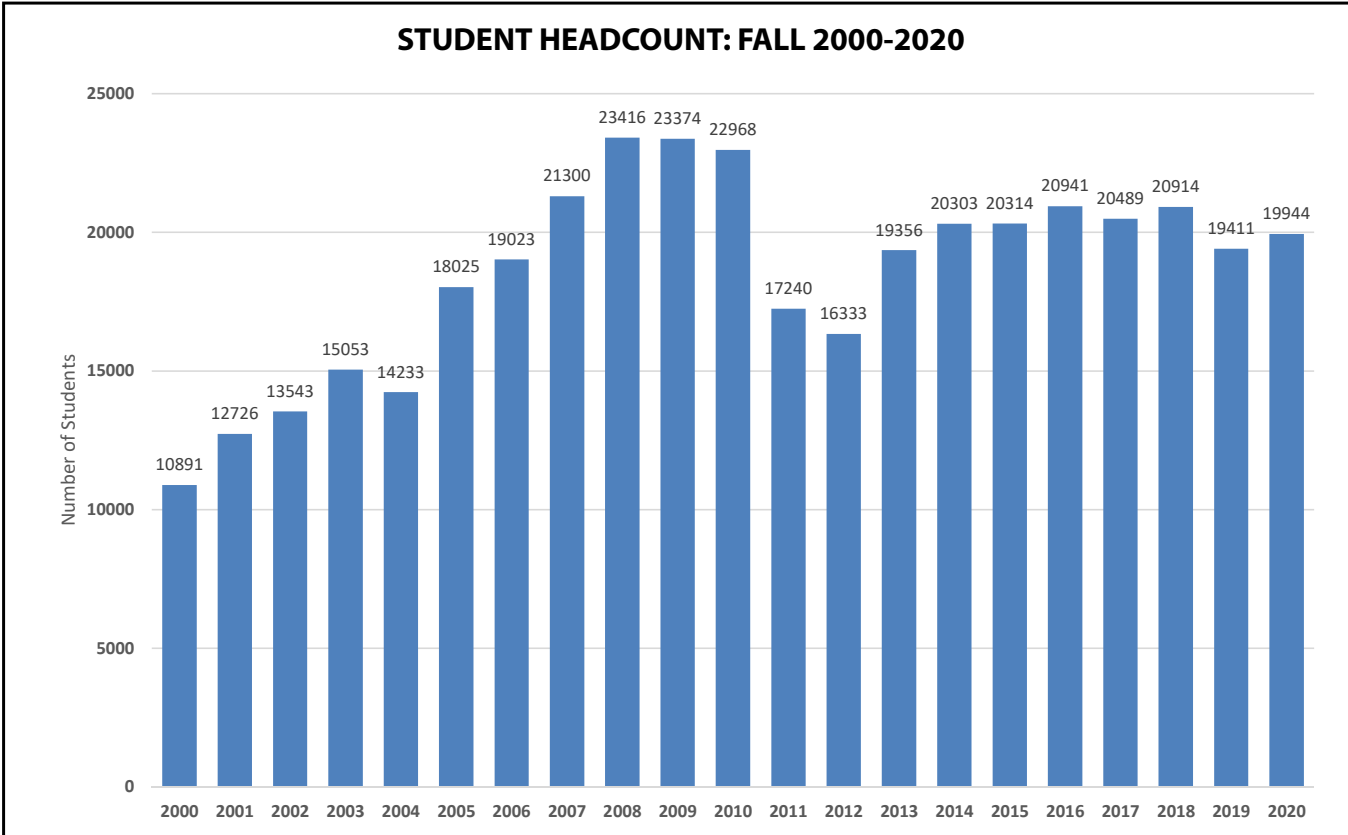
**COLLEGE OF THE CANYONS: GROWTH OF STATE FUNDING**

These charts show the cumulative increase of unrestricted General Fund Revenue the District has received since fiscal year 1991-92. Since that time the District has increased its revenue 1,024% or a \$105M increase in yearly revenue.



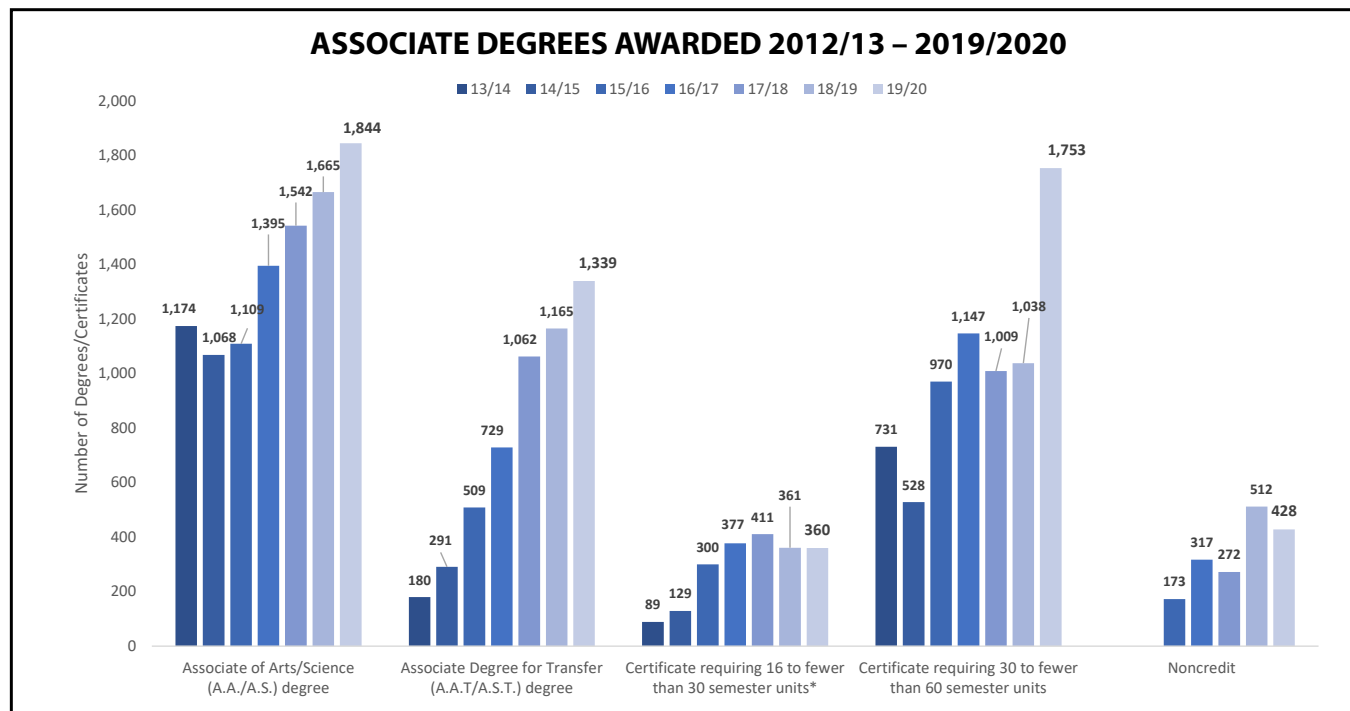
**STUDENT ENROLLMENT**

The number of students we served, or student headcount, has followed a similar pattern as our funding. Over time, we have shown a steady increase. The exception is the drop in enrollment from 2010 to 2012 that resulted from reductions in funding and in 2019 which was experienced across the state as well. As funding has been restored, the number of students served has been increasing.



With increased funding and intentional planning, the breadth and number of offerings we are able to make available to our students has grown modestly over the past years.

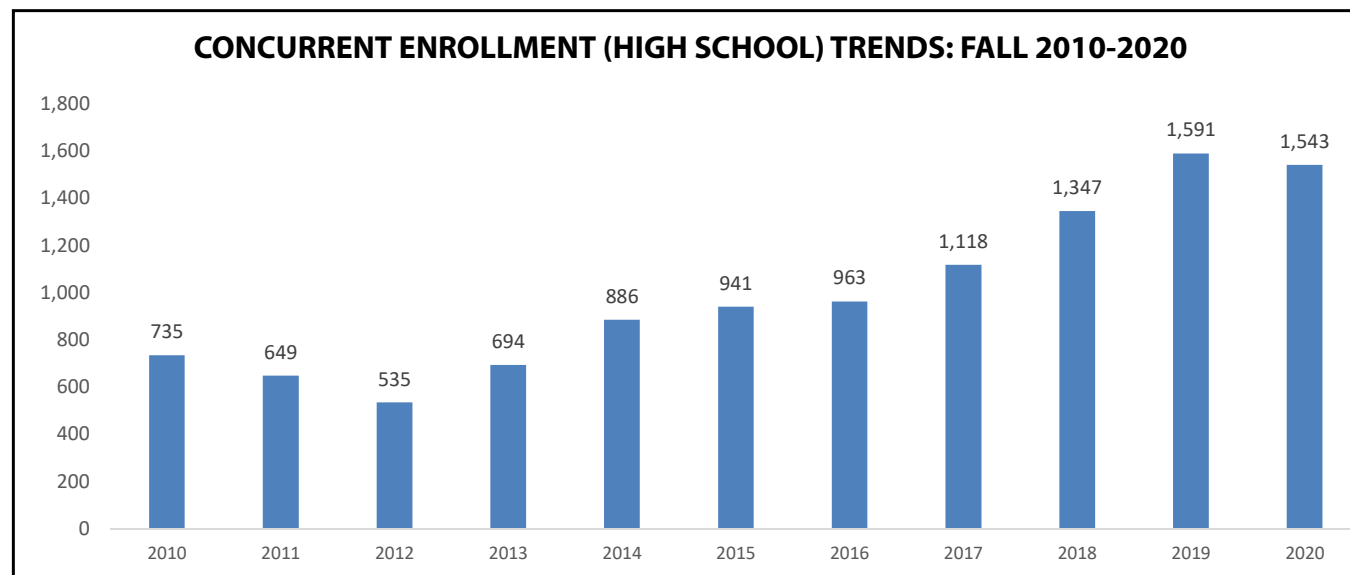
“The number of associate of arts/science degrees we have awarded has grown over time, reaching a high of 1,844 in 2019/20 (an increase of 57 percent since 2013/14). Similarly, the number of associate degrees for transfer has reached a high of 1,339 in 2019/20 (an increase of 643 percent since 2013/14).”



### DUAL/CONCURRENT ENROLLMENT

The number of sections we offer is tied the funding level we expect to receive from the state to the extent that projections of increase funding enable us to offer more sections and serve more students. Reductions in funding affect the number of sections that can be offered as well, although efforts are made to minimize the impact of the reduced state funding. (See Chart below)

Focused effort to increase access to and participate in dual/concurrent enrollment opportunities is reflected in the increase of 69 percent over the past five years (941 students in 2015 to 1,590 in 2019).





**FACILITIES EXPANSION**

College of the Canyons is very fortunate to have passed three Local Bond Measures. The first was Measure C in 2001 with a 68.3 percent pass rate. Measure M followed in 2006 with a 63.4 percent pass rate. The most recent Measure E passed in June, 2016, with a 57.3 percent pass rate – even within uncertain political and financial times, the local community continues to support the efforts of the District. Measure E adds \$230 million to the already implemented \$330 million (including state and external fundraising/sponsorship revenue) and will be used to create a substantial expansion of permanent buildings at the Canyon Country Campus, as well as Modernize and Refurbish nearly half of the existing space at the Valencia Campus.

What has been and continues to be a hurdle in completing new, local, Capital Projects is the ability to obtain matching state funds for those projects. The state has passed two bonds in the previous 14 years: 2006 and 2016. Included in those two bonds, the District received approximately \$55,000,000 in matching funds for their state-eligible capital projects. Over those 14 years, the Community College system has incurred a backlog of more than \$30 billion in Capital Project needs: expansions, modernizations and infrastructure repairs. The two bonds, in 2006 and 2016, provided a total of \$3.5 billion in state funding for Community Colleges. Yet, the need far



outweighs the availability of state funding, which has created the current situation of the state only being able to address the neediest of projects in the Life/Safety category of funding. Very, very few projects in other categories have been supported – leaving local Districts almost entirely responsible for completing their planned projects using 100% local bond funding, without the advantage of matching state funds.

To make matters even more challenging, the state has moved to include the Pathways Initiative as a part of the calculations of the eligibility criteria – a system wherein all projects compete for funding based on how many points (0-200) it totals based on the eligibility criteria. The current eligibility criteria actually removes, entirely, points for growth funding (expansion of programs and services) and, instead, replaces that section with Pathways criteria. Currently, Pathways criteria focuses solely on CTE projects, which further limits any District's potential to receive state funding for any other type of project.

With the resounding defeat of Proposition 13 in 2020, which would have provided \$2 billion in funding for Community Colleges, the depletion of all existing available state bond funds and the change to the eligibility criteria for future bond funds, it is clear that we will be relying solely on our remaining Measure E Bond funds to complete our current and planned Capital Projects over the next several years.



# DECISION MAKING

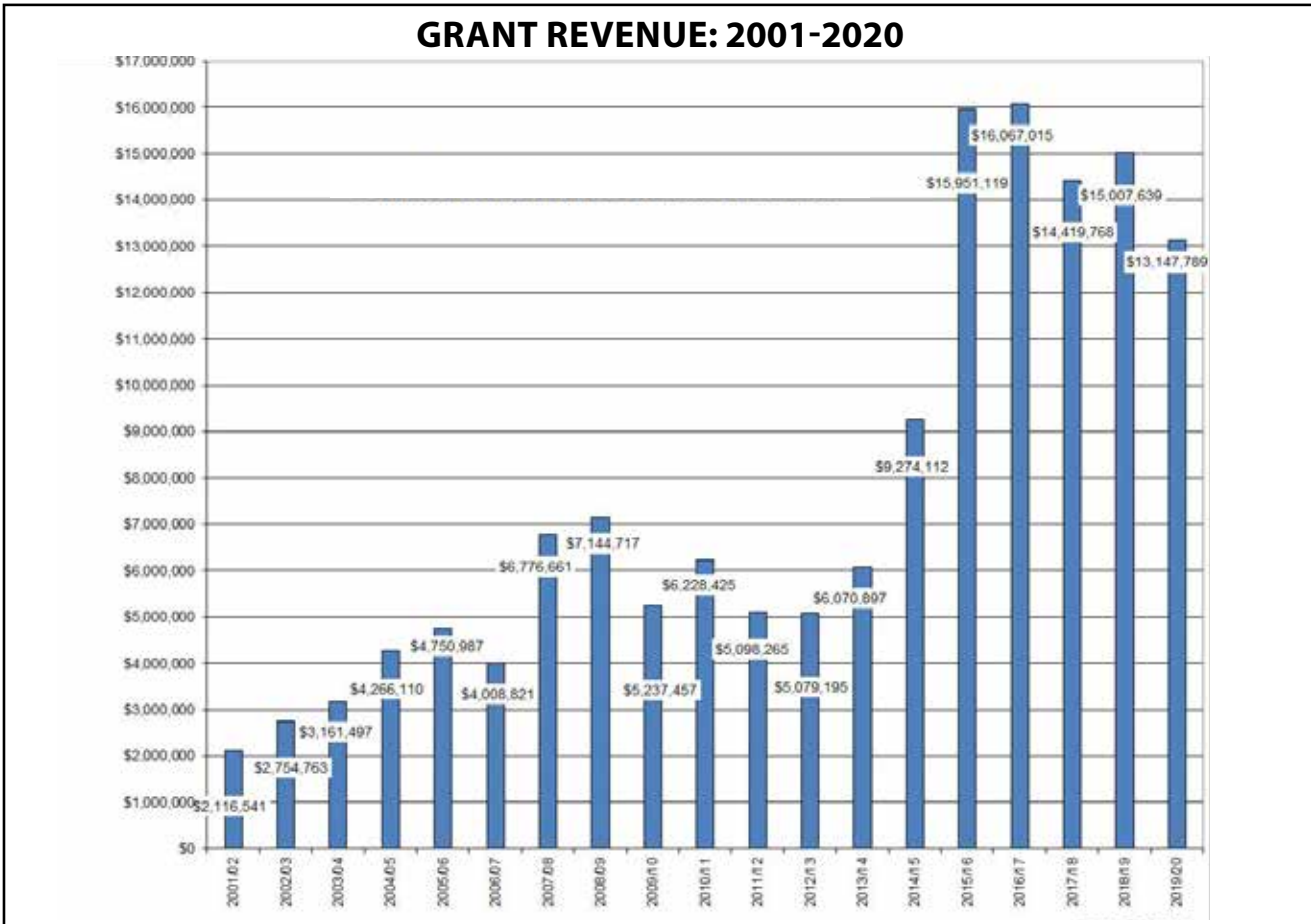
The following chart depicts the expansion of the District since 1970. After the original campus was completed in 1976, the campus remained unchanged until 1994, after which the District rapidly expanded, including the addition of an entirely new campus on the east end of the Santa Clarita Valley. The first 24 years provided 289,521 square feet of educational space; the following 26 years have added 648,200 square feet of buildings – a 225% increase.

BUILDING NAME	CONSTRUCTION YEAR	TOTAL ROOM ASF	TOTAL OGSF
STADIUM CONCESSI	1970	1,795	3,342
FIELD STORAGE 1	1970	673	710
FIELD STORAGE 2	1970	92	96
TICKET SALES 1	1970	57	70
TICKET SALES 2	1970	57	70
CORPORATION YARD	1972	18,921	21,156
BONELLI HALL	1973	33,547	57,276
SECO HALL	1975	14,000	23,526
BOYKIN HALL	1975	25,654	37,705
STUDENT CENTER	1975	28,124	40,130
TOWSLEY HALL	1975	19,913	24,606
PHYSICAL EDUCATION WEST	1976	54,970	80,834
CHILD DEVELOPMENT	1994	6,583	10,088
FAMILY STUDIES 1	1994	700	960
FAMILY STUDIES 2	1994	1,292	1,440
LIBRARY/LEARNING CENTER	1996	63,025	86,606
MENTRY HALL	1996	46,058	78,237
NORTH PLANT	1996	6,538	7,814
CHILD DEV TEMP	1998	1,298	1,575
MODULAR X-6	1998	2,257	3,888
MODULAR X-8	1999	1,290	1,440
FACULTY OFFICE BUILDING X9	1999	1,310	1,440
FACILITIES	1999	1,151	1,440
FIELD STORAGE 3	1999	155	160
STUDENT SUPPORT CENTER	2001	6,465	7,680
ARCHIVE STORAGE	2002	1,686	1,800
RESTROOM BLDG	2002	444	480
PERFORMING ARTS CENTER	2004	26,886	44,478
PICO HALL	2004	11,838	19,401
PUBLIC SAFETY ACADEMY	2005	2,101	2,160
ACADEMY SHED A	2006	140	144
ACADEMY SHED B	2006	140	144
COFFEE KIOSK	2007	510	576
HASLEY HALL	2007	42,750	43,650
ALISO HALL	2007	4,700	7,599
ALISO LAB	2007	25,558	35,864
PHYSICAL EDUCATION EAST	2007	14,567	15,353
SOUTH PLANT	2007	2,900	3,021



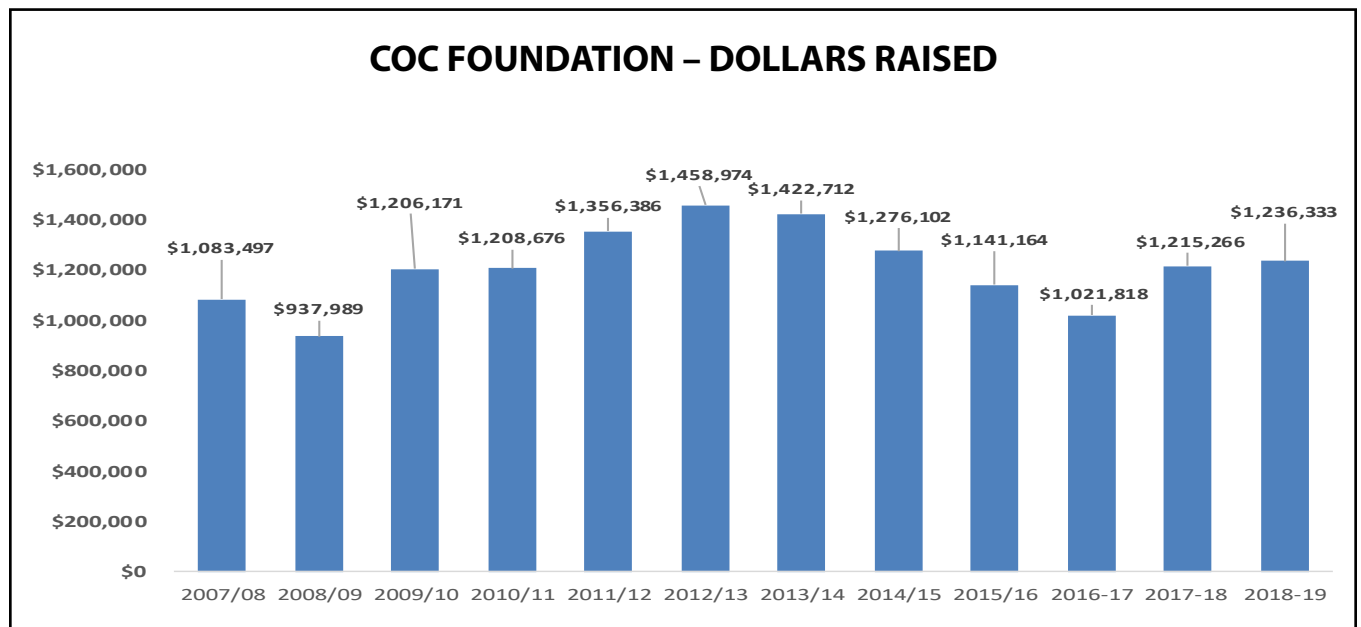
<b>BUILDING NAME</b>	<b>CONSTRUCTION YEAR</b>	<b>TOTAL ROOM ASF</b>	<b>TOTAL OGSF</b>
INTERIM STUDENT SERVICES 1A	2007	1,042	1,440
INTERIM STUDENT SERVICES 1B	2007	1,012	1,440
INTERIM STUDENT SERVICES 1C	2007	1,307	1,440
RESTROOM 1	2007	0	480
INTERIM CHILD CARE 2A	2007	2,521	2,880
MODULAR LG. CLASSROOM 2B	2007	1,374	1,440
INTERIM FITNESS CTR 2C	2007	1,277	1,440
LOUNGE/TECH SUPPORT 2D	2007	1,378	1,440
RESTROOM 2	2007	0	480
CLASSROOM PORTABLE 3A	2007	1,376	1,440
INT.BKSTR/FOOD SERV 3B	2007	1,328	1,440
MODULAR - COMP LAB 3C	2007	1,314	1,440
MODULAR - COMP LAB 3D	2007	1,364	1,440
MODULAR LEARNING CTR 3E	2007	1,392	1,440
LIBRARY PORTABLE 3F	2007	1,358	1,440
MODULAR BIOLOGY LABS 3G	2007	1,360	1,440
MODULAR CHEM LAB 3H	2007	1,357	1,440
RESTROOM 3	2007	0	480
MODULAR CLASSROOM 4A	2007	1,375	1,440
MODULAR CLASSROOM 4B	2007	1,364	1,440
CLASSROOM PORTABLE 4C	2007	1,375	1,440
CLASSROOM PORTABLE 5A	2007	1,374	1,440
MODULAR CLASS ROOM 5B	2007	1,350	1,440
CLASSROOM PORTABLE 5C	2007	1,371	1,440
CLASSROOM PORTABLE 5D	2007	1,368	1,440
MODULAR CLASSROOM 5E	2007	1,366	1,440
CLASSROOM PORTABLE 5F	2007	1,354	1,440
RESTROOM 5	2007	0	480
UNIVERSITY CENTER	2009	61,258	100,077
APPLIED TECHNOLOGY	2011	9,631	10,315
OFFICE PORTABLE 6A	2011	897	960
OFFICE PORTABLE 6	2011	800	960
MODULAR 700	2011	863	1,421
MODULAR 701-702	2011	1,360	1,421
MODULAR 703	2011	1,360	1,421
MODULAR 704-705	2011	1,360	1,421
RESTROOM 7	2011	0	473
CANYON CAFE	2011	106	120
STUDENT SERVICES/ADMIN	2014	25,717	46,370
CULINARY ARTS	2014	9,400	12,017
SCIENCE BUILDING, CANYON COUNTRY CAMPUS	2020	32,149	51,512
CCC CENTRAL PLANT	2020	0	4,354
<b>Total</b>		<b>648,103</b>	<b>937,721</b>

ADDITIONAL REVENUES GENERATED



As our programs expanded, other sources of revenue followed. In addition to passing local bond measures, securing state bond funds, and successfully fund raising, the College has pursued revenue through an active grants development program. Our success in this area has enabled us to launch new initiatives, and expand the range and scale of our program and services beyond what would otherwise be possible with limited state funding. Grant funding increased more than 600% between 2001/2002 and 2018/2019. In total, the College has raised \$121 million in grants in the last 14 years. Examples of programs that have received grant funding include the following: Nursing, Early Childhood Education, MESA, Welding, Medical Lab Technician, K-12 Arts Education Outreach, Academy of the Canyons, Economic Development, College Promise and Mental Health.





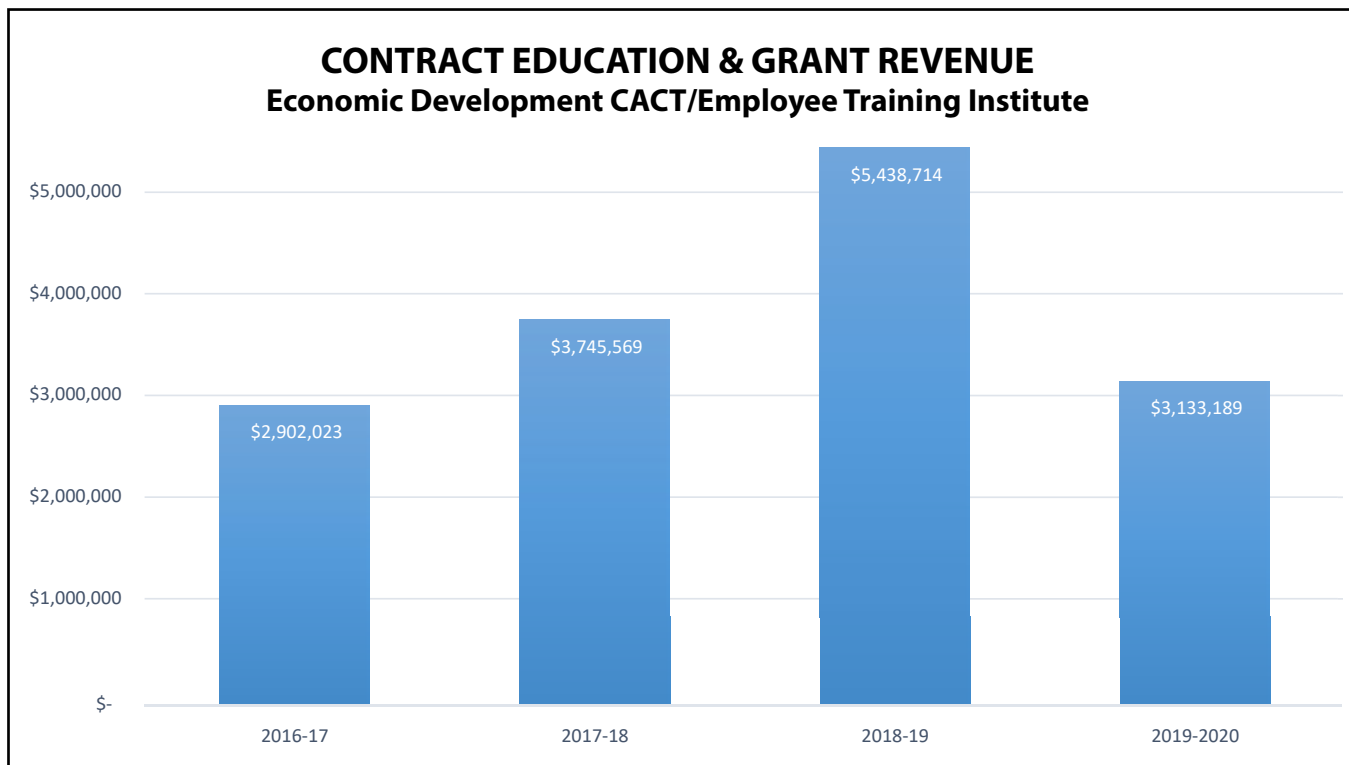
Revenue generated by the College of the Canyons Foundation rose 97 percent between 1999-2000 and 2015- 2016, benefiting Athletics, Art Gallery, Early Childhood Education, Library, Math Engineering Science Achievement, Allied Health, Culinary Arts, Welding, Communication Studies, Photo, Math, English, Economics, Psychology, Tech Center, Tutoring Learning and Computer Center, Alumni Association, EOPS/CARE, Economic Development, Veteran’s Program, Speech & Debate, Honor’s Program, Classified Appreciation, Associated Student Government, International Students, emergency assistance funds for staff and students, Performing Arts, K-12 Arts Education, Music, Dance, Theatre, University Center, and the Canyon Country Campus. Over the past five years, the Foundation has raised nearly \$6 million to support instructional and student support efforts at College of the Canyons.

**CONTRACT TRAINING AND WORKFORCE DEVELOPMENT**

The Economic Development Division has become a trusted partner for area businesses looking to launch, expand, or retool the skills of their employees. The division comprises six units – Center for Applied Competitive Technologies, Center for International Trade Development, Employee Training Institute, Small Business Development Center, and the two regional programs of Regional Directors for Information & Communication Technologies/Digital Media and Health. Founded in 1993, by Chancellor Dianne G. Van Hook, the Economic Development Division, as of 2020, has accomplished the following:

- **Trained 42,101 employees at 16,434 companies** throughout the region.
- Provided business consulting to **12,989 entrepreneurs**.
- Helped launch **170 new businesses**.
- Assisted in the creation of **802 jobs**.
- In 2020, the Small Business Development Center Worked with over 1,000 small businesses to assist them in securing loans through the Paycheck Protection Program.
- Helped raise **\$35.5 million of capital**.
- Provided services that led to **sales growth of \$34 million**.
- Obtained a record amount of Employment Training Panel funding of **\$750,000** to assist local companies with their training needs.
- **Placed 100% of CNC Machinist graduates** from Fast Track Program in October 2019.
- Graduated **16 apprentices** in logistics and shipping through a partnership with AMS Fulfillment.
- Hosted a Business Summit in March 2020 that drew over **60 business leaders** throughout the region.

In spite of COVID-19, the Economic Development Division was able to generate \$3.1 million in contract education and grant revenue (see chart below) in fiscal year 2020.





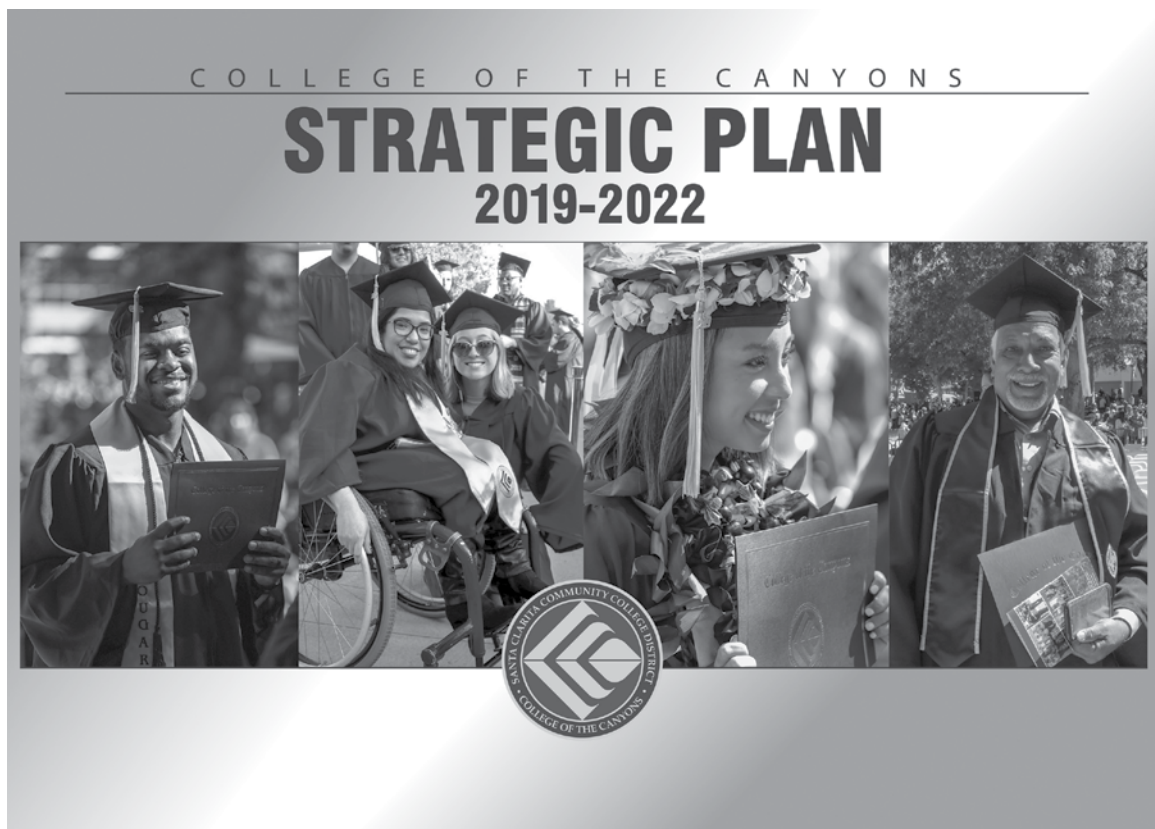
# STRATEGIC PLAN 2019-2022: OUR LONG RANGE STRATEGIC GOALS

The Strategic Plan is both driven by and sets the tone for internal and external data collection, the establishment of action priorities, the development and revision of the Facilities Master Plan, the budget development process, the establishment of partnership priorities, the support of related human resources, the execution of fundraising plans, and the expansion and implementation of new curriculum and student support services.

The process for updating the Strategic plan Accomplishments and Strategic Plan Goals is led by the College Planning Team, and instructional and non-instructional departments across the College community.

Accomplishments and action priorities are drawn directly from Department Program Reviews and CPT leads ongoing activities to help concentrate and coordinate College efforts to achieve our Strategic Plan goals. With this approach, and with regular progress updates and evaluation, the College will maximize impact to students as well as achievement of our College goals. The Plan also helps drive budget priorities and development of programs and services in three year cycles, working in concert with all of the college's planning processes, integrating other institutional plans and department-level plans.

Ongoing collaboration and input will help College of the Canyons to stay at the forefront of opportunities to focus specifically on the urgent, attainable goals most likely to impact student success. The Strategic Plan will serve as a living, regularly used document to help identify and coordinate efforts to respond thoughtfully to student needs and emergent challenges such as the Student-Centered Funding Formula while improving the College.



*The 2019-22 Strategic Plan is built on three primary goals: Access, Engagement, and Success.*

## **STRATEGIC PLAN GOALS**

### **ACCESS**

With an equity-minded lens, promote student access so that every student is able to enter an informed path.

### **ENGAGEMENT**

Cultivate an equitable, inclusive, and welcoming environment that supports teaching and learning, fosters engagement, promotes belonging, values diversity, and sustains well-being at our campuses.

### **SUCCESS**

Promote equitable student success, attainment of students' goals, and intentionally maximize opportunities for all students.

The three goals demonstrate a resolve to focus on student success and confirm that COC is at the forefront of change with integrated planning efforts that both evolve and anticipate the needs of our students. There are currently 29 specific objectives under these goals, which are built upon the foundation of the outcomes and direction provided by the twelve goals used in prior planning documents. These twelve foundational institutional commitments form the scaffold of required necessary preconditions to be able to successfully address and achieve the new strategic goals of access, engagement, and success.

## **COC FOUNDATIONAL INSTITUTIONAL COMMITMENTS**

### **TEACHING AND LEARNING**

College of the Canyons will provide a positive environment and necessary resources to support excellent teaching, student learning, and the completion of students' goals, including attaining degrees and certificates and transfer.

### **STUDENT SUPPORT**

College of the Canyons will provide student support to facilitate equitable student success and maximize opportunity for all students.

### **CULTURAL DIVERSITY**

College of the Canyons will promote, encourage, and celebrate the diversity of students and staff in our campus community.

### **HUMAN RESOURCES**

College of the Canyons will select and develop high-quality staff.

### **INSTITUTIONAL ADVANCEMENT**

College of the Canyons will generate support, resources, networks and information to enhance the college's success.

### **INSTITUTIONAL EFFECTIVENESS**

College of the Canyons will use outcomes data on progress being made towards college goals – including student learning outcomes, administrative unit outcomes, and other accountability measures – on a regular basis to inform planning and decisions.

**FINANCIAL STABILITY**

College of the Canyons will provide support, direction and oversight for all district financial resources to ensure fiscal compliance, proper accounting and positive audits and develop financial resources to maintain and improve programs and services consistent with institutional commitments (mission, goals, and objectives) and in alignment with our enrollment management plans.

**TECHNOLOGICAL ADVANCEMENT**

College of the Canyons will utilize state-of-the-art technologies to enhance programs, services and operations.

**PHYSICAL RESOURCES**

College of the Canyons will provide facilities that are clean, efficient, safe, and aesthetically pleasing to support college programs and services.

**INNOVATION**

College of the Canyons will dare to dream and make it happen!

**CAMPUS CLIMATE**

College of the Canyons will enhance and support a sense of community and cooperation on campus.

**LEADERSHIP**

College of the Canyons will assert its leadership to increase educational, economic, and cultural opportunities for the community, including businesses, industry, arts groups, and community-based organizations in the region.



**ACTION PRIORITIES FUEL THE ACHIEVEMENT OF OUR STRATEGIC GOALS**

Each strategic goal is supported by a set of “action priorities.” These action priorities are specific objectives identified by departments, committees, task forces, associations, teams, work units and individuals who comprise our work force. These are coordinated through the comprehensive planning processes that are part of our day-to-day way of doing business.

The accomplishments and outcomes that result from each plan are documented and analyzed. We use this information to refine our goals, and develop new ones, ultimately producing the next plan. We also use “planning impacts” from our research studies to create additional action priorities for future strategic plans.

Dialogue, assessment, and reprioritization of strategic plan goals and objectives will be a continual process at the College. Specific objectives may change slightly each year according to emergent student needs, statewide priorities, and identified opportunities to maximize student success. Regular review of program-, committee-, and college-level activities will help the College to continue to focus attention and resources on the urgent and attainable goals most likely to impact student success and continue the College’s tradition of innovation, positive change, and community impact.



“IF YOU CAN DREAM IT,  
YOU CAN DO IT.”

– *Walt Disney*



# COMPREHENSIVE PLANNING: ONGOING PROCESSES



**Research, resources, and institutional mission values and beliefs influence all components of the planning process.**

College of the Canyons is known for innovation, planning, and results. COC seeks to ensure that comprehensive integrated planning processes are well designed to support the attainment of District goals.

The planning and budgeting processes are conducted within the context of our Strategic Plan. **The charts in this section describe the systematic processes we use as we:**

- Reflect on what progress we have made toward our strategic goals.
- Identify critical areas that need our attention as we work toward improvement.
- Continue internal dialogue on priorities and actions.
- Continue to design ways to implement fundamental changes via the development of specific plans (i.e., technology, facilities, educational curriculum, deferred maintenance, etc).
- Engage external audiences in the dialogue.
- Build internal and external coalitions for change.
- Identify and align financial resources allocation with our priorities for the future.
- Describe the outcomes achieved
- Identify how we can continue to improve.
- Coordinate and target efforts on those activities most beneficial to student success goals.
- Integrated efforts thoughtfully with the CCCCCO Vision for Success priorities.
- Get results!



College of the Canyons follows a comprehensive planning process to ensure its programs and services are aligned to meet the needs of the dynamic, growing community we serve.

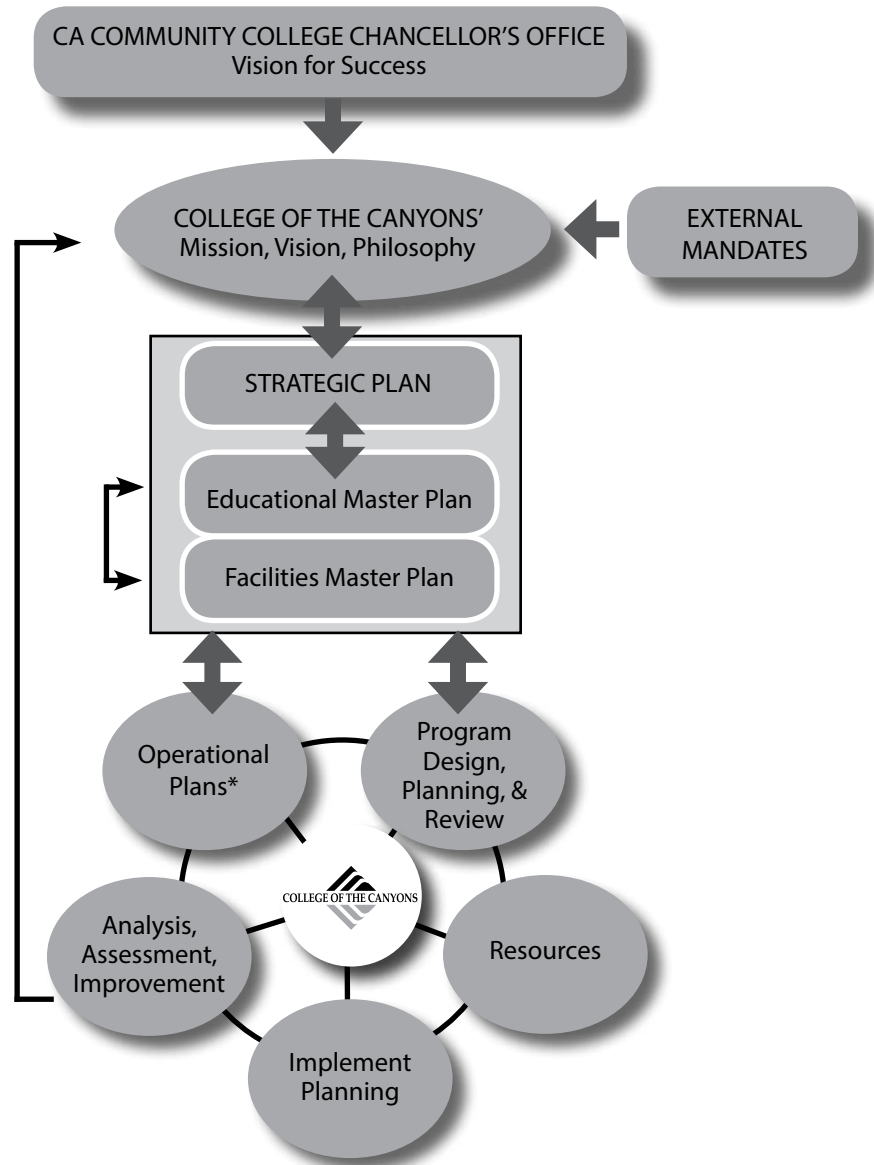
The following conceptual model visually describes the key elements of integrated planning at College of the Canyons. Planning is integrated, comprehensive, tied to resource allocation, reliant upon regular assessment, and conducted according to established procedures described in this Decision Making Guide. This model complies with planning requirements described in the ACCJC accreditation standards, Eligibility Requirements, and policies, and the operational and District plans represented in the conceptual model help achieve progress on institutionally-set standards established through the local goal setting process.

The purpose of this conceptual model is not to exhaustively describe integrated planning, but rather to serve as an approximate visual representation of key planning relationships in a simplified manner to facilitate better understanding of planning at COC.

Highlights of the integrated planning conceptual model:

- Planning is driven by the College's Mission, Vision, Values and Philosophy.
- The mission paves the way for the Strategic Plan, which is the primary planning document for the institution.
- The strategic plan identifies primary institutional focus goals (Access, Engagement, and Success in the current plan), as well as measurable objectives for each of the three goals.
- College committees, divisions, and key planning groups are then responsible for incorporating these goals and objectives into their planning efforts in order to help the institutional achieve the strategic plan goals.
- The combined Educational & Facilities Master plan both informs and is informed by the Strategic Plan, containing detailed needs and projections from annual Program Planning, Design, and Review.
- Ongoing analysis, assessment, and improvement is facilitated by dialogue, use of data, and thoughtful connections between plans.

# COMPREHENSIVE & INTEGRATED PLANNING MODEL



**Outcomes of Planning:**

Objectives tied to Strategic Goals  
 Resource allocation tied to program objectives  
 Facilities changes result from planning  
 Support for high levels of student success

**Planning Impacts:**

Revenue  
 Programs  
 Fiscal Stability  
 ...and enhanced support for the Community

Staffing  
 Facilities  
 Partnerships



\*OPERATIONAL PLANS

The **College Planning Team (CPT)** is the umbrella decision-making group, consisting of campus-wide representation that serves as the venue in which the campus collectively assesses, plans, and evaluates how and in what ways the College is achieving its mission, purpose, and strategic goals. This group synthesizes and articulates the College’s priorities based upon the planning activities of the academic, student services, fiscal, human resources, and research and development departments, and also considers external community, state, and national factors that impact institutional planning. It promotes coordination among collegial consultation committees, ensures that policies and procedures are considered and discussed; and that goals, objectives, and action plans of other committees and work units are integrated into overall strategic planning and budgeting processes.



**Internal and external information sources**, such as local workforce and economic trends, accreditation requirements, enrollment analyses, state policies, and program review data and recommendations, form the basis of department plans, which roll up into district-wide plans like the Educational Master Plan, Technology Master Plan, and Staffing Plan. Because form follows function, we use the district-wide plans to create our Facilities Master Plan. We design and build classrooms, labs, and offices that will enable us to carry out our Strategic Plan, Technology Master Plan, and Educational and Facilities Master Plan.

Planning at College of the Canyons is a loop of **continuous feedback**. We constantly analyze the results of our planning, and use the data and outcomes to inform the development of future plans. In addition, working in concert with the Academic Senate and the Committee for Assessing Student Learning (CASL), results from student performance on course, program, and institutional-learning outcomes also inform our program planning efforts. We determine what worked, what didn’t and make any needed adjustments to ensure continued efficiency and effectiveness in our programs and services.

District-wide plans also **drive our budget development process** (Appendix G). Individual college units develop their budget priorities in alignment with district-wide plans and program review. Those plans are reviewed by the President’s Advisory Council – Budget (PAC-B), which then makes recommendations to the Chancellor.

The Chancellor submits the budget to the Board of Trustees for final approval. Once the board has approved the budget, individual units move forward with their spending plans to achieve their goals.





## **OVERVIEW OF ORGANIZATIONAL FUNCTIONS**

The college's organizational structure provides the vehicle for effective communication, the implementation of decisions, and the support structure for getting work done at the college. It clearly identifies channels of communication within and between work units.

The organizational charts in Appendix A present staff by department. These delineate the most direct route to the resources needed to carry out professional responsibilities and enable staff to be effective team members.

Both organizational structure and leadership by those in the structure are critical to the function and outcomes of the college. Structure consists of the work procedures, policies, and reporting relationships between the people within a department or unit and other units within the college.

Organizations traditionally achieve formal coordination and check-and-balance primarily in one of two ways:

- Vertically through direction, supervision, policies, rules and control systems, or
- Laterally and interactively through formal meetings, task forces, planning, standing committees, operational teams, and special coordinating roles. It basically occurs when people meet face-to-face. Informal communication and coordination is the most basic form of interaction in lateral organizations.

College of the Canyons' organizational processes are designed around the lateral model, but, of course, as we do everything – we do it our way!

While members of the administrative team individually carry out manager, teacher and counselor roles daily as they interact with staff and react and respond to internal and external variables, they also are entrusted with and embody the leadership of our great college district.



## OUR STRUCTURE

Our structure is determined by:

- Our primary mission (core purpose);
- The size of the college district and the sites we operate;
- Our environment;
- What our community needs us to do;
- State laws and policies;
- The pace and development of our community;
- Our perception of our capabilities;
- Our strategy (plans) and goals;
- Our information technology, and, most of all;
- Our terrific and talented people who are the engine that powers the rest!

## HOW DO WE OPERATE?

Our organizational structure operates on a contingency and situational approach and its system of organization and organizational charts is organic – the structure is characterized by constantly changing work assignments, flexibility, responsiveness and change. Specifically:

- Hierarchical authority structure is less regularly fixed.
- Authority and responsibility are usually based on individual competence, preparation and skill.
- The individual, rather than the organizational system, is likely to have major control over what she/he does and how she/he does it.
- Individuals are less constrained by policy and procedure and are more able to be innovative and creative.
- The organizational structure puts its faith in rationality and common sense.
- The organizational structure believes that clearly articulated relationships and clearly understood structure can minimize problems, enhance opportunities and increase positive outcomes.
- The organizational structure emphasizes the importance of developing people through training, cross-training, promotion and offering a variety of responsibilities.
- We are sensitive to the fact that when a change occurs at one level it usually affects the rest of the organization (or at least parts of it).

## HOW DO WE ADVANCE?

Our organization adjusts itself based on:

- The external environment (State, Federal, and County);
- Changes in student demands;
- Changes in technology;
- Levels of funding;
- The degree of creativity, entrepreneurial spirit, energy, and vision of the people in the organization;
- The labor market;
- The rate of environmental change;
- The needs of our workforce;
- The economic development in our region; and
- The connection of local plans to statewide formulas and priorities (Vision 2022).

## HOW DO WE GROW LEADERS?

At College of the Canyons, we look for, hire, support and cultivate “leaders” throughout the organization.

A leader:

- Makes things happen;
- Helps redesign things and improve them;
- Is a visionary and a motivator;
- Articulates a vision and persuades people that they want to become part of it so they will willingly and enthusiastically accept the personal challenges and change that are required to achieve the vision;
- Exhibits conviction, commitment and enthusiasm;
- Provides spiritual energy and a positive attitude;
- Characterized by honesty, civility, integrity, and the valuing of people;
- Works to create a sense of community;
- Sets the standards;
- Creates an environment where risks can be taken;
- Has the authority to act;
- Is willing to take risks;
- Is resourceful inside and outside the organization;
- Uses symbols, signals, and systems to facilitate the growth and development of the organization and her/his units;
- Is articulate, logical and concise;
- Listens and hears what others say;
- Works hard to build “believability” and “trustworthiness;”
- Knows how to deal with opposition;
- Asks for, and goes after, what is wanted;
- Obtains resources, sells the mission, and promotes excellence, responsiveness, and change;
- Understands that change processes are employee-driven;
- Sets tone for establishing partnerships in the local community; and
- Continues to engage in their own professional development, and encourages others to do the same.

## WHAT DIFFERENCE DOES LEADERSHIP MAKE?

The organizational structure is driven by leadership. Leadership is interpersonal. The leadership provided by each 'leader' is individualized based on the skills and abilities she/he brings to the position. These attributes and abilities, as well as the authority that a leader has to make decisions and the style used in providing feedback, blazing new trails, solving challenges, and responding to opportunities, contribute to the outcomes the member of each work unit (department) within the college can achieve.

Organizational charts are realigned (as relationships change and functions evolve) to enable the college to develop and use structures that will suit our unique circumstances and maximize the talents of the people within. Factors considered include:

- How many tasks should a given position in the organization be responsible for and how specialized should each be?
- To what extent should people engage in cross-functional and cross-departmental efforts in which people from different departments relate, communicate and work?
- What skills, knowledge and competencies are required for each position?
- How should positions be grouped into units and units into larger units?
- How large should each unit be and how many individuals should report to each person?
- What is the relationship (and logic) of units reporting to each manager?
- What communication mechanisms exist to facilitate mutual adjustment among positions and units?
- How much decision making and power should be delegated to managers down the chain of authority?
- How much decision making should pass from the line manager to staff specialists?







**We also look for people who demonstrate entrepreneurial characteristics, those who:**

- Act as visible role models and mentors;
- Focus on productivity, accountability and efficiency;
- Formulate a common vision for the future direction of the college;
- Communicate and collaborate effectively and respond to employee suggestions;
- Maintain long-term focus to sustain entrepreneurial activity;
- Engage in hard work, sacrifice, and risk-taking;
- Develop trust among constituents;
- View challenges as opportunities;
- Make bold decisions;
- Think outside the traditional box;
- Periodically reorganize managerial and operational structures to capitalize on talents;
- Assign new projects to people who can see them through to completion;
- Develop clear job descriptions and evaluation processes;
- Hire people who are committed to their work;
- Align recognition and funding for those who try new things;
- Discourage a “caretaker” mentality;
- Adopt an institutional philosophy that fundraising is everyone’s responsibility;
- Intertwine innovation and invention with how well a college leverages its resources, both human and financial;
- Place decision making at the most appropriate level within the organization – close to the point of implementation;
- Commit a significant amount of time to fundraising;
- Visit prospects even when not seeking a contribution;
- Know what is happening in the community by being an active part of that environment;
- Lead fundraising activities;
- Establish a public presence to connect or reconnect the college with the community; and
- Maintain the entrepreneurial momentum by identifying and implementing ways to encourage people to stay involved.

**WE ENCOURAGE INNOVATION!**

The College has developed several initiatives to build leaders and connect with our innovation goals. Examples include our Mentor/Mentee Program; Administrator Leadership series; Management Academy; Cultural Diversity training; Administrative Retreats and new Administrator orientation sessions. Our most successful and robust leadership training is our Leadership Education in Action Program (LEAP)

**LEADERSHIP EDUCATION IN ACTION PROGRAM (LEAP):**

LEAP was created to foster the development of visionary, innovative, and creative leaders. Designed to promote the development of “agents of institutional change” LEAP provides “big picture: perspectives and the knowledge which empowers people to lead and shape our district and the community college system. LEAP provides individuals who want to be leaders the opportunity to assess their current leadership skills, use a variety of tools to create a professional development plan to reach their goals, and engage in opportunities to build the confidence necessary to make the leap into the future.

**LEAP HONOR ROLL**

- Aaver, Karl
- Acosta, Cavida
- Amador, Jon
- Amezcu, Gabriela
- Andrade, Meghan
- Asplen, Brittany
- Armondido, Kim
- Babal, Betty
- Bacon, Patrick
- Barralhouse, Erin
- Bates, Mary
- Bates, Tammy
- Bilbruck, Tom
- Bianchini, Collette
- Bianchiard, Howard
- Bogna, Gina
- Bradshaw, Justin
- Brenzo, Jennifer
- Britt, Wendy
- Bruntz, Mary
- Burke, Juan
- Burke, Kelly
- Castro, Tammy
- Chavez, Babir (Bobby)
- Cheng-Lewine, Jo-Yi
- Chung, Christina
- Clark, Teresa
- Clark, Linda
- Coleman, Kathryn
- Corbett, Dan
- Cox, Evelyn
- Crossland, Catherine
- Daop, Kelly
- Decker, Tammy
- Delaney, Erin
- Devinevich, Vincent
- Dieters, Cathy
- Ehrsam, Sarah
- Erwin, Steve
- Escobier, Samantha
- Feuerheim, Jane
- Flore, Frank
- Foote, Amy
- Foster, Jasmine
- Francis, Angelica
- Friedland, Robyn
- Gambini, Lindsay
- Garcia, Mark
- Gent, Sid
- Gibson, Collette
- Glaps-Grossking, James
- Goldbert, Miriam
- Goodman, Jeremy
- Graham, April
- Green, John
- Grooms, Catherine
- Guenther, Michael
- Harnish, Eric
- Haus, Jennifer
- Hebburn, Peter
- Hernandez, Sandra
- Hodge, Paula
- Hooper, Garrett
- Ishimoto, Gail
- Issa, Yasser
- John, Samuel
- Joslin, Michael
- Karral, Will
- Kawamoto, Keith
- Keene, Mark
- Kempier, Adam
- Kotky, Claudia
- Kramer, Roy
- Kroll, Rebecca
- Kurch, Robert
- Lahey, Brett
- Lee, Stephanie
- Leonard, Victoria
- Loira, Albert
- Lopez, Alberto
- Lopez, Christine
- Louis, Noel
- Louis, Chelle
- Lozano, Dora
- Maclean, Heather
- Madia, Cynthia
- Mahm, Moadjah
- Manuel, Mary
- Marcano, Anne
- Marshall, Monica
- Marshall, Renee
- Marshall, Tom
- Martinez, David
- McCauley, Michael
- McCutcheon, Andy
- McGinty, Chae
- McMahon, Heidi
- Medlin, Ryan
- Meuchnik, Daylene
- Michalides, Anthony
- Hilburn, John
- Monsour, Michael
- Morey, Diane
- Munoz, Jason
- Munoz, Jesse
- Munoz, Shannon
- Nash, Chris
- Nguyen, Anh
- Nikodem, Marianne
- Norwood, Jara
- Page, Jamie
- Palavido, Patricia
- Palmer, Ana
- Parker, Catherine
- Pavik, Lisa
- Pavik, Nick
- Pellett, Vance
- Perez, Concepcion
- Peters, Chad
- Phan, Be
- Phillips, Bianca
- Pievack, Sherryl
- Ramsey, Shane
- Ramirez, Marlu
- Rassoul, Ruth
- Reardon, April
- Rios, Tamara
- Sattel, Brent
- Ritz, Cathy
- Robinson, Angil
- Robinson, Patsy
- Ruiz, Wendy
- Ruys, Jasmine
- Sall, Debbie
- Shaw, Liz
- Shaw, Michael
- Shivut, Gregory
- Softa, Kari
- Stanch, Diana
- Stephens, Cindy
- Temple, Gabrielle
- Templin, Jim
- Theule, Ryan
- Thomas, Bernard
- Thompson, Gina
- Tran, Sylvia
- Trujillo, Wendy
- Tumihara, Susan
- Walker, Felicia
- Wallace, Justin
- Ware, Tony
- Weber, Sam
- Wenster, Shelley
- Weston, Brian
- Wilkins, Paul
- Wilson, Evis
- Worser, Robert
- Wood, Murty
- Yasinski, Enoch
- Young, Micah
- Zhang, Theresa

**LEAP**  
Leadership Education in Action Program  
**-2020-**

**WHAT IS LEAP?**

If you are interested in learning more about yourself and your leadership capabilities, then LEAP is for you! LEAP was created to foster the development of visionary, innovative, and creative leaders. Designed to promote the development of “agents of institutional change,” LEAP provides “big picture” perspectives and knowledge which

**WHAT HAS LEAP MEANT TO OUR COLLEGE?**

Leadership Education in Action Program (LEAP), our award winning leadership program, was started in the spring of 2008 in an effort to foster the development of effective and visionary administrative leaders right here on our campus. Over the last 12 years, 243 faculty classified staff, and administrators have graduated from LEAP Forward and 48 have graduated from LEAP Onto the Path. LEAPers, as the graduates are known, have proposed 45 solution team projects, with most having been implemented on one or both of our campuses.

**WHAT ARE THE GOALS OF THE LEAP PROGRAM?**

College of the Canyons is an amazing place that is distinguished from the rest. Our normal is not like other colleges’ normal. We are about constantly learning and having the courage to apply our newly acquired knowledge. LEAP will help you develop skills sets you own our community. Through this program you will become practitioners

We support members of the COC community to grow and develop. Community and college in ways that matter. LEAP is designed to do just that.

Using our college as a learning laboratory, LEAP affords people an opportunity to develop their skills and evolve into the leader they want to be, one learning block at a time. Those essential building blocks include:

- Leading** - “Do you have a growth or fixed mindset?” Assessing your own personal leadership style, developing your own mission statement and ideal job description, as well as hearing from successful community college leaders.
- Advocating** - “If you can imagine it, you can achieve it!” Case making on the departmental, local and state levels.
- Envisioning** - “Plan the work and work the plan.” Researching, planning, and evaluating goals for your areas of responsibility and beyond.
- Generating resources** - “To effectively partner with others you see why you are a good investment.” Making the ask both internally and externally.
- Networking** - “It’s all about relationships.” Building internal and external partnerships, public speaking, appropriate messaging, and creating your 90 second pitch.

Sessions are structured like graduate seminars, except without term papers or a thesis. Each LEAP program is unique and contains sessions that are modified based on participant feedback in order to provide the best possible program. Exposure to these building blocks are accomplished through rich content, engaging activities, and allowing opportunities for acquiring new knowledge, engaging in networking, and participating in real-life application of learning. We aim to:

- Train our own skilled cadre of visionary Community College leaders;
- Develop a network of mutual support among future leaders;
- Facilitate effective communication and cross-departmental and cross-functional dialogue and the sharing of best practices;

- Develop risk takers, innovators, entrepreneurs, trendsetters, big picture thinkers, facilitators of planned change, advocates, can-do, confident and accountable leaders;
- Interact with experts in the field and dialogue with colleagues on important issues facing community colleges; and
- Participate as a member of a team that produces a plan that will make our college better.

**WHEN WILL THE SESSIONS BE HELD?**

Six Fridays - sessions will take place from 8:30 a.m. - 3 p.m. Please note we will reserve the meeting room after each session until 4:00 p.m. if your Solution Teams would like to meet after the conclusion of class time.

**WHAT WILL MY INVESTMENT IN THIS PROGRAM LOOK LIKE?**

There are three components to LEAP:

1. Six in-class sessions that will be held on Fridays during the spring semester.
2. Interactive team work on a Solution Team Project.
3. Homework assignments and readings that relate to session topics.

Each LEAP session will be designed to be interactive and engaging, with homework and research assigned prior to each session. LEAPers are expected to come prepared for each session and fully participate in the discussions and case studies. The Chancellor guides the LEAP effort and will take a direct role in its planning and activities. So far, 45 solution team projects have been created and a vast majority of projects have been implemented on the campus. The creativity of LEAPers fuels the excitement for these innovative plans. A well thought out plan, with next steps, generates enthusiasm and your leadership provides excitement for students and the college community.

**PROGRAM DATES:**

- Session #1: Friday, February 28
- Session #2: Friday, March 13
- Session #3: Friday, March 27
- Session #4: Friday, April 17
- Session #5: Friday, May 1
- Session #6: Friday, May 15

\*Dates are subject to change. LEAP participants will be notified in advance of any date changes.

**HOW TO PURSU COMPLETE**

LEAP is an opportunity presented to faculty, classified staff, and administrators who are interested in expanding their competencies, developing their leadership potential and preparing for future career options. Applicants must have been with the college for at least one full year and have some leadership experience in committees, your department, and/or other initiatives.

**WHAT DOES LEAP NOT INCLUDE?**

LEAP is about leadership. It is not a program that focuses on the development of management skills, such as:

- Time management
- Budget management
- Supervision skills
- Handling disciplinary issues

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## LEADERSHIP EDUCATION IN ACTION PROGRAM (LEAP)

Solution Team projects that have been undertaken by staff who have participated in LEAP since its inception in 2008:

### LEAP: Leading in a Crisis 2020 Solution Team Projects

- Cougar Talks: Online, OnDemand Platform for Classified Staff Leadership
- The Tracer's Edge: Contact Tracing and Public Health Field Work Training
- Celebrating YOU! Celebrating Your First Anniversary at COC!
- Supervising Engaged Employees Remotely
- Go Fresh Café: Healthier Quality Food Options

### LEAP on the Path 2018/19 Solution Team Projects

- Equity Minded Practitioners
- Student Success Teams
- Communication and Promotion
- In-Reach
- Early Alert and Retention
- Welcome Day
- Adult Learners

### LEAP – 2016 Solution Team Projects

- After School Extra-Curricular Enrichment Space (ACES)
- Code Breakers: Breaking Into High-Tech Fields
- Makerspace Implementation
- Millennials: Understanding Our Millennial Students/I am a COC Student
- High En-Rollers: Streamlined Student Registration Process
- Empowerment Rangers: See Something, Say Something and Yes Means Yes Campaign

### LEAP – 2015

- Latino Outreach
- FITT – Future Instructors in Training
- OER Degree Pathway
- Entrepreneurship Center
- Summer Bridge Program
- COC Innovation Showcase

### LEAP2 – 2014 (Signature Projects)

- Grant Writing
- Celebrating COC's 45th Anniversary
- Advocacy
- Women's Conference

- Regional Hiring Pools
- Celebrating Student Success

### LEAP – 2013

- When Art & Science Tango
- Student Success Task Force
- Rising Path
- The Lifelong Learners
- ARC Unlimited
- SWIFT
- APL: Assessment for Prior Learning

### LEAP – 2012

- The Hot Spot
- Cougar Network
- SPaRC
- Canyons Connex
- Cougar Dome
- Team Mobile

### LEAP – 2010

- BEST Project Plan
- Community Outreach Roadshow
- The Call Center
- Global Collaborative Academy
- Careers on the Go
- Student Art Collection
- In Tune With Your Business Needs
- Cougar Wellness Center

### LEAP – 2009

- Re-Entry Program
- Idea Incubator
- Project Based Learning
- LEAP Gardens
- Behavioral Intervention Team
- Creating a Student Learning Community

### LEAP – 2008

- Student Success Points
- GO Program
- Learning Communities
- My Canyons
- Synergy
- We Connect
- Enrollment Management

# GOVERNANCE RELATIONSHIPS

Our decision-making processes are designed in accordance with AB 1725 and are intended to ensure that all members of the college community are provided with reasonable opportunities for substantive participation. Through meaningful dialogues, and collegial consultation, the actions we take as a college shall embody the will of our college community. As a result, each constituent group has a shared responsibility to develop plans, policies, and procedures for our college that are lawful, ethical, well-informed, and aligned with our mission and values.

## THE LAW

The Board of Governors of the California Community Colleges shall establish “minimum standards,” and local governing boards shall “establish procedures not inconsistent” with those minimum standards to ensure the following:

- Faculty, staff and students have the right to participate effectively in district and college governance; and
- The right of academic senates to assume the primary role for making recommendations in the areas of curriculum and academic standards is mandated. (Ed. Code Sections 70901, 70902)

## THE BOARD OF TRUSTEES

It is understood by all segments of the college community that the Board of Trustees, as elected representatives of the community, is the final voice in the district (subject to the laws and appropriate regulations of the State Legislature and System Office). The Board makes concerted effort to solicit and consider the recommendations of all segments of the college community on all matters of policy, procedure, or other relevant action items. These considerations may be brought forth through the collegial consultation committee process, direct presentations at a Board meeting, or through other means of correspondence.

As a matter of professional respect, and as outlined in AB 1725, the Board will, if it rejects or modifies a recommendation proposed by the collegial consultation procedure, return to the Collegial Consultation Committee(s) its objections to the proposal prior to ratifying the changes. In so doing, the Board will give the constituents time to reconsider the board changes, and to disseminate information on the impending changes to the respective constituencies.

## THE BOARD’S ROLE IN POLICY MAKING

A classic definition for the relationship between a board of trustees and an administration is that the board sets policy and the administration carries it out. Therefore, one of the most important tasks for the COC Board is to ensure that policies are current with regards to structure, context, and practices. In studies of board effectiveness, the best boards are those that focus on policy concerns and do not get involved in the work of the college.

## THE BOARD’S RESPONSIBILITIES

The members of the Board of Trustees:

- Foster an institutional climate conducive to ongoing planning and evaluation;
- Establish the institutional direction by adopting policies that define the mission, the vision and the outcome;
- Represent broad-based community interests in setting policy direction;
- Solicit feedback from, and establish mutually beneficial working relationships with the Associated Student Government, Academic Senate, and Classified Senate;
- Engage in thoughtful deliberation on policy issues;
- Adopt broad-based policies that provide clear direction and limits;



- Use existing policies to guide decision-making;
- Periodically evaluate policy; and
- Ensure that policies are followed and implemented, including:
  - Standards or policies regarding student preparation and success;
  - District and college governance structures as related to faculty and staff;
  - Faculty and staff roles in the accreditation process, including self-study and annual reports;
  - Policies for faculty professional development activities;
  - Processes for program review;
  - Processes for institutional planning and budget development; and
  - Plans for Student Equity Achievement (SEA), Equal Employment Opportunity (EEO), the Call to Action, and Diversity, Equity, and Inclusion (DEI);
  - Other academic and professional matters as mutually agreed upon between the Board and Academic Senate.



	Law	Regulations Level of Participation	Regulations Area of Participation	Regulations Consideration of Recommendations
<p><b>Faculty</b></p>	<ul style="list-style-type: none"> <li>Right to participate effectively in governance.</li> <li>Academic senate right to assume primary recommending responsibility in curriculum and academic standards.</li> </ul>	<ul style="list-style-type: none"> <li>Local boards shall “consult collegially” on “academic and professional matters.”</li> </ul>	<p>Academic and professional matters:</p> <ol style="list-style-type: none"> <li>Curriculum</li> <li>Degree</li> <li>Grading</li> <li>Program development</li> <li>Student standards</li> <li>Faculty role in governance structures</li> <li>Accreditation</li> <li>Professional development</li> <li>Processes for program review</li> <li>Processes for planning &amp; budget</li> <li>Other</li> </ol>	<ul style="list-style-type: none"> <li>Consult collegially</li> <li>Reach mutual agreement.</li> <li>Board rely primarily on: Advice &amp; judgment of academic senate.</li> </ul>
<p><b>Staff</b></p> <p>(Classified and Administration)</p>	<ul style="list-style-type: none"> <li>Right to participate effectively in governance.</li> </ul>	<ul style="list-style-type: none"> <li>Provided opportunity to participate in policies, procedures and processes that have a “significant effect” on staff.</li> </ul>	<ul style="list-style-type: none"> <li>Significant effect on staff.</li> </ul>	<ul style="list-style-type: none"> <li>Recommendations given “every reasonable consideration”.</li> </ul>
<p><b>Students</b></p>	<ul style="list-style-type: none"> <li>Right to participate effectively in governance.</li> </ul>	<ul style="list-style-type: none"> <li>Provided opportunity to participate in policies, procedures and processes that have a “significant effect” on students.</li> </ul>	<ul style="list-style-type: none"> <li>Significant effect on students:</li> </ul> <ol style="list-style-type: none"> <li>Grading</li> <li>Codes of conduct</li> <li>Academic discipline</li> <li>Curriculum</li> <li>Education programs</li> <li>Processes for bud-get &amp; planning</li> <li>Student standards</li> <li>Student services planning and development</li> <li>Fees</li> <li>Evaluation and hiring</li> <li>Other</li> </ol>	<ul style="list-style-type: none"> <li>Recommendations given “every reasonable consideration”.</li> </ul>







**THE CHANCELLOR**

The Chancellor is the Chief Executive Officer of the District and is delegated executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.

The Chancellor’s chief responsibilities are to:

- Support Board policy and actions to the public and the employees and carry out Board policies in a conscientious manner;



- Develop a clear vision for the District and enable others to participate in realizing it;
- Effectively inform, develop and supervise the administrative leadership to implement policy, lead, and administer the work of the College district;
- Foster the development of educational programs that best serve the overall needs of the community and promote curricular changes in response to student and community needs and interests;
- Oversee the collective bargaining processes at the direction of the Board;
- Communicate the state of the College to community groups, individuals, state agencies and state offices;
- Encourage community involvement in and input to College activities and represent needs of the College to appropriate federal and state agencies and representatives;
- Provide sound fiscal management in a way that achieves effective and efficient use of resources considering the needs of all elements of the College and work to increase the College's revenue base;
- Establish and oversee the implementation of a comprehensive planning process consistent with institutional needs and provide leadership in developing and understanding institutional goals and objectives;
- Make appropriate recommendations on the needs and options of the District physical plans and facilities master plan development;
- Promote participation of all groups in the decision-making process and encourage the development of ideas and open communication within the College community; and
- Keep the district moving forward in the midst of a crisis; and
- Provide direction to the college district's Incident Command Team.

Per Board policy, the Chancellor shall act as the professional advisor to the Board in policy formation and is empowered to reasonably interpret board policy. In situations where there is no board policy direction, the Chancellor shall have the power to act, but such decisions shall be subject to review by the Board. It is the duty of the Chancellor to inform the Board of such action and to recommend written board policy if one is required.

All recommendations of collegial consultation committees are sent to the Chancellor, who reviews and makes recommendations to the Board of Trustees. The Chancellor has the right to return a collegial consultation decision back to the orientating body for reevaluation, in the spirit of professionalism and collegiality, the Chancellor informs the respective team(s) of the rationale, if any, for why this action was taken. This process is delineated in Appendix H.

The Academic Senate, Classified Senate, and the Student Senate/Associated Student Government (and COCFA, CSEA, and AFT Chapter of Local 6262, for issues relevant to their organizations) retain the right to present concerns about the Chancellor's decision to the Board of Trustees, if a common consensus is not achieved.

## COMPLEMENTARY PROCESSES

There are three complementary processes that function within the college:

- The administrative & operational processes that deal with the functioning and operation of the college within established policies and procedures;
- The collegial consultation processes that as designated review, develop and recommend policies, regulations and priorities of the college to the Chancellor and the Board of Trustees through the Associated Student Government, the Academic Senate, and the Classified Senate.
- The collective bargaining processes that deal with contractual matters and working conditions as defined by the collective-bargaining law; and

## THE ROLE OF ADMINISTRATORS

Administrative employees uphold the highest standards of competency and integrity, respect individual differences, and provide an environment in which human dignity and individual rights can thrive. They also serve as a catalyst for generating a positive campus climate, work to enhance the development of the human potential, and help to build and foster a sense of community, joy and celebration on campus.

The essential responsibilities of all administrators in the district are to:

- Provide effective leadership and support in planning in their respective areas and for the district as a whole;
- Implement and evaluate district objectives related to their area;
- Be guided by the principles and policies established by the governing board;
- Take responsibility for the creation of a stimulating learning environment for students and staff;
- Oversee the effective use and acquisition of institutional resources;
- Make recommendations concerning the hiring of personnel;
- Initiate contributions to the development and improvement of all college functions;
- Perform duties as outlined in their job descriptions and agreed upon by managers and their supervisors;
- Work in support of the philosophies and goals of the district;
- Provide fair and equitable opportunities for students and employees;
- Administer the policies and procedures adopted by the governing board and the Chancellor;
- Adhere to legal requirements;
- Execute district policies and procedures;
- Receive recommendations from college teams, staff meetings, task forces and work units;
- Implement best practices and courses of action;
- Make appropriate decisions within their respective areas of responsibility;
- Assume responsibility for ensuring implementation of activities based on applicable recommendations and college goals;
- Evaluate the effectiveness of activities in order to support and facilitate the educational process and ensure the institution's effectiveness;
- Create an entrepreneurial spirit;



- Foster equitable and inclusive environments for students and employees;
- Initiate new ideas, improvements and promote quality and responsiveness in district operations; and
- Lead the units for which they are responsible.

Each administrator is expected to be:

- A leader who possesses interpersonal skills and qualities, including a can-do optimistic attitude, creativity, ambition, sensitivity, honesty, integrity, fairness, flexibility, a sense of humor, and an entrepreneurial nature.
- An experienced academic committed to continued improvement; a visible, accessible and collaborative educator who encourages and acknowledges the contributions of others, who is willing to be a risk-taker and create an environment that is open to new ideas.
- A supporter of consistent and on-going professional development initiatives, in pursuit of the college's strategic goals.
- A capable planner who can systematically allocate resources to further institutional goals, evaluate the results of the allocations, and develop strategies for continued development.
- A fair-minded, ethical, and honest leader with excellent interpersonal and communication skills and the courage and integrity to lead and accept responsibility.
- An Equity-minded practitioner who values the differences and similarities in people and provides fair and equitable environments where students and employees thrive.
- A leader knowledgeable of management theories and practices, learning theories and practices, and community college finance.
- A skilled leader adept in planning for the emerging needs of the district and successful in resource generation and partnership development.



## FACULTY PARTICIPATION

### ACADEMIC SENATE

The Academic Senate, as the representative of the faculty, makes recommendations to the administration of the college and to the board with respect to academic and professional matters (policy development and implementation) as follows:

As noted in Board of Trustees Administrative Policy 2510, at COC, those matters in which the Board of Trustees will rely primarily on the advice and judgment of the Academic Senate are:

- The development of curriculum, including the establishment of prerequisites and planning of course disciplines;
- The determination of degree and certificate requirements;
- The establishment and review of grading policies;
- The establishment of standards and policies regarding student preparation and success;
- The establishment of policies, procedures and programs for faculty professional development activities (excluding financial expenditures for faculty development); and
- The development of processes for program review.

At **COC**, those matters in which the Board of Trustees and the Senate have agreed to reach **mutual agreement** resulting in written resolution, regulations or policy are:

- The development of new educational programs;
- District governance processes (except the appointment of faculty members to District and College committees);
- The delineation of faculty roles and involvement in accreditation processes;
- Financial policies of faculty professional development activities;
- The determination of processes to be utilized in institutional planning and budgeting; and
- Other academic and professional matters

The Academic Senate is also responsible for selecting faculty representative(s) on collegial consultation committees, working with other staff who request appointment of faculty to operational and/or advisory teams, and appointing faculty members to serve on task forces/committees of the Senate. The Academic Senate reviews and responds to proposed changes in college policies and procedures recommended by college committees and task forces, and makes appropriate decisions regarding its internal operation consistent with its approved constitution and bylaws.

## COLLEGE OF THE CANYONS FACULTY ASSOCIATION

The College of the Canyons Faculty Association is an affiliate of the California Teachers Association and the National Education Association. COCFA's presence dates from the early years of the College and operates under Bylaws and standing rules drafted and approved by its members. Its elected officers include a president, vice president, secretary, and a treasurer. Its policy making body is a council of democratically elected representatives from all academic divisions of the College. COCFA is the exclusive bargaining representative for full-time faculty in all matters relating to employment conditions and employer-employee relations, including, but not limited to, wages, hours, and other terms and conditions of employment. COCFA benefits the College in many ways – advocating for work conditions commensurate with the value of education and the community's educational needs, ensuring due process for its members, negotiating collective bargaining agreements, working to increase communication between its members, administration, and the college's Board of Trustees and political advocacy for students, teachers, and the profession, as well as human rights and fairness for our broader society.

The COC Faculty Association serves to:

- Provide an opportunity for continuous study and action on the challenges of the profession;
- Promote professional attitudes and an organized and powerful united bargaining unit of engaged members;
- Advocate for human rights, economic justice, and student success;
- Advance the general welfare of education;
- Establish cooperation and collaboration among the COCFA, the District, the other unions, the student body and the community;
- Represent its members in relations with their employer; and
- Serve its members as the exclusive representative of full-time faculty in all matters relating to employment conditions and employer-employee relations, including, but not limited to, wages, hours, and other terms and conditions of employment.







## **COLLEGE OF THE CANYONS AMERICAN FEDERATION OF TEACHERS (AFT)**

Formed in 2004, the part-time faculty union, an affiliate of the American Federation of Teachers (AFT), represents adjunct faculty concerns to the District. The preliminary goals of the union were to establish an initial contract. Now complete, the AFT leadership meets with District representatives on a regular basis to ensure the continued quality of instruction, address specific issues, and discuss possible modifications/clarifications to the initial contract. AFT is the exclusive representative of part-time faculty discussing wages, assignments, grievances and all other conditions of employment.

## **SENATE/FACULTY UNION RELATIONSHIP**

These three bodies believe collegial consultation is not designed to empower one faculty organization over another organization. Generally, all three bodies collaborate often to support shared goals and address issues we hold in common.

Specifically, the Senate is responsible for professional and academic matters, while COCFA & AFT responds to issues related to wages, workload, working conditions and other matters like political advocacy. In matters of overlap, the Senate and the COCFA will reach mutual agreement on an issue-by-issue basis. In general, the Academic Senate president is responsible for appointment of faculty members to collegial consultation committees.

However, this does not preclude the COCFA from making appointments to its **own** committees, or committee membership reached through the collective bargaining process.

## CLASSIFIED PARTICIPATION

### CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

The California School Employees Association (CSEA) and its College of the Canyons Chapter #725 organized in 1976 to represent classified employees in the common goals of a fair salary, better job security, good working conditions and dignity on the job.

The CSEA is a membership organization and represents approximately 170,000 classified school employees statewide. CSEA members provide direct instructional services, as well as educational and administrative support for College of the Canyons.

CSEA Chapter #725 meets monthly to discuss issues which directly affect members, including negotiations, grievances and training, as well as goals and objectives of the membership.

### CLASSIFIED SENATE

Members of the classified staff, with the support of the College's local Chapter of CSEA, the College's administration, and Board of Trustees, addressed the need to update the former Classified Coordinating Council and bring it more in line with the objectives of the California Community College Classified Senates.

The College of the Canyons Classified Senate was formed to facilitate communication among the local Classified Senate membership and the College administration, faculty, and Board of Trustees. In conjunction with the classified labor union (CSEA) the Classified Senate participates in the development and formulation of policy and practices. While focused primarily on policy that relates to activities and functions of the Classified Senate, the Classified Senate also participates in District wide policy related to all academic and business matters.

#### The Classified Senate:

- Participates in collegial consultation;
- Provides a body of representation that addresses the needs, interests and viewpoints of the classified staff;
- Promotes the involvement of classified staff in the development and formation of policies and practices related to institutional planning;
- Enhances communication among classified staff in a nonpolitical setting;
- Brings about communication among classified staff, administration and faculty;
- Facilitates classified staff recognition;
- Provides opportunities for classified staff involvement in ongoing activities;
- With CSEA, recommends interested classified staff for inclusion in planning and operational teams at the college;
- With CSEA, recommends classified staff to collegial consultation teams;
- Promotes and works directly to facilitate staff-development opportunities; and
- Develops and encourages a spirit of unity among classified staff and between classified staff and the entire college community.



College of the Canyons Classified Senate





## STUDENT PARTICIPATION

The Associated Student Government of College of the Canyons is the elected representative body of the student population and is responsible for appointing student representatives to serve on district committees and councils. The Associated Student Government and its representatives make recommendations to the administration through this collegial consultation process regarding policies and procedures that affect students in all aspects of college life.

Per policies adopted by the governing board of the Santa Clarita Community College District, students have the opportunity to participate effectively in district and college governance. Joint meetings between the Associated Student Government and the Board of Trustees are held each spring and fall.

The student role includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding district and college policies and procedures that have or will have a “significant effect on students,” including the following:

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

# COLLEGIAL CONSULTATION

## PURPOSE

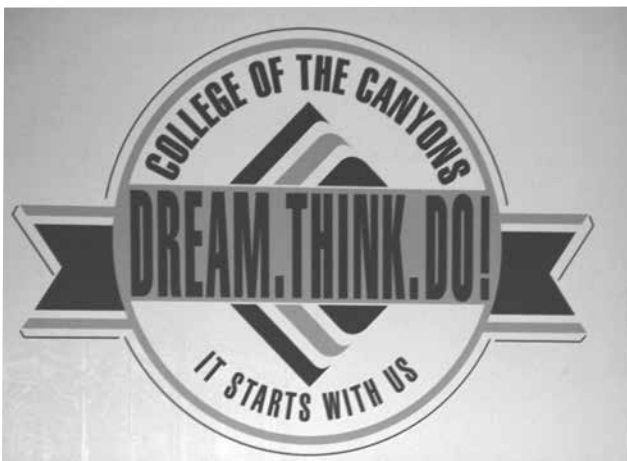
The key points that underlie participation in the dialogue, discussion, debate and decisions at College of the Canyons include:

- Students, faculty members, classified staff members, managers and administrators have vested interests in ensuring that College of the Canyons fulfills the mission it is charged with by the Legislature, the California Community College Board of Governors and the governing board of the Santa Clarita Community College District.
- Participation provides the means through which the members of all campus constituencies – students, faculty, administration and classified staff – can take part, through their representatives, in the growth, development and innovation of the college.
- The decision-making structure facilitates the coordination of the work of college-wide collegial consultation teams, operational teams, advisory teams, and staff meetings.
- An organizational context and structure which maximizes effective functioning must be clear and widely communicated.
- Providing opportunities for involvement by all constituent groups is the most effective means of developing policies and procedures that are reasonable, practical and workable.

## AB 1725: ROLES AND RESPONSIBILITIES

As envisioned in AB 1725, collegial consultation is the process in which members of the college community take an active role in influencing the direction of the college. Collegial consultation **is not** *the replacement of the administration*. The administration plays the crucial role of administering the goals of the college and enabling the work priorities of the college to move forward. Collegial consultation recognizes that, in order to bring as much information, analysis, and perspective as possible to the decision-making and planning processes, input from representatives of the entire college community is needed.

The intent of AB 1725 at College of the Canyons is actualized via a spirit of cooperation, collaboration and collegiality. Functionally, this participatory process is organized and carried out through a system of teams, staff meetings, work units and organizations designed to facilitate communication on topics important to the college. These groups, solve issues at levels closest to the individual and work units affected, develop effective plans and processes, and provide the President's Cabinet with information to assist the college in achieving its goals. Many cross- departmental groups on campus interact on a regular basis to make this possible.



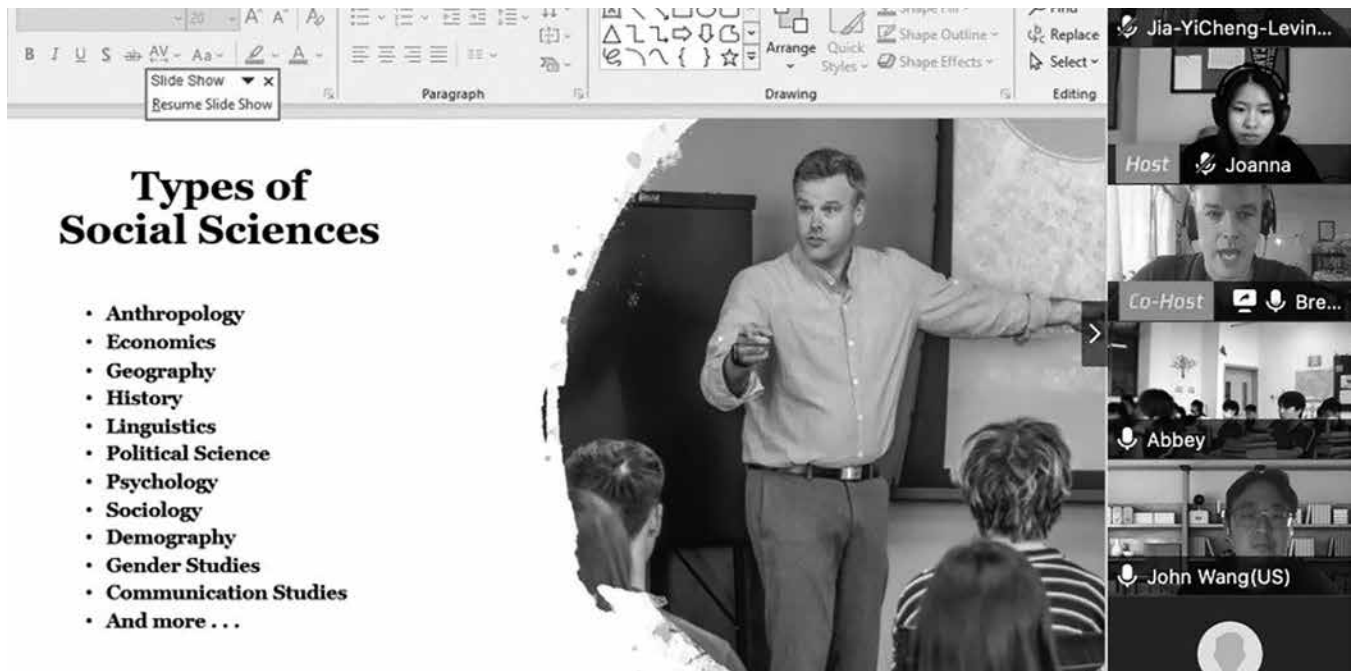
## PRIMARY INTERESTS

Members of the college community, employees and students are interested in and focused on:

- Student satisfaction with quality of instruction;
- Positive faculty/student relationships;
- Effectiveness of college processes and their accessibility to students and staff;
- Adequacy of facilities to support college programs;
- Financial stability of the district;
- Student satisfaction with services;
- Community perception of the college;
- Effectiveness of planning processes;
- Efficient use of resources; and
- Maximizing student learning.



# ORGANIZATIONS, COMMITTEES AND TEAMS



## GETTING THE JOB DONE – DAY TO DAY

The College decision-making process is designed to be as functional as possible. It is designed as a flexible process that encourages communication in all directions between teams on an ongoing basis.

Committee business will normally be conducted in a spirit of open communication, and not rely on formal parliamentary procedures, except when required to keep order.

## COMMITTEE STRUCTURE

Committees represent an important feature of the regular internal decision-making processes at College of the Canyons. Committees provide a forum for diverse ideas to be heard. Committees provide an opportunity for staff members to come together to study challenges in a more in-depth manner than they could do individually.

## THE ROLE OF COMMITTEES

All College of the Canyons committees are advisory. While all committees are ultimately advisory to the Chancellor (and through the Chancellor to the Board of Trustees), some committees will be directly advisory to the Chancellor while other committees will be advisory to other designated administrators who will, in turn, advise the Chancellor. Some committees are advisory to other committees.

## COLLEGIAL CONSULTATION COMMITTEES

Composed of constituencies as appropriate, these teams review and analyze, on a continuing basis, relevant issues and prepare alternate courses of action. In addition, they make recommendations to the appropriate administrator on operational issues and to the College Planning Team on proposed changes to college regulations, administrative procedures, planning issues and strategic goals.

## STANDING COMMITTEES

Standing committees are permanent parts of the internal governance process of the college and are identified as such in board policy.

**AD HOC COMMITTEES**

Ad hoc committees are temporary committees formed by the Chancellor to address a specific issue important to college governance. Ad hoc committees cease to exist upon accomplishment of their specific charge. All ad hoc committees expire at the end of the fiscal year (June 30) and continue only if specifically reappointed by the Chancellor.

**PROGRAM ADVISORY COMMITTEES**

Program advisory committees are permanent committees composed primarily of persons outside of the college with a specific interest and/or expertise in a specific program area. These committees are formed for the purpose of advising college officials on how specific programs meet the needs of the community they are designed to serve, and to ensure that the classes offered in the different disciplines equip students to be successful in the workforce.

**TASK FORCES**

Task forces are charged with reviewing and analyzing issues on an “as needed basis,” proposing alternate courses of action, and making recommendations to the appropriate administrator, or the body which constituted the task force, and to the Chancellor’s Executive Cabinet.

**ADVISORY COUNCILS**

A body of college employees, usually faculty and/or administrators, that advise instructional units such as Academic Affairs or all of Instruction. Councils are designed both to share and discuss institutional information, as well as advise college planning processes, when necessary.

Advisory Councils

- Management Advisory Council
- Instructional Advisory Council
- Deans Council

**COMMITTEES ON COMMITTEES**

Based on a series of meetings during October and November 2016, a Committee on Committees was formed to provide an assessment and compilation of the current, active committees. This body is charged with ensuring that processes, such as agenda and minutes posting is updated and organized on the website so that information is consistent and available throughout the college community. The Committee assessment has identified and organized the committees, as follows:

**Academic Senate Committees**

- Academic Staffing
- CASL/Program Review (Academic)
- CETL Steering Committee
- Civic Engagement
- Constitution and Bylaws
- Curriculum
- Elections
- Honors Advisory
- Learning Community
- Minimum Qualifications & Equivalencies
- Policy Review
- Program Review
- Program Viability
- Scholarly Presentation

**Non-Academic Senate Committees**

- Academic Calendar
- Accreditation Committee
- Administrative Development
- Advocacy Team
- Bookstore
- Chancellor's Taskforce on Workforce Development
- Classified Development
- Classified Senate
- Classified Staffing
- College Planning Team
- College Policy Council
- Commencement
- Cultural Diversity Advancement Team
- Colleague Standup Committee
- Deans Council
- DSPS Advisory Board
- Educational Technology Committee
- Educational Travel Advisory
- EEO Advisory Committee
- Enrollment Management
- EOPS/CARE/CalWORKs Advisory Committee
- Equity-Minded Practitioners
- Facilities Master Plan
- Faculty Development Committee
- Food Services
- Grade Review
- Grants Development Workgroup
- Health and Welfare Committee
- Information Security Committee
- Institutional Effectiveness and Inclusive Excellence (IE)<sup>2</sup>
- Instructional Advisory Council
- MakerSpace
- OER Advisory
- PAC-B
- Parking Committee
- Professional Development Coordinating Committee
- Sabbaticals
- Safety Committee
- Scholarship Selection Committee
- Standards & Practices
- Planning Committee
- Student Conduct
- Sustainability Committee
- Technology Committee
- Web Committee
- Women's Conference Committee



**COLLEGE OF THE CANYONS: DECISION MAKING OVERVIEW**

TITLE	MEMBERSHIP	ROLE FOR DECISION MAKING
<b>Board of Trustees</b>	Elected by district voters.	<ul style="list-style-type: none"> <li>• Determine policy.</li> </ul>
<b>Chancellor’s Executive Cabinet</b>	(Chancellor; Deputy Chancellor; Assistant Superintendent/Vice President, Business Services; Assistant Superintendent/Vice President, Human Resources; Assistant Superintendent/Vice President, Facilities Planning, Operations and Construction; Assistant Superintendent/Vice President, Student Services; Assistant Superintendent/Vice President, Instruction; Vice President Public Information, Advocacy & External Relations; Dean, Economic Development; and Special Assistant to the Chancellor)	<ul style="list-style-type: none"> <li>• Make recommendations to Chancellor who forwards recommendations to the Board of Trustees.</li> <li>• Lead the areas they supervise.</li> <li>• Recommend policies.</li> <li>• Inspires dialogue and initiate positive changes.</li> <li>• Support the development of others.</li> <li>• Supervises and leads all staff under their areas of responsibility; delegating research and requesting recommendations through subordinate managers.</li> </ul>
<b>Chancellor’s Full Cabinet</b>	Executive Cabinet Educational Administrators Classified Administrators Directors	<ul style="list-style-type: none"> <li>• Administer policies, procedures and day-to-day operation of the district.</li> <li>• Coordinate information and efforts.</li> <li>• Anticipate and brainstorm on college wide issues. Identify policies and procedures that need to be strengthened.</li> <li>• Coordinate across departments/divisions. Brainstorm partnership opportunities.</li> </ul>
<b>Academic Senate</b>	Consists of 10 division senators elected by division faculty: <ul style="list-style-type: none"> <li>• A Senate President, a Vice President, and five at large senators (1 elected for every 40 full-time tenured/tenure-track faculty members) elected by the full-time faculty members and three adjunct faculty Senators elected by the adjunct faculty.</li> <li>• The Curriculum Chair and the Immediate Past-President are ex-officio members.</li> </ul>	<ul style="list-style-type: none"> <li>• Make recommendations by primary advice or mutual agreement to advise the Board of Trustees through the Chancellor.</li> <li>• Make recommendations by primary advice or mutual agreement to Board of Trustees through Chancellor.</li> </ul>



## COLLEGE OF THE CANYONS: DECISION MAKING OVERVIEW

TITLE	MEMBERSHIP	ROLE FOR DECISION MAKING
<b>Classified Senate</b>	Members of Classified Staff and CSEA	<ul style="list-style-type: none"> <li>• Makes recommendations to the administration and the Board of Trustees through the Chancellor on all matters pertinent to the Senate’s purpose.</li> </ul>
<b>Collegial Consultation Committees</b>	Appointed by constituencies and the Chancellor.	<ul style="list-style-type: none"> <li>• Coordinated through College Planning Team. Committee on Committees.</li> </ul>
<b>Other Operational Teams</b>	Determined by position with expertise or experience in the specific field.	<ul style="list-style-type: none"> <li>• Carry out work of institution (for recommendations to collegial consultation from committees).</li> </ul>
<b>Advisory Committees</b>	Determined by need and expertise possessed by individuals with experience in the specific field.	<ul style="list-style-type: none"> <li>• Provide input, advice and make recommendations to appropriate staff.</li> <li>•</li> </ul>
<b>Ad Hoc Committees &amp; Task Forces</b>	Activated as needed.	<ul style="list-style-type: none"> <li>• Carry out specific work as identified by need.</li> </ul>
<b>Staff Meetings</b>		<ul style="list-style-type: none"> <li>• Coordinate, communicate and</li> <li>• carry out the work of institution by various operational units.</li> </ul>



**COLLEGIAL CONSULTATION COMMITTEES**

Collegial consultation committees draw their membership from all employee groups, and include student representation. To encourage the active participation of all groups of students on campus on a variety of issues, we consider committees charged with many more areas than those identified in AB1725 to be collegial consultation committees. Collegial consultation committees at COC include:

- College Planning Team,
- President's Advisory Committee-Budget (PAC-B),
- Facilities Master Plan Committee,
- College Policy Council,
- Technology Committee,
- Workplace Safety Committee,
- Enrollment Management Committee,
- Professional Development Committee
- Accreditation Committee
- Advocacy Committee
- The Institutional Effectiveness and Inclusive Excellence Committee (IE)<sup>2</sup>

The roles of these committees examine issues relevant to their particular area of focus, fostering dialogue on possible solutions, and ultimately making recommendations for moving forward. Their recommendations are given to the College Planning Team, and/or the appropriate supervising administrator.

**COLLEGE PLANNING TEAM**

The College Planning Team is the campus body that oversees the planning efforts of the college, evaluates the college's effectiveness, works to integrate college data into planning processes across the campus, ensures (via program review, data analysis and self-study) that those efforts are tied to the college's strategic plan and vision for the future, and initiates redesign efforts on campus.

**FOCUS**

- Identify issues and trends;
- Promote innovation;
- Develop opportunities;
- Review research reports and action implications;
- Monitor progress toward institutionalization of accreditation planning implications;
- Revise the mission statement, strategic plan, strategic plan accomplishments, and facilitate implementation campus wide;
- Promotes progress on major initiatives, such as the Call to Action and Vision for Success;
- Annually review (progress of college goals toward strategic plan action priorities);
- Serve as the overseeing body for development, evaluation and integration of the Facilities Master Plan and, the Educational Master Plan, the SEA Plan, and the DEI plan;
- Review highlights and impact of college departmental program reviews, the enrollment management strategies, and resource allocations into college operations;
- Initiate and implement models for assessing institutional effectiveness;
- Monitor continuous improvement efforts and work plans conducted by the Institutional Effectiveness and Inclusive Excellence (IE)<sup>2</sup> Committee;

- Initiate other operational plans as needed;
- Facilitates the coordinating of planning processes across the campus.

### **CO-CHAIRS**

Chancellor, and a faculty representative.

### **CONNECTS TO**

Executive Cabinet via the Chancellor.

## **PRESIDENT’S ADVISORY COUNCIL-BUDGET**

The President’s Advisory Council-Budget (PAC-B) is designed to focus on both short-term and long-term fiscal responsibility, provide insight to the development of the budget, encourage understanding of the budget on an ongoing basis, work to ensure that the budget allocation process is driven by campus-wide planning and strategic priorities and provide recommendations on budget items to the District Chancellor to review and use to make recommendations to the Board of Trustees. Members should be neutral, fair and unbiased without department- or program-specific focus. For a visual description of the budget development process, see Appendix G.

### **FOCUS**

In a neutral, fair and unbiased manner, members will:

- Receive information regarding ongoing state and District fiscal activities and review and share summarized information on the state budget as it applies to the District’s budget;
- Disseminate information to constituents regarding the District’s financial resources and expenditures and bring feedback through Committee representatives;
- Become educated about how the District’s revenue and expenditure budgets are developed to provide a context in which to effectively carry out the roles of the Committee;
- Develop budget parameters to ensure alignment with strategic goals established in planning documents while supporting integrated planning efforts;
- Review information on external funding sources that have an impact on the budget (in future years);
- Review budget priorities for expenditures;
- Provide input to the Program Review Committee on improvements to the budget component of Program Review.
- Receive Forced Cost priorities of Executive Cabinet members, as defined in the Budget Parameters and compare to original Forced Cost requests submitted through Program Review;
- Review budget augmentation or reduction requests submitted through Program Review based on Executive Cabinet priorities;
- Prepare final recommendations on the process to the District Chancellor; and
- Recognize the scope of the PAC-B Committee and refer items outside the scope of responsibility to the appropriate committee, e.g. Technology Committee, Academic and Classified Staffing Committees, Facilities Planning Committee, Program Viability Committee, IE<sup>2</sup> Committee, etc.
- Provide timely and pertinent budget information to campus committees, such as Program Viability, in order to submit their proposals to the appropriate decision making body. Committee Chairs and appropriate Administrators will serve as liaisons to PAC-B and provide an update on possible budget implications.
- PAC-B does not have authority for making budget recommendations in the areas of permanent staffing, facilities or categorical programs.

### **CO-CHAIR**

Vice President of Business Services and a faculty representative.

### **CONNECTS TO**

Executive Cabinet via Vice President of Business Services.



## **FACILITIES MASTER PLAN COMMITTEE**

The Facilities Planning Committee reviews and provides leadership to the development of the College's Facilities Master Plan, using data from the following areas:

- Educational Master Plan;
- Annual Program Reviews;
- Enrollment forecasts;
- Community needs; and
- Types and quantities of the College's physical space.

This data is then used to:

- Make recommendations for future Educational and Facilities Master Plans;
- Review progress toward the completion of the College's current Facilities Master Plan;
- Discuss the District's annual Five-Year Capital Outlay Plan;
- Review the Initial and Final Project Proposals for state funding;
- Review the prioritization of the projects included in the Five-Year Plan;
- Identify off-campus sites for educational delivery;
- Identify potential asset management opportunities; and,
- Prioritize areas of potential development of joint use/facility development.

### **CO-CHAIRS**

Chancellor and Assistant Superintendent/Vice President of Facilities, Planning, Operations and Construction.

### **CONNECTS TO**

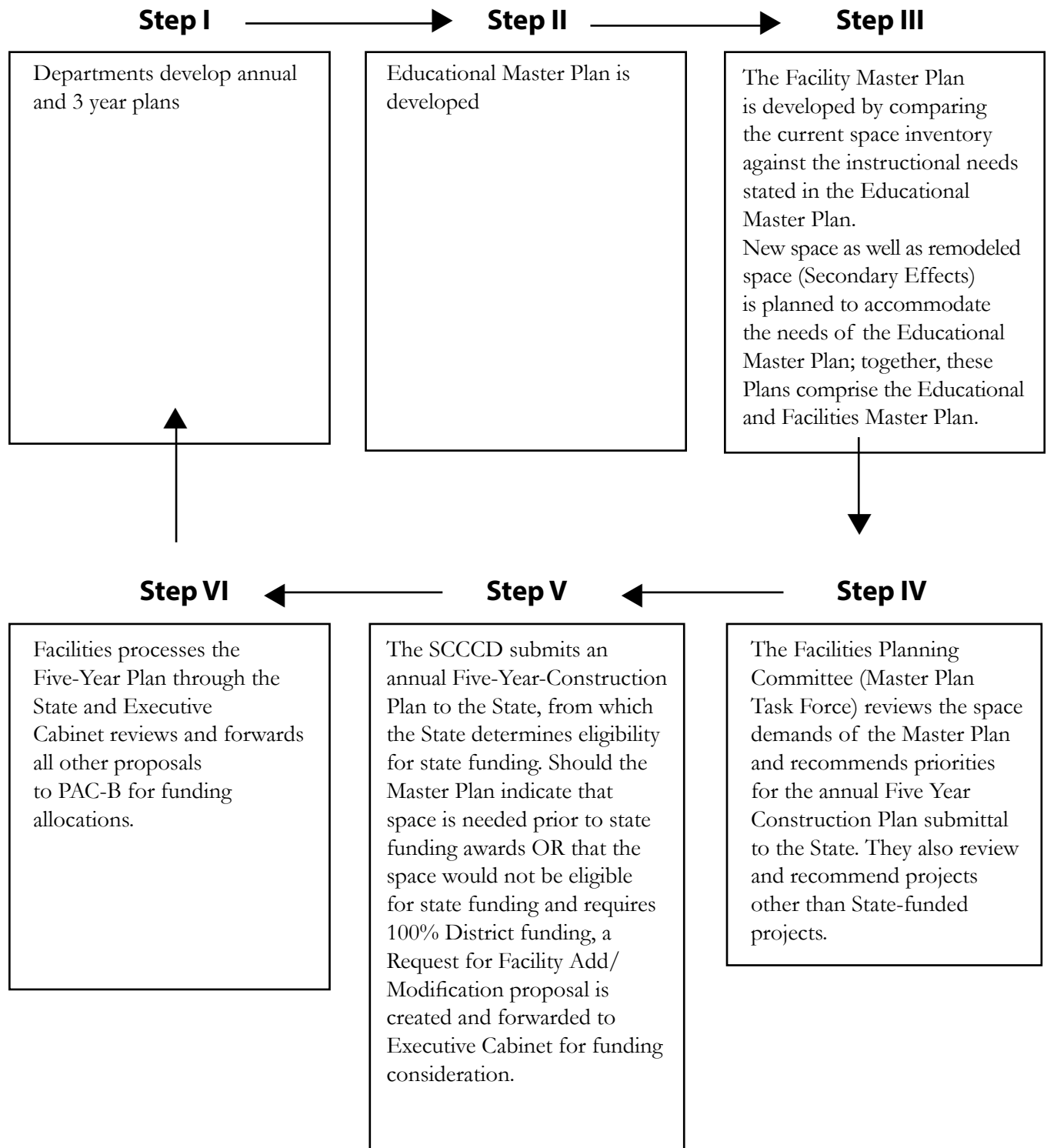
Executive Cabinet via the Chancellor and Assistant Superintendent/Vice President of Facilities, Planning, Operations, and Construction.





## FACILITY MASTER PLANNING PROCESS

The Facility Master Planning Process is a continuous cycle, and is constantly being updated. The following chart represents the steps taken that culminate in the completion of a 5-Year Educational and Facility Master Plan. Using the 5-year EFMP as the foundation, the Facilities Planning Committee regularly and throughout the year compare the projects included in the plan to the ever-changing needs of the students and/or teaching modalities, and make recommendations for updates based on those needs - both current, and future.





## COLLEGE POLICY COUNCIL

Responding to proposed changes in district policy, the CPC meets every month in each semester and on an as-needed basis to review policy and procedure changes and new district policies and procedures proposed by the Academic Senate, Associated Student Government, Classified Senate, and Administration. Following the [College Policy Council's operating procedures](#), CPC is comprised of representatives from the faculty, classified, administration and student leadership. The CPC's review of proposed policy and procedures is the last stop prior to presentation to the Board of Trustees.

The CPC considers the appropriateness of the proposed policy/procedures, or modifications to existing policy/procedures, in relation to established District goals and objectives, compliance with Education Code, Title 5, applicable laws, and emergent mandates. Additionally, CPC considers the impact policies and procedures will have on students, faculty, staff, administrators, and the college as a whole.

### FOCUS

- Clearinghouse for all policy and procedure changes recommended by administrators, faculty, classified staff and students;
- Reviews changes to external policy/procedure and law as they relate to district policy;
- Ensures that current and proposed policies/procedures are consistent with external law and policy;
- Remains cognizant of district goals and objectives when reviewing proposed policies and procedures;
- Serves as a forum for policy/procedure changes originating from the constituency group;
- Communicates with campus constituent groups regarding their proposed policies and procedures, and suggested modifications;
- Ensures, via the CEO, that the Board receives the proposed policies/procedures in a timely manner and that opportunities for second reading occur appropriately; and
- Ensures, via the CEO, the dissemination of new policy and procedures to the campus community.

### CO-CHAIRS

Chancellor and Assistant Superintendent/Vice President of Human Resources/Deputy Chancellor.

### CONNECTS TO

Executive Cabinet via Chancellor and Assistant Superintendent/Vice President of Human Resources/Deputy Chancellor.



## TECHNOLOGY COMMITTEE

The purpose of the Technology Committee is to promote the use of technology and ensure the technology programs and services support the District's Mission and Strategic Goals.

### FOCUS

- Generate enthusiasm for and promote the use of technology to the equitable benefit of student learning and effective operations;
- Develop, monitor, and regularly update the District's Technology Master Plan;
- Evaluate and make recommendations to IT leadership related to the current and future equitable and accessible technology needs of the District;
- Regularly review data security, data privacy, and disaster recovery planning;
- Recommend and assess technology training provided through Professional Development, Information Technology and self-guided training systems to ensure that the technology training needs of employees are met;
- Coordinate and collaborate with sub-committees to meet the technology needs of the District as they are identified;
- Develop budget proposals to submit to PAC-B for funding to implement technology plans and action priorities;

### CO-CHAIRS

Assistant Superintendent/Vice President of Technology and a Faculty member appointed by the Academic Senate.

### CONNECTS TO

Executive Cabinet via the Assistant Superintendent/Vice President of Technology.



## WORKPLACE SAFETY COMMITTEE

The Workplace Safety Committee's primary focus is to bring employees and administration together to provide and maintain a safe workplace, and to ensure the workplace safety and welfare of employees and students. Issues of workplace safety are referred to this team for discussion, action or policy recommendation. The Workplace Safety Committee serves to facilitate and encourage employee knowledge about safe work practices and accident prevention.

### FOCUS

- Share information about workplace safety issues;
- Preventing work-related injuries;
- Provide input to improve safety procedures and practices as needed;
- Ensuring relevant and timely workplace safety trainings;
- Recommend policy and procedures revisions as needed;
- Review updates to the Injury and Illness Prevention Plan (as provided by the District's insurance carrier);
- Assign departmental/area workplace safety representatives;
- Evaluate and recommend that adequate classroom safety equipment and procedures are in place; and
- Review conformance with external regulatory agencies and recommend changes as needed.

### CO-CHAIRS

Assistant Superintendent/Vice President of Facilities, Operations, and Construction and  
Assistant Superintendent/Vice President of Human Resources.

### CONNECTS TO

Executive Cabinet via Assistant Superintendent/Vice President of Facilities, Operations and Construction, and Assistant Superintendent/Vice President of Human Resources.



## ENROLLMENT MANAGEMENT TEAM

College of the Canyons' enrollment management planning, procedures, and strategies have a primary focus on sustaining long-term student access, engagement, and success. This is done in a manner that implements mission-focused college plans in a comprehensive, cost-effective, and sustainable manner.

The Enrollment Management Team ensures that ongoing college-wide dialogue plays a central role in the coordination, implementation, and philosophical approaches relating to the management of student enrollment, financial aid, and completion at College of the Canyons. The Enrollment Management Plan is designed to help frame annual discussion, guide planning decisions while taking into account the Student Centered Funding Formula (SCFF), and ensure the integration of enrollment planning processes with college-wide planning.

The College of the Canyons Mission Statement speaks to the college being “an innovative institution of excellence” that offers students an “accessible, enriching education” with “essential academic skills.” Driven by these specific components of our mission, the Enrollment Management Team (EMT) guides the coordination and integration of planning activities for operational components that are seen as critical to the successful long-term enrollment of students.

### FOCUS

Discuss and synthesize the following enrollment drivers (provide the impetus or motivation for changes in college enrollment) as they relate to enrollment management:

- Integrated college planning that takes into account student access, engagement, and success (primary driver)
- College budget that considers implications of the SCFF (secondary driver)
- Emerging opportunities
- Institutional data
- Available facilities

Make input and recommendations on enrollment effectors (agents or activities that influence student enrollment) to the appropriate campus groups as it relates to enrollment management goals regarding:

- Staffing
- Academic course scheduling
- Student completion (academic wellness)
- Facilities and infrastructure planning
- Matriculation
- Outreach and marketing
- Financial Aid
- Academic calendar

### CHAIR

Assistant Superintendent/Vice President, Instruction.

### CONNECTS TO

Executive Cabinet via Assistant Superintendent/Vice President, Instruction.



**PROFESSIONAL DEVELOPMENT COORDINATING COMMITTEE**

The Professional Development Coordinating Committee (PDCC) carries out planning, budgeting, research, networking, implementing, evaluating and accounting for the outcomes of professional development workshops, activities and retreats. It coordinates the dissemination of these results and utilizes this information to continue to improve the college’s professional development programs.

**FOCUS**

- Develops overarching goals for the constituent committees that will incorporate the District’s strategic goals, CPT’s goals, and annual themes;
- Engage in ongoing assessment of development activities.
- Creates an annual list of recommendations and goals;
- Provides campus-wide activities that will help develop community;
- Allocates budgets to the constituent development committees;
- Recommends budget revisions as necessary;
- Researches additional funding opportunities for Professional Development; and

- Assist Professional Development Director in identifying potential presenters/speakers for training topics.

**PARTICIPANTS**

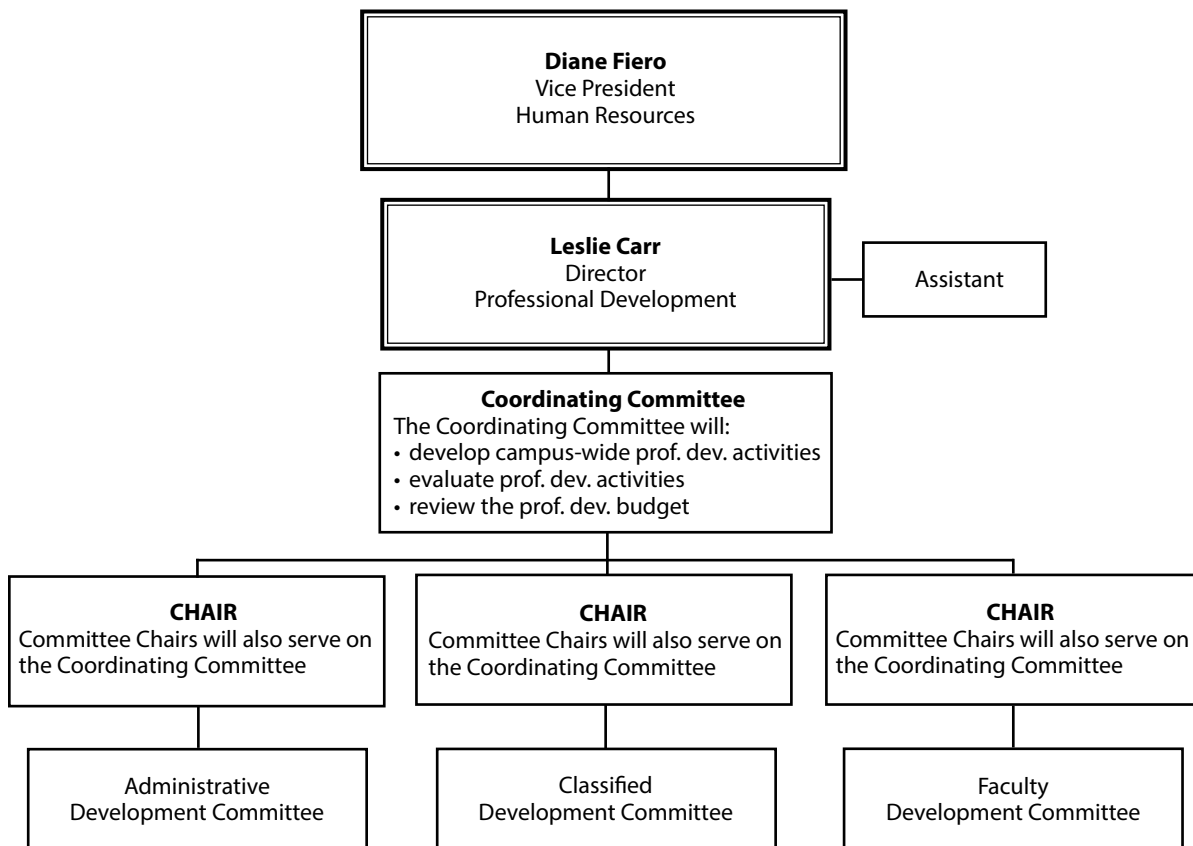
The participants of this committee are the co-chairs of the three constituents Professional Development Committees (Administrative, Classified, and Faculty) and the Professional Development Director.

**CHAIR**

Assistant Superintendent/Vice President of Human Resources.

**CONNECTS TO**

Assistant Superintendent/Vice President of Human Resources.





### **FACULTY DEVELOPMENT COMMITTEE**

The Faculty Development Committee plans, develops and implements the FLEX program, as well as other professional development workshops and activities throughout the year for faculty.

#### **FOCUS**

- Represents constituent professional development training needs;
- Assesses professional development training needs and designs the FLEX program and other workshops and activities to respond to those needs;
- Reviews applications submitted by faculty for FLEX credit and determines if FLEX credit is to be awarded;
- Develops FLEX policies and procedures and reviews them annually to determine if amendments need to be made;
- Communicates information from Faculty Development Committee meetings to their respective divisions at division meetings and vice versa;
- Evaluates training to determine if it was beneficial to their constituent group;
- Researches ideas for new training topics that appeal to their constituent group;
- Assists Professional Development Director in identifying potential presenters/speakers for training topics; and
- Promotes training opportunities to ensure a high level of participation from their constituent group.

#### **CO-CHAIRS**

Faculty representatives are appointed by the Academic Senate.

#### **CONNECTS TO**

Executive Cabinet via the Assistant Superintendent/Vice President of Human Resources.





### **ADMINISTRATIVE DEVELOPMENT COMMITTEE**

The Administrative Development Committee organizes the annual Administrative Retreat, as well as other professional development workshops and activities throughout the year for the administrative team.

#### **FOCUS**

- Represents constituent professional development training needs;
- Organizes the annual Administrative Retreat event workshops, speakers, and activities;
- Assesses professional development training needs and designs programs to respond to those needs;
- Evaluates training to determine if it was beneficial to their constituent group;
- Researches ideas for new training topics that appeal to their constituent group;
- Assists Professional Development Director in identifying potential presenters/speakers for training topics; and
- Promotes training opportunities to ensure a high level of participation from their constituent group.

#### **CO-CHAIRS**

Administrative representatives from each main area of the college are invited to participate by the Director of Professional Development.

#### **CONNECTS TO**

Executive Cabinet via the Assistant Superintendent/Vice President of Human Resources.





### **CLASSIFIED DEVELOPMENT COMMITTEE**

The Classified Development Committee organizes the annual Classified Development Day, as well as other professional development workshops and activities throughout the year for the classified staff.

#### **FOCUS**

- Represents constituent professional development training needs;
- Assesses professional development training needs and designs programs to respond to those needs;
- Organizes the annual Classified Development Day event workshops, speakers, and activities;
- Evaluates training to determine if it was beneficial to their constituent group;
- Researches ideas for new training topics that appeal to their constituent group;
- Assists Professional Development Director in identifying potential presenters/speakers for training topics; and
- Promotes training opportunities to ensure a high level of participation from their constituent group.

#### **CO-CHAIRS**

Classified staff members are appointed by CSEA.

#### **CONNECTS TO**

Assistant Superintendent/Vice President of Human Resources.

**ACCREDITATION COMMITTEE**

College of the Canyon's accreditation planning-related processes and reporting are conducted in a collegial, participatory governance committee that meets monthly to address annual Accreditation Commission requirements. This committee helps connect the College Planning Team (CPT) to continuous quality improvement efforts being conducted in almost all areas of the college, including the Committee for Assessing Student Learning / Program Review (CASL/PR), the President's Advisory Committee on Budget (PAC-B), and the Institutional Effectiveness and Inclusive Excellence (IE)<sup>2</sup> Committee.

The Accreditation Committee ensures that an ongoing college-wide dialogue among all constituent groups, including students, takes place that links the work of college committees, faculty, staff, and administrators to accreditation eligibility requirements, standards, commission policies, and the impact of enhancements to college processes on institutional effectiveness. This analysis, in part, is established through the committee's development of annual reports, self-evaluation and midterm reports, as well as substantive change reports.

As a subcommittee of the College Planning Team (CPT), the Accreditation Committee suggests process improvements to many other college groups and committees, while coordinating analysis and reporting of information that originates from teams working on the quality focus essay.

**FOCUS**

Analysis and documentation of trends in:

- Institutional set standards
- Student, program and institutional outcomes
- Student service outcomes
- Administrative unit outcomes

Documentation of process improvements discussion of institutional outcomes and other metrics suggestion of college process improvements, and creation of:

- Annual reports
- Midterm reports
- Self-evaluation reports
- Substantive change reports

**CHAIR**

Assistant Superintendent/Vice President, Instruction.

**CONNECTS TO**

Chancellor

Executive Cabinet and administration via Assistant Superintendent/Vice President, Instruction

Academic Senate via the Academic Senate President.

Classified Senate via the Classified Senate President.

Students via the Associated Student Government President.





### **ADVOCACY COMMITTEE**

The Advocacy Committee is comprised of representatives from key campus stakeholder groups; including faculty, classified staff, students, and administrators. The committee's purpose is to evaluate state and federal legislative decision-making that affects College of the Canyons. The committee reviews and discusses legislation proposed at the state and federal levels and examines the potential impacts that legislation may have on students, faculty, staff, and administrators, as well as college operations. The state budget is included in those discussions, as well as decisions made by the California Community Colleges Board of Governors. Based on potential impacts, the committee recommends positions that the district should take on legislation, such as oppose or support. Committee membership includes administrators, as well as faculty and classified staff appointed by their designed representative bodies. The committee also includes Foundation board members and community stakeholders who offer an external perspective on issues, and advocate on behalf of the college.

### **FOCUS**

Advocacy Committee members will:

- Review legislation introduced by the California Assembly and U.S. Congress and discuss its potential benefits to and impacts on the college;
- Receive information on the state budget as it applies to the District's budget;
- Review state and local ballot measures that impact the college;
- Become educated about how state and federal legislation is developed to increase understanding about how policy decisions affect college operations; and
- Disseminate information to constituents regarding legislation and bring feedback through Committee representatives.

### **CO-CHAIRS**

Chancellor and Vice President of Public Information, Advocacy & External Relations.

### **CONNECTS TO**

Executive Cabinet via Chancellor and Vice President of Public Information, Advocacy & External Relations.





**INSTITUTIONAL EFFECTIVENESS AND INCLUSIVE EXCELLENT (IE)2 STEERING COMMITTEE**

The Institutional Effectiveness and Inclusive Excellence (IE)2 Steering Committee, a subcommittee of the College Planning Team, is designed to facilitate streamlined processes, improve communication and improve collaboration through its regular, coordination of meetings between student government, academic senate, student equity and achievement, basic skills, non-credit, Strong Workforce, and other groups as applicable (e.g., grant funded projects).

The (IE)2 committee is dedicated to leveraging resources, both fiscal and human, equity and inclusion, as catalysts for institutional effectiveness and student success, which are aligned with the College’s institutional mission to be an institution of excellence and to provide student support to facilitate equitable student success



and maximize opportunity for all students. (IE)2 also supports key priorities and frameworks such as the California Community Colleges Chancellor's Office Vision for Success, Call to Action, and Guided Pathways.

## FOCUS

1. Improve communication, collaboration and integrated planning pertaining to student success efforts through one larger steering committee.
2. Improve coordination of research, evaluation and development of plans submitted to the CCCCCO.
3. Create a common inventory of all activities supporting COC's student achievement and institutional goals, including identification of funding source(s).
4. Develop work plans to support efforts pursued by the committee.
5. Review and revise, as needed, the institution-set standards and student achievement goals, including Scorecard and IEPI accountability metrics.
6. Streamline processes through utilization of a common idea form and process.
7. Review proposed projects designed to improve student outcomes for area where there is an achievement gap.
8. Complete an annual institutional effectiveness report.
9. Establish a framework to direct the Institutional Effectiveness and Inclusive Excellence plan and share progress with the College Planning Team.
10. Increase collaboration among constituents on activities designed to improve student outcomes.
11. Develop a common understanding of the areas where efforts are needed to improve student outcomes.
12. Foster a culture of inclusive excellence among staff, faculty, and administrators.
13. Institute accountability measures, evaluate progress, and celebrate successes.
14. Pursue a "Redesigned Student Experience" with the goal for:
  - a. All degree, transfer and certificate seeking students to have a dedicated student success team.
  - b. The student experience to be less fragmented, including reorganizing faculty, services and programs so that the structures are student-centered.
  - c. Students' onboarding and advising experiences to connect to our Canyons Completes (Guided Pathways) framework.
  - d. Students to have a personalized, long-term connection to their success team.
  - e. To purposefully identify essential experiences for all students coupled with individualized support based on student needs.
15. Serves as the coordinating entity for institutional progress on the CCCCCO Call to Action and COC's Call to Action concerning anti-racism efforts, including coordination of professional development needs, town hall/forums, and action items, including the Diversity, Equity, and Inclusion (DEI) plan.
16. Incorporate student voice into committee planning and align efforts with Equity Minded Practitioners, alliance/student groups, and other equity-centered efforts.

## TRI-CHAIRS

Assistant Superintendent/Vice President, Student Services

Associate Vice President, Institutional Research, Planning, Institutional Effectiveness & CCC Initiatives

Associate Vice President, Instruction.

## CONNECTS TO

Executive Cabinet via Chancellor, Vice President of Student Services, Vice President of Instruction, and Vice President CCC, Institutional Research and Planning, & Grants.

## OPERATIONAL TEAMS

In addition to Collegial Consultation teams, managers/administrators have the responsibility for overseeing the day-to-day operations of the district, implementing board policies and administrative procedures, and working with staff via operational teams, staff meetings and advisory teams. In the spirit of collegial consultation, teams should be representative of their constituencies. In addition, in order to ensure open access, promote communication and encourage broad-based involvement in planning processes within the college community, any individual or group may submit ideas and agenda items to the chair(s) of any team for consideration.

The following are the current operational teams at the college - check the website often for updates for the most recent updates:

### PLANNING AND POLICY

#### CHANCELLOR

- Advocacy Team
- COC Foundation
- Institutional Effectiveness
- Executive Cabinet
- Full Cabinet
- Management Advisory Council (MAC)
- Business Advisory Council
- Chancellor's Taskforce on Workforce Development





The Department oversee the following areas:

## **ECONOMIC DEVELOPMENT**

### **VICE PRESIDENT, ECONOMIC AND WORKFORCE DEVELOPMENT**

- Centers for Applied Competitive Technologies
- Small Business Development Center
- Employee Training Institute
- Fast Track Institute
- America's Job Centers of California
- Center for International Trade and Development
- Information Communication Technology/ Digital Media
- Health Workforce Initiative
- California Apprenticeship Initiative
- Founding Partner, California Advanced
- Manufacturing Apprenticeship Collaborative

## **FACILITIES**

### **VICE PRESIDENT, FACILITIES PLANNING, OPERATIONS AND CONSTRUCTION**

- Maintenance and Operations
- Telecommunications
- Civic Center
- Construction planning, oversight and implementation
- Co-Chair, Workplace Safety Committee

## **HUMAN RESOURCES**

### **VICE PRESIDENT OF HUMAN RESOURCES**

- Human Resources
- Professional Development
- Office of Diversity & Inclusion
- Employee Recognition/Retirement Programs
- Employee Diversity & Celebratory Events
- Classified Staffing (see Appendix E for chart)
- EEO Advisory Committee
- Health & Welfare Benefits Committee
- Cultural Diversity Advancement Committee
- Women's Conference Committee
- Co-Chair, Workplace Safety Committee

## **PUBLIC INFORMATION**

### **VICE PRESIDENT, PUBLIC INFORMATION, ADVOCACY AND EXTERNAL RELATIONS**

- Media relations, public affairs
- Government relations and advocacy
- District publications and marketing material
- Advertising (print, broadcast, and online)
- Sports information and advertising
- Performing Arts Center marketing
- Graphic design services and photography
- Reprographics (prepress, printing, and duplication)
- Communication Center and Mailroom
- Website development and maintenance
- Social Media messaging

## TECHNOLOGY

### VICE PRESIDENT, TECHNOLOGY SERVICES

- Colleague Standup Committee
- Information Security Committee
- University Center Partners
- Web Committee
- Computer Support
- Management Information Systems,
- Enterprise Systems,
- Emergency Preparedness Workplan Committee.

## INSTRUCTION

### VICE PRESIDENT, INSTRUCTION

- Sabbaticals
- CETL (Center for the Excellence in Teaching & Learning)
- Academic Staffing (see appendix E for chart)
- Community Services
- Educational Travel Advisory Committee
- School Deans
- Representation to the Curriculum Committee
- Public Safety
- ISP
- Student Learning Outcomes Steering Committee

## STUDENT SERVICES

### VICE PRESIDENT, STUDENT SERVICES

- Commencement
- Student Success and Support Program
- Parking
- Petitions/Standards

- Grade Grievance Committee
- Advisory Committees –DSPS, EOPS,
- Textbook Committee
- Campus Safety
- Honors
- Academic Calendar
- Student Conduct Committee
- General Grievance Committee
- Incident Command Team.

## CANYON COUNTRY CAMPUS, INSTITUTIONAL RESEARCH AND PLANNING, AND GRANTS

### VICE PRESIDENT, CANYON COUNTRY CAMPUS AND GRANTS DEVELOPMENT

- Executive Cabinet Grants Review
- Grants Workgroup
- Student Equity Workgroup
- Institutional Research and Planning Team (IRPIE)
- Canyon Country Campus Team
- Institutional Review Board
- Administrative Unit Outcome Committee

## NEED ADDITIONAL INFORMATION?

For detailed description and focus of each of the operational teams, contact the administrator responsible for facilitating communications with each group. Each operational team and administrator can convene ad hoc committees on an as-needed basis. These committees report as determined by administrative procedures.





## AD HOC & ADVISORY TASK FORCES



### TASK FORCES

Another key to effective organization is being able to get the job done efficiently and effectively. To that end, task forces can be created as temporary “operational teams” to meet specific purposes relating to broad-based, college-wide issues and/or professional matters. All task forces exist to complete studying and handling of particular issues and are disbanded when their job is done.

Each task force will be composed of representatives from the appropriate body or bodies in the college community which will help to make it as functional as possible.

Task forces can be created by:

- At the direction of the Chancellor or an Executive Cabinet member; or
- At the request of the College Planning Team.

Recommendations from task forces shall be forwarded to the Chancellor, College Planning Team and/or appropriate body(ies).

### ADVISORY TEAMS

Advisory teams exist to provide input and technical assistance to staff members who are responsible for program implementation. Some of these teams are required by law (DSP&S, EOPS) while others exist at the local discretion of the department. Unless proscribed otherwise by law, these advisory groups will be formed under the leadership of the program coordinator/manager/administrator who desires the input and advice of persons who have expertise in, and/or connection to, external entities with related interest.

# APPENDICES

<b>A1-A47</b>	<b>APPENDIX A</b> Overview of AB 1725: History, Scope of Authority, Questions & Answers Participating Effectively in Governance Committee Operational Procedures Organizational Charts
<b>B1-B4</b>	<b>APPENDIX B</b> Policies Regarding Collegial Consultation
<b>C1-C3</b>	<b>APPENDIX C</b> Civility and Campus Climate
<b>D1-D2</b>	<b>APPENDIX D</b> General Comments Regarding Collegial Consultation Process
<b>E1</b>	<b>APPENDIX E</b> Classified Staffing Committee and Academic Staffing Committee Charts
<b>F1-F16</b>	<b>APPENDIX F</b> Hiring Procedures
<b>G1-G2</b>	<b>APPENDIX G</b> Budget Development and Program Review Process
<b>H1- H2</b>	<b>APPENDIX H</b> Board Policy: How new policies are developed, and existing policies are changed
<b>I-VI</b>	<b>GLOSSARY</b> Definitions of Frequently Used Terms, Acronyms & Concepts

# APPENDIX A

- **Overview of AB 1725: History, Scope of Authority, The Law, Academic Senate Regulations and Q&A**
- **Participating Effectively in District and College Governance**
- **Committee Operational Procedures**
- **Administration Organizational Structure (flow charts)**

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## OVERVIEW OF AB 1725: HISTORY, SCOPE OF AUTHORITY AND Q&A

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*The Legislature passed AB 1725 in 1988 to help transition community colleges away from a K-12 model of governance to a model more in line with the California State University and University of California systems where faculty have direct involvement in the governance processes. It required collegial consultation in the decision-making process, giving faculty, staff and students the right to participate effectively in district and college governance and giving academic senates primary responsibility for making recommendations in the areas of curriculum and academic standards. Following is an overview of this landmark legislation, along with specific information about how it is implemented*

### HISTORY OF AB 1725

- 1984 • CEOs call for review (January)
- Legislature establishes: Commission for Review of Master Plan - Legislative Joint Committee
  - Initial study of CC
- 1985 • Committees, studies, consultants and hearings
- Californians for Community Colleges “Toward Excellence”
- 1986 • Legislative Committee report (January) “Building California’s Community Colleges”
- 1987 • Commission report on CC (March) “The Challenge of Change”
- 1988 • AB 1725 signed by Governor (September) - Assembly: 74-1; Senate: 38-0
- 1989 • \$70 million added to base funds
- 1989 • \$70 million more to base

### SCOPE OF AUTHORITY

#### DEFINITION

Collegial consultation, simply stated, is shared involvement in the decision-making process.

- Does not necessarily imply total agreement.
- Same level of involvement by all participants is not necessary.
- Ultimate responsibility for decisions rests with Board of Trustees.

#### CHALLENGES

Collegial consultation can present challenges that must be addressed to avoid or minimize problems.

Such challenges include:

- participation by individuals with limited expertise;
- requiring time away from other demanding duties of job;
- can require considerable time;
- requires shared accountability;
- differing expectations and understanding of the process; and
- potential conflict if the board rejects a recommendation.

“The concept of Collegial Consultation can be envisioned as a continuum, including a range of approaches from consultation to delegation – depending on the issue and local history.”

“Collegial Consultation is not a simple process to implement – goodwill, thoughtful people, a willingness to take risks and the ability to admit problems exist – can go far toward establishing a positive environment... The central objective should be creation of a climate where energy is devoted to solving crucial educational tasks and not to turf battles over governance.”

– CCCT/CEOCCC Policy Paper, December 1989

## THE LAW

The Board of Governors of the California Community Colleges shall establish “minimum standards” and local governing boards shall “establish procedures not inconsistent” with those minimum standards to ensure:

- faculty, staff and students have the right to participate effectively in district and college governance; and
- the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards. (Education Code Sections 70901 and 70902)

### Recommending Nature of Academic Senate Role:

“The Legislature intended that academic senates retain their recommendatory character – an action that is advisory in nature rather than one having any binding effect. (This is consistent with Ed. Code §70901 definition of an Academic Senate which authorizes their establishment as) “an organization whose primary function is, as the representative of faculty, to make recommendations to the administration of the college and to the governing board with respect to academic and professional matters . . .” – Legislative Counsel of California Opinion Letter, 1991

## ACADEMIC SENATE REGULATIONS

The governing board of a community college district shall adopt policies for the appropriate delegation of authority and responsibility to its college and/or district academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters. Questions and answers regarding scope of authority follow. (Title 5 §53203)

“Consult collegially” means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

1. Relying primarily upon the advice and judgment of the academic senate; or
2. That the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations. (Title 5 §53200)

## VALUE

*Colleges that have a significant level of employee participation in the decision-making process cite a number of benefits:*

- understanding and acceptance of decisions and commitment to their implementation;
- understanding of, and commitment to, objectives;
- less dissent with a participatory process;
- promotion of trust, cooperation, mutual understanding, team identity, and coordination;
- opportunities for conflict resolution; and
- expertise and analytical skills of many.

## QUESTIONS & ANSWERS

The following questions and answers provide helpful information about how the tenets of AB 1725 are practically implemented on a campus.

### TOPIC: SELECTING PROCEDURES

#### QUESTION

Who decides which of the two processes in the regulations (“rely primarily” or “mutual agreement”) should be used?

#### ANSWER

The local governing board. However, it is recommended that the 11 categories of academic and professional matters listed in the regulations be the subject of local discussions during the initial implementation of the regulations, so that all concerned will know, in advance, which issues will be dealt with according to which process. These may then be included in adopted policy.



“Academic and professional matters” means the following policy development and implementation matters:

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 the accreditation processes, including the self study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate (Title 5 §53200)

### **TOPIC: CONSULTING PROCEDURES**

#### **QUESTION**

The regulations list 11 areas defined as “academic and professional matters.” The local board must adopt procedures identifying how it will “consult collegially” in these 11 areas. Those procedures include either to “rely primarily upon the advice and judgment of the academic senate” or to “reach mutual agreement.” Must a local board select only one procedure for addressing all ten of the identified academic and professional matters, or can there be a different approach used for the different matters?

#### **ANSWER**

Either one of the procedures may be used to address each of the 11 areas defined as academic and professional matters; the procedure need not be the same for all 11. It is recommended – although not required – that the specific procedure selected be identified in policy for each of the 11 “academic and professional matters.”

The governing board of a district shall adopt procedures for responding to recommendations of the academic senate that incorporate the following:

1. In instances where the governing board elects to rely primarily upon the advice and judgment of the academic senate, the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate.
2. In instances where the governing board elects to provide for mutual agreement with the academic senate, and agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship require existing policy to be changed, the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal or organizational reasons.

### **TOPIC: BOARD ACTION**

#### **QUESTION**

If the governing board chooses the option to “rely primarily” on the advice of the academic senate in any of the ten defined areas of “academic and professional matters,” is the board required to accept the recommendation of the senate?

## ANSWER

No. Title 5 Regulations clearly state that, in most cases, under the “rely primarily” option, the recommendation of the academic senate will be adopted. However, there are conditions under which the local board may need to make a decision different from the senate’s recommendation.

## QUESTION

A district governing board which chooses the “rely primarily” procedure is normally supposed to accept recommendations of the senate in any of the 11 defined areas of “academic and professional matters” unless there are “exceptional circumstances” and “compelling reasons.”

## ANSWER

The regulations do not define the terms “exceptional circumstances” and “compelling reasons,” and these terms are not intended to have a legal definition. These terms mean that boards must usually accept senate recommendations, and that in instances where a recommendation is not accepted, the board’s decision must be based on a clear and substantive rationale which puts the explanation for the decision in an accurate, appropriate, and relevant context. Boards tempted to reject a recommendation might, instead, ask the senate to reconsider the recommendation in light of the issues that have not been resolved to the board’s satisfaction.

## TOPIC: INVOLVING OTHERS

### QUESTION

Does the term “rely primarily upon the advice and judgment of the academic senate” mean that the governing board should not receive and consider the advice and judgment of others on issues of “academic and professional matters?”

### ANSWER

Either one of the procedures may be used to address each of the 11 areas defined as academic and professional matters; the procedure need not be the same for all 10. It is recommended – but not required – that the procedure selected be identified in policy for each of the 11 “academic and professional matters.”

## STAFF REGULATIONS

The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance.

- Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.
- Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff until it has development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this section.
- The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration. (Title 5 § 51023.5)

## STUDENT REGULATIONS

- Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.

- Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.
  - Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.
  - District and college policies and procedures that have or will have a “significant effect on students” include the following:
    1. grading policies
    2. codes of student conduct
    3. academic disciplinary policies
    4. curriculum development
    5. courses or programs which should be initiated or discontinued
    6. processes for institutional planning and budget development
    7. standards and policies regarding student preparations and success
    8. student services planning and development
    9. student fees within the authority of the district to adopt
    10. any other district and college policy, procedure or related matter that the district governing board determines will have a significant effect on students
    11. policies and procedures pertaining to the hiring and evaluation of faculty, administration and staff
- (Title 5 § 51023.7)

**QUESTION**

Should the advice and judgment of the academic senate be accorded greater weight than the advice and judgment of other groups and constituencies in connection with “academic and professional matters”?

**ANSWER**

Yes. Outside of collective bargaining laws, the intent of the regulations is to ensure that, while all relevant constituencies should have the opportunity to participate, boards must accord the greater weight to academic senates in “academic and professional matters” by “consulting collegially” with the senates, as described in these guidelines.

**TOPIC: GUIDELINE ENFORCEMENT****QUESTION**

Do these regulations have the force of law?

**ANSWER**

Yes. If a district board does not make a good faith effort and does not ultimately abide by these regulations, it would be violation of law.

**QUESTION**

What powers do the Board of Governors have to enforce Title 5 Regulations such as the ones on strengthening local senates?

**ANSWER**

Education Code §70901 mandates that the Board of Governors establish minimum conditions entitling districts to receive state aid. The Board of Governors can withhold funding from any district that does not meet established minimum qualifications.

One of these minimum conditions is adoption of procedures consistent with §53200-53204 of Title 5. Thus, one of the minimum conditions that districts must substantially meet in order to receive state aid is to strengthen local academic senates as per the new regulations.

**PARTICIPATING EFFECTIVELY IN DISTRICT AND COLLEGE  
GOVERNANCE****GUIDELINES**

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**INTRODUCTION**

The following guidelines on local decision-making processes were developed by a joint task force of representatives of the California Community College Trustees (CCCT), Chief Executive Officers of the California Community Colleges (CEOCCC) and the Academic Senate of the California Community Colleges. They have been endorsed by the boards of directors of the CCCT and CEOCCC and by resolution of the Academic Senate. The guidelines augment ones developed in 1992 by a similar joint task force, on which Dr. Van Hook served.

The guidelines are grouped by issue area and are in the form of questions and answers. The questions and answers are not intended to cover all situations that may be encountered, but address questions most frequently raised. In the answers developed, use of the word “should” refers to a good practice, but one that is not required. The word “must” indicates the action outlined is required by law or state regulation.

The purpose of the guidelines is to provide assistance to trustees, CEOs, academic senate leaders, administrators, classified staff and students that will enable them to fulfill the intent of effective participation in local decision making as delineated in state law and Board of Governors regulations.



## I. LOCAL BOARD POLICY ON COLLEGIAL CONSULTATION

### ***1. What is meant by the term “shared governance?”***

“Shared governance” is not a term that appears in law or regulation. Education Code 70902(b)(7) calls on the Board of Governors to enact regulations to “ensure faculty, staff, and students...the right to participate effectively in district and college governance” and, further, to ensure “the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.”

The intent of the Legislature in enacting this section of AB 1725 was “to authorize more responsibility for faculty members in duties that are incidental to their primary professional duties” and to assure that “increased faculty involvement in institutional governance and decision making” does not conflict with faculty rights in collective bargaining (Section 4n). This shared involvement in the decision making process does not necessarily imply total agreement nor does it abrogate the ultimate decision making responsibility of the local governing board.

Title 5 §51023.7 and §52023.5 state requirements for the “effective participation” of students and staff, respectively, in the development of recommendations to the governing board. Title 5 §53203 requires the governing board to “consult collegially” with the academic senate on academic and professional matters (defined in §53200).

Consequently, the more precise terms call for the governing board to assure effective participation of students and staff and to consult collegially with academic senates. Later questions will give guidance on these two processes. The term “shared governance” can take on many meanings and it is suggested that its use be curtailed in favor of the more precise terms.

### ***2. What needs to be done by local boards and academic senates to implement the regulations to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of academic and professional matters?***

The senate and the local board or its designee (usually the chancellor, superintendent/president, or president and senior administration) need to “consult collegially” on the development or modification of the district policy for board action to implement the regulations. This policy can be very general (i.e., a statement that the district will operate according to the provisions of Title 5, Sections 53200-53204) or more specific in terms of how the district carries out the regulations. Different boards and districts may include different amounts of procedural detail in district policy. (However, see recommendations in Questions 4 and 5 on selecting “rely primarily/mutual agreement” options.)

### ***3. In adopting or modifying policy on academic and professional matters, does the governing board have to meet directly with the senate?***

No. The governing board and the senate may each designate appropriate representatives as their voices in the mutual development or modification of policy on academic and professional matters. It is the responsibility of the designees to communicate with their respective constituencies on an ongoing basis so as to best represent them.

### ***4. The regulations list 11 areas defined as academic and professional matters. The local board must adopt procedures identifying how it will consult collegially in these 11 areas. Those procedures include either to “rely primarily upon the advice and judgment of the academic senate” or to “reach mutual agreement.”***

***Must a local board select only one procedure for addressing all of the identified academic and professional matters or can there be a different approach used for the different matters?***

Either one of the procedures can be used to address each of the 11 areas defined as academic and professional matters; the procedure need not be the same for all eleven. It is recommended, although not required, that the specific procedure selected be identified in policy for each of the academic and professional matters.

***5. Who decides which of the two processes in the regulations (“rely primarily” or “mutual agreement”) should be used on a given issue related to academic and professional matters?***

The local governing board. However, it is recommended that the 11 categories of academic and professional matters listed in the regulations be the subject of local discussions so that all concerned will know in advance which issues will be dealt with according to which process. These may then be included in adopted policy.

***6. Why is it recommended that the governing board policy specify either the “rely primarily” or “mutual agreement” mode of collegial consultation for each of the eleven academic and professional matters?***

In preparing recommendations to the governing board, it is necessary that all parties know in advance their responsibilities for determining recommendations. It is important for the governing board to communicate its expectations for the process of developing recommendations. Prior agreement on process has the advantage of allowing the board to focus on the content of recommendations rather than on procedural details.

## **II. ACADEMIC AND PROFESSIONAL MATTERS**

***7. The regulations list 11 areas defined as “academic and professional matters.” What is the scope of each of the academic and professional matters?***

The intent of the list of academic and professional matters is to state more specifically the breadth of the legal requirement for the academic senate to assume primary responsibility for making recommendations on “curriculum and academic standards” [Ed. Code ‘70902(b)(7)]. These guidelines do not attempt to further define the list of academic and professional matters. Often it is the context of the issue which determines if it is an academic and professional matter. To assist in this determination, the companion document “Scenarios Illustrating Effective Participation in District and College Governance” gives examples of particular issues and good practice for their resolution through collegial consultation. Furthermore, the 11th item allows the academic senate and the governing board to mutually agree on adding other issues as being subject to collegial consultation.

Academic senates, along with governing boards and their designees, are encouraged to establish processes through which the status of any issue as an academic and professional matter is determined.

***8. Is it helpful to have a process by which issues are determined to be an academic and professional matter?***

Yes. Because academic and professional matters are broad in scope, it is important that colleges and districts have an agreed-upon mechanism for clarifying when an item is an academic and professional matter and thus requiring collegial consultation. Good practice for developing this mechanism involves agreement between the academic senate or its representative(s) and the Board or its designee.

***9. One of the 11 areas of academic and professional matters is district and college governance structures, as related to faculty roles. Must the district consult collegially on the administrative organization chart of the district and/or college?***

No. How the administration is organized may be a matter for wide participation by the affected parties but is outside the scope of the district’s responsibility to consult collegially with the senate. However, organizational changes which affect academic and professional matters such as curriculum or faculty role in governance would require consultation with the academic senate.

***10. Another one of the 11 areas of academic and professional matters is “processes for institutional planning and budget development.” Does this regulation relate to the institutional plans and budgets themselves, or only to the process by which plans and budgets are developed for presentation to the board?***

The regulation relates only to the process. The academic senate is to be consulted collegially in shaping the processes used for developing the plans and budgets to be acted upon by the governing board. The board is not required to either “rely primarily” on the senate’s recommendations or reach mutual agreement with the senate on the plans and budgets themselves.

### **III. MUTUAL AGREEMENT AND RELY PRIMARILY**

***11. If the governing board chooses the option to “rely primarily” on the advice of the academic senate in any of the eleven areas of academic and professional matters, is the board required to accept the recommendation of the senate?***

No. Title 5 regulations clearly state that in most cases under the “rely primarily” option the recommendation of the academic senate will be adopted. However, there are conditions under which the local board may need to make a decision different from the senate’s recommendation. (The circumstances covering such a decision are addressed in the next question.)

***12. A district governing board which chooses the “rely primarily” procedure is normally supposed to accept recommendations of the senate in any of the eleven areas of academic and professional matters unless there are “exceptional circumstances” and “compelling reasons.” What do these mean?***

The regulations do not define the terms “exceptional circumstances” and “compelling reasons,” and these terms are not intended to have a legal definition outside the context of this law. (However, these regulations do have the force of law. See Question 35.) These terms mean that boards must usually accept senate recommendations, and that in instances where a recommendation is not accepted the reasons for the board’s decision must be in writing and based on a clear and substantive rationale which puts the explanation for the decision in an accurate, appropriate, and relevant context.

Boards tempted to reject a recommendation might, instead, ask the senate to reconsider the recommendation in light of the issues that have not been resolved to the board’s satisfaction or in cases in which the clarity, accuracy or completeness of the recommendation needs improvement.

***13. A district governing board which chooses the “mutual agreement” procedure is supposed to reach written agreement with the senate in any of the eleven areas of academic and professional matters. When may the board act if it is not able to reach mutual agreement with the academic senate?***

If there is no existing policy, the regulations say the board may act without reaching mutual agreement if there are “compelling legal, fiscal or organizational reasons” why it must do so. Again, the word “compelling” is not defined in the regulations and is not intended to have a legal definition outside the context of this law. (Again, the regulations have the force of law. See Question 35.) It means that in instances where mutual agreement with the senate is not reached, a board decision must be based on a clear and substantive rationale that puts the explanation for the decision in an accurate, appropriate and relevant context.

**14. When there is an existing policy, is the board permitted to act without mutual agreement?**

Generally, no. If there is an existing policy, that policy simply stays in effect until mutual agreement is reached. However, there may be cases when the existing policy “exposes the district to legal liability or causes substantial fiscal hardship.” In these circumstances, a board may act without reaching mutual agreement provided that it has made a good faith effort to reach agreement and has “compelling legal, fiscal or organizational reasons” to act (as the term “compelling” is described in the previous question) without waiting any longer for agreement.

**15. The “mutual agreement” procedure appears to contain de facto ability to block changes in policy when an existing policy is in place by failing to agree to needed action. What would happen if this occurs?**

It would be bad faith to use the regulations in order to block changes in policy when an existing policy is in place by failing to agree to needed action. If a board refuses or fails to participate or consult constructively in the attempt to reach mutual agreement, a senate may choose to initiate the technical assistance process delineated in the Academic Senate/CCLC document “Assistance to Assure Effective Participation in District and College Governance.” On the other hand, if the senate attempts to use the regulations process to block board action by refusing or failing to participate or consult constructively, the board and chief executive officer may seek help through the technical assistance process as well.

**IV. IMPLEMENTING THE COLLEGIAL CONSULTATION PROCESS****16. Once board policies on collegial consultation and effective participation have been approved, how can the implementing procedures, structures and committees be developed to ensure the process follows the intent of policy?**

Adoption of the governing board policy on collegial consultation is only the first step in complying with the regulations. Procedures, structures, and committees must be reviewed and revised to implement the policy.

The academic senate and the governing board designee should examine existing structures that deal with academic and professional matters. Those committees which are already charged with academic and professional matters, such as curriculum and staff development, should be reviewed to assure that their structures and charges are appropriate. (See Question 17 on committee structure.) Where committees may not exist to deal specifically with an academic and professional matter, a new committee may be needed or, perhaps, the charge of a related committee can be modified. For example, the matriculation advisory committee might be charged with developing proposals for student preparation and success.

Throughout this document, the work products of committees pertaining to academic and professional policies and procedures will be referred to as “proposals.” These proposals are available for review by college groups as part of the process to assure effective participation of those affected by such proposals. As part of their reporting processes, committees forward these proposals to the academic senate for consideration and refinement. After approval by the senate, the “proposal” becomes a “recommendation” of the academic senate. Beyond their charge to develop such proposals, committees also may be involved in implementation of existing policies and procedures. (See Question 19 for a distinction among policy, procedure, and implementation.) For example, curriculum committees implement curriculum policies by reviewing proposals for new and revised courses. In all procedures, structures, and committees, students and staff should be assured of effective participation in matters which affect them. (See Questions 31 and 32 for more on effective participation of staff and students.)



***17. What essential elements need to be defined in order to ensure that the committee structure, used in collegial consultation and to provide effective participation, is functional?***

It is recommended that the charge to a college committee be clearly defined. This permits matters within the scope of the charge to be handled by the committee without overlapping responsibilities with other groups.

A clear charge also lessens the tendency to create a new committee for every new issue. (For use of a college council to do issue management for committee referrals, see the next question.)

Committees should have definite membership. Members should be chosen for their expertise and area of responsibility, not just to represent a constituent group. For each place on the committee the following should be specified: appointing body, term length, and voting status (if votes are to be taken).

The expected reports or other work products should be delineated, including to whom the reports are submitted. Committee proposals for policies and procedures on all academic and professional matters should be submitted to the academic senate as well as being available for review by other affected groups.

(See the previous question regarding how a committee proposal becomes an academic senate recommendation.) Operation of the college committee structure takes a commitment of the time and effort of the participants as well as a commitment of resources by the institution. All parties should weigh carefully the developmental needs of the college. To the extent possible, there should be consideration of and accommodation for the time required for student, faculty and staff participation which may be above and beyond their regular duties. Examples of accommodation include convenient times and locations of meetings, reassigned time, and granting of flexibility in work schedules. Consideration is also needed for technical and clerical support for committees with special needs. Operational requirements should not be ignored: Written minutes should be kept of all committee meetings.

Meeting times should be arranged so that all members are available. Agendas should be distributed with adequate time (and all needed reference materials) for members to prepare for meetings. Orientation and training of members should be provided regularly.

***18. Some institutions have college or district coordinating councils consisting of representatives of the academic senate, unions, classified staff, administrative staff and students. What is the role of such a council within the dictates of the law and regulations?***

Neither the law nor regulations call for any specific committees or structures, nor is a coordinating council prohibited. Many colleges have found coordinating councils useful, but some cautions are warranted.

A forum for communication on common issues and for reporting group activities are important functions coordinating councils can play. Often a particular matter may have implications for other groups that are not evident without discussion.

Issue management can be another useful activity for such councils. Broaching topics when they initially arise can give all parties the opportunity to participate in devising a common strategy for addressing that topic. It can be within this forum that the academic senate may identify issues which are academic and professional in nature.

These discussions can assure that topics are properly referred to the committee charged with handling that matter. Coordinating councils also provide a venue to resolve conflicts that may arise as issues work their way through the governance process.

However, a coordinating council is not the appropriate body to make recommendations to the governing board or designee on academic and professional matters. These issues are appropriately within the purview of the academic senate. Furthermore, care should be taken in placing decision-making authority in the hands of coordinating councils. The strength of participatory governance lies in recommendations being made by those who have the necessary expertise and are most affected by the decision.

**19. The law and regulations use the terms “district and college governance,” “policies,” “policy development and implementation” and “policies and procedures.” What are the distinctions among policy, procedures and implementation?**

Distinctions among policy, procedures, and implementation are not exact, and specific delineations should be made locally on a case-by-case basis. That said, some generalizations may be useful.

Policies give the college general direction to accomplish its mission. They create the context for action as well as foster a positive climate in which change can occur. Policies delineate the conditions which procedures must meet and state the expectations for what is to be accomplished. They are of a sufficient scope and significance that they are adopted by public action of the governing board. Procedures define the steps to be taken to carry out a policy. They specify those responsible for carrying out each step and may include a timeline by which tasks are to be completed. Implementation means carrying out the steps called for in the procedure.

**20. For those matters which the governing board delegates to the chief executive officer, does collegial consultation still apply? Is the governing board still responsible to assure the effective participation of affected groups?**

Yes to both questions. Ed. Code §70902(d) gives the governing board authority to delegate certain responsibilities to groups or individuals employed within the district. Those to whom those responsibilities are delegated must themselves consult collegially with the academic senate on academic and professional matters. Before agreeing to delegation, boards should carefully consider whether decisions are of a nature that they should be made in the public forum of the board meeting. Note that the Brown Act, Government Code §54950-54962, specifically requires open meetings of groups to whom boards have delegated authority, such as the academic senate.

Even on matters delegated to others, the governing board still maintains the responsibility to assure effective participation of students, faculty, and staff. The academic senate still retains its right to place issues on the board agenda and to present its views to the board (Title 5 §53203), with the understanding that reasonable, accepted procedures will be followed.

**21. What features characterize an effective collegial consultation process?**

Collegial consultation requires mutual understanding among the faculty, administration, and the governing board. Such understanding requires an awareness of interdependence, a commitment to communication, and the exchange of ideas as well as a commitment to joint action in the interests of solving educational problems or setting educational policy.

There is no one best method for implementing collegial consultation. Each college tends to develop a culture of its own within which collegial consultation takes place. Nevertheless, a few features seem to be common among those colleges with effective processes.

One such feature is a clearly defined governance structure that includes an organizational chart, charges of the councils or committees, and defined memberships and processes. A regular program should be established for old and new members of the governing board, administration, and faculty to acquaint them with the principles and practices of the collegial consultation structure. When everyone understands how the process works, and the structure is used consistently, it allows for success.

Communication is also a hallmark of a good collegial consultation process. Venues are created for key leaders to discuss matters in formal settings such as a coordinating council. (See Question 18 in the Senate/CCLC document on the role of councils.) Informal meetings can be held between key leaders between formal meetings to further understanding, but official conclusions should be a part of the formal process. All participants must make a conscientious effort to keep one another informed.

The need for trust will often be raised in the context of shared decision-making. Trust is fostered when well-established principles and practices of collegiality are adhered to by all. In addition, trust can be built by creating opportunities for individuals to establish professional relationships in a variety of venues.

Collegial consultation works best in well-run districts where expertise and delegation of authority is respected, and where representatives are open and honest and are committed to working together for the benefit of the students.

***22. Can a CEO make faculty appointments to committees, task forces or other groups dealing with academic and professional matters?***

No. Title 5 §53203(f) requires that appointments of faculty to groups dealing with academic and professional matters be made by the academic senate after consultation with the CEO or designee. Furthermore, consultation is required in establishing committees if the purpose of the committee is to develop policy or procedures related to an academic and professional matter or as part of the basic governance structures set forth in the board's policy on collegial consultation (see Chancellor's Office Legal Opinion M 97-20, 10/23/97).

***23. What do the law and regulations say about participation in collegial consultation of college and district senates in multi-campus districts?***

Delegation of authority and responsibility by a governing board under Title 5 §53203(a) can be to its college senate, district senate, or both. In districts with a district senate established pursuant to Title 5 §53202, governing boards may establish policies delineating collegial consultation with college senates only, district senates only, or to both.

When collegial consultation involves both college and district senates, distinction should be made between recommendations that involve college matters only and those which have district scope. This is a local matter to be worked out among the senates and the board or its designee(s). It is recommended that on district matters the board specify the chancellor as its designee and on college matters the designee be the college president.

***24. How can the timelines of collegial consultation be respected while addressing opportunities and requirements to which a college must respond quickly?***

Development of effective policies and procedures takes time. Issues requiring the development or revision of policies and procedures should be identified as early as possible and the consultation process initiated right away. Development of proposals in isolation which are then brought into consultation is not a productive methodology. Prolonged debate without constructive recommendations needlessly extends resolution of the issue. All parties should agree to reasonable timelines at the beginning of the consultation process. Particularly stressful is the need to make a decision in a short timeframe imposed by external considerations. Districts which seem to handle these situations best are those which have a comprehensive planning process. If the institution has foresight and agreed upon goals and objectives, it is likely that new challenges can be more quickly integrated into the district's plans. An atmosphere of trust in the leadership is critical as well, considering that recommendations on items with short deadlines often necessitate the academic senate president and college president collaborating without opportunity to obtain full input from the various constituents. Even in such circumstances, it is expected that the actions of both presidents will not be inconsistent with the established positions of their respective groups.

**V. ROLES OF THE ACADEMIC SENATE AND EXCLUSIVE BARGAINING AGENT**

***25. Can the local board choose the academic senate to be the organization that represents faculty in matters that have previously been collectively bargained or are within the legal scope of bargaining? Can the local board accept recommendations from the academic senate or reach agreements with the academic senate which contradict a collective bargaining agreement?***

The answer to both questions is no. The governing board may not legally delegate to the senate any responsibilities or functions which belong to the exclusive representative. AB 1725 did not change collective bargaining law (i.e., the Educational Employment Relations Act, Government Code Section 3540 et sec.) nor the legal scope of bargaining.

The regulations specifically point out that nothing in the Board of Governors' regulations may be construed to "detract from any negotiated agreements between collective bargaining and district governing boards."

***26. Can a board and union through a collective bargaining agreement change a policy previously adopted by a board based upon recommendation of the academic senate or mutually agreed to with the academic senate?***

Yes. Matters appropriately within the scope of collective bargaining may be negotiated between collective bargaining representatives and district governing boards regardless of previous policies. Citing the EERA in GC §3543.2(a), "The scope of representation shall be limited to matters relating to wages, hours of employment, and other terms and conditions of employment." These terms and conditions are then enumerated in the Act.

Furthermore, exclusive bargaining agents have the right to "consult on the definition of educational objectives, the determination of the content of courses and curriculum, and the selection of textbooks..." However, the EERA does not supersede Education Code provisions and, as stated in GC §3540, "shall not restrict, limit, or prohibit the full exercise of the functions of any academic senate or faculty council established by a school district in a community college to represent the faculty in making recommendations to the administration and governing board of the school district with respect to district policies on academic and professional matters, so long as the exercise of the functions does not conflict with lawful collective agreements."

***27. May the collective bargaining agent delegate matters within the scope of bargaining to the local senate and may the senate delegate matters within the scope of the eleven defined areas of academic and professional matters to the collective bargaining agent?***

Yes, to the extent permitted by collective bargaining laws. The regulations state that the intent is to "respect agreements between academic senates and collective bargaining representatives..."



## VI. STUDENTS AND STAFF

**28. Does the phrase “rely primarily upon the advice and judgment of the academic senate” mean that the governing board should not receive and consider the advice and judgment of others on issues of academic and professional matters?**

No. Indeed, there are other regulations and laws which address the participation of the public, students, staff and unions in district governance.

Title 5 §51023.7 requires the governing board to “adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance.” Students are to participate in “formulation and development” of policies and procedures that have a “significant effect” on them. The regulation lists 10 areas of such significant effect, most of which are quite similar to the senate’s academic and professional matters. Boards are not to act unless students have had the opportunity to participate, with the exception of “unforeseeable, emergency situations” and shall give positions of the students “reasonable consideration.” The regulation states the intent that boards are to respect the agreements with senates and unions while working with students.

Title 5 §51023.5 requires the governing board to “adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance,” However, areas that affect staff are not defined in the regulation but remain matters “that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.”

The role of the exclusive bargaining agents is explicitly protected in Title 5 and is cited in the Educational Employment Relations Act. (See Section 3543.2 of the Government Code.) The public is granted access to the governing board through the open meeting provisions of the Brown Act. (See Government Code Sections 54950-54962.)

**29. What are good practices to assure effective participation of students and staff in the process of formulating recommendations which affect them?**

Student participation can be strengthened in several ways. Student leaders can work with the college leadership to identify committees whose charges incorporate the ten areas of significant effect on students. Student membership can be specified on those committees. The names of those who will participate on committees can be identified early in the year. It is important that committees meet at regularly scheduled times convenient to students interested in being members. Student members can benefit from orientation and training and from having an assigned mentor to assist in getting to know the work of the committee. An effective strategy to strengthen leadership skills is to have a student government course as part of the curriculum. Communication between the student government, the academic senate, and other groups can be improved by having liaisons attend one another’s board meetings.

Administrative staff have a role beyond that of the chief executive officer functioning as the board’s designee. It is advised that committees dealing with specific topics have the participation of mid-level administrators in whose areas of responsibility those topics fall. That participation may be as a resource, as a member, or as chair, depending on the local college decision-making process.

Classified staff should participate in the formation and development of policies and procedures on matters which significantly affect staff. Committees and task forces on campus which deal with those issues should have classified staff as members. As with all committee members, classified staff can benefit from orientation and training and from a mentor relationship with a seasoned committee member.

***30. Should the advice and judgement of the academic senate be accorded greater weight than the advice and judgement of other groups and constituencies in connection with academic and professional matters?***

Yes. Subject to Questions 25, 26, and 27, the intent of the regulations is to ensure that, while all relevant constituencies should have the opportunity to participate, boards must accord the greater weight to academic senates in academic and professional matters by consulting collegially with the senates, as described in these guidelines.

***31. What are the responsibilities of the academic senate to obtain input from staff and students on academic and professional matters that have a significant effect on these groups?***

In the creation of the structures, procedures and committees for collegial consultation (see Question 16) provisions must be included for the effective participation of students and staff on matters which affect them. Proposals which come from committees on academic and professional matters are available for review by all college constituencies and are considered in open deliberations at academic senate meetings. When such proposals are heard by the academic senate, every effort should be made to engage affected parties in the deliberations.

In this manner the academic senate will have considered the input of students and staff before making recommendations to the governing board (or its designee) on matters which affect students and staff. Of course, all parties may directly address the board as it deliberates on its ultimate decision.

***32. What can be done to educate all members of the college community participating in the collegial processes concerning the law, regulations, best practices of decision making and the issues under discussion?***

Good practices might include the following: All participants in the governance process should be provided copies of the relevant laws, regulations, and district policies and procedures. It is recommended that each standing governance committee have a handbook of such information as well as reports and minutes generated in previous years. The first annual organizational meeting of each committee should be devoted to orientation and training on the committee charge and procedures. The leadership of constituency groups might get together in a retreat format at the beginning of each academic year to review the governance process, consider priorities for the coming year, and build personal relationships.

**VII. KEEPING PARTICIPATORY GOVERNANCE STRONG*****33. Are effective participation and collegial consultation policies and practices subject to regular evaluation and revision as necessary by the governing board?***

While there is no requirement that such policies be regularly reviewed, it is a good idea. The review process should be mutually agreed upon, and, further, the board policy should specify that recommendations for change should be by collegial consultation with the academic senate (on the board policy affecting the academic senate) and by effective participation of staff and students (on policies affecting them).

It should be possible for any of the parties to initiate the process for review of these policies. It may be the case, for example, that a change in leadership might bring new perspectives to the decision making process that might engender a desire for certain improvements. However, districts should take care that the collegial consultation process is not built on individual strengths that may be idiosyncratic to particular leaders.

***34. How can the academic senate and other constituent groups and the local governing board engage in mutually productive dialogue?***

Engaging in mutually productive dialogue is based on respect, trust and willingness to seek information. Mutually productive dialogue may take place at regular business meetings of the board, at open college and community forums and board study sessions and retreats, and by sharing written information.

Under the provisions of the Brown Act, governing board meetings are open to everyone. All constituent members have the right to address the board on items on its agenda and matters under the board's purview.

Beyond legal requirements, boards should recognize the special role that academic senates and student and staff organizations play in developing recommendations for board action. Following are some suggestions to strengthen that role. Organizational representatives may be seated prominently to facilitate discourse with the board.

Reports from each organization may be regularly agendaized. Items on the board agenda which were developed through significant senate, student, or staff involvement can be jointly presented by the appropriate organizational representatives. Commentary on board agenda items can be solicited from the senate, student, and staff representatives without restrictions such as filling out speaker cards and being subject to short time limitations.

In addition to regular business meetings of the board, other opportunities can be structured for mutually productive dialogue and education. Study sessions, workshops, and college and community forums often provide a more open environment for board members, key community groups, and college leaders to engage in discussion about external trends and broad policy direction and for the board to share its vision and to hear about activities in the district related to achieving the vision and mission. Sessions such as these enable constituent groups to identify and address areas of agreement and concern early in policy discussions.

## **VIII. COMPLIANCE**

***35. Do these regulations have the force of law?***

Yes. If a district board does not make a good faith effort and does not ultimately abide by these regulations it would be in violation of law.

***36. What powers do the Board of Governors have to enforce Title 5 regulations such as the ones on ensuring the right of academic senates to assume primary responsibility for making recommendations in the areas of academic and professional matters?***

Education Code Section 70901 mandates that the Board of Governors establish minimum conditions entitling districts to receive state aid. The Board of Governors can withhold funding from any district that does not meet established minimum conditions. One of these minimum conditions is adoption of procedures consistent with sections 53200 – 53204 of the California Code of Regulations. Thus, one of the minimum conditions that districts must substantially meet in order to receive state aid is to assure the effective participation of local academic senates as per the regulations.

***37. What are the responsibilities of the governing board and chief executive officer to implement the regulations to ensure the effective participation of faculty, staff and students in district and college governance? What obligations does a governing board have to ensure that recommendations regarding academic and professional matters have gone through the collegial consultation process?***

The board must uphold the requirements of Ed. Code 70902(b)(7) and Title 5 §53200-204 (academic senates), §52023.7 (students) and §51023.5 (staff). As the designee of the board, the CEO is likewise bound to carry out these regulations. When considering action on an academic and professional matter, the local governing board must first ascertain that the collegial consultation process has been followed. If not, action on the item would then be delayed until such consultation has been obtained.

***38. If the regulations are violated, will the state Chancellor's Office intervene and/or investigate the case for possible noncompliance?***

Violations of Title 5 regulations may be reported in writing by filing a written complaint with the Legal Affairs Division of the Chancellor's Office. The General Counsel will investigate credible complaints and determine needed corrective action to assure compliance with the regulations.

***39. If a local senate or CEO and governing board feels that it has exhausted all sincere internal efforts to work cooperatively and believes the regulations continue to be ignored, what remedies can be sought?***

The following steps are recommended. EC members – who can develop an introduction paragraph for the committee operational procedures. First, the representative group – the statewide Academic Senate or the Community College League – should be contacted for useful advice and direct support. Secondly, the local academic senate and governing board may mutually request technical assistance through the process established jointly by the Academic Senate and the League. Thirdly, if the local academic senate believes that there is clear noncompliance, it may file a complaint with the Legal Affairs Division of the Chancellor's Office. Finally, the local senate may pursue remedies with the state Attorney General or in court.

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**COMMITTEE OPERATIONAL PROCEDURES**

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- a) Committee recommendations are directed to the individual or to that committee defined as advisory to in the procedures associated with this policy. Dissenting members of a committee shall have the right to present a minority opinion at the same time that the majority opinion is presented.
- b) Unless designated otherwise in the procedures associated with this policy, committee member appointments will be made in the following manner: Faculty members will be appointed by the president of the Academic Senate. Classified staff members will be appointed by the president of the Classified Senate. Student members will be appointed by the president of the Associated Student Government. Other committee members will be appointed by the Chancellor.
- c) Members of standing committees will serve two years, with approximately half of the members being replaced each year, unless the appointing body determines otherwise by appropriate bylaws. Members of ad hoc committees will serve for the duration of the committee, unless the appointing body determines otherwise by appropriate bylaws.
- d) If a member is unable to continue service on a committee for any reason, the member will be replaced through the regular appointment procedure. Persons who are members of committees by virtue of a position or title they hold in an organization may be replaced by that organization. Persons who are members of committees by virtue of management positions or titles may be replaced by the Chancellor, in consultation with respective area managers. Replacement members may be appointed to serve the remaining portion of the term of the member leaving the committee or any shorter period of at least 10 weeks duration.



- e) Each standing committee, with the exception of the Curriculum Committee, Academic Standards Committee and Calendar Committee, elects its own chairperson. The Chancellor may appoint the chairperson of an ad hoc committee or may provide for the committee to elect its own chairperson.
- f) All records of the committee, including minutes and agendas, are maintained by an executive secretary appointed by the Chancellor. The executive secretary may be a current member of the committee or may be appointed as an addition to the committee. If appointed as an addition to the committee, the executive secretary shall not be a voting member of the committee. In the event there is no executive secretary, the chair-person of a committee shall be provided with adequate clerical support needed to fulfill the duties of the chair and the committee.
- g) Committee business will normally be conducted in a spirit of open communication, and not rely on formal parliamentary procedures except when required to keep order. When required, the latest edition of Roberts Rules of Order will govern proceedings. Copies of other procedural rules, if adopted by the committee, shall be provided to committee members and to all groups responsible for appointing members to that committee.
- h) For the purpose of conducting business, a quorum shall be one more than half of the active committee membership.
- i) The committee chairperson may request replacement through regular procedures of committee members missing three consecutive meetings. Members for whom replacement has been requested shall not be considered active members for voting or for purposes of establishing a quorum.
- j) It is expected that most committee determinations can be achieved through consensus and not require reliance on formal voting procedures. Where formal votes become necessary, each committee member shall have one vote. Voting by proxy is not allowed. Votes may be made by voice, roll call or by show of hands. Secret ballots may be used for election of the chairperson and for such other matters as the committee deems appropriate.
- k) Members are encouraged to place germane issues on the committee meeting agenda by notifying the chairperson at least four working days prior to the meeting. The agenda and supporting materials for any action item shall be distributed to committee members at least three working days prior to the meeting. No items may be added to an agenda within the three working days prior to a meeting or during a meeting except in case of an emergency or other compelling cause as determined by a majority of the committee.
- l) Each committee shall maintain written minutes of committee meetings that shall, at a minimum, contain a record of attendance and any action taken by the committee. Copies of the minutes shall be distributed to every committee member. A copy shall also be made available to the Academic Senate, the Classified Senate, the President's Office and the campus intranet. Generally, minutes should be completed and distributed within two weeks of the meeting recorded and always before the next meeting of the committee, when possible.
- m) Each committee shall establish a schedule of meeting dates at its first meeting of each semester. Special meetings may be called by the committee chairperson or by the Chancellor. Except in an emergency, each member shall be given at least three (3) working day notice of a special meeting, including notice of the proposed agenda. When a meeting is to be cancelled, reasonable advance notification shall be provided to committee members, if possible.
- n) Any change in policy/procedures recommended by a committee will be forwarded to the individual to whom the committee is advisory, who may forward it to the Campus Policy Committee for review in accordance with campus policy.

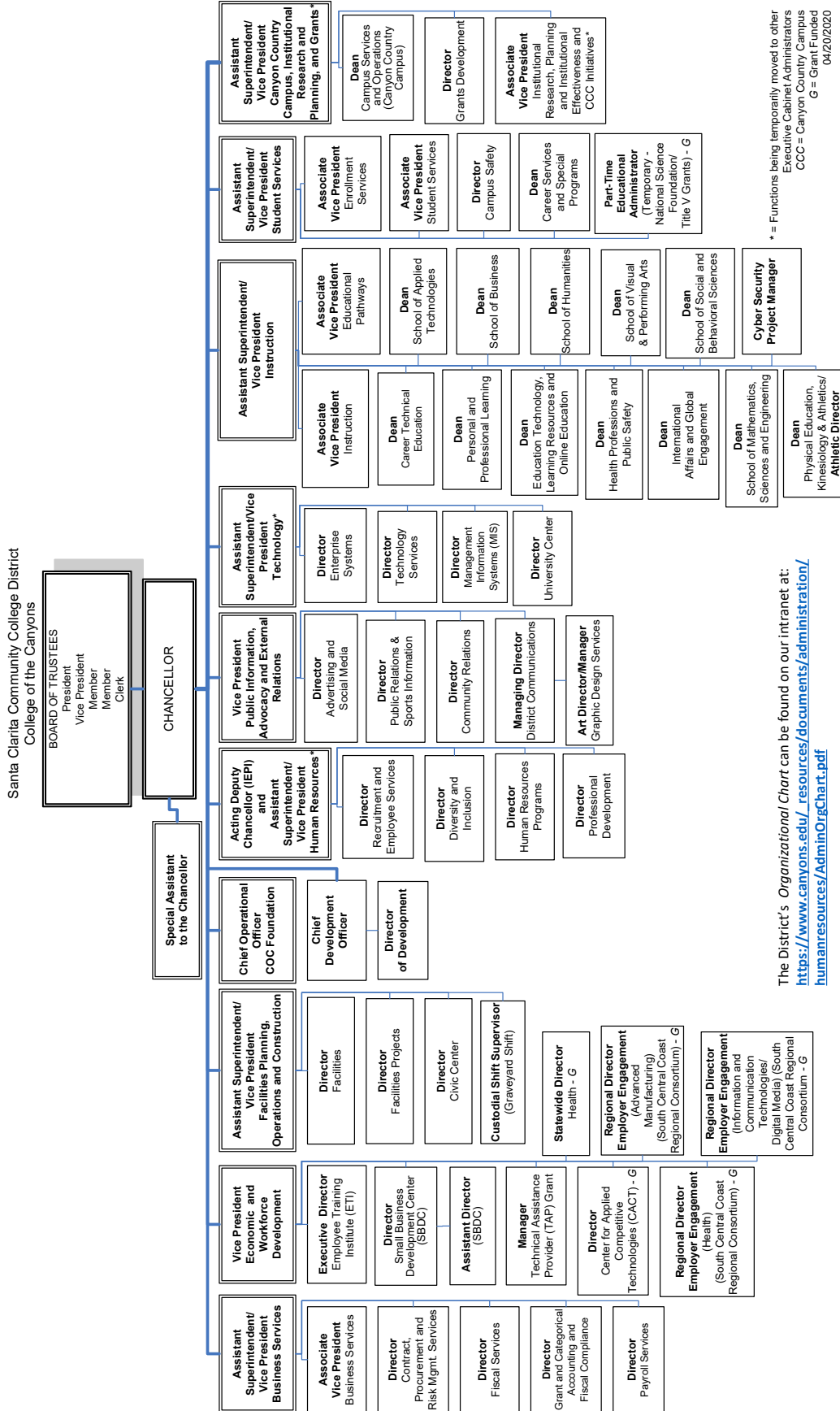


## **ORGANIZATIONAL CHARTS**

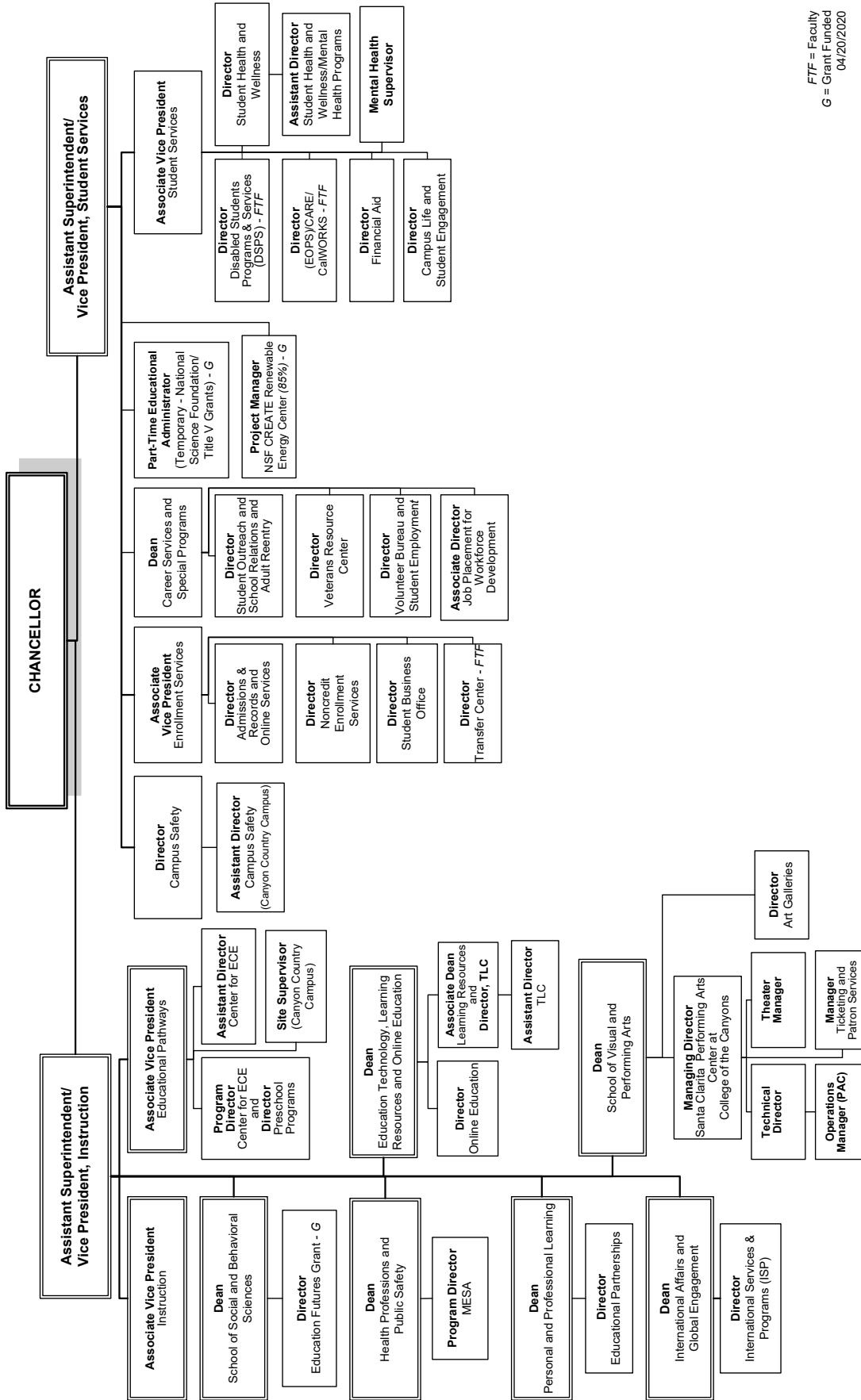
*Organizational charts show department structures, operational teams, reporting relationships, and employee positions of the district, which is helpful in understanding the district's decision-making processes.*

*These Charts are effective November 2020*

# ADMINISTRATIVE ORGANIZATIONAL CHART



INSTRUCTION AND STUDENT SERVICES

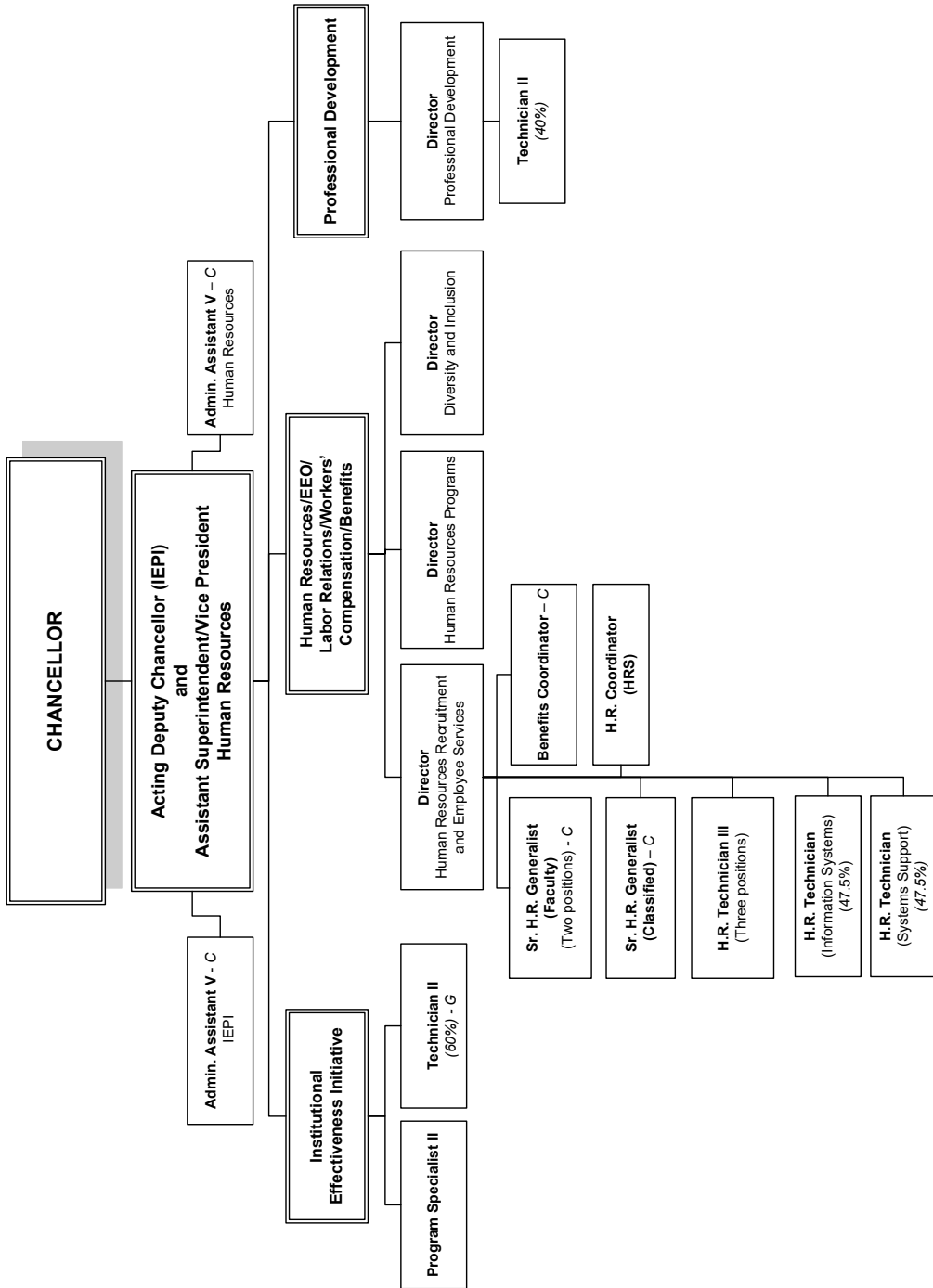


FTF = Faculty  
G = Grant Funded  
04/20/2020



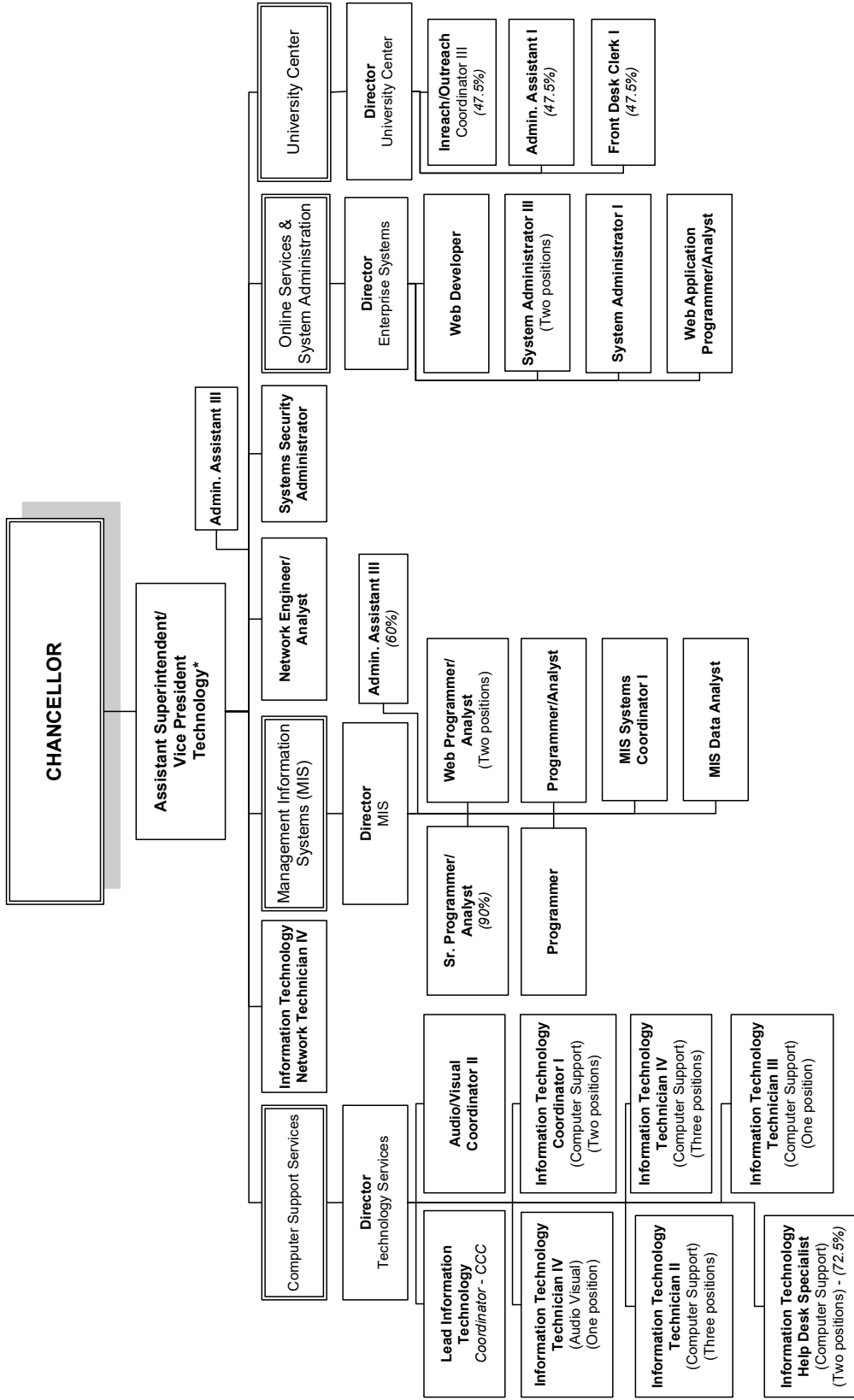


**INSTITUTIONAL DEVELOPMENT AND HUMAN RESOURCES**



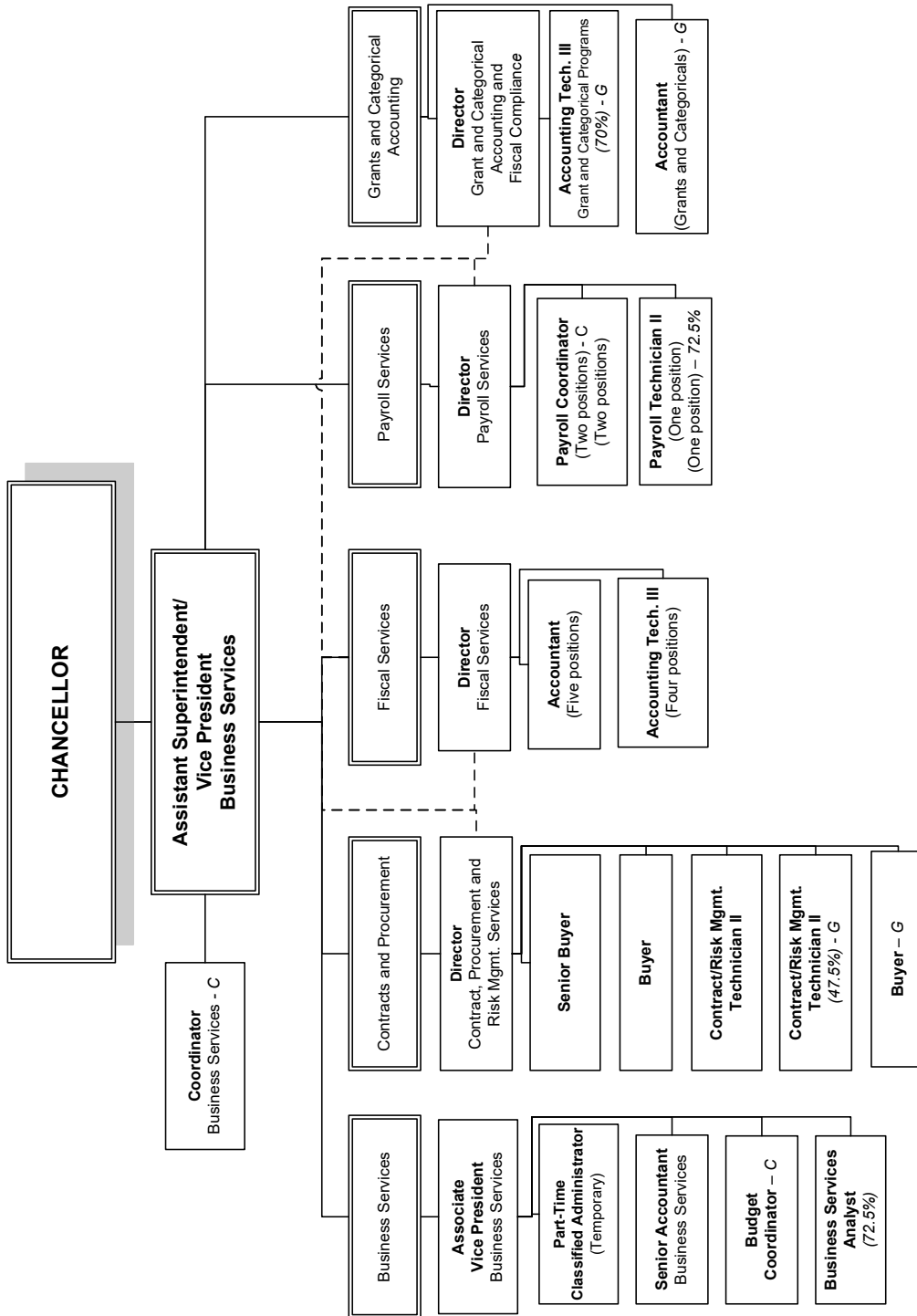
C = Confidential employee  
G = Grant Funded  
04/20/2020

**TECHNOLOGY**  
**AUDIO VISUAL • COMPUTER SUPPORT/ONLINE SERVICES • MANAGEMENT INFORMATION SYSTEMS**



\* = Functions being temporarily moved to other Executive Cabinet Administrators  
 CCC = Canyon County Campus  
 04/20/2020

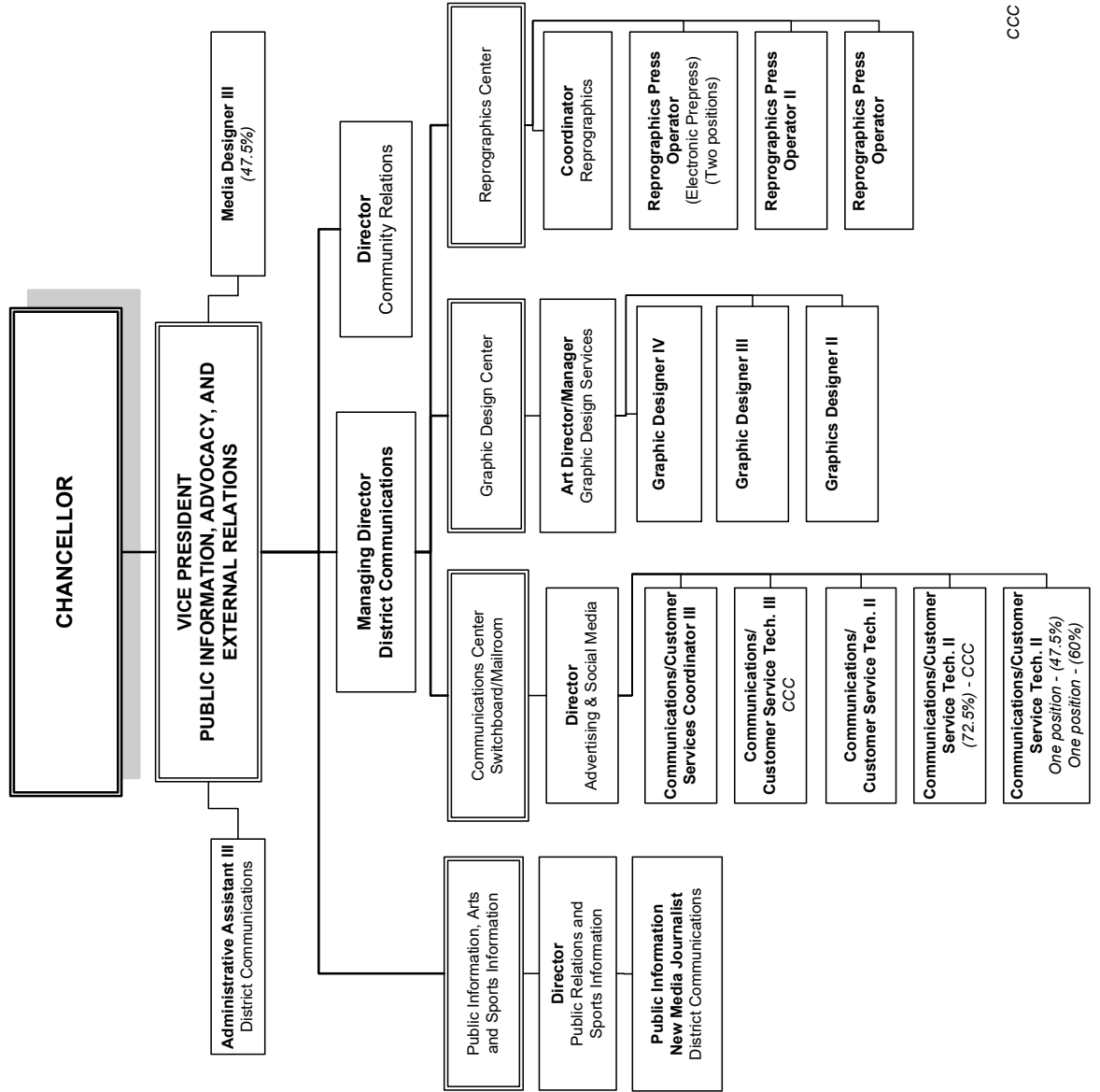
**BUSINESS SERVICES**



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04/20/2020

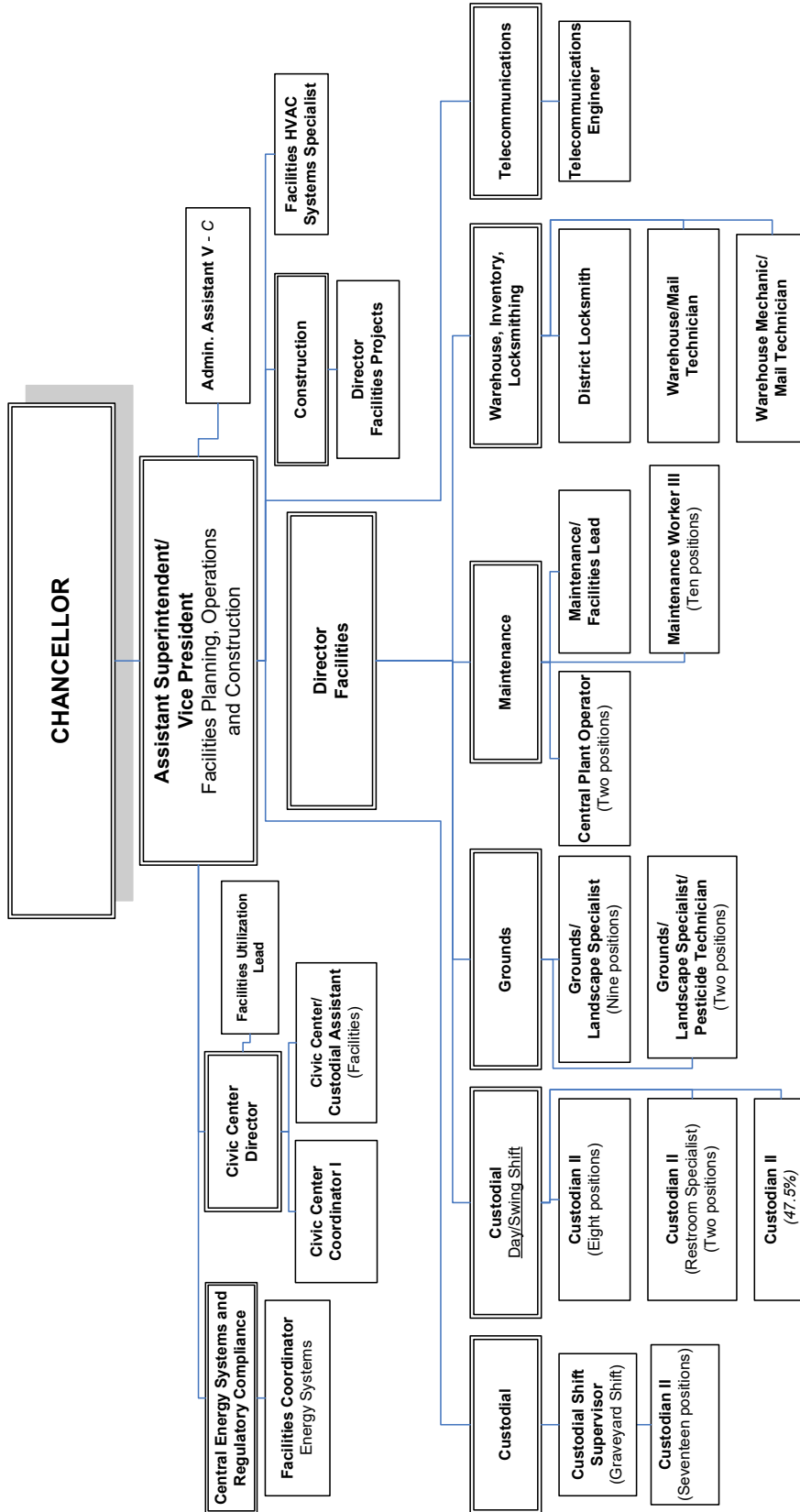


**PUBLIC INFORMATION, ADVOCACY, EXTERNAL RELATIONS AND DISTRICT COMMUNICATIONS**



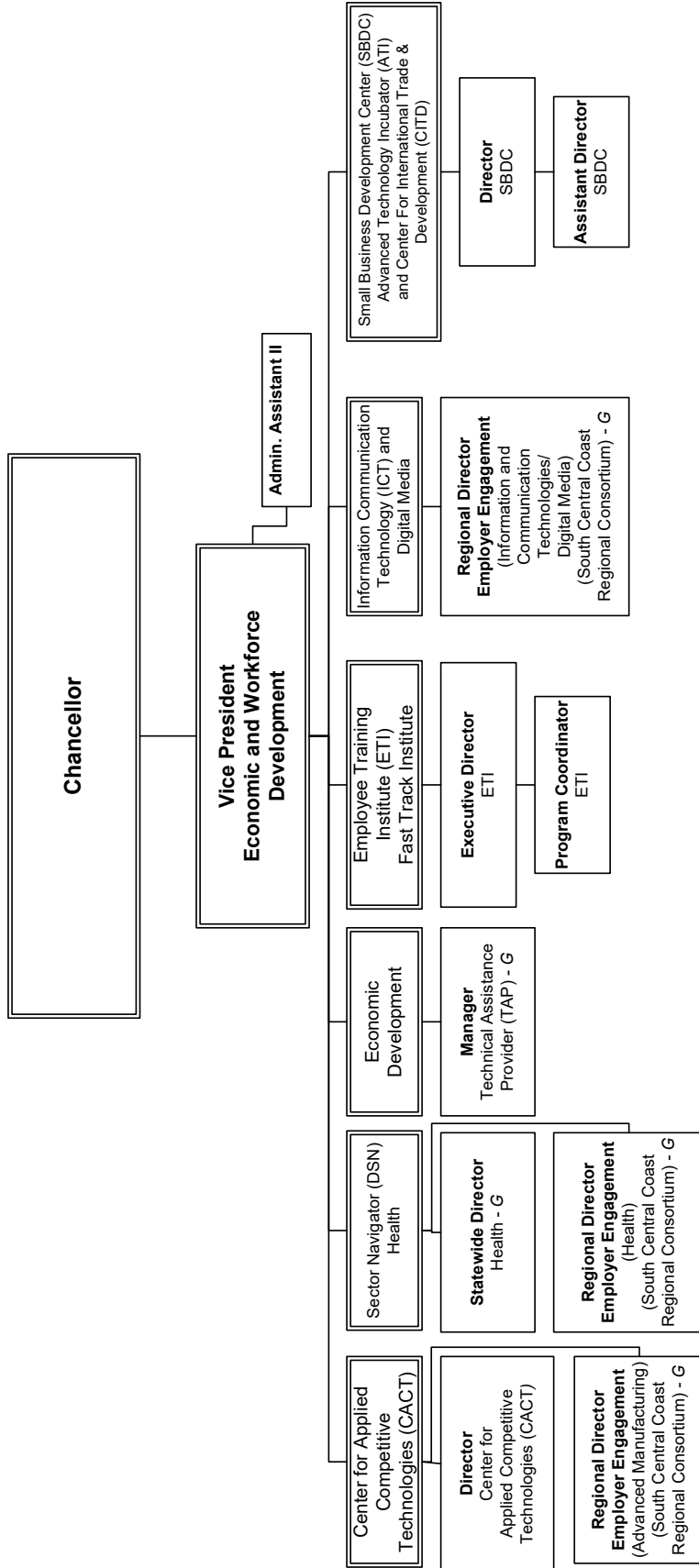
C = Confidential employee  
CCC = Canyon Country Campus  
04/20/2020

**FACILITIES PLANNING, OPERATIONS AND CONSTRUCTION**



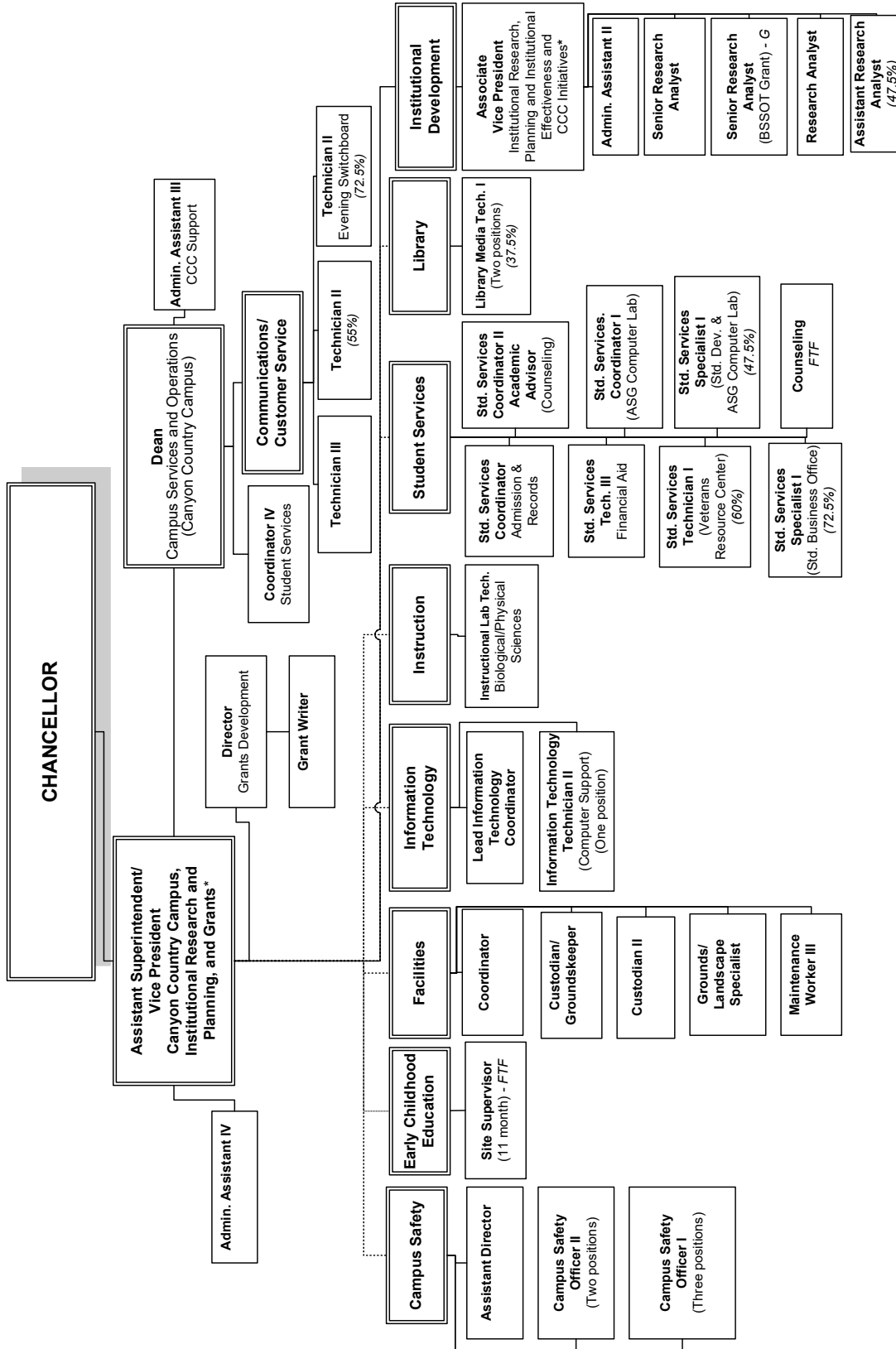
C = Confidential  
 CCC = Canyon Country Campus  
 04/20/2020

**ECONOMIC AND WORKFORCE DEVELOPMENT • CACT • ETI • SBDC**



G = Grant Funded  
04/20/2020

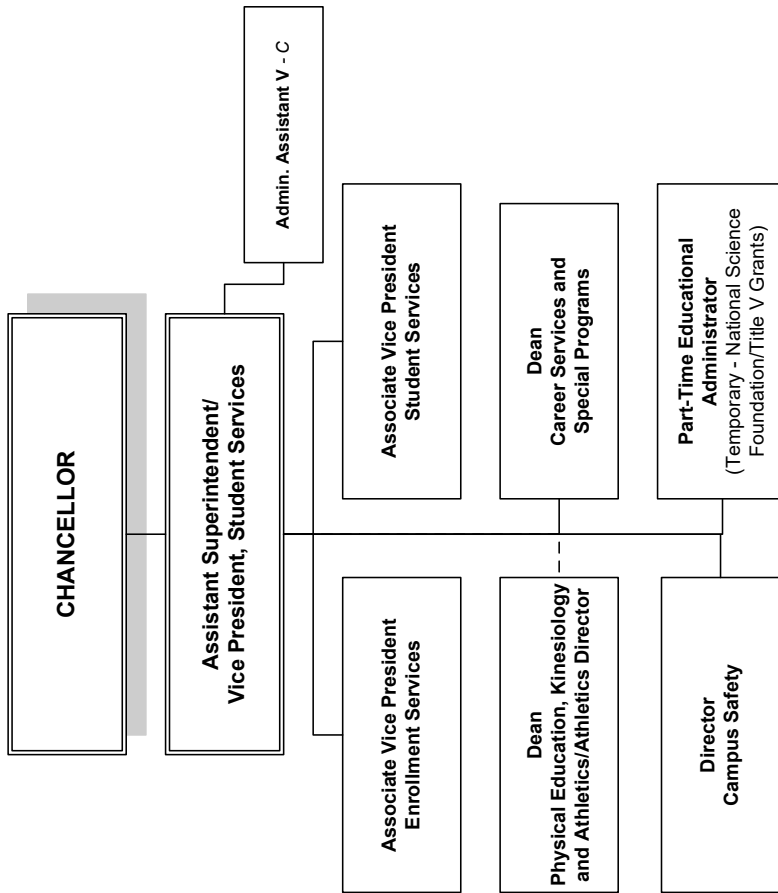
**CANYON COUNTRY CAMPUS, INSTITUTIONAL RESEARCH & PLANNING AND GRANTS**



\* = Functions being temporarily moved to other Executive Cabinet Administrators  
 FTF = Faculty  
 G = Grant Funded  
 04/20/2020

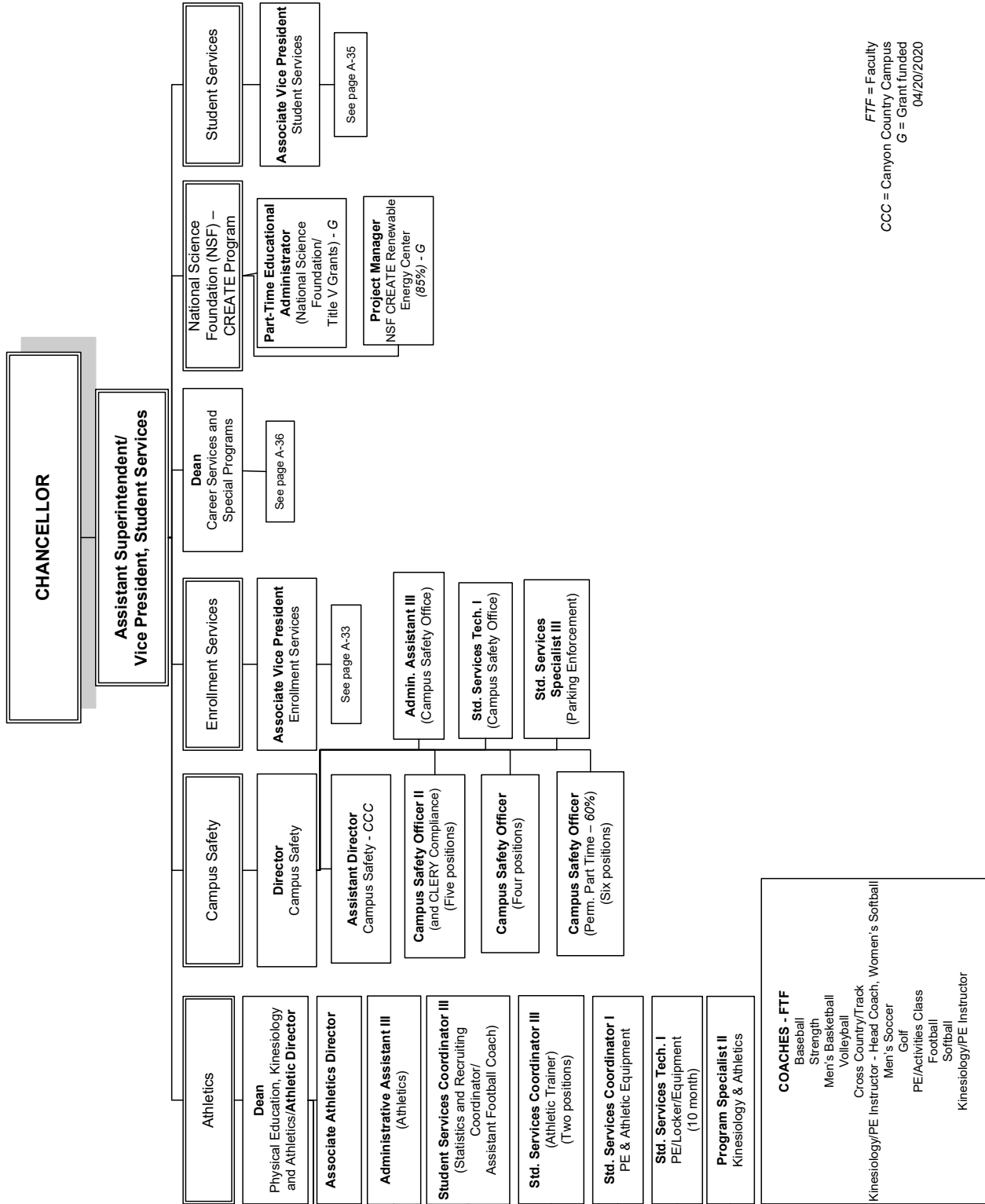


# STUDENT SERVICES



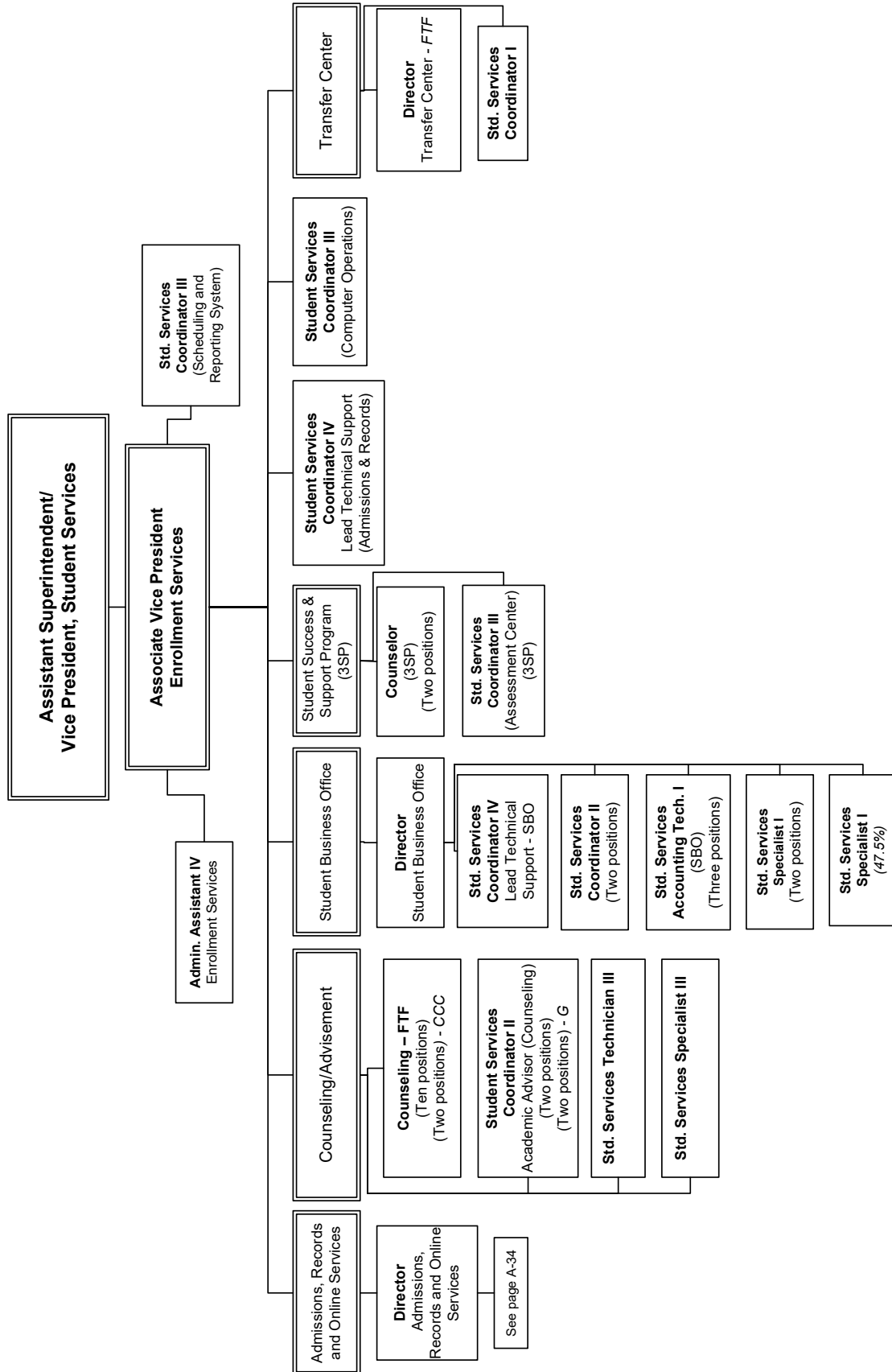
C = Confidential employee  
04/20/2020

STUDENT SERVICES



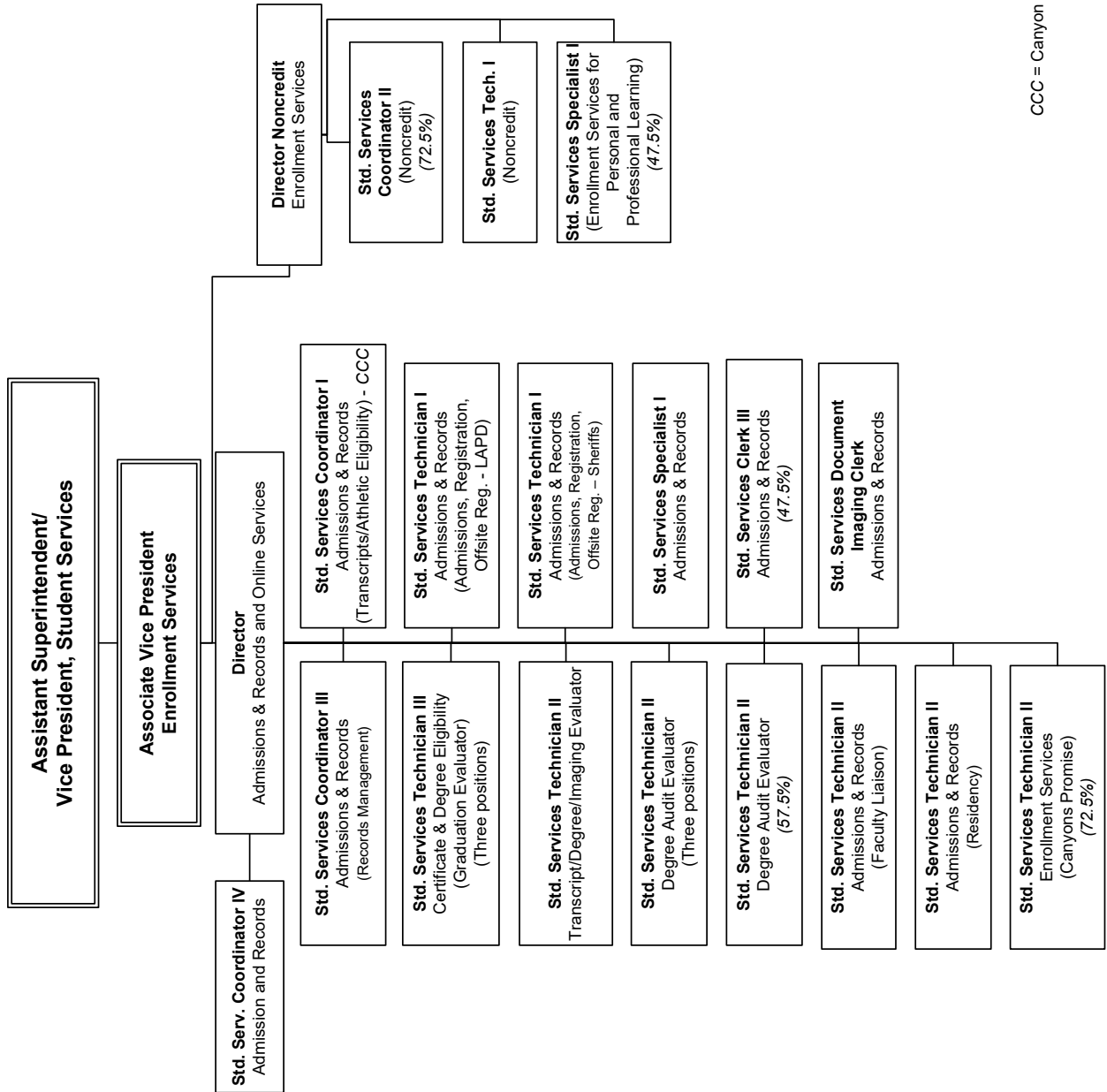
FTF = Faculty  
 CCC = Canyon Country Campus  
 G = Grant funded  
 04/20/2020

**ENROLLMENT SERVICES**



FTF = Faculty  
 CCC = Canyon County Campus  
 04/20/2020

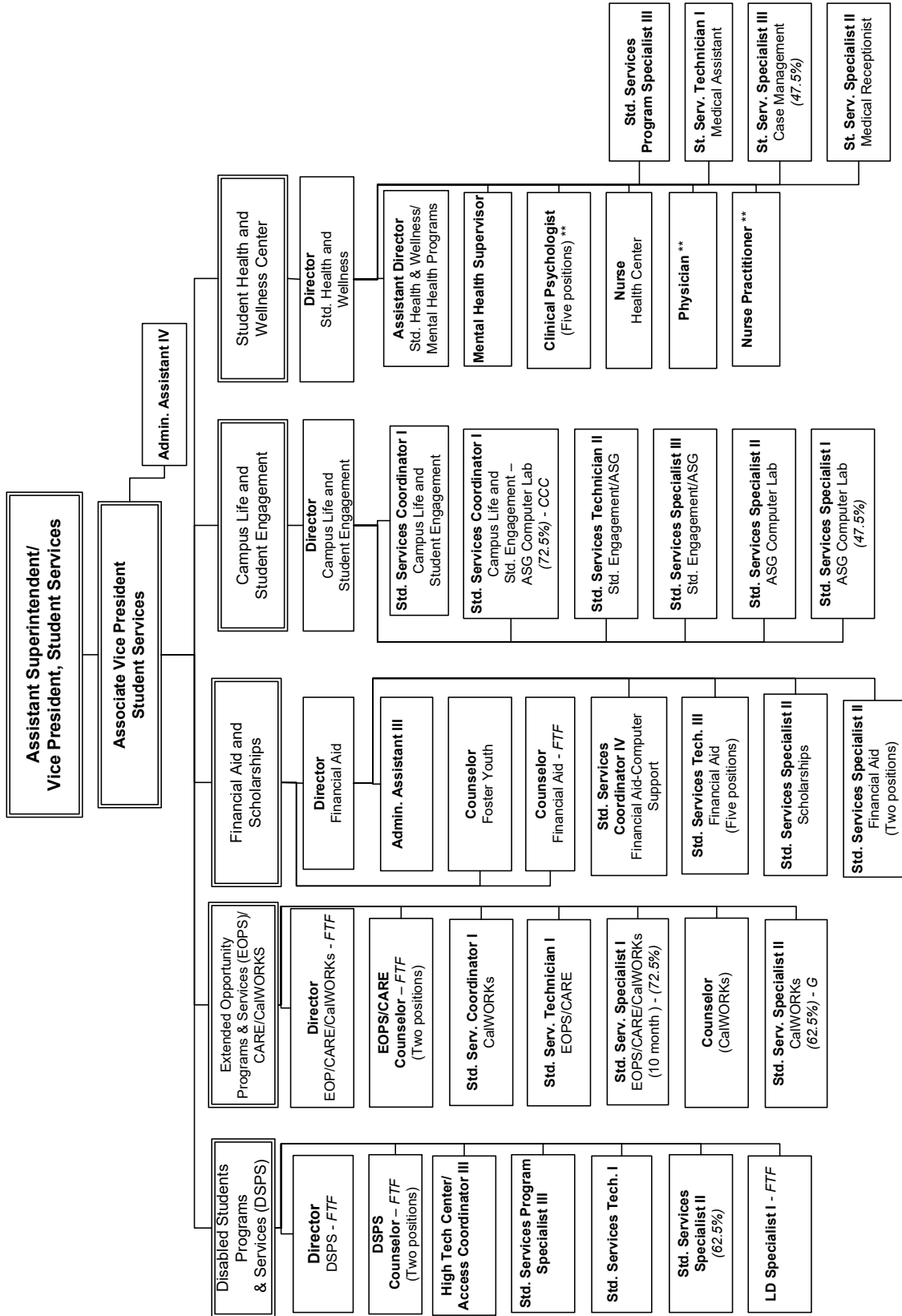
**ADMISSIONS & RECORDS AND ONLINE SERVICES**



CCC = Canyon Country Campus  
04/20/2020

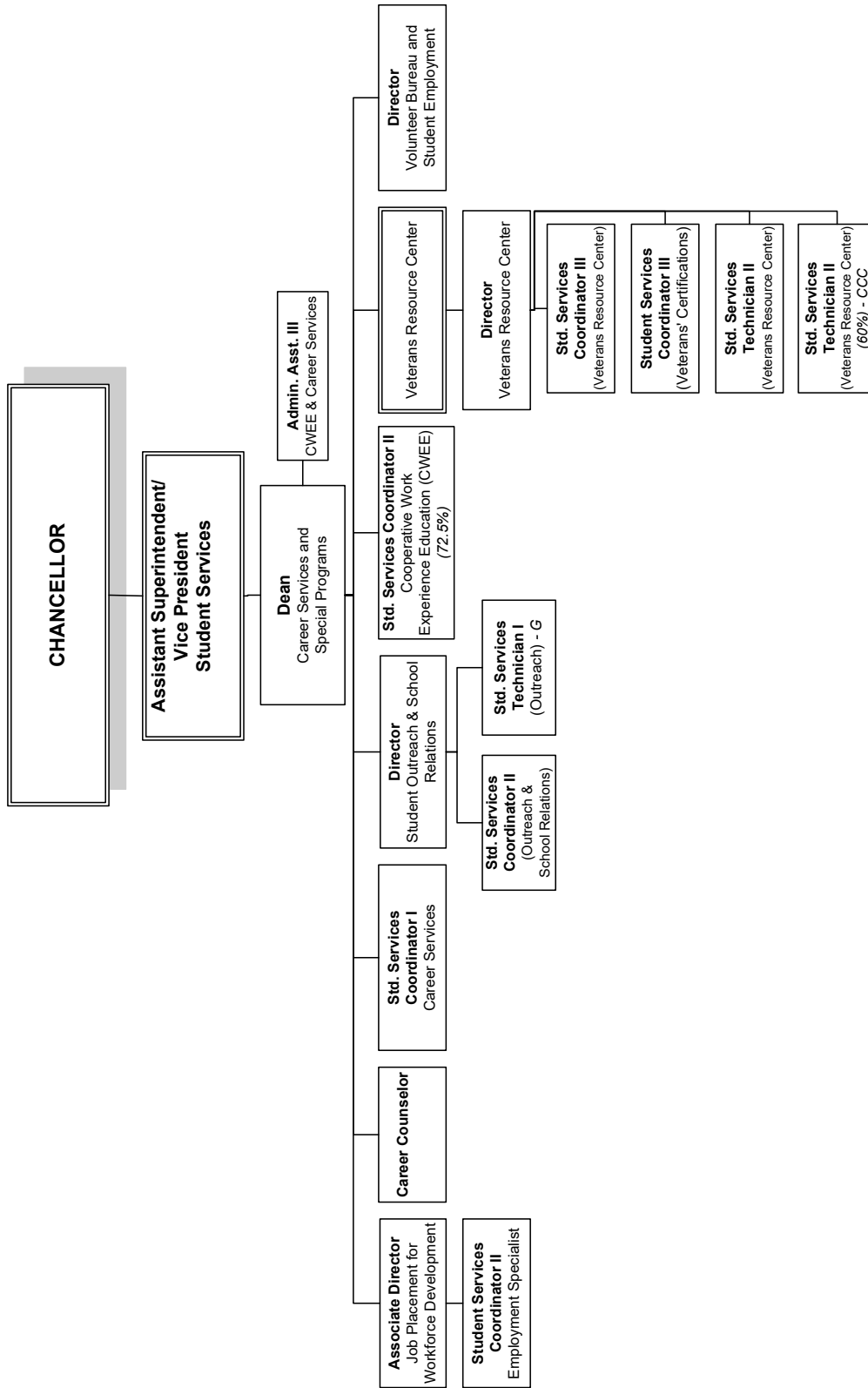


# STUDENT SERVICES



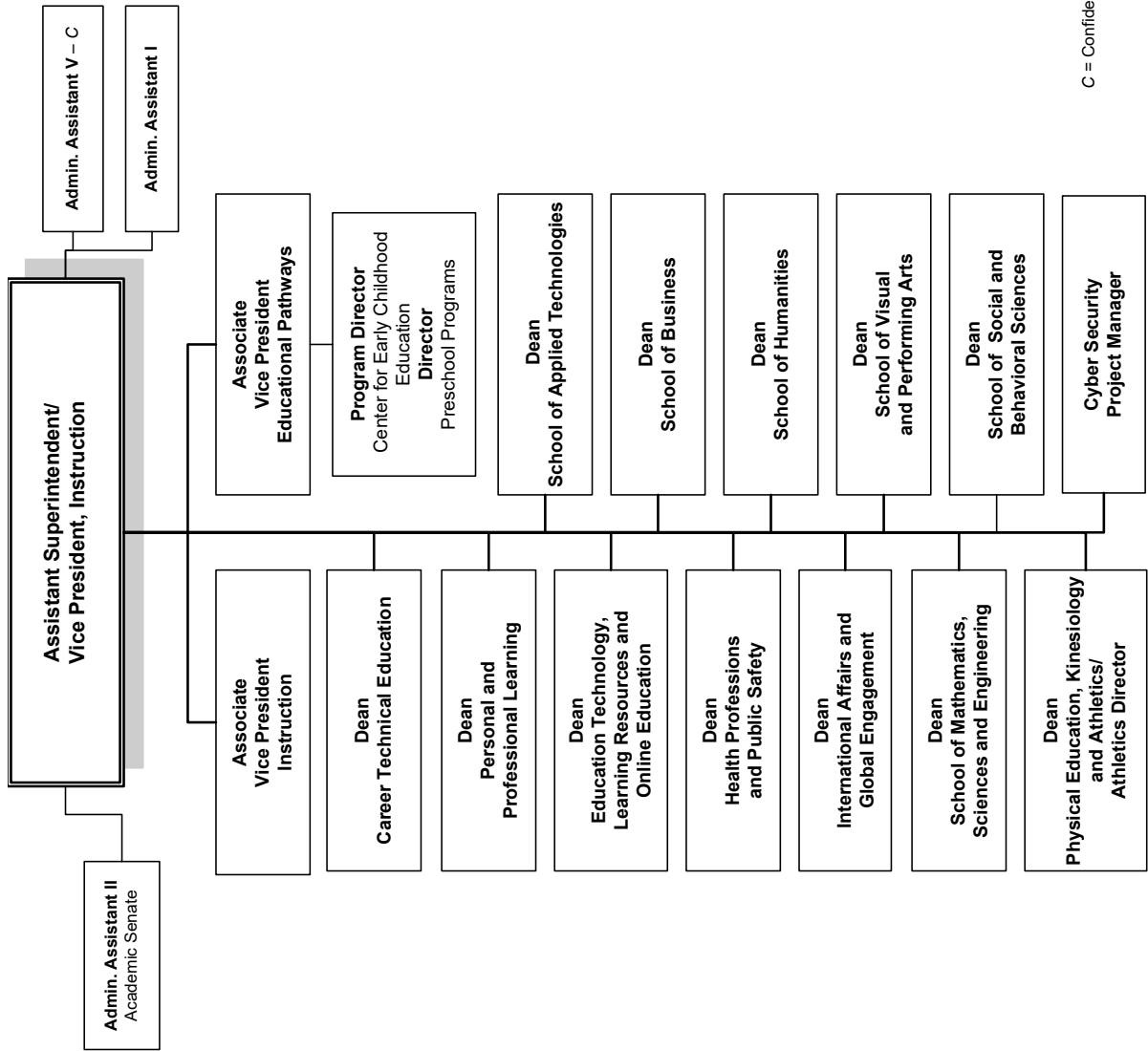
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 CCC = Canyon Country Campus  
 \*\* = Professional Services Contract  
 04/20/2020

**STUDENT SERVICES**



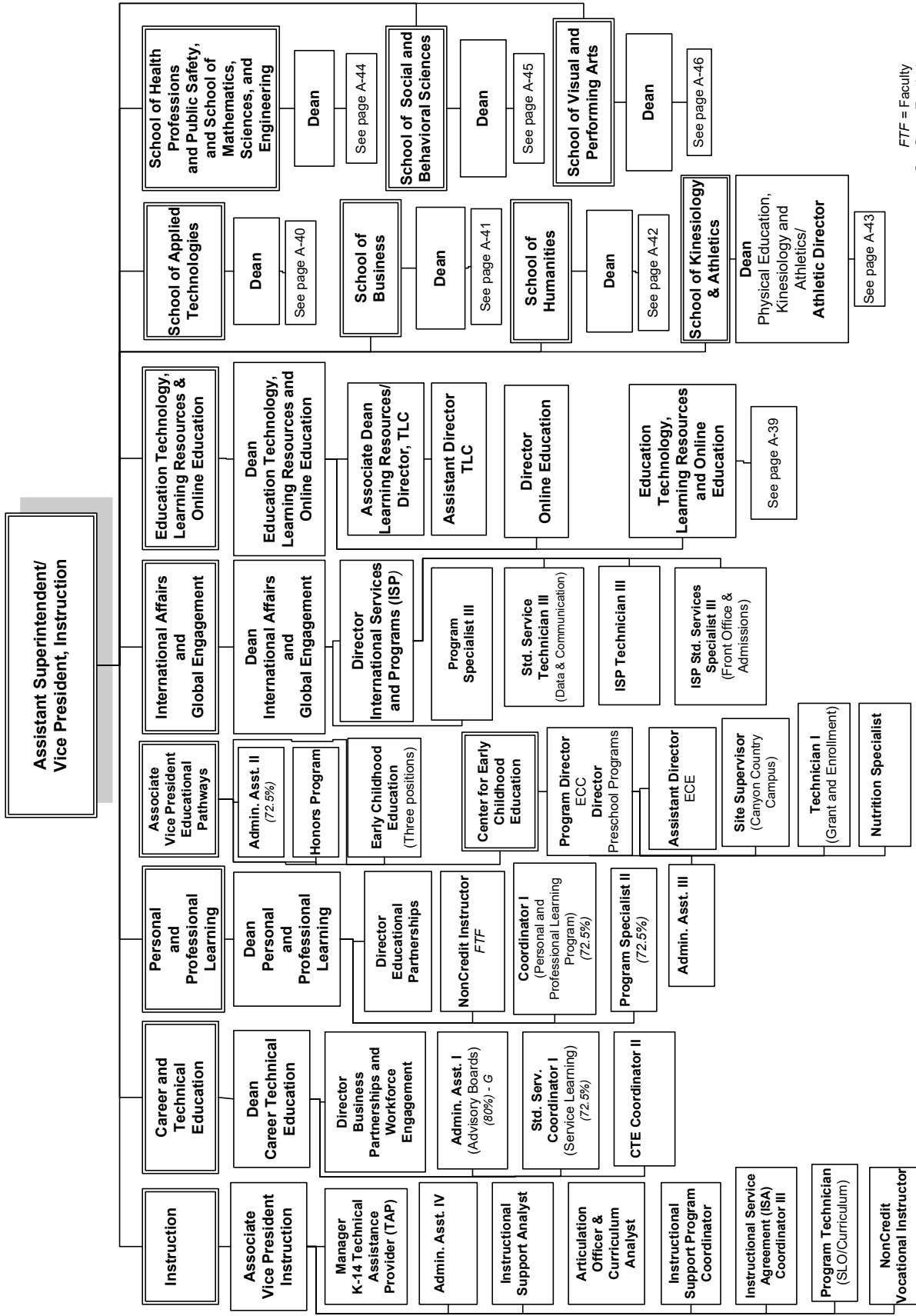
CCC = Canyon Country Campus  
G = Grant funded  
04/20/2020

**INSTRUCTION**



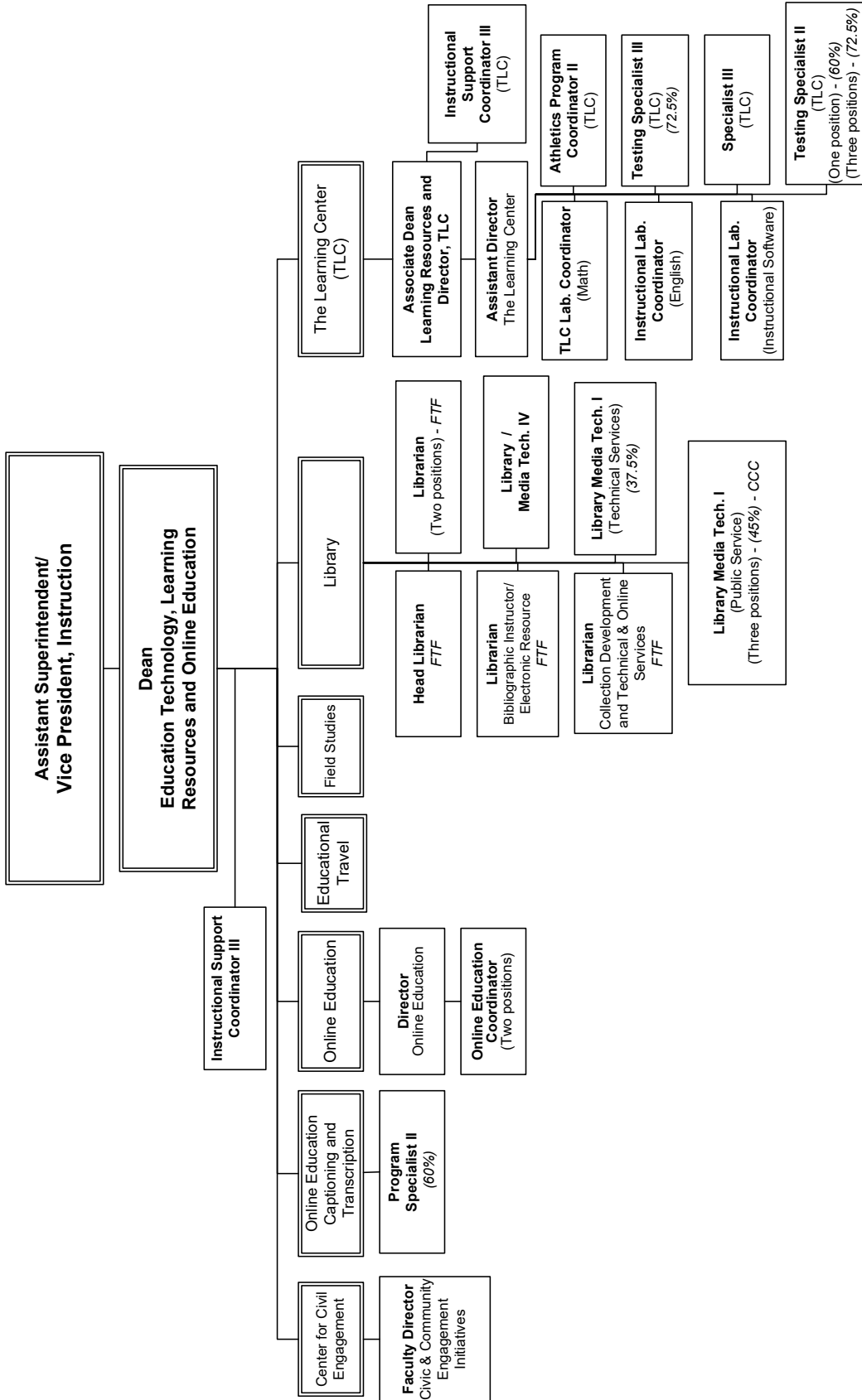
C = Confidential employee  
04/20/2020

**INSTRUCTION**



FTF = Faculty  
G = Grant Funded  
04/20/2020

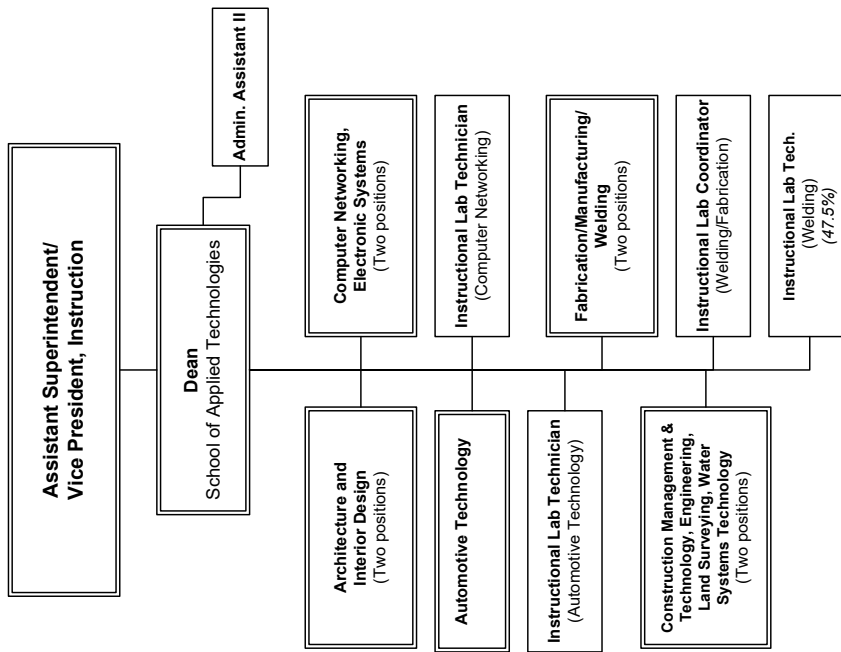
**EDUCATIONAL TECHNOLOGY, LEARNING RESOURCES AND ONLINE EDUCATION**



FTF = Faculty  
CCC = Canyon County Campus  
N.M./201/2020

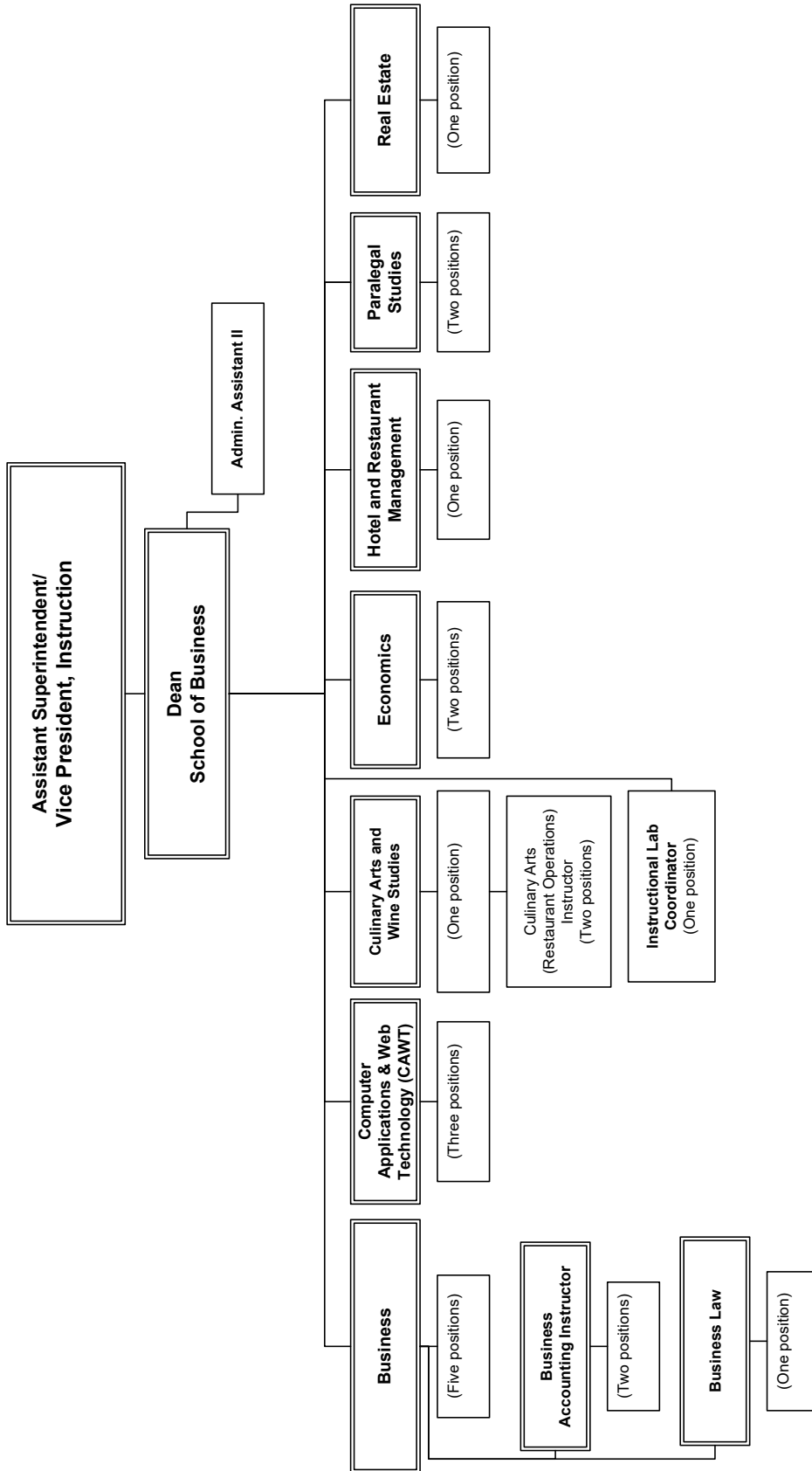


**SCHOOL OF APPLIED TECHNOLOGIES**



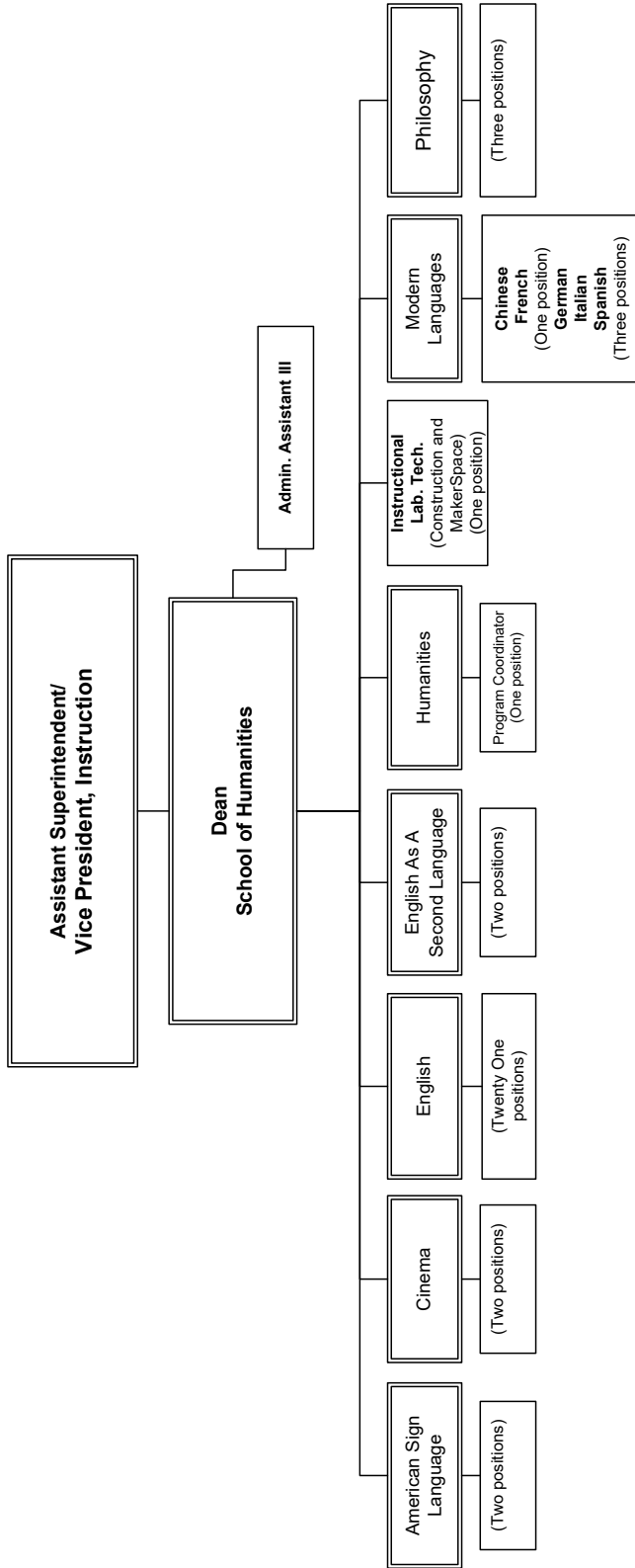
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# SCHOOL OF BUSINESS



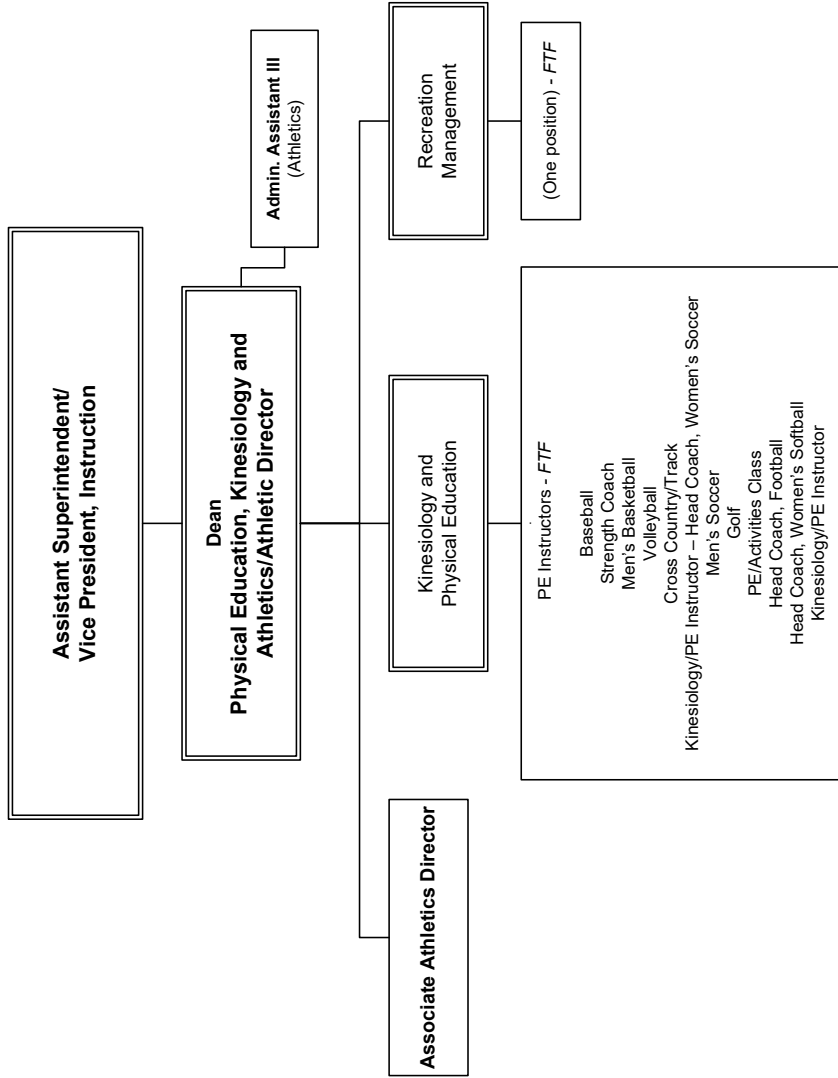
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**SCHOOL OF HUMANITIES**



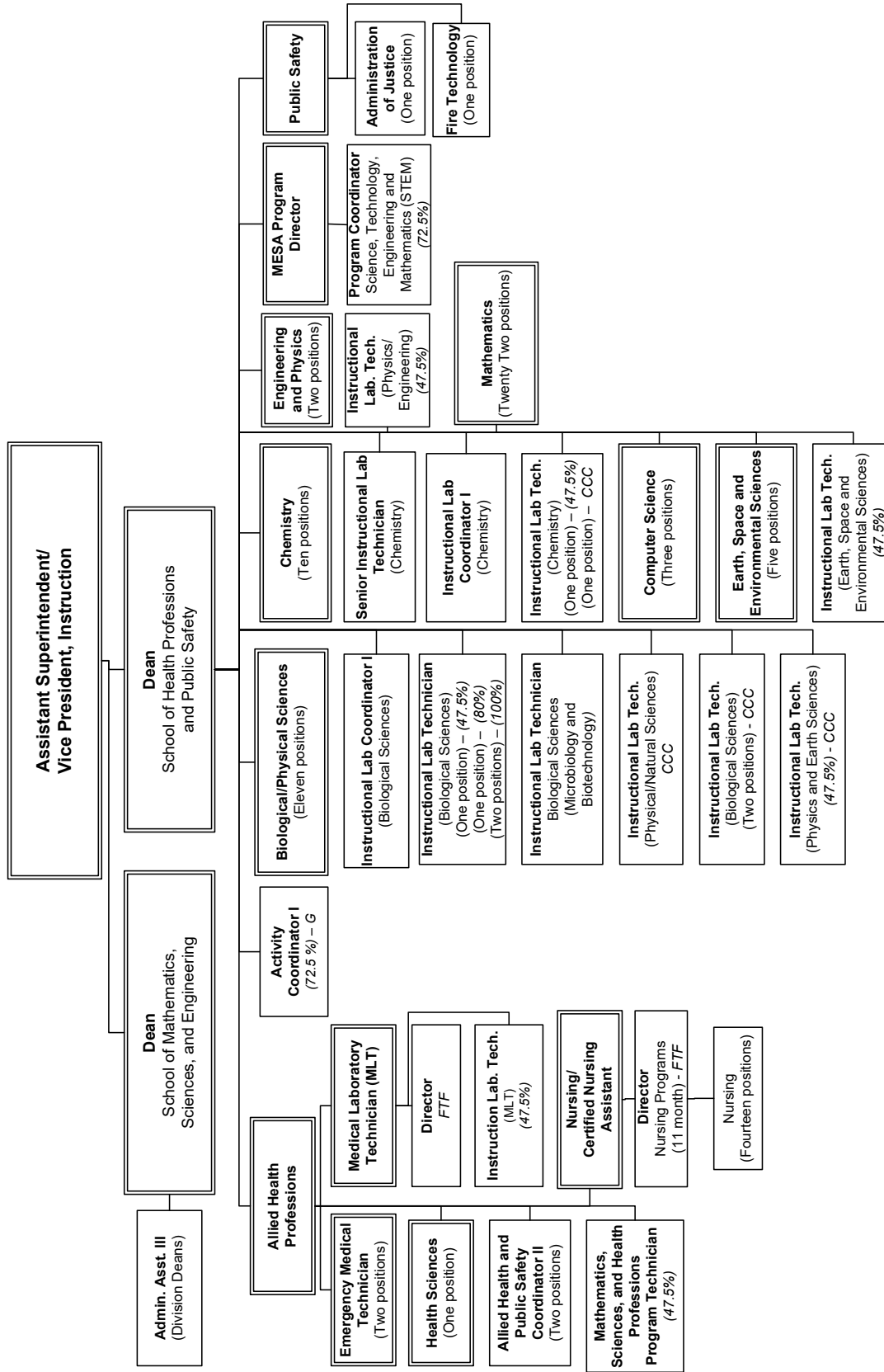
04/20/2020

# PHYSICAL EDUCATION, KINESIOLOGY AND ATHLETICS



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04/20/2020

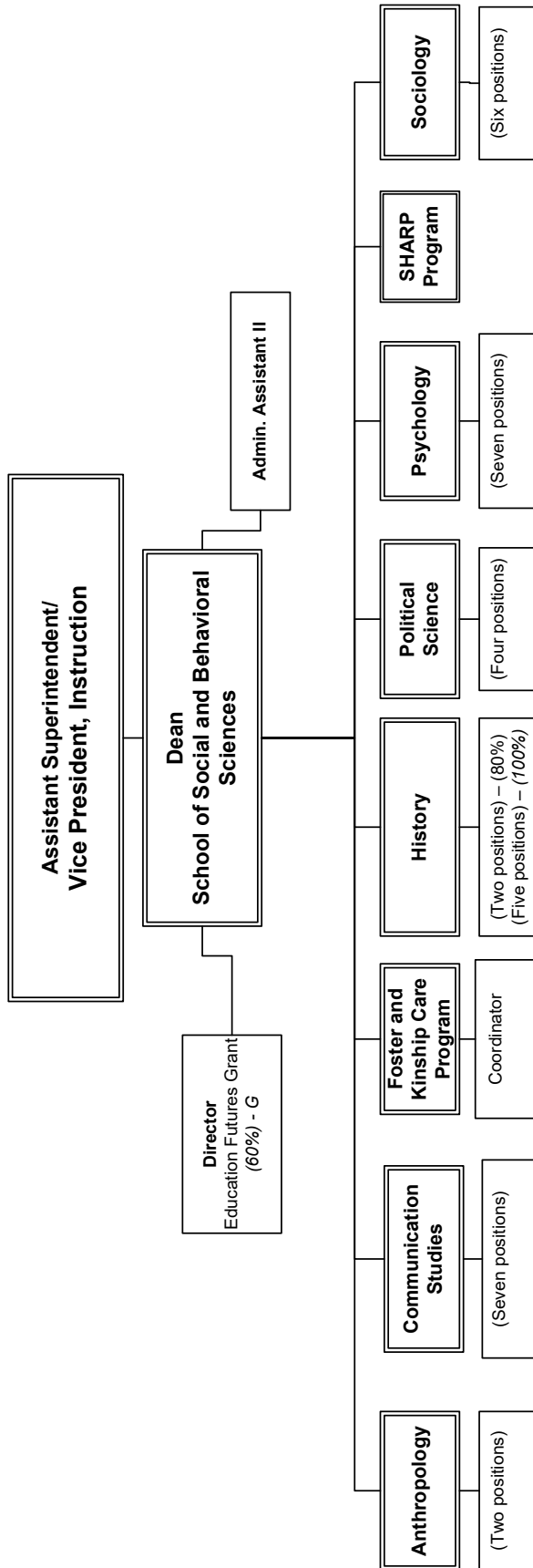
**SCHOOL OF MATHEMATICS, SCIENCES, & ENGINEERING AND SCHOOL OF HEALTH PROFESSIONS AND PUBLIC SAFETY**



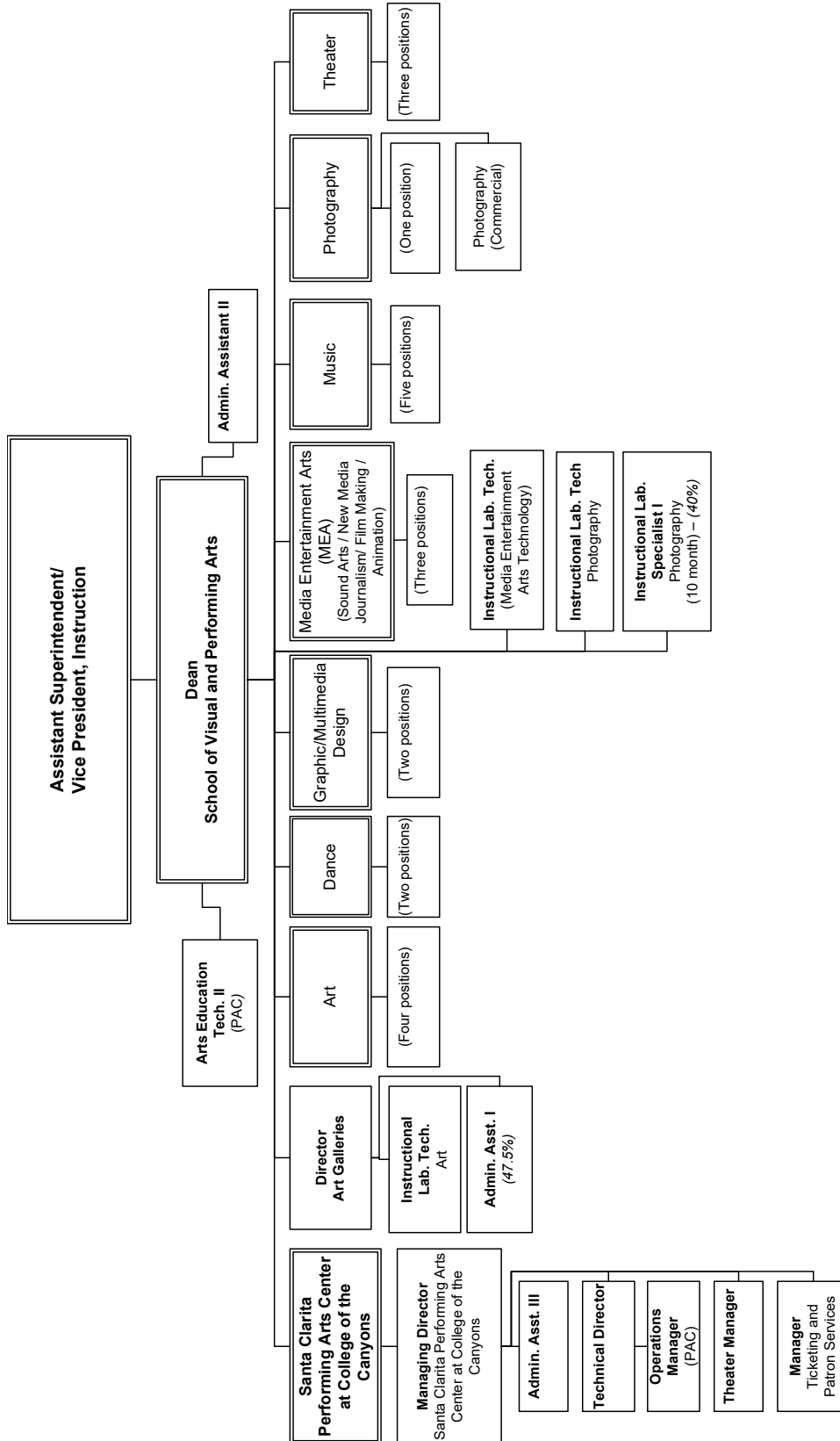
FTF = Faculty  
CCC = Canyon Country Campus  
04/20/2020



# SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

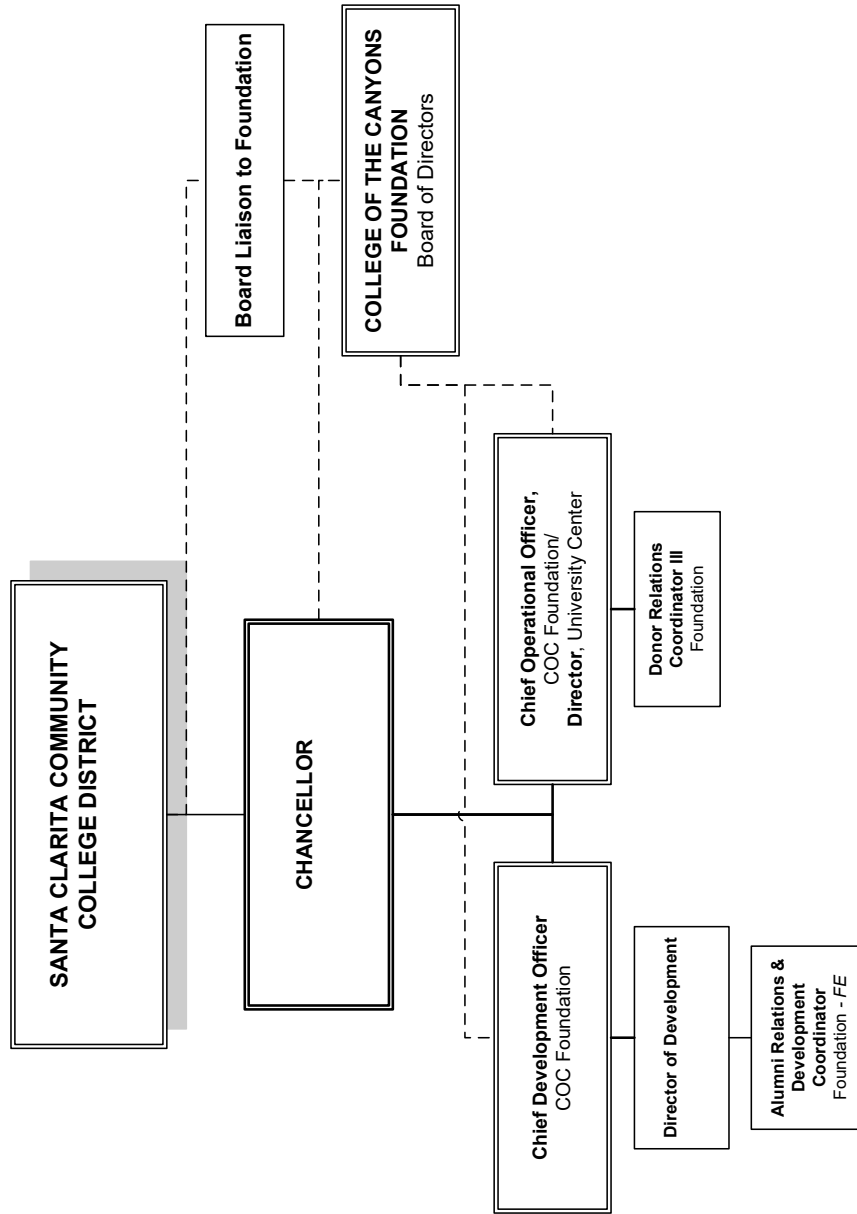


**SCHOOL OF VISUAL AND PERFORMING ARTS**



04/20/2020

# COLLEGE OF THE CANYONS FOUNDATION



FE = Foundation Employee  
04/20/2020



# APPENDIX B

## • SCCCD Board Policies regarding Collegial Consultation

### BOARD POLICY BP 7270

#### STAFF PARTICIPATION IN COLLEGIAL CONSULTATION

##### A. DEFINITION

Staff includes all college employees except academic staff, short-term and/or substitute classified employees, and student employees. Management and non-management positions or groups of positions shall be separately defined or categorized.

##### B. LEVEL OF INVOLVEMENT

Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, as well as in those processes for jointly developing recommendations for action, that have or will have a significant effect on staff. Prior to the Board of Trustees taking action on such matters, staff will be provided with the opportunity to participate in the formulation and development of those matters through appropriately determined procedures and committee participation. The Board shall give every reasonable consideration to recommendations and opinions of staff.

##### C. PROCEDURES FOR PARTICIPATION

The following procedures are provided to enable meaningful participation by staff in the collegial consultation process:

1. Participation by staff in collegial consultation will be facilitated primarily through the college's committee and College Council structure which is constituted to be representative of all employee segments in the district.
2. The selection of staff representatives to serve on college and district task forces, committees (with the exception of hiring committees) or other governance groups shall, when required by law, be made by those councils, committees, employee organizations or other staff groups that the governing board has officially recognized in its policies and procedures. To enhance staff participation, each committee will be represented by an assigned person (chair) responsible to be the liaison between the committee and the Cabinet.
3. The appointment of staff to committees, task forces, or other groups, shall be done by the Chief Executive Officer (CEO) in consultation with staff groups that have been officially recognized as requiring participation.
4. The committees and College Council make recommendations on college matters as described in the Decision Making Guide. The Decision Making Guide will be revised regularly. It will include a description of all committees, including their purpose, tenure of members, scope of responsibility, membership of each committee and frequency of meetings. The person assigned the responsibility to be the liaison between the committee of the College Council and the Cabinet will communicate these recommendations to the Cabinet or College Council as appropriate. When a recommendation is to be considered by Cabinet, if the committee chair is not a Cabinet member, the committee chair will be included at Cabinet to present and participate in a discussion of the issue and/or committee recommendation.
5. Decisions of individual committees that have implications for the larger college community (vs. a specific department or area) will be forwarded to College Council. If they have budgeting implications (require additional dollars outside of budgeted amounts), they will proceed to PAC-B. All committee minutes will be posted on the intranet as specified in the Decision Making Guide and distributed to the Board of Trustees and the CEO.



**D. SCOPE OF REGULATIONS**

In developing and carrying out policies and procedures pursuant to these regulations, the governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. Procedures for staff participation shall not intrude on matters within the scope of representation under Section 3543.2 of the Government Code. In addition, the Governing Board shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters or employer-employee relations.

Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.

**BOARD POLICY 7215****ACADEMIC SENATE PARTICIPATION IN COLLEGIAL CONSULTATION****I. ACADEMIC SENATE (FACULTY) PARTICIPATION IN COLLEGIAL CONSULTATION****A. DEFINITION**

For the purpose of this policy Faculty Senate includes full and adjunct faculty members.

**B. LEVEL OF INVOLVEMENT**

Faculty shall be provided with opportunities to participate in the formulation and development of District and College policies and procedures in areas as specified by Title V {Subsection 53200 c.} and designed a “Academic and Professional Matters.”

**1. “RELY PRIMARILY ON”**

Those areas in which the Board of Trustees will “rely primarily on” the advice and judgment of the Faculty Senate include:

- a. The development of curriculum, including the establishment of prerequisites and planning of course disciplines;
- b. The determination of degree and certificate requirements;
- c. The establishment and review of grading policies;
- d. The establishment of standards and policies regarding student preparation and success;
- e. The appointment of faculty members to District and College committees;
- f. The establishment of policies, procedures and programs for faculty professional development activities (excluding financial expenditures for faculty development);
- g. The development of processes for program review. In the above areas, the recommendation of the Senate will normally be accepted. Only in exceptional circumstances or for compelling reasons will the recommendations not be accepted. When the Board of Trustees does not wish to accept the advice of the Senate on these matters, the Board will send a written communication (or designee) to request that the Senate reconsider the recommendation(s) taking into consideration the consensus and issues raised by the Board of Trustees. If, upon reconsideration, the Senate does not change its initial recommendation and, if it is the opinion of the Board that the exceptional circumstance/compelling reason(s) still exist, the Board may reject the advice of the Senate. In cases such as this, existing policies and practices will remain in place. This being the case, the final determination with rationale will be communicated to the Senate in writing.

## 2. “BY MUTUAL CONSENT”

Areas specified by Title V {Subsection 53200 c.} as “Academic and Professional Matters” where the Board of Trustees and the Senate obligate themselves {or their Trustees and the Senate obligate themselves {or their designee(s)} to reach mutual agreement, resulting in written resolution, regulations or policy include:

- a. The development of new educational programs;
- b. District governance processes (except 1. e. above);
- c. The delineation of faculty roles and involvement in accreditation processes (including the development of the self-study and strategic plan updates (annual reports));
- d. Financial policies of faculty professional development activities;
- e. The determination of processes to be utilized in institutional planning and budgeting; and
- f. Other “Academic and Professional Matters” as mutually agreed upon between the Board of Trustees and the Faculty Senate. In the above areas, the recommendation of the Senate will normally be accepted. Only in exceptional circumstances or for compelling reasons will the recommendations not be accepted. When the Board of Trustees does not wish to accept the advice of the Senate on these matters, the Board will send a written communication (or designee) to request that the Senate reconsider the recommendation(s) taking into consideration the consensus and issues raised by the Board of Trustees. If, upon reconsideration, the Senate does not change its initial recommendation and, it is the opinion of the Board that the exceptional circumstance/compelling reason(s) still exist, the Board may reject the advice of the Senate. In cases such as this, existing policies and practices will remain in place. This being the case, the final determination with rationale will be communicated to the Senate in writing.

## 3. COMMITTEE STRUCTURE

- a. The Master Committee document will be revised annually. It will include a description of all committees including their purpose, tenure of members, scope of responsibility, membership of each committee and frequency of meetings. The person assigned the responsibility to be the liaison between the committee or the College Council and the Cabinet will communicate these recommendations to the Cabinet or College Council as appropriate. When a recommendation is to be considered by Cabinet, if the committee chair is not a Cabinet member, the committee chair will be included at Cabinet to present and participate in a discussion of the issue and/or committee recommendation.
- b. Decisions made in College Council will not be forwarded to Cabinet for review but rather will be shared with Cabinet.
- c. Decisions of individual committees that have implications for the larger college community (vs. a specific department or area) will be forwarded to College Council. If they have budgeting implications (require additional dollars outside of budgeted amounts), they will proceed to PAC-B. All committee minutes will be posted in designated locations as specified in the Master Committee document.

## 4. SCOPE OF REGULATIONS

In developing and carrying out policies and procedures pursuant to these regulations, the governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. Procedures for staff participation shall not intrude on matters within the scope of representation under Section 3543.2 of the Government Code. In addition, the Governing Board shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this section shall be construed to infringe upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.

**BP - 5535****STUDENT PARTICIPATION IN COLLEGIAL CONSULTATION****REFERENCE: California Code of Regulations, T.5 51023.7****5535.1 DEFINITION**

For the purpose of this policy, the Board of Trustees shall recognize the Associated Students of College of the Canyons as the representative body of students to offer opinions and to make recommendations to the administration with regard to district and college policies and procedures that have or will have a significant effect on students.

**5535.2 LEVEL OF INVOLVEMENT**

Students shall be provided with opportunities to participate in the formulation and development of college policies and procedures that have, or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the Board of Trustees regarding such policies and procedures.

Except in unforeseeable, emergency situations, the Board of Trustees shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure, or the joint development of recommendations regarding the action.

Board of Trustee procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.

The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made after consultation with designated parties, by the Associated Student Government of College of the Canyons.

**5535.3 DISTRICT AND COLLEGE POLICIES AND PROCEDURES THAT HAVE OR WILL HAVE A “SIGNIFICANT EFFECT ON STUDENTS” INCLUDES THE FOLLOWING:**

- A. Grading policies;
- B. Codes of student conduct;
- C. Academic disciplinary policies;
- D. Curriculum development;
- E. Courses or programs which should be initiated or discontinued;
- F. Processes for institutional planning and budget development;
- G. Standards and policies regarding student preparation and success;
- H. Student services planning and development;
- I. Student fees within the authority of the district to adopt; and
- J. Any other district and college policy, procedure, or related matter that the Board of Trustees determines will have significant effect on students.
- K. In addition, the Board of Trustees shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

## APPENDIX C

### CIVILITY AND CAMPUS CLIMATE

College of the Canyons presents a unique environment in which all members of the college community can get involved in setting the direction of the college for the future. The college community includes faculty, administrators, staff, and students. The opinions, ideas, solutions, and interests of all members of the campus community need to be heard. They are provided opportunities to be involved in the governance of the college.

As noted in Board Policy 3050 (Statement of Professional Ethics), collegiality and professionalism are valued at College of the Canyons, as are honesty, fairness, forthrightness, consistency and respect. We value the importance of providing purposeful and courageous leadership. That's why we provide opportunities for all groups to be represented and encourage involvement through active participation in the decision-making structure. In order to ensure that we function to the best of our potential, we strive to demonstrate behaviors (listed below) which we believe are critical to creating a campus climate conducive to successful governance and the achievement of outcomes to the benefit of student learning and development.

College of the Canyons is committed to equity, inclusion, and system change to support our students. This is demonstrated throughout the institution and in the mission of many campus committees, including the Institutional Effectiveness & Inclusive Excellence (IE)2 committee and the Equity-Minded Practitioners Group:

- (IE)2 Mission: Develop and articulate the institutional approach to fostering an equity-minded, learning-centered and inclusive community for all students, faculty and staff. To fulfill its mission the Institutional Effectiveness and Inclusive Excellence Steering Committee will facilitate streamlined processes, improve communication and improve collaboration through its regular, coordination of meetings between student government, academic senate, student equity and achievement, basic skills, non-credit, Strong Workforce, and other groups as applicable (e.g., grant funded projects).
- Equity-Minded Practitioners Mission: To be equity-minded in education is to...acknowledge and empathize with disparate life-experiences contributing to inequalities/gaps in educational outcomes. Attribute those inequalities/gaps to unfair structural, political, environmental, social, cultural, historical practices and policies that have created barriers (deliberately or unintentionally) for individuals to improve their life opportunities through educational achievement. Respond to these barriers with deliberate efforts to eliminate them, and co-create fair and just higher education institutional policies and practices that account for disparate life-experiences and foster healthy inclusion through inquiry, shared dialogue and reflection.

In keeping with the California Community College Chancellor's Office 2020 Call to Action, the College is committed to "cultivating and maintaining a climate where equity and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences." As part of these inclusive, disruptive, and innovative change efforts, the College community is called upon to:

1. Reflect on how we can use our positions of privilege, influence, and power to be agents of change.
2. Listen, learn, and reflect on the actions we can take to improve and strengthen the institution.
3. Consider what we can do about systemic and structural racism in the respective space(s) we occupy.

This important work of addressing student and staff needs and removing barriers will help the College community to be agents of change and address historic and systemic racism.

As part of campus climate and civility, we encourage all members of the college community to:

1. Utilize personal communications (not a telephone tree or serial transmission)
2. Provide accurate and complete information in a timely manner and in context of the topic and issue being discussed
3. Avoid not only conflict of interest, but also the appearance of it
4. Check out all assumptions to verify accuracy before jumping to conclusions and communicating misinformation
5. Confront the rumor mill if you know what someone is saying is not accurate
6. Demonstrate consistency and objectivity in behavior, be inclusive

7. Be honest at all times
8. Be fair to all parties even if it diminishes your own case
9. Separate criticism of a person's behavior from criticism of the individual him/herself, don't bully, and don't be rude.
10. Be open and provide access to information (no secrets) on the part of all players
11. Provide an openness to participation in committees and an opportunity for staff to provide input on issues that relate to them
12. Clearly define expectations of all players, and if you criticize, have the courage to explain your point of view
13. Ensure timely feedback on decisions that are made
14. Create an environment that endorses the freedom to take risks, to be active and to be innovative without fear of retribution
15. Clearly communicate and promote the understanding of channels of communications (organizational charts) that are functional
16. Display a mutual respect for one another, avoid public surprises
17. Demonstrate a sense of humor and desire to have fun
18. Create an interest and respect for the bigger picture and how all of the parts work together
19. Demonstrate a respect for the broad-range of decision styles present in an organization
20. Behave in ways that are consistent with our institutional values, mission statement, and basic tenets for the college's operation as developed by college-wide staff
21. Remain flexible enough to respond to changing variables in the environment
22. Demonstrate positive regard for one another despite individual differences
23. Behave ethically
24. Communicate, up, down and across the college
25. Ensure an absence of favoritism in dealing with staff members and constituents, remaining unbiased at all times
26. Employ truthfulness
27. Recognize that leadership occurs at many levels in the college and not just at the top
28. Provide staff development and training which prepares people to be effective in meetings (as chairs and committee members)
29. Work consistently to make people feel important, included and energized
30. Constantly and publicly renew our commitment to quality
31. Work to portray an attitude of collegiality and professionalism
32. Exhibit behavior that promotes the consistent application of policies and procedures
33. Promote the personal integrity and professionalism of all staff
34. Work to provide technical and managerial support so others may accomplish objectives for which they are accountable
35. Acknowledge professional accomplishments and contributions to the college and community and provide opportunities for personal growth
36. Avoid situations that pressure employees into compromising their rights and values
37. Demonstrate honesty in reporting college operations and needs
38. Honor agreements and maintain confidential information
39. Foster a sense of relationship
40. Avoid acting on hidden agendas
41. Tolerate error! Don't expect perfection
42. Use a high level of questioning, asking and listening
43. Work to clearly understand group structure
44. Pay attention to group maintenance
45. Observe the following principles of empowerment:
  - a. Give people important work to do
  - b. Give people discretion to do their work
  - c. Give people recognition and praise
  - d. Make people feel their ability to grow and achieve is in their own hands
  - e. Build task skills in people
  - f. Encourage people to work in teams
  - g. Welcome change
46. Celebrate the opportunities and achievements that come from working together toward common interests, Recognize Success!
47. Avoid surprises
48. Listen with an open mind and attempt to understand, despite preconceptions
49. Build lasting relationships
50. Keep things in proper perspective



## BP 3050 Statement of Professional Ethics

Reference:

### ***Accreditation Standard III.A.1.d***

All employees are instrumental to the District's mission of providing an environment in which students successfully achieve their educational goals and objectives. To support this mission, each employee is charged with personal responsibility to demonstrate a commitment to excellence in education without compromise to the principles of ethical behavior, and to uphold the District's Statement of Professional Ethics.

Those governed by this policy, including but not limited to, employees, volunteers, and representatives acting on behalf of the District, have a general duty to conduct themselves in a manner that will maintain and strengthen the public's trust and confidence in the integrity of the District.

Those acting on behalf of the District should demonstrate:

- Integrity by maintaining an ongoing dedication to honesty and responsibility;
- Trustworthiness by acting in a reliable and dependable manner;
- Impartiality by treating others fairly and equitably;
- Respect for all people by treating them with civility and decency;
- Appreciation for diversity, equity, and inclusion, as well as the cultural and economic make-up, characteristics, and educational needs of our community;
- Stewardship by exercising responsibility for District property, grounds, and resources;
- Good faith by using the name of the District in an appropriate manner and not for personal gain;
- Compliance by following state and federal laws and regulations and District policies related to their duties and responsibilities;
- Confidentiality by protecting the integrity and security of District information such as student records, employee files, patient records, and documents related to contract negotiation.

This policy is not an attempt to provide comprehensive guidelines regarding ethical issues. Nor does it supersede more specific board policies affecting ethical considerations. It is intended to provide general guidelines and expectations for the conduct of individuals at the Santa Clarita Community College District as they work toward maintaining ethical standards.

*Board Approved: December 16, 2020*

*Next Review Date: Fall, 2026*

## APPENDIX D

### GENERAL COMMENTS REGARDING THE COLLEGIAL CONSULTATION PROCESS

#### COMMITTED, PURPOSEFUL MEMBERSHIP

In order for the collegial consultation process to work, all of the steps in the process must be clear and the roles and responsibilities of individuals who are team members must be completely understood. To ensure success, the following are necessary:

#### COMMITTED TEAM MEMBERS

Everyone assigned to teams within the process should understand the dynamics of working as a team and “buy-in” to the following ideals:

- Come prepared and participate.
- Value the unity of the team.
- Listen to the contributions and reactions of fellow team members. Refrain from interrupting.
- Commit to achieving the team’s purpose.
- Keep actions purposeful.
- Make sure the meeting minutes express the intent.
- Don’t let ego get too involved in the problem-solving process.
- Take responsibility for changing nonconstructive habits or negative attitudes that are limiting any member of the team.
- Present staff positions as clearly as possible and avoid blindly arguing for individual ideas.
- Avoid changing one’s mind just to agree and avoid conflict. Support only ideas one can live with.
- Acknowledge and accept differences of opinion that improve the team’s chances of reaching the best solution.
- When the team reaches a stalemate, they continue to work towards a solution.

#### ACCESS TO MEETINGS

Schedules of meetings should come as no surprise to participants. Meetings should be set on regular schedules. All meetings, with the exception of personnel matters, negotiations and litigation sessions, are open to all members of the college community.

Meetings should be at a set time (if at all possible). It is a good idea to establish a schedule for recurring meetings (i.e. third Tuesday of each month at 3 p.m.) so as to support coordination of committee scheduling across the campus. Meeting times should be set by the collegial consultation teams themselves and not an outside entity.

A distinction will be made between the size of collegial consultation teams that primarily are for discussion and distribution of information and those that are primarily concerned with forwarding specific recommendations to the Chancellor. Those committees concerned with formulating recommendations will strive to be smaller in size.

The composition of each collegial consultation team is to be determined by the coordinating team which consists of the Chancellor, the Academic Senate President, the COCFA President, the Associated Student Government President, the Classified Senate President, the CSEA President and Administrative and Executive Cabinet members.

**OPERATIONS**

Teams should establish a structure and processes which are clearly understood by all team members.

- When possible, each decision-making team will set its new schedule in advance.
- When appropriate, decision-making teams should have co-chairs. These collegial consultation team co-chairs will have the responsibility for determining agendas, membership, procedures, meeting times (if not designated), as well as for presiding at meetings.
- Each collegial consultation team will establish a set procedure to determine decisions/recommendations (voting, discussion, and consensus).

**DISSEMINATION OF INFORMATION**

The work of teams is important work. Record progress and don't keep it a secret!

- Every collegial consultation team will designate a recorder for the purpose of summarizing the meeting's activities and recommendations.
- The recorder of every collegial consultation team should distribute copies of notes to the Chancellor's office, the Academic Senate President, COCFA President, Classified Senate President, CSEA President, Associated Student Government President and for posting in the mail room as well as on the Internet.
- Recommendations that are rejected, overturned, or modified by the Chancellor (or designee) shall be reported back to the appropriate governance team.

**APPEALS**

Disagreements are a fact of life. If strong opinions exist, there are avenues of recourse.

- If an individual or collegial consultation team decides to appeal the recommendation of a collegial consultation team, that appeal shall be directed initially to that body.
- If the appellant is dissatisfied with the results of appeal, a request for a hearing may be made to the College Planning Team.
- The College Planning Team shall hear the appeal, including all supporting evidence provided by the academic committee or collegial consultation team whose decision is being appealed.
- The recommendation of the College Planning Team will be forwarded, while backed up with reasoning, to the Chancellor for a final decision.
- Any action of the Planning Team may be appealed directly to the Chancellor.

A "Decision-Making Coordinating Team" consisting of the Chancellor, COCFA President, Academic Senate President, Classified Senate President, CSEA President, and Associated Student Government President will meet as a consensus committee to discuss decision-making process issues and common interests in order to continually improve the decision-making processes.

# APPENDIX E

## CLASSIFIED STAFFING COMMITTEE

Step I



Step II



Step III



Step IV



Step V

Proposals Originate from:

Departments  
Programs  
Administrative/  
Managers

Prioritized List & Rationale to Executive Cabinet who makes recommendation & forwards list to the Chancellor and VP of Human Resources

Classified Staffing Committee

Conduct presentations and Evaluate requests based on:

- Workload Measures
- Strategic Plan Goals Program Review/ Department Annual Plans
- Enrollment Management Targets
- 50% Law
- Special Initiatives

Chancellor reviews all input and makes recommendations to the Board.

Communications to Executive Cabinet

Communications to the Classified Staffing Committee

## ACADEMIC STAFFING COMMITTEE

Step I



Step II



Step III



Step IV



Step V



Proposals are solicited. Source of New Faculty Proposals:

Departments  
Division Deans  
Chief Instruction Officer

Presentations demonstrating need and data are made by department faculty

Academic Staffing Committee Reviews & ranks priorities

School Faculty reps  
CIO  
CSSO  
ACHRO

Chancellor confers with chairs of Academic Staffing Committee

Chancellor makes decisions & communicates to ASC via chairperson and recommends positions to the Board of Trustees

Chair of Academic Staffing Committee communicate to committee members & posts results

# APPENDIX F

**Hiring Procedures:**

- Educational Administrator
- Classified Administrator
- Classified Staff
- Academic
- Adjunct

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## EDUCATIONAL ADMINISTRATOR EMPLOYEE HIRING PROCEDURES

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### PREFACE

Employment procedures are designed to ensure equity and access are provided in all phases of the process and to enable the District to select the best candidate from the most qualified pool available. Under the principles of shared governance, broad representation of all constituencies plays a role in the selection process for administrators. The following procedures apply to all administrative positions except Chancellor and Assistant Superintendent, which utilizes special procedures developed by the Board of Trustees with appropriate input.

### 1. DETERMINATION OF VACANCY

The Chancellor determines that a vacancy exists or that a new administrative position is needed based on input from the appropriate area of the College. The Chancellor appoints a committee to review, develop, or update a job description for the position. At the appropriate time the Chief Executive Officer seeks Board of Trustees approval for opening the position.

### 2. JOB ANNOUNCEMENTS

Job announcements are developed by the Vice President of Human Resources or designee with the participation of the appropriate administrative supervisor. Job announcements shall clearly state job duties, knowledge, skills, abilities, and minimum qualifications necessary for job performance, as well as the timeline for the recruitment process. For administrative positions, job requirements shall include sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. (§53022 Title 5, rev. 3/23/92)

### 3. QUALIFICATIONS

In keeping with Section 4 of AB 1725 and subsequent legislative action regarding minimum qualifications and the hiring process, the District defines administrative minimum qualifications on a position-by-position basis to ensure that it selects individuals who are aware of the principles of shared governance and who are competent to perform the kind of administrative responsibilities that administrators are normally required to assume, in addition to those responsibilities unique to the position being filled.

### 4. APPLICATION INSTRUMENTS

Application instruments for administrative positions include the District administrative position application form (which includes a list of required references), the optional confidential recruitment source form, a separate resumé, and unofficial copies of college transcripts. Official copies will be required at the time of employment. District forms are subject to ongoing revision.

### 5. RECRUITMENT

The district uses a variety of methods in recruitment and consistently seeks to develop new, non-traditional recruitment tools to further success in reaching a qualified pool of applicants.



The District uses various forms of advertising mediums, including, but not limited to, major area newspapers, professional journals, professional organization job listings, mailing lists, list serves, and appropriate websites. The District also uses the statewide California Community College Registry available through the Chancellor's Office. Applicants registered with the Registry are notified of position openings via e-mail and mail. In addition, the district may also solicit nominations of candidates or send invitations to apply for positions via e-mail and/or mail.

## **6. APPLICATION PROCESSING AND DETERMINING THE APPLICANT POOL**

All applicants will be notified when their application packet has been received and whether or not it was complete and timely. The Office of Human Resources will make every effort to notify applicants of missing application materials in order to have as many qualified applicants as possible forwarded to the applicant pool. At the closing or first review date, all incomplete and late application packets will not be forwarded for minimum qualification screening.

After the application deadline has passed, applications shall be screened to determine which candidates satisfy the minimum job requirements set forth in the job announcement. Those applicants who are deemed to have met the minimum qualifications are considered to be in the applicant pool and will be forwarded to the hiring committee for screening.

The Office of Human Resources will notify all applicants who are not forwarded for screening by the committee of their application disposition by letter.

## **7. COMMITTEE SELECTION**

Selection committees for administrative positions are broadly representative of all constituencies on campus. Each constituency group (academic, classified, administration and student) will forward the names of the committee members from their respective constituencies to the Chancellor or designee. The majority of the committee will be in the same constituency group as the position being hired. Minimum committee representation shall be as follows:

- 5 Administrators
- 1 Classified employee
- 1 Confidential employee
- 1 to 2 Faculty Members
- 1 Student Representative (if available)

For each opening, the Chancellor or designee will have the authority to approve the hiring committee composition, keeping in mind constituency representation and committee size. For some positions, representation from the community will be given serious consideration. The outgoing staff member in the open position is not part of the selection process unless that person maintains a supervisory relationship to the open position.

Once a committee member has been approved, they will be sent a letter or email confirming their membership, as well as a copy of this policy.

The Chancellor or designee appoints the committee chair. The immediate administrative supervisor of the position may be involved in all phases of the selection process or limit his/her participation to part of the process at the final stages of interviewing. The Vice President of Human Resources may serve as a voting or non-voting member of any administrative selection committee and will monitor committee activity and advise the committee on procedures.

The Chancellor or designee conducts the final interviews for all administrative positions. General timelines will be established for the screening and interview process. Prospective committee members must be available for the service within these timelines.

## 8. COMMITTEE ORIENTATION

Whenever possible, within two weeks before a position closing, the Vice President of Human Resources arranges a mandatory orientation meeting for all selection committee members. This orientation meeting covers the following:

- Equal Employment Opportunity training;
- A review of interviewing procedures and protocol;
- Overview of the position (this can be done by reviewing the job announcement or with input from the hiring manager/administrator);
- Review of the hiring committee timeline and important dates;
- Development of screening criteria and review of screening procedures;
- Review and provide input on the proposed interview questions. Specific interview questions are developed by the supervisor and/or the selection committee chairperson and reviewed by the Vice President of Human Resources. Whenever possible, all interview questions are to be finalized before the screening of the applications begins.
- Development of the demonstration or exercise, if any, that the committee wishes the candidates to complete as part of the interview process; and
- Signing of the confidentiality agreement.

## 9. SCREENING

Each committee member is given a screening form for each candidate, preprinted with the candidate's name and the major criteria, derived from the job announcement, which will be the basis for screening. The guidelines for screening applications are as follows:

- Review all materials submitted by candidates carefully;
- Review evidence of meeting minimum qualifications as established on job announcement;
- Consider evidence of meeting desirable qualifications listed on job announcement;
- Consider evidence of sensitivity to diversity issues;
- Look for all evidence that candidate is qualified to hold a high-level position and work effectively with staff and students;
- Given the College's direction over the next few years, look for evidence the candidates can make a contribution to meeting planning goals;
- Professional ethics require strict confidentiality regarding information submitted by candidates; and
- If a committee member discovers during the screening process that they know an external candidate for the position, they are to notify the Vice President of Human Resources and they may be asked to excuse themselves from the committee and a substitute will be appointed.

After all committee members have screened the applications, the Senior Human Resources Generalist tabulates and summarizes the ratings. A meeting of the committee is then held to:

- Determine which applicants will be invited for an initial interview;
- Confirm the availability of committee members in scheduling of the interviews; and
- Finalize demonstrations or exercises required as part of the interview process.

## 10. COMMITTEE INTERVIEWS AND PROCEDURE

- The committee chair escorts the candidate into the room, makes introductions, and explains the time allotted and any ground rules.
- The committee chair asks the first question. The remaining questions are asked by predetermined members of the committee. Clarification questions may be asked but consideration should be given to the candidate's use of available time established for the interview.
- Immediately following each interview, committee members make independent ratings without discussion.
- All committee members are to return their interview materials and rating sheets to the Office of Human Resources at the conclusion of each day of interviews.

**11. DELIBERATIONS MEETING**

After all candidates have been interviewed, a meeting time is set up for discussion and deliberation. During this meeting, time is allotted for independent modification of ratings. Ratings are collected by the Vice President of Human Resources or Senior Human Resources Generalist, who enters the ratings into a spreadsheet during the meeting and leads the discussion to determine the final candidates to be sent forward. At least five finalists are advanced to the final interview unless this requirement is waived by the Chancellor or designee. Prior to the final interview, the Vice President of Human Resources and/or committee chair conducts reference checks for all finalists.

**12. FINAL SELECTION**

- The final interview process is determined by the Chancellor or designee. When appropriate, a member of the selection committee will participate.
- After completion of the final interviews, a finalist is designated as the chosen candidate.
- The Chancellor makes the final recommendation to the Board of Trustees for approval.
- All participants in the process are informed by the Chancellor or designee of the outcome of the final interview.
- In the event the Chancellor or designee decides not to recommend any of the final candidates to the Board of Trustees, he/she shall so inform the selection committee.
- The Chancellor or designee shall conduct all necessary communications with the unsuccessful finalists. All communications shall be, at a minimum, in writing with the exception of candidates employed by the District, who shall be notified in person or by phone, with a follow-up in writing.
- The successful candidate shall be notified by the Chancellor or designee either in person or by phone. The Office of Human Resources shall prepare the documents necessary for action by the Board of Trustees. The successful candidate shall be notified in writing by the Vice President of Human Resources of the Board's approval.
- The successful candidate must submit official transcripts to the Office of Human Resources no later than 60 days after approval by the Board of Trustees and prior to the first day of paid service. The Senior Human Resources Generalist shall evaluate the candidate's official transcripts to determine that the candidate meets the requirements of the position and that the candidate's official transcripts are identical to any unofficial transcripts previously submitted. The candidate's employment is contingent on approval of his/her transcripts.
- The Office of Human Resources maintains file information on each selection process and addresses all complaints regarding the process.

**13. EVALUATION OF THE SELECTION PROCESS**

- The Vice President of Human Resources works with the committee chairperson to monitor all stages of the selection process for any conditions or events that work against equal employment opportunity.
- All committee members are asked to evaluate the process and make recommendations for improvement in administrative hiring procedures.

**14. ADMINISTRATIVE CONTRACTS**

- According to the California Education Code §72411.5, "Every instructional or student services administrator of a community college district shall be employed, and all other administrators of a community college may be employed, by the governing board of the district by a contract not to exceed four years."
- The Board of Trustees will work with the Chancellor to determine which administrators will receive contracts and to determine the provisions to be included in the contract. Adopted 6/10/92, Revised 6/13/05

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**CLASSIFIED ADMINISTRATIVE EMPLOYEE HIRING PROCEDURES**

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**PREFACE**

Employment procedures are designed to ensure equity and access are provided in all phases of the process and to enable the District to select the best candidate from the most qualified pool available. Under the principles of shared governance, broad representation of all constituencies plays a role in the selection process for administrators.

## 1. DETERMINATION OF VACANCY

The Chancellor determines that a vacancy exists or that a new administrative position is needed based on input from the appropriate area of the College. The appropriate administrative supervisor with the assistance of assigned Human Resources staff appoints a committee to review, develop, or update a job description for the position. At the appropriate time the Chancellor seeks Board of Trustees approval for opening the position.

## 2. JOB ANNOUNCEMENTS

Job announcements are developed by assigned Human Resources Technician with the participation of the appropriate administrative supervisor. Job announcements shall clearly state job duties, knowledge, skills, abilities, and minimum qualifications necessary for job performance. For administrative positions, job requirements shall include sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. (§53022 Title 5, rev. 3/23/92)

## 3. QUALIFICATIONS

In keeping with Section 4 of AB 1725 and subsequent legislative action regarding minimum qualifications and the hiring process, the District defines administrative minimum qualifications on a position-by-position basis to ensure that it selects individuals who are aware of the principles of shared governance and who are competent to perform the kind of administrative responsibilities that administrators are normally required to assume, in addition to those responsibilities unique to the position being filled.

## 4. APPLICATION INSTRUMENTS

Application instruments for administrative positions include the District Classified Application form (which includes a list of required references), the optional confidential recruitment source form, a separate résumé, and unofficial copies of college transcripts. Official transcripts will be required at the time of employment. District forms are subject to ongoing revision.

## 5. RECRUITMENT

The District uses a variety of methods in recruitment and consistently seeks to develop new, non-traditional recruitment tools to further success in reaching a qualified pool of applicants.

The District uses various forms of advertising mediums, including, but not limited to, major area newspapers, professional journals, professional organization job listings, mailing lists, list serves, and appropriate websites. The District also uses the statewide California Community College Registry available through the Chancellor's Office.

Applicants registered with the Registry are notified of position openings via e-mail and mail. In addition, the district may solicit nominations of candidates or send invitations to apply for positions via e-mail and/or mail.

## 6. APPLICATION PROCESSING AND DETERMINING THE APPLICANT POOL

All applicants will be notified when their application packet has been received and whether or not it was complete and timely. The Office of Human Resources will make every effort to notify applicants of missing application materials in order to have as many qualified applicants as possible forwarded to the applicant pool.

After the application deadline has passed, applications shall be screened to determine which candidates satisfy the minimum job requirements set forth in the job announcement. Those applicants who are deemed to have met the minimum qualifications are considered to be in the applicant pool and will be forwarded to the hiring committee for screening.

The Office of Human Resources will notify all applicants who are not forwarded for screening by the committee of their application disposition by letter.

## 7. COMMITTEE SELECTION

Selection committees for administrative positions are broadly representative of all constituencies on campus. The majority of the committee will be in the same constituency group as the position being hired. Suggested committee representation shall be as follows:

- 3 to 4 Administrative Representatives
- 1 to 2 Classified Representatives
- 1 Faculty Representative

For each opening, the Vice President of Human Resources or their designee will have the authority to approve the hiring committee composition, keeping in mind constituency representation and committee size. For some positions, representation from the community will be given serious consideration. The outgoing staff member in the open position is not part of the selection process unless that person maintains a supervisory relationship to the open position.

Once a committee member has been approved, they will be sent a letter or email confirming their membership as well as a copy of this policy.

The appropriate hiring administrator or assigned Senior Human Resources Generalist appoints the committee chair. The immediate administrative supervisor of the position may be involved in all phases of the selection process or limit her/his participation to part of the process at the final stages of interviewing. The Vice President of Human Resources may serve as a voting or non-voting member of any administrative selection committee. The Vice President of Human Resources or assigned Human Resources Technician will monitor committee activity and advise the committee on procedures. The appropriate supervising administrator conducts the final interviews.

General timelines will be established for the screening and interview process. Prospective committee members must be available for service within these timelines.

## 8. COMMITTEE ORIENTATION

Whenever possible, within one week prior to a position closing, the Human Resources Office arranges a mandatory orientation meeting for all selection committee members.

This orientation meeting covers the following:

- Equal Employment Opportunity training;
- A review of interviewing procedures and protocol;
- Overview of the position (this can be done by reviewing the job announcement or with input from the hiring manager/administrator);
- Review of the hiring committee timeline and important dates;
- Development of screening criteria and review of screening procedures;
- Review and provide input on the proposed interview questions. Specific interview questions are developed by the supervisor and/or the selection committee chairperson and reviewed by the Vice President of Human Resources or assigned Human Resources staff. Whenever possible, all interview questions are to be finalized before the screening of applications begins;
- Development of the demonstration or exercise, if any, that the committee wishes the candidates to complete as part of the interview process; and
- Signing of the confidentiality agreement.

## 9. SCREENING

Each committee member is given a screening form for each candidate, preprinted with the candidate's name and the major criteria, derived from the job announcement, which will be the basis for screening. The guidelines for screening applications are as follows:

- Review all materials submitted by candidates carefully;
- Review evidence of meeting minimum qualifications as established on job announcement;
- Consider evidence of meeting desirable qualifications listed on job announcement;
- Consider evidence of sensitivity to diversity issues;
- Look for all evidence that candidate is qualified to hold a high-level position and work effectively with staff and, if applicable, with students;
- Given the College's direction over the next few years, look for evidence that candidates can make a contribution to meeting planning goals;



- Professional ethics require strict confidentiality regarding information submitted by candidates; and
- If a committee member discovers during the screening process that they know an external candidate for the position, they are to notify the Vice President of Human Resources or the assigned Senior Human Resources Generalist and they may be asked to excuse themselves from the committee and a substitute will be appointed.

After all committee members have screened the applications, the assigned Human Resources Technician tabulates and summarizes the ratings. A meeting of the committee is then held to:

- Determine which applicants will be invited for an initial interview;
- Confirm the availability of committee members in scheduling of the interviews; and
- Finalize demonstrations or exercises required as part of the interview process.

In the event there is a small but viable pool of qualified candidates, the committee may choose to forego the screening process and proceed to interview the entire pool.

## **10. COMMITTEE INTERVIEWS AND PROCEDURE**

- The committee chair escorts the candidate into the room, makes introductions, explains the time allotted and any ground rules.
- The committee chair asks the first question. The remaining questions are asked by predetermined members of the committee. Clarification questions may be asked but consideration should be given to the candidate's use of available time established for the interview.
- Immediately following each interview, committee members make independent ratings without discussion, except, as necessary, to clarify a candidate's answer to particular questions with other committee members.
- All committee members are to return their interview materials and rating sheets to the Office of Human Resources at the conclusion of each day of interviews.

## **11. DELIBERATIONS MEETING**

After all candidates have been interviewed, a meeting time is set up for discussion and deliberation. During this meeting, time is allotted for independent modification of ratings. Ratings are collected by the assigned Human Resources Technician, who enters the ratings into a spreadsheet during the meeting. The Chairperson leads the discussion to determine the final candidates to be sent forward.

## **12. FINAL SELECTION**

- The final interview process is conducted by the hiring supervisor or designee. The Chairperson will participate.
- After the final interview (or, at the discretion of the hiring administrator, before the final interviews), the hiring administrator and/or the committee chair (if the chair is an administrative level employee) conducts reference checks for all finalists, or, at the discretion of the hiring administrator, the highest ranked finalist only.
- After completion of the final interviews, a finalist is designated as the chosen candidate.
- The Chancellor makes the final recommendation to the Board of Trustees for approval.
- All participants in the process are informed by the hiring committee chair of the outcome of the final interview.
- In the event the hiring administrator decides not to recommend any of the final candidates to the Board of Trustees, he/she shall so inform the selection committee, and advise the Vice President of Human Resources, in writing, of the reasons for this decision.
- The hiring administrator shall personally communicate, by telephone, with the unsuccessful finalists, with the exception of candidates employed by the District, who shall be notified in person or by telephone. The Human Resources Office will send a follow-up in writing to all finalists.
- The successful candidate shall be notified by the hiring administrator either in person or by phone. The Office of Human Resources shall prepare the documents necessary for action by the Board of Trustees. The successful candidate shall be notified in writing by the Human Resources Technician.
- The successful candidate must submit official transcripts to the Office of Human Resources prior to the first day of paid service. The Human Resources Office shall evaluate the candidate's official transcripts to determine that the candidate meets the requirements of the position and that the candidate's official transcripts are identical to any unofficial transcripts previously submitted. The candidate's employment is contingent on approval of his/her transcripts.

- The Office of Human Resources maintains file information on each selection process and addresses all complaints regarding the process.

**13. EVALUATION OF THE SELECTION PROCESS**

- The Vice President of Human Resources or the assigned Senior Human Resources Generalist works with the committee chairperson to monitor all stages of the selection process for any conditions or events that work against equal employment opportunity.
- All committee members are asked to evaluate the process and make recommendations for improvement in administrative hiring procedures.

**14. ADMINISTRATIVE CONTRACTS**

- According to the California Education Code §72411.5, “Every instructional or student services administrator of a community college district shall be employed, and all other administrators of a community college may be employed, by the governing board of the district by a contract not to exceed four years.”
- The Board of Trustees will work with the Chancellor to determine which administrators will receive contracts and to determine the provisions to be included in the contract. Adopted 6/10/92, Revised 6/23/2005

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**CLASSIFIED EMPLOYEE HIRING PROCEDURES**

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**PREFACE**

Employment procedures are designed to ensure equity and access are provided in all phases of the process and to enable the District to select the best candidate from the most qualified pool available. Under the principles of shared governance, broad representation of all constituencies plays a role in the selection process for classified employees.

**1. DETERMINATION OF VACANCY**

The Chancellor determines that a vacancy exists or that a new position is needed based on input from the appropriate area of the College. A Classified Staffing Committee will be appointed by the Chancellor to assist in the determination of openings. At the appropriate time the Chancellor seeks Board of Trustees approval for opening the position.

**2. JOB DESCRIPTIONS AND ANNOUNCEMENTS**

The administrator(s) for the position, with the assistance of the Human Resources Office, will develop, update or review the job description for the position. Elements are taken from the job description and the job announcement is developed by the Human Resources Office with the participation of the administrator(s) for the position. Job announcements shall clearly state essential job duties, knowledge, skills, abilities, minimum requirements and desirable qualifications necessary for the position. All classified positions shall include sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds.

**3. QUALIFICATIONS AND SALARY**

The District determines classified minimum qualifications and salary placement on a position-by-position basis. This process takes into consideration the existing district classification structure and external comparable salaries at other similar community college districts, to ensure that the district selects individuals who are competent to perform the responsibilities unique to the position being filled and that they are paid appropriately.

**4. APPLICATION INSTRUMENTS**

Application instruments for classified positions include:

- The District Classified Application form;
- A cover letter;
- A current resumé;
- Unofficial copies of college transcripts, as applicable. Official transcripts will be required at the time of employment;

- Confidential recruitment source form (optional); and
- Reference letters that are signed and dated within the last five years are optional.  
**District forms are subject to ongoing revision.**

## 5. RECRUITMENT

The District uses a variety of methods in recruitment and consistently seeks to develop new, non-traditional recruitment tools to further success in reaching a qualified pool of applicants.

The District uses various forms of advertising mediums, including, but not limited to, major area newspapers, professional journals, professional organization job listings, mailing lists, list serves, and appropriate websites. The District also uses the statewide California Community College Registry available through the Chancellor's Office. Applicants registered with the Registry are notified of position openings via e-mail and mail.

## 6. APPLICATION PROCESSING AND DETERMINING THE APPLICANT POOL

All applicants will be notified when their application packet has been received and whether or not it was complete and timely. The Human Resources Office will make every effort to notify applicants of missing application materials in order to have as many qualified applicants as possible forwarded to the applicant pool.

After the application deadline has passed, applications shall be screened by the Human Resources Office to determine which candidates satisfy the minimum requirements set forth in the job announcement. Those applicants who are deemed to have met the minimum requirements are considered to be in the applicant pool and will be forwarded to the hiring committee for screening.

The Human Resources Office will notify all applicants who are not forwarded for screening by the committee of their application disposition by letter.

If it is determined that there is an insufficient pool of qualified applicants for the open position, the Office of Human Resources will make a recommendation to the hiring committee chair as to the next steps. Next steps may include but are not limited to, reviewing the job description, extending the recruitment deadline or broadening the recruitment effort to increase the number of qualified applicants.

## 7. COMMITTEE SELECTION

Selection committees for classified staff positions should be broadly representative of the constituencies on campus.

The majority of the committee will be in the same constituency group as the position being hired. Committee representation shall be as follows:

- Hiring Committee Chair (appointed by the administrator for the position, this will usually be the immediate supervisor of the position) – Required
- A classified member from within the same department – Required
- A classified member from another department or division – Required
- An assigned, non-voting selection committee representative will monitor committee activity and advise the committee on procedures – Required
- Other members as deemed appropriate by the administrator for the position – Optional
- A Human Resources representative may serve as a voting or non-voting member of any classified selection committee – Optional

The immediate supervisor of the position may be involved in all phases of the selection process or limit her/his participation to part of the process at the final stages of interviewing. For each opening, the Human Resources Office will have the authority to approve the hiring committee composition, keeping in mind constituency representation and committee size. For some positions, representation from the community will be given serious consideration. General timelines for the hiring process will be established and agreed to by the Committee Chair and Human Resources. Prospective committee members must be available for service within these timelines. Once the committee composition is approved by Human Resources, the committee chair will notify the committee members. The appropriate administrator(s) for the position will conduct the final interviews.

The hiring administrator may elect to have a full three-phase hiring process, including screening, first- and second level interviews or an abbreviated first-level screening process. The abbreviated process would include only the required members of the hiring committee listed below. It would include the screening of all qualified applicants by the committee, based on job-related criteria taken from the job announcement, such as, desirable qualifications. This process would be in place of screening and then holding first-level interviews.

### **8. COMMITTEE ORIENTATION**

Whenever possible, within two weeks before a position closes, the Human Resources Office arranges a mandatory orientation meeting for all selection committee members.

This orientation meeting covers the following:

- Equal Employment Opportunity presentation;
- Overview of the position with input from the administrator or immediate supervisor for the position;
- Review of the hiring committee timeline and important dates;
- Development of screening criteria and review of screening procedures;
- If applicable, a review of committee interviewing procedures and protocol;
- If applicable, review and provide input on the proposed interview questions. Specific interview questions will be developed by the committee chair and the selection committee and reviewed by the Human Resources Office prior to screening applications;
- Determination of skills exercise(s), (i.e. writing sample, computerized testing) if any, that the committee wishes the candidates to complete as part of the interview process; and
- Signing of the confidentiality agreement.

### **9. SCREENING**

Each committee member is given a screening form listing each candidate, preprinted with the candidate's name and the screening criteria, derived from the job announcement and agreed to by the committee members, which will be the basis for screening. The guidelines for screening applications are as follows:

- Review all materials submitted by candidates carefully;
- Review evidence of meeting desirable qualifications as established on job announcement;
- Look for all evidence that candidate is qualified to hold the position and work effectively with staff and, if applicable, with students; and
- Professional ethics require strict confidentiality regarding information submitted by candidates.

After all committee members have screened the applications, the Human Resources Office tabulates and summarizes the ratings. A meeting of the committee is then held to:

#### ***ABBREVIATED PROCESS***

- Determine which applicants will be forwarded for the hiring interview Full process
- Determine which applicants will be invited for an initial committee interview.
- Finalize scheduling of the committee interview time slots.

In the event there is a small, but viable, pool of qualified candidates, the committee may choose to forego the screening process and proceed to interview the entire pool.

### **10. COMMITTEE INTERVIEWS AND PROCEDURE**

- The committee chairperson escorts the candidate into the room, makes introductions, explains the time allotted and any ground rules.
- The questions are asked by predetermined members of the committee. Clarification questions may be asked but consideration should be given to the candidate's use of available time established for the interview.
- Immediately following each interview, committee members make independent ratings without discussion except, as necessary, to clarify a candidate's answer to particular questions with other committee members.
- All committee members are to return their interview materials and rating sheets to the Human Resources Office at the conclusion of each day of interviews.

## 11. COMMITTEE DELIBERATIONS MEETING

After all candidates have been interviewed by the committee, a meeting time is set up for discussion and deliberation. During this meeting, time is allotted for independent modification of ratings. Ratings are collected by the chairperson or HR representative, who enters the ratings into a spreadsheet during the meeting. The chairperson leads the discussion to determine the final candidates to be sent forward.

## 12. FINAL SELECTION

- The final interview process is conducted by the administrator of the position or administrative-level designee. The chairperson or designee will participate. In the abbreviated process, additional department members may be invited to participate in the final interview.
- After the final interview (or, at the discretion of the administrator, before the final interviews), the administrator and/or the committee chair (if the chair is an administrative level employee) conducts reference checks for all finalists, or, at the discretion of the administrator, the highest ranked finalist only.
- After completion of the final interviews, a finalist is designated as the chosen candidate.
- The administrator for the position or supervising administrator, either in person or by phone, will make an offer of employment to the successful finalist. Human Resources and the administrator will jointly agree on salary placement and start date. The Human Resources Office shall prepare the documents necessary for action by the Board of Trustees. The successful candidate shall be sent an offer letter in writing by the Human Resources Office. This letter will list all documentation required as part of the conditional employment offer.
- The administrator for the position shall personally communicate, by telephone, with the unsuccessful finalists, with the exception of candidates employed by the District, who shall be notified in person when possible. The Human Resources Office will send a follow-up in writing to all finalists.
- The Chancellor makes the final recommendation to the Board of Trustees for approval.
- In the event the administrator for the position decides not to recommend any of the final candidates to the Board of Trustees, he/she shall so inform the selection committee, and notify the Human Resources Office, in writing, of the reasons for this decision.
- The successful candidate must submit official transcripts to the Human Resources Office prior to the first day of paid service. The Human Resources Office shall verify the candidate's official transcripts are identical to any unofficial transcripts previously submitted. The candidate's employment is contingent on verification of his/her transcripts.
- The Human Resources Office maintains file information on each selection process and addresses all complaints regarding the process. If an applicant files a complaint regarding the hiring process, the committee chair and selection committee representative will assist in responding to the complaint.

## 13. EVALUATION OF THE SELECTION PROCESS

- An assigned Human Resources representative works with the committee chairperson to monitor all stages of the selection process and informs the Chief Human Resources Officer of any conditions or events that are inconsistent with equal employment opportunity regulations.

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# ACADEMIC HIRING PROCEDURES

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## FULL-TIME POSITIONS

### 1. DETERMINATION OF VACANCY

- 1.1. The Chief Instructional Officer (CIO) will work through the campus budget and planning process to determine the appropriate number of faculty positions for the coming year.
- 1.2. The Certificated Staffing Committee will establish a procedure for soliciting, reviewing and prioritizing requests for both new, as well as, replacement positions.
- 1.3. The Instruction Office and the Academic Senate will mutually agree to the procedures and processes used by the staffing committee.
- 1.4. At the appropriate time the CIO will seek Board of Trustees (BOT) approval for opening the positions.



**2. JOB ANNOUNCEMENTS**

- 2.1. Job announcements are developed with the participation of the appropriate Division Dean, Department Chair, the CIO and the Chief Human Resources Officer (CHRO).
- 2.2. The Senate, CIO, and CHRO will mutually agree on a “template” to be used for all hiring announcements. This template will include all material required by Title V or the Education Code.
- 2.3. Final wording on each specific announcement will be developed by mutual agreement with the Department Chair and CIO.

**3. APPLICATION INSTRUMENTS**

- 3.1. Application instruments for Academic positions include, but are not limited to:
  - District Academic position application form;
  - Confidential recruitment source form;
  - Resume;
  - At least three current (within 5 years) letters of recommendation. (A formal classroom evaluation may substitute for one of the letters of recommendation); and
  - Unofficial copies of college transcripts. Official copies will be required at the time of employment.
- 3.2. At the time of application, the candidate will indicate that the application is submitted as meeting minimum qualifications or that it is submitted under the equivalency provision as indicated on the job announcement.
- 3.3. District forms are subject to ongoing revisions.

**4. RECRUITMENT**

- 4.1. In addition to using traditional means of recruitment, the District will continue to use new, non-traditional recruiting tools to reach the broadest range of qualified candidates as possible.
- 4.2. The Hiring Committee will be encouraged to provide options for additional recruitment efforts. All recruitment efforts must be coordinated and approved by the CHRO.
- 4.3. To avoid any perception of bias, any individual who writes a recommendation letter for a specific position will not be allowed to serve on the hiring committee for that position.
- 4.4. Once a position has been advertised, committee members may not seek out or encourage any candidates for that position. If a candidate contacts them, they can provide general information (e.g., general, public facts about the college or the department), but must refer the candidate to the CHRO for any additional or position- specific information.

**5. APPLICANT POOL AND APPLICANT FLOW**

- 5.1. After the application deadline has passed, applications shall be screened to determine which candidates satisfy job specifications set forth in the job announcement.
- 5.2. If there is a question on the breadth and depth of the applicant pool, the CIO, Hiring Committee Chair, Senate President and the CHRO will meet to determine if the process should continue.
- 5.3. If it is determined that the pool lacks breadth and depth, the District may:
  - Extend the deadline and pursue focused recruitment to increase the number of qualified applicants;
  - Postpone the filling of the position; or
  - The Chancellor may make an interim appointment.

## 6. COMMITTEE SELECTION AND ORIENTATION

- 6.1. The committee usually consists of five to seven faculty members, with the Department Chair or designee serving as the committee chair. The Senate confirms members of the committee, one of whom should be from outside the academic division.
- 6.2. The Senate President and the CHRO will address any challenges to a committee member's ability to function in an impartial manner.
- 6.3. Committee members are expected to serve for the entire procedure, and may be removed if they are unable to complete any part of the overall selection process.
- 6.4. The CHRO will appoint a Selection Committee Representative to monitor the selection process to ensure adherence to all appropriate rules and regulations. The Division Dean will normally serve as the Personnel Committee Representative.
- 6.5. Unless the Selection Committee Representative is already a member of the committee, the Selection Committee Representative is a non-voting committee member.
- 6.6. Changes to the committee structure, including the invitation of outside experts, are permitted with the mutual agreement of the committee chair, Academic Senate, and the CIO.
- 6.7. Outside experts who participate for the entire process should be considered voting members. Outside experts who are present for only a portion of the selection process will be considered non-voting members.
- 6.8. Financial compensation for outside experts is usually not available. Any exception to this is at the sole discretion of the CIO and the CHRO.
- 6.9. At the discretion of the committee, any non-voting member may be allowed to give non-binding "advisory" votes.

## 7. SCREENING

- 7.1. With mutual agreement, the Academic Senate, Chief Instructional Officer, and Chief Human Resources Officer will develop a standard screening process.
- 7.2. With mutual agreement between the Senate, the CIO, and the CHRO, a modified screening process may be used for specific positions. However, any such modifications must be agreed to prior to the closing of that specific position.

## 8. INTERVIEWING

- 8.1. With mutual agreement, the Academic Senate, Chief Instructional Officer, and Chief Human Resources Officer will develop a standard interview process.
- 8.2. With mutual agreement between the Senate, the CIO, and the CHRO, a modified interview process may be used for specific positions. However, any such modifications must be agreed to prior to the closing of that specific position.
- 8.3. In all cases, all academic positions will require the candidate to provide the selection committee with some form of demonstration, such as a classroom lesson or problem-solving scenario.
- 8.4. The Selection Committee advances top candidates, usually three, but no less than two, for final interviews.
- 8.5. In most cases, if the selection committee can only recommend one candidate, the pool lacks breadth and depth and the process should be terminated. However, in very unusual cases (and only with the mutual agreement among the CIO, CHRO, and the Senate President), the selection committee may recommend a single candidate to the President.

## 9. FINAL SELECTION

- 9.1. The final interview team is composed of the committee chair or designee, the CIO, and the Chancellor or their designees.
- 9.2. To ensure consistency in the process, the final interview committee membership must remain the same for all final interviews.
- 9.3. If the final interview committee requests an additional interview, all of the finalists must receive the additional interview.

- 9.4. If the Chancellor is not satisfied with any of the finalists recommended by the selection committee, the President may request the selection committee to reassemble and review those candidates who were interviewed, but not recommended for a final interview. After further review, the selection committee may decide to forward additional candidates for final interviews. If the committee finds that there are no additional candidates to send forward for a final interview, the hiring process ends.
- 9.5. The CIO or designee will notify final candidate of his/her selection. After the candidate has accepted the job offer, the CIO will notify the CHRO to place the name of the successful candidate on the Board of Trustees' agenda for approval to hire.
- 9.6. In most cases the CIO will telephone unsuccessful finalists to report the decision. The Human Resources Office will contact all other candidates by form letter in a timely manner.

**10. ADDITIONAL PROCEDURES**

- 10.1. The selection committee chairperson is responsible for the completion of all forms and paperwork related to the screening and interview process.
- 10.2. The Human Resources Office will maintain file information on each selection process and deal with all complaints regarding the process.
- 10.3. The Board, the Administration, or the Senate may initiate a review of these procedures. Any changes will be with the mutual agreement of the Board or its designees, and the Senate.

**APPENDIX A:****JOB ANNOUNCEMENTS:**

Development of the Job Announcement is a crucial step that should not be taken lightly. While the general template is to be developed between the Academic Senate, the CIO, and the CHRO, it should include the following components:

**GENERAL INFORMATION**

- An equal opportunity policy statement;
- Instructions for completing the application;
- A brief description of the College;
- An indication that new employees will be required to show proof of legal right to work;
- A short overview of compensation and benefits;
- General duties and qualifications expected of all faculty members; and
- Any other items mandated by the Education Code, Title V, or other legal requirements.

**SPECIFIC INFORMATION**

- Position description;
- Typical duties. A detailed summary of the specific job duties from the job description;
- The appropriate minimum qualifications and a general statement regarding equivalencies;
- Qualifications. Give specific experience, education, knowledge, skills, abilities and personal characteristics required for the position; and
- Desirable or preferred qualifications shall not be used to discourage qualified applicants. Sensitivity to diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of community college students will be included as a qualification.

**CONDITIONS OF EMPLOYMENT**

Salary schedule placement, starting dates, work hours and other specific conditions that make this position unique that need to be brought to the attention of the prospective candidates should be indicated here.

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## ACADEMIC HIRING PROCEDURES FOR ADJUNCT POSITIONS

*Effective July 1, 2015*

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### 1. PREFACE

In general the same underlying philosophy for the hiring of full-time faculty members also applies to the hiring of adjunct faculty. There are, however, additional issues and concerns that need to be addressed when selecting adjunct faculty members.

- 1.1. The necessity of ensuring quality and high levels of teaching excellence is not incompatible with the recognition that flexibility and speed may be needed when filling adjunct positions. With care, the two issues can be complimentary.
- 1.2. We should recognize the practical fact that a vast majority of successful applicants for full-time faculty positions start as adjunct, so we must be sure that we do not inadvertently “narrow the gate” by having too restrictive of a procedure for hiring adjunct.
- 1.3. However, since our primary concern should be the educational experience of our students, who should not have to worry whether an adjunct or Full-time faculty member is teaching them, we should ensure that the professional qualities of ALL faculty members are of the highest caliber.

### 2. DEPARTMENT CHAIR AND DESIGNEE

- 2.1. For the purposes of efficiency, any references to “Department Chair” may be read as “Department Chair or designee.”
- 2.2. During the summer, or when the college is in recess, if the Department Chair will not be available he/she should identify a designee. If there is not designee, the Academic Senate President may appoint a designee.

### 3. RECRUITMENT

- 3.1. The Human Resources department will establish a schedule for publishing generic announcements for adjunct positions. Inclusion of academic departments on these announcements and all other related college recruitment materials will be in coordination with the Instruction Office and the Department Chairs.
- 3.2. Before conducting any supplemental recruiting, departments should notify the Human Resources Office. Human Resources will assist the department in ensuring that all legal requirements as well as the overall goals of the college recruiting processes are met.
- 3.3. The Human Resources Office will keep applications for a period of two years.

### 4. MINIMUM QUALIFICATIONS

- 4.1. Students are entitled to the best possible instruction regardless of whether it is being delivered by an adjunct or a full-time faculty member. As such, the procedures for determining Minimum Qualifications and Equivalencies are the same for both adjunct and full-time faculty hires.
- 4.2. If an individual satisfies the equivalency for a particular discipline, he/she retains his/her status as meeting the equivalent minimum qualifications for that discipline for as long as he/she maintains continual academic employment with the college. He/she retains equivalency for that discipline, and may continue to use that equivalency to qualify for any future adjunct and full-time hires within that discipline.
- 4.3. However, if an individual is not employed for two consecutive regular semesters, he/she must re-apply via the Adjunct Re-Employment Application form to be placed into the eligibility pool. If an individual is not employed for more than three years, he/she must undergo a new application and interview process. In both cases, the individual must meet the minimum qualifications and equivalency procedures that are in effect at that time.

#### Required documentation

- 4.4. All applicants are to complete the following:
  - Appropriate district application,
  - Unofficial copies of transcripts,
  - Resume
  - Letters of recommendation:

- When applying for disciplines requiring a Master’s degree, two professional letters of reference are required.
  - When applying for disciplines in which a Master’s degree is not generally expected or available but which requires a specific Bachelor’s or Associate degree (Career Technical Education), letters of recommendation are highly recommended.
  - Submitted letters must have been signed and dated within the last five years. (Student classroom evaluations are not considered professional letters of reference.)
- 4.5. Current adjuncts interested in teaching in other disciplines can submit an Adjunct-Additional Interest Form instead of completing an entire new application. They must still undergo the interview process. Any required documentation must be submitted to the Human Resources Office prior to an interview being established.

## **5. SCREENING/INTERVIEWING COMMITTEE**

- 5.1. All committees to screen and/or interview adjunct applicants must consist of at least two individuals.
- 5.2. The Department Chair will chair the committee. It is strongly encouraged that the second committee member should be a full-time faculty member from within the same department; however, another full-time faculty member or an educational administrator may also serve as the second committee member.
- 5.3. The Senate and the Instruction Office may agree to add additional members to the committee to provide for increased expertise and input.
- 5.4. To ensure institutional integrity in the hiring process, it is desirable that the Human Resource Office arranges the interviews.
- 5.5. However, in some cases it might be necessary for the committee chair to schedule the interviews. In these cases, the committee chair must contact and coordinate with the Human Resource office to complete any and all other arrangements for the interviews.

## **6. ELIGIBILITY LIST**

- 6.1. Candidates who have successfully completed the interview process will be placed on the eligibility list. However, no candidate will be placed on the eligibility list until the Human Resource Office has verified the minimum qualification of a potential faculty member, as determined by the Senate equivalency procedure.
- 6.2. The department chair will recommend to the Instruction Office a list of individuals who are best qualified to teach particular courses. For those classes that are offered in a non-traditional format (e.g., PACE, Distance-Ed), the Department Chair may consult with the appropriate coordinator/ administrator of those programs to determine the best qualified for particular sections.
- 6.3. Only the Instruction Office, based on the recommendation list provided by the Department Chair, may make an official offer of employment.
- 6.4. Individuals who have not been employed at the College for two consecutive, regular semesters will be removed from the eligibility list and must reapply per the requirements of section 4.3.

## **7. EMERGENCY HIRES**

- 7.1. An “Emergency hire” is one that occurs when there are less than two working days prior to the scheduled start of a class section.
- 7.2. In emergency hires, a formal committee is not necessary. However, unofficial transcripts and completed District Application must be submitted prior to employment. All other required documentation (e.g., official transcripts, “new hire packet”, letters of recommendation) must be submitted prior to the first pay period.
- 7.3. Established minimum qualifications and equivalencies cannot be waived for “emergencies”.
- 7.4. If an emergency hire wishes to be placed on the eligibility list for future teaching assignments, the Department Chair and/or Division Dean must ensure that the faculty member completes the regular hiring procedures.
- 7.5. The Human Resources Office will provide the Instruction Office, Department Chairs, and Academic Senate with a list of all “emergency hires” each semester.

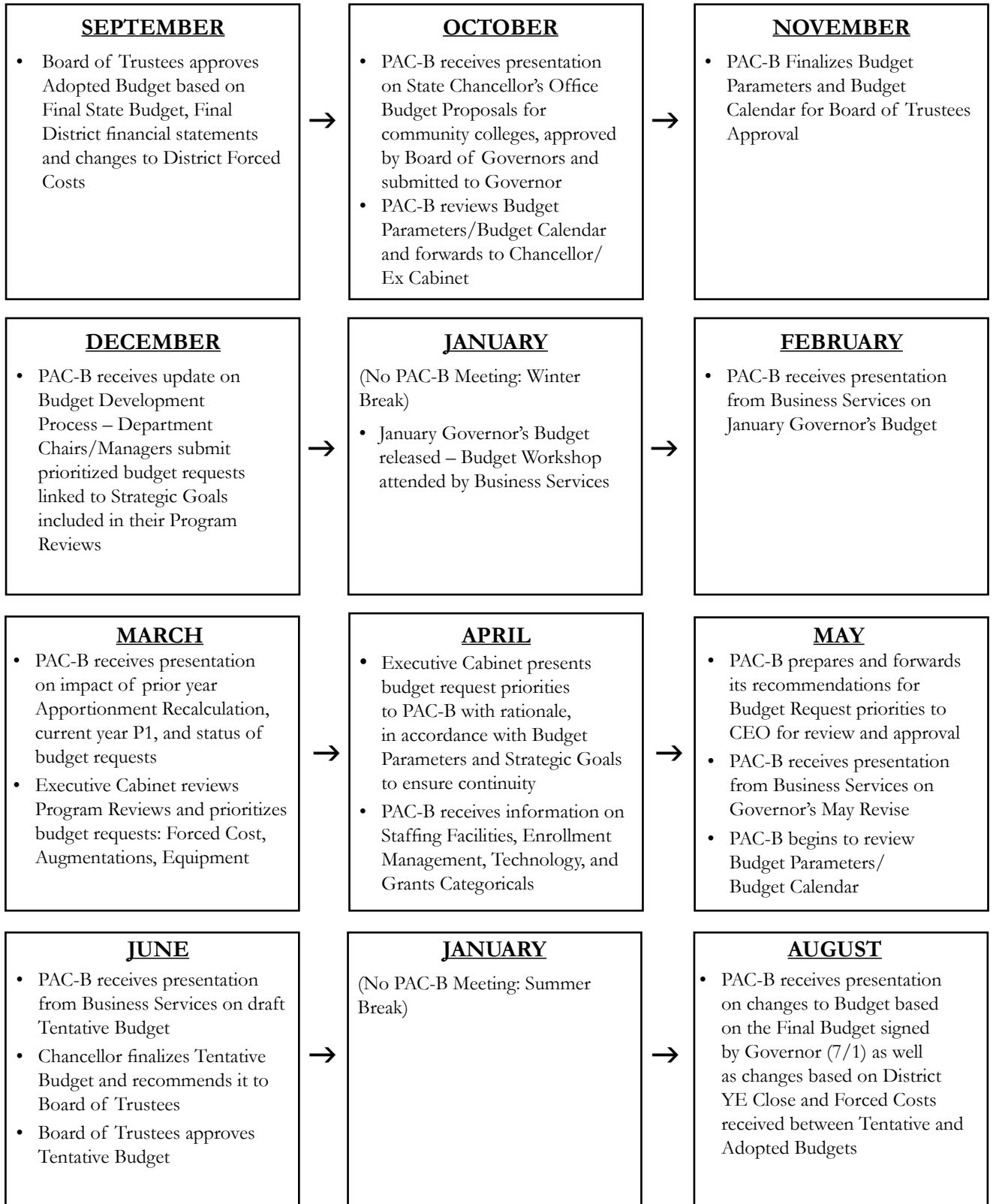
## **8. FOLLOW-UP RESPONSIBILITIES**

The Committee Chair is responsible to ensure that all committee materials and required committee documents are returned to the Human Resources Office.

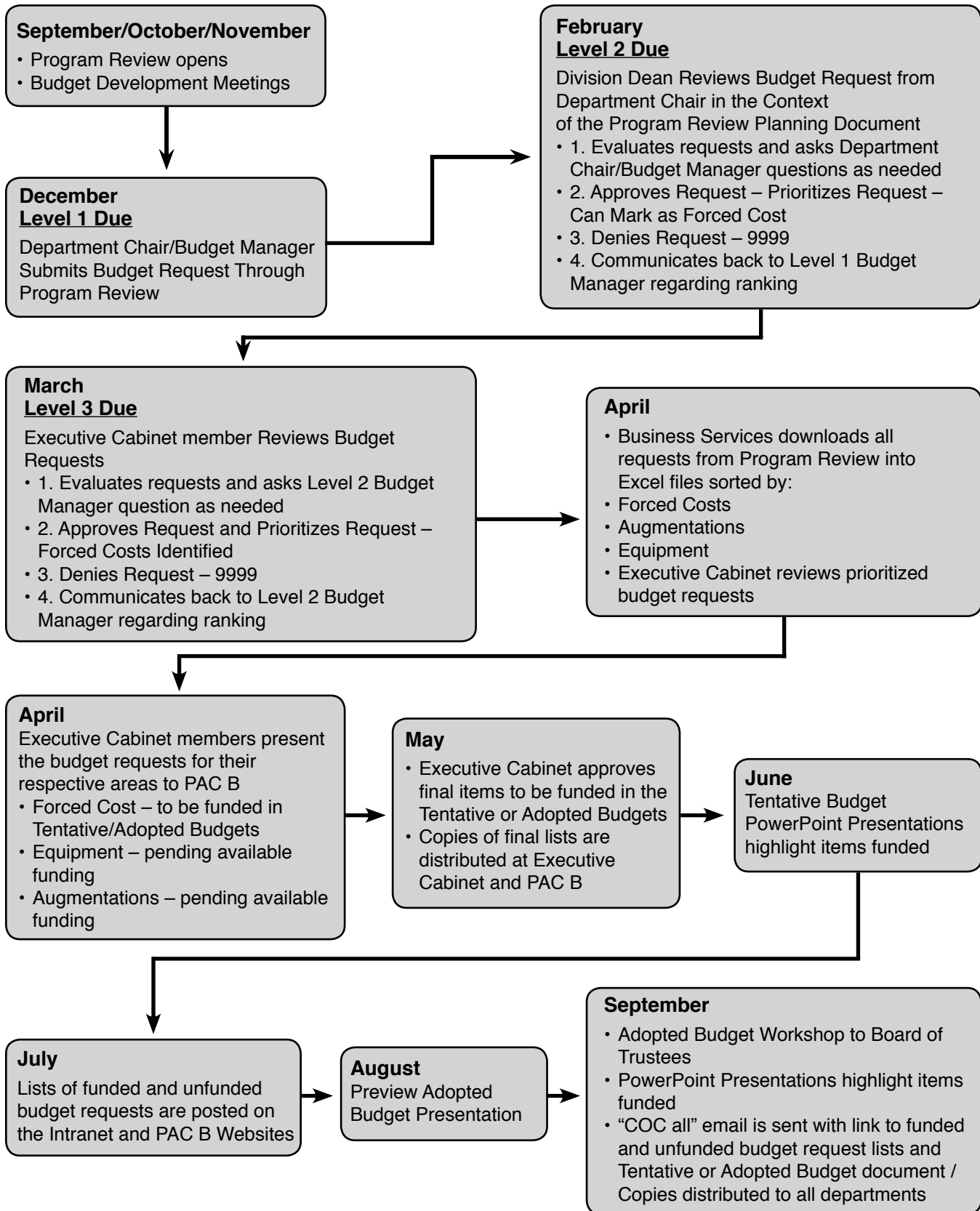


# APPENDIX G

## THE BUDGET DEVELOPMENT AND PROGRAM REVIEW PROCESS



**BUDGET DEVELOPMENT PROCESS  
"THE LIFE CYCLE OF A BUDGET REQUEST"**



# APPENDIX H

## BOARD POLICY: HOW NEW POLICIES ARE DEVELOPED, AND EXISTING POLICIES ARE CHANGED

When considering how policies are developed, it is important to understand the differences between policy and procedure. Policies put consistent guidelines in place and lay out the rules under which the college will operate. New policy, and any changes to existing policy, must be approved by the Board of Trustees. A step-by-step explanation of this process is provided below.

Procedures provide the practical detail of how policies will be implemented. They contain such detail as who will perform a procedure, the necessary steps in doing so, and the appropriate timing. Because procedures can change more frequently due to technology or other external variables, they can be altered without Board of Trustees approval.

### WHAT TRIGGERS POLICY CHANGES?

• State and Federal Law • Chancellor's Office Regulations • Local District Choice

### HOW POLICY IS DEVELOPED

#### STEP 1

A new or revised policy is proposed by an administrator, the Academic Senate, Classified Senate, Associated Student Government, or the Board of Trustees. If a sample policy is available from the Community College League of California, it will serve as a starting point.

#### STEP 2

Draft policy is submitted by the responsible member that oversees a section of Board policy. For example, the 5000s section of policies would fall under the Assistant Superintendent/Vice President of Student Services and they will ensure the policy stays on its path through its review and approval. As the draft policy moves through the process, it is reviewed by those who have a vested interest in the policy, as well as those responsible for implementing the policy. It will also be reviewed by the CEO, Executive Cabinet, and if necessary, legal counsel. Policies in development will be routed to the affected constituent groups as per the criteria and outlined in AB 1725.

(Note: The Board of Trustees, per Board policy 2410, will review and develop the 2000's section of the policies and said changes will be presented beginning with Step 5 below).

#### STEP 3

After proposed policy has been reviewed and approved by all constituent groups and if appropriate, it goes to College Policy Council for review using [CPC's operating procedures](#).

(Note: The responsibility for doing so is the duty of the appointee of each constituency group who appoints to CPC.)

#### STEP 4

Policy is finalized, with changes as agreed to.

#### OR

Policy returns to the originating group for further development. After revisions **are approved by all constituent groups and interested parties**, it is returned to College Policy Council for review.

#### STEP 5

Completed policy is placed on Board of Trustees meeting agenda.

#### STEP 6

First reading by Board of Trustees.

#### STEP 7

Second reading and adoption by Board of Trustees.

#### STEP 8

The CPC Chair or Co-Chairs will ensure that the policies and procedures that have been approved by the Board of Trustees are immediately uploaded to the college's website. The college community may look at the Board Agendas and Board Meeting minutes for the newly approved policies/procedures.

## **ACADEMIC SENATE POLICY REVIEW COMMITTEE**

### **PROCESS OF BOARD POLICY AND ADMINISTRATIVE PROCEDURE REVIEW**

**The Policy Review Committee is a sub-committee of the Academic Senate and serves as a clearinghouse for all Board Policies and Administrative Procedures requiring Academic Senate approval or sent to it for collegial input.**

#### **STEP 1**

Proposals for new or revised Board Policies and Administrative Procedures are Submitted to the Committee by:

- The Academic Senate,
- The President of the Academic Senate,
- The Faculty Chair of the Curriculum Committee,
- College Administration,
- A Committee Member if approved by a majority of the Committee.

#### **STEP 2**

An initial review of the submitted proposals is undertaken. Initial review consists of assessment of relevant provisions of Title 5 of the California Code of Regulations, California Education Code and Local Board policies and procedures.

#### **STEP 3**

If necessary, the draft is marked up with additional proposed revisions.

#### **STEP 4**

Committee schedules collaborative meetings, as appropriate, with affected parties, to include: campus constituent groups, Administration and other interested groups or individuals. The Committee will collaborate with all parties to reach agreement, where possible, prior to forwarding the proposal to the full Academic Senate for its consideration.

#### **STEP 5**

Proposed revisions to the policy and/or procedure are finalized and forwarded to the Academic Senate for its consideration. In accordance with the Committee's operating procedures, it may recommend to the Academic Senate a particular action in its deliberations of the proposed revisions.

#### **STEP 6**

Proposed draft revisions approved by the Academic Senate are forwarded to the College Policy Council. Administration shall be notified of all draft revisions not approved by the Academic Senate.



# GLOSSARY

## DEFINITIONS OF FREQUENTLY USED TERMS, ACRONYMS & CONCEPTS

### WHAT DOES “CPT” STAND FOR?

Community colleges have a language unto their own! With acronyms, terms defined in statute but not in the dictionary, and our own local COC talk, navigating our system can be a challenge indeed! Presented herein are definitions of frequently used terms, acronyms, and concepts you’ll encounter as you chart your course at COC.

### AB 1725

This is the Community College reform legislation passed in 1988. The provisions of it are now contained in the Education Code and in Title V.

### ACCCA

Association of California Community College Administrators.

### ACCOUNTING

The process of identifying, measuring, and communicating financial information to permit informed judgments and decisions by users.

### ADA BASE REVENUE

The amount that the State supplies the District towards meeting its attendance targets, commonly known as State Apportionment.

### ADEA

Age Discrimination in Employment Act.

### ADR

Alternative Dispute Resolution.

### AFT

American Federation of Teachers.

### ALLOCATION

The amount of funds a district receives for ADA generated.

### APPORTIONMENT

Federal or state taxes distributed to college districts or other governmental units according to certain formulas.

### APPROPRIATION

An allocation of funds made by a legislative or governing body for a specified time and purpose.

### ASSESSED VALUE

The value of land, homes or businesses set by the county assessor for property tax purposes. Assessed value is either the appraised value of any newly built or purchased property or the value on March 1, 1975 of continuously owned property, plus an annual increase. This increase is tied to the California Consumer Price Index but may not exceed 2%.

### AVERAGE DAILY ATTENDANCE (ADA)

The unit that was used prior to FTES as the basis for the computation of State Apportionment for California Community Colleges. One requirement of State law is that the regular day college must be maintained not less than three hours per day per five-day college week for 35 weeks.

### AUXILIARY OPERATIONS

Food Service and dormitories are considered auxiliary operations.

### BASE YEAR

A year to which reference is made when projecting a current condition.

### BLOCK GRANT

A fixed sum of money, not linked to enrollment/ADA (now FTES) measures, provided a college district by the State.

### BOARD OF GOVERNORS

The statewide governing board of the community colleges. The members are appointed by the Governor. The Board hires the Chancellor of the California Community Colleges and makes policy decisions that affect all districts. The Board may be directed by the Legislature to regulate certain matters and it may choose to regulate others.

### BOARD OF TRUSTEES

The local governing board of each community college district. Its members are elected from the service area. The board hires the chief administrator of the district and directs the operations of the district. It makes policy decisions that are permitted or mandated at the local levels.



## **BUDGET**

A plan of financial operation for a given period for a specified purpose consisting of an estimate of revenue and expenditures. (Ideally an educational plan expressed in dollars.)

## **BUDGET ACT**

The legislative vehicle for the State's budget appropriations. The Constitution requires that it be passed by a majority vote of the Assembly and the Senate and sent to the Governor by June 15 each year. The Governor may reduce or delete, but not increase, individual items.

## **BUDGETING**

The process of allocating available resources among potential activities to achieve the objectives of an organization.

## **CATEGORICAL FUNDS**

Funds received by a district for a certain purpose which can only be spent for the purpose. Examples: funding to serve students with disabilities (DSPP) or the economically disadvantaged, low-income (EOPS), deferred maintenance, instructional capital and matriculation.

## **CALPERS**

California Public Employees Retirement System, a state retirement system for all classified, confidential, and classified management employees of the District.

## **CFIER**

California Foundation For Improvement Of Employer-Employee Relations.

## **CFRA**

California Family Rights Act.

## **CHART OF ACCOUNTS**

A systematic list of accounts applicable to a specific entity.

## **CLOUD HOSTING**

Makes applications and websites accessible using cloud resources. Unlike traditional hosting, solutions are not deployed on a single server. Instead, a network of connected virtual and physical cloud servers hosts the application or website, ensuring greater flexibility and scalability.

## **COBRA**

Continuation of Benefits Rights Act Consolidated Omnibus Budget Reconciliation Act.

## **COC FOUNDATION**

A non-profit, tax-exempt organization responsible for soliciting and investing private donations to the District.

## **COCFA**

College of the Canyons Faculty Association, the collective bargaining agent for all faculty employees in the District.

## **COLA (COST OF LIVING ADJUSTMENT)**

An increase in funding for revenue limits or categorical programs. Current law ties COLA to indices of inflation, although different amounts are appropriated in some years.

## **COLLEAGUE (FORMERLY DATATEL)**

Colleague (formerly Datatel) is an integrated database that manages student, curriculum, financial, and personnel information used by COC since 1997. To make Colleague relevant to COC, our programmers had to engage in significant modifications. These modifications, combined with the rules and terms specific to COC, have resulted in a significantly different system.

## **CONFIDENTIAL EMPLOYEES**

Employees who, as a part of their classified duties, are assisting administrative staff on research, and other issues directly related to labor negotiations.

## **CONSUMER PRICE INDEX (CPI)**

A measure of the cost of living compiled by the United States Bureau of Labor Statistics. These indices of inflation are calculated regularly for the United States, California, some regions within California, and selected cities. The CPI is one of several measures of economic change.

## **COURSE CLASSIFICATION**

All courses offered by a college are classified by area (Examples: Letters and Science, Vocational, Community Services, etc.) by credit given, and by transferability, and this information is routinely submitted to the State Chancellor's Office.

## **CRA**

Civil Rights Act.

**CSEA**

California School Employees Association, a statewide organization that represents classified employees of the district. These include service and skilled crafts workers.

**CTA**

California Teachers Association.

**CURRENT EXPENSE OF EDUCATION (CEE)**

ECS 94362-The current General Fund operating expenditures of a community college district, excluding expenditures for food service, community services, object classifications 6000 (except equipment replacement) and 7000 and other costs specified in law and regulations.

**DFEH**

Department Of Fair Employment & Housing.

**DIFFERENTIAL FUNDING**

A system whereby a program or activity generates revenue based on a formula or allocation without specifying where and how the funds must be spent.

**DOCUMENT IMAGING**

The conversion of paper files (of any size or description) or microfilm / fiche to digital images.

**DOJ**

Department of Justice Education "Ed" Code, contains California law governing education in the state. The sections most frequently referenced dealing with employees in community colleges are sections 87000 through 88270. It can be accessed in hard copy in the Chancellor's Office or the Library. It is available on the Internet at: <http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=edc>

**EDD**

Employment Development Department. Handles or administers unemployment benefits for the state.

**EEO**

Equal Employment Opportunity.

**EEOC**

Equal Employment Opportunity Commission.

**ENCUMBRANCES**

Obligations in the form of purchase orders, contracts, salaries and other commitments for which part of an appropriation is reserved.

**ENDING BALANCE**

A sum of money available in the district's account at year's end after subtracting accounts payable from accounts receivable.

**ENROLLMENT/ADA (FTES) CAP**

A limit on the number of students (ADA-now FTES) for which the state will provide funding.

**EOPS**

Extended Opportunities Programs and Services.

**EPA**

Equal Pay Act.

**EQUALIZATION**

Funds allocated by the Legislature to raise districts with lower revenue limits toward the statewide average. Equalization deals with unequal community college funding by the State of California. For a number of years, colleges like College of the Canyons received fewer funds per full-time equivalent student (FTES) than other community colleges. This is the unfortunate result of a funding formula that has long outlived its usefulness.

**ETI**

Employee Training Institute. Provides customized Training solutions to companies throughout the Santa Clarita Valley.

**EMPLOYMENT TRAINING PANEL**

A training subsidy to support employers based in California who seek to upskill their workforce.

**ESTIMATED INCOME**

Expected receipt or accruals of moneys from revenue or non-revenue sources (abatements, loan receipts) during a given period.

**EXPENDITURES**

Amounts disbursed for all purposes. Accounts kept on an accrual basis include all charges whether paid or not. Accounts kept on a cash basis include only actual cash disbursements.

**FEHA**

Fair Employment Housing Act.

**FLSA**

Fair Labor Standards Act.

**FMLA**

Family Medical Leave Act.

**FIFTY PERCENT LAW**

Requires that 50 percent of district expenditures in certain categories must be spent for classroom instruction. Not counted herein are librarians, counselors, faculty release time and all classified staff or administrators.

**FON – (FACULTY OBLIGATION NUMBER)**

The annual minimum number of full-time faculty a community college is obligated to employ.

**FOUNDATION PROGRAM**

An early funding principle for the colleges that set a revenue floor per ADA funded from a combination of state and local course. The district's local board could raise money beyond that amount through local taxation.

**FSA**

Faculty Service Area.

**F&SD**

Faculty & Staff Diversity

**FTE**

Full-time equivalent.

**FTEF**

Full-time equivalent faculty.

**FTES**

Full-time Equivalent Student-the number of students in attendance as determined by actual count for each class hour of attendance. FTES is calculated as follows:

**WSCH**

(Weekly Student Contact Hours) x 17.5 / 525 contact hours = FTES. Colleges are funded at different monetary levels for each FTES. (See history of community college funding.)

**FUND**

An independent fiscal and accounting entity with a selfbalancing set of accounts for recording cash and other financial resources, together with all related liabilities and residual equities or balances, and changes therein. The difference between assets and liabilities.

**GENERAL-FUND**

The fund used to account for the ordinary operations of the district. It is available for any legally authorized purpose not specified for payment by other funds.

**HEERA**

Higher Education Employment Relations Act.

**HMO**

Health Maintenance Organization.

**HRIS**

Human Resources Information System (COC).

**HRS**

Human Resources System, a computer-based system that contains position information, personnel, and payroll data on all district employees.

**IDL**

Industrial Disability Leave.

**(IE)2**

The Institutional Effectiveness & Inclusive Excellence Committee

**INFLATION FACTOR**

An increase in apportionment provided by the state to reflect the increased cost of operation due to inflation.

**IIPP**

Injury & Illness Prevention Program.

**IRCA**

Immigration Reform And Control Act.

**ISP**

International Students Program.

**KSA'S**

Knowledge, Skills And Abilities.

**LACOE**

Los Angeles County Office Of Education.

**LOAD**

Load references include the workload of faculty and such things as class size, load factor, number of preparations per semester, number of classes per year, and other such assignments as they pertain to hours and/or conditions of employment. (See the COCFA/ District Agreement for detailed information.)

**LOTTERY**

Approved by voters in November 1984, lottery games began in October 1985. The minimum of 34% of lottery revenues distributed to public schools and colleges must be used for “education of pupils.” Lottery income has added about 3% to 4% to community college funding.

**MANDATED COSTS**

District expenditures that occur as a result of federal or state law, court decisions, administrative regulations, or initiative measures.

**MARGINAL FUNDING**

A procedure whereby the gain or loss in funds for growth or decline in ADA is computed at a rate that is less than the average revenue per ADA.

**MQS**

Minimum Qualifications.

**NIDL**

Non-Industrial Disability Leave.

**NLRB**

National Labor Relations Board

**NONCREDIT ADA**

ADA earned in noncredit courses, generally adult education.

**OBJECT CODE**

Expenditure classification category of an item or a service purchased.

**OCR**

Office of Civil Rights.

**OFCCP**

Office of Federal Contract Compliance Program.

**OSHA**

Occupational Safety and Health Act.

**OUTLOOK**

Software used to read and send e-mail messages at COC.

**PAC-B**

President’s Advisory Council-Budget.

**PART-TIME FACULTY EMPLOYEE (ADJUNCT FACULTY)**

Any faculty employee who is employed pursuant to Ed. Code Section 87482.5 for no more than 67 percent of the semester load of scheduled duties for a full-time regular faculty employees having comparable duties.

**PARS**

Public Agency Retirement System

**PER CAPITA PERSONAL INCOME**

Income before taxes as estimated by the U.S. Department of Commerce.

**PERS**

Public Employees Retirement System, a state retirement system for classified and confidential employees, including classified administrators and supervisors.

**PDL**

Pregnancy Disability Leave.

**PERB**

Public Employees Relations Board

**P.O.S.**

Point Of Service.

**PROPOSITION 13**

An initiative amendment passed in June 1978 adding Article XIII A to the California Constitution. Tax rates on secured property are restricted to no more than 1% of full cash value. Proposition 13 also defined assessed value and required a two-thirds vote to change existing or levy other new taxes.

**QME**

Qualified Medical Examiner.

**RESERVE**

That portion of the ending balance that is not encumbered for specified projects or other expenditures.

**RESERVES**

Funds set aside in a college district budget to provide for future expenditures or to offset future losses, for working capital, or for other purposes.

**RESTRICTED FUNDS**

Money that must be spent for a specific purpose either by law or by local board action.

**REVENUE**

Income from all sources.

**REVENUE LIMIT**

The specific amount of student enrollment fees, state and local taxes a college district may receive per pupil for its general education budget. Annual increases are determined by proposition 98 formula or the Legislature. 3SP Student Success and Support Program.

**3SP**

Student Success and Support Program.

**SCHEDULED MAINTENANCE**

Major repairs of buildings and equipment which have been postponed by college districts. Some matching state funds are available to districts, which establish a deferred maintenance program.

**SCR**

Selection Committee Representative.

**SEA**

Student Equity and Achievement Plan, a statewide categorical plan and funding source combining the prior Student Success and Support Program (3SP), Basic Skills Initiative (BSI), and Student Equity plan.

**SHORTFALL**

An insufficient allocation of money, requiring an additional appropriation or resulting in deficits.

**SOUTHERN 30**

Human Resources Information Exchange Consortium.

**SPLIT ROLL**

An allocation of state money to a district, determined by multiplying the district's total ADA (FTES) times its base revenue per ADA (FTES).

**STATE APPORTIONMENT**

A fixed sum of money, not linked to enrollment/ADA (now FTES) measures.

**STRS**

State Teachers Retirement System, the state retirement system for faculty employees and educational administrators. The employee contributes 8.25% of their salary and the District contributes 8%.

**SUBVENTIONS**

Provision of assistance or financial support, usually from higher governmental units to local governments or college districts, for example, to compensate for loss of funds due to tax exemptions.

**SUNSET**

The termination of the regulations for a categorical program or regulation.

**SWAG**

Strong Workforce Apprenticeship Program. Provides apprenticeship programs in Advanced Manufacturing, Allied Health, Information Technology and Logistics.

**SWP**

Strong Workforce Program. A funding initiative that seeks to increase the number and quality of CTE programs in community colleges.

**TD**

Temporary Disability.

**TIDELANDS OIL REVENUES**

Money from oil on state-owned lands. When available, some of the revenues are appropriated for community college capital outlay needs.

**TITLE V**

Title 5 is the Education Title of the California Code of Regulations. A regulation is a rule adopted by a state regulatory agency to implement, interpret, or make specific the law enforced or administered by it or to govern its procedures. Title 5 regulations have the force of law. Regulations for community colleges are found in Division 6 beginning with #50001. It is available on-line at <http://www.cde.ca.gov/ls/fa/sf/>

**TOP CODE**

Taxonomy of Programs code number used in budget. All instruction programs are categorized into a TOP code: vocational or transfer. Vocational programs are eligible for funds that transfer programs are not.

**UNEMCUMBERED BALANCE**

That portion of an appropriation or allotment not yet expended or obligated.

**UNFUNDED FTES**

FTES generated in excess of the enrollment/FTES cap.

**UI**

Unemployment Insurance

**VSP**

Vision Service Plan

**WSCH**

Weekly Student Contact Hours, the measure by which our funding is computed:

Number of Students x Number of Weekly Student Contact Hours = Weekly Student Contact Hours







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For most recent edition, please visit:

<https://www.canyons.edu/administration/chancellor/decisionmaking.php>



**SANTA CLARITA COMMUNITY COLLEGE DISTRICT**

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