DECISION Making
AT COLLEGE OF THE CANYONS

YOUR ROLE IN DECISION MAKING AT COLLEGE OF THE CANYONS
Dear Colleagues,

As with everything we undertake at College of the Canyons, the creation of this Decision Making Guide is the result of many dedicated employees from departments across the campus coming together and contributing their effort and expertise to create a resource that benefits the college as a whole.

Special recognition goes to the members of the College Planning Team and campus leaders from various employee groups for their thoughtful discussion and input into decision making at College of the Canyons. You have used your imaginations and are helping to build COC!

Dr. Dianne G. Van Hook
Chancellor
Co-Chair, College Planning Team

Mr. Russell Waldon
Professor, Business
Co-Chair, College Planning Team

July, 2014
<table>
<thead>
<tr>
<th>1</th>
<th>Overview of Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Introduction</td>
</tr>
<tr>
<td>3</td>
<td>Decision Making Philosophy</td>
</tr>
<tr>
<td>4</td>
<td>Approach to Decision Making</td>
</tr>
<tr>
<td>5</td>
<td>Vision, Mission &amp; Philosophy</td>
</tr>
<tr>
<td>6</td>
<td>Overview of Planning</td>
</tr>
<tr>
<td>7</td>
<td>Planning at College of the Canyons</td>
</tr>
<tr>
<td>17</td>
<td>Long-Range Strategic Goals</td>
</tr>
<tr>
<td>20</td>
<td>Comprehensive Planning: Ongoing Processes</td>
</tr>
<tr>
<td>22</td>
<td>Overview of Organizational Function</td>
</tr>
<tr>
<td>23</td>
<td>Organizational Structure</td>
</tr>
<tr>
<td>27</td>
<td>Governance Relationships</td>
</tr>
<tr>
<td>36</td>
<td>Collegial Consultation</td>
</tr>
<tr>
<td>37</td>
<td>Organizations, Committees and Teams</td>
</tr>
<tr>
<td>50</td>
<td>Operational Teams</td>
</tr>
<tr>
<td>54</td>
<td>Ad Hoc &amp; Advisory Task Forces</td>
</tr>
<tr>
<td>56</td>
<td><strong>Appendix A</strong> – Overview of AB 1725: History, Scope of Authority, Questions &amp; Answers; Governance Participation; Committee Operational Procedures Administration Organizational Structure (illustrated in flow charts)</td>
</tr>
<tr>
<td>106</td>
<td><strong>Appendix B</strong> – SCCCD Board Policies Regarding Collegial Consultation</td>
</tr>
<tr>
<td>110</td>
<td><strong>Appendix C</strong> – Civility and Campus Climate</td>
</tr>
<tr>
<td>113</td>
<td><strong>Appendix D</strong> – General Comments Regarding Collegial Consultation Process</td>
</tr>
<tr>
<td>115</td>
<td><strong>Appendix E</strong> – Classified Staffing Committee and Academic Staffing Committee Charts</td>
</tr>
<tr>
<td>116</td>
<td><strong>Appendix F</strong> – Hiring Procedures</td>
</tr>
<tr>
<td>132</td>
<td><strong>Appendix G</strong> – Budget Development and Program Review Process</td>
</tr>
<tr>
<td>134</td>
<td><strong>Appendix H</strong> – Board Policy: How new policies are developed, and existing policies are changed</td>
</tr>
<tr>
<td>136</td>
<td>Glossary</td>
</tr>
</tbody>
</table>
OVERVIEW OF DECISION MAKING
As the Santa Clarita Valley’s only public institution of higher education, College of the Canyons serves a 367-square-mile area with two campuses (Valencia and Canyon Country), along with a host of other community service 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. 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 used to make decisions at College of the Canyons. The 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 – from organizational charts to clear descriptions of governance relationships.

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

- Describes how individuals are involved in the various processes that lead to decisions;
- Clarifies the focus of authority, responsibility and accountability for decisions;
- Discusses the facets of decision making as defined and proscribed by law and regulation; and
- Reviews common-sense 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 a chosen course of action represents the best of all possible options. 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.
Just as our college evolves and adapts, so does this document. This edition represents the fifth revision since it was first published in 1997. It has been updated and expanded to ensure its currency and relevance. As a road map for planning consistent decisions, it allows us to plan a course for the future, and communicate it to everyone at the college, so that together we can build on our 45-year history of achievement and excellence and fulfill the promise of the future.

This emphasis on collaboration and collegiality does not require the same level of involvement by all participants at all times, nor does it imply total agreement among those making the decisions. The ultimate responsibility for decisions rests with the CEO and Board of Trustees.

Our organizational effectiveness is predicated on our vision, our institutional values, our mission, our philosophy, and our strategic goals. We promote an organizational structure and 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 and as we create them.
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 action.

We believe:
• Institutional direction is driven by information received from staff, students and the community;
• This helps us deliver a clear vision for our future;
• All employees should have a clear understanding of how they are connected to decision-making processes;
• It is important to achieve a balance of decentralized and centralized decision making;
• Dynamic and continuous organizational improvement must be maintained through our structure and accountability processes by continually evaluating and redesigning what we do;
• In the importance of being flexible and responsive, and of implementing contingency plans to adjust to changing environments and ambiguous circumstances;
• In using “common sense” to guide what we do;
• In communicating accurately 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 accepting and making the most of opportunities, whether they are expected or planned; and
• It is important to seek input from members of the college and community in the development of policy and curriculum program development.

THE BENEFITS
In return, because we value 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 role 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 objectives of mutual interest (versus territoriality);
• Act in a 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.
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.

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.
The past decade has been fast-paced, as demonstrated by the charts included in the next pages. The statewide 15-year aggregate of percentage increases for funding growth at community colleges is 37.33 percent, compared to 155.5 percent for College of the Canyons. That growth was brought about by planning, which enabled us to increase our financial resources, add faculty and staff, and create new programs for the benefit of the community.

As we move forward, it doesn’t look like we will experience a slow down any time in the near future! The next decade in California higher education will be challenging and demanding for public agencies as we seek to attain flexibility in a myriad of rigid structures.

The Southern California Association of Governments (SCAG) estimates the population in the district’s service area will increase by 53% between 2010 and 2035 (see chart below) and the college is expected to serve more than 26,045 students by 2022. Change is in the air, and while change is integral to the health, development and continued improvement of our colleges, the changes that are coming will be accompanied by challenges:

• Increased demands for service will collide with a more or less permanent shortage of funds.
• 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.

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.
PLANNING DIVIDENDS

Our accomplishments over the past 44 years have given us a solid foundation and proud history on which to build. The focus of our efforts every year will be to continue to refine our action strategies so they more adequately 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. 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 the campus, 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, as well as develop a clear plan to move ahead.
• Planning is a way to stretch people’s thinking 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 permits 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 LEADS TO OUTCOMES

• Revenue
• Facilities
• Fiscal Stability
• Programs
• Staff
• Partnerships
• Enhanced support for the community
## PROGRESS & RESULTS OF PLANNING — A LONGITUDINAL PERSPECTIVE

Since 1988, we’ve seen 2 ½ recessions, growth spurts, and tremendous changes in the Santa Clarita Valley. College of the Canyons has been impacted by what has gone on around us, and we are not the same. We have grown, developed, responded and continued to meet the community’s needs. COC has gone:

<table>
<thead>
<tr>
<th>FROM (1988/89)</th>
<th>TO DATE (2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 60 full-time faculty (Fall 1988)</td>
<td>• 178 full-time faculty</td>
</tr>
<tr>
<td>• 77 full-time classified staff</td>
<td>• 231 full-time classified staff</td>
</tr>
<tr>
<td>• 430 class sections per semester</td>
<td>• 1,758 class sections (Fall 2013)</td>
</tr>
<tr>
<td>• 17 certificate training programs</td>
<td>• 75 certificate training programs</td>
</tr>
<tr>
<td>• 27 disciplines/majors</td>
<td>• 72 disciplines/majors</td>
</tr>
<tr>
<td>• Traditional sections offered only</td>
<td>• GO, PAL and NOW programs</td>
</tr>
<tr>
<td>• Offered HITE</td>
<td>• Creation of an honors program, includes Phi Theta Kappa Chapter</td>
</tr>
<tr>
<td>• 199,347 square feet of space</td>
<td>• 838,864 square feet of space</td>
</tr>
<tr>
<td>• $8 million annual budget</td>
<td>• $181 million annual budget</td>
</tr>
<tr>
<td>• 3,409 funded FTES</td>
<td>• 14,414 funded FTES (estimated)</td>
</tr>
<tr>
<td>• 4,823 students</td>
<td>• 18,514 students (Fall 2013)</td>
</tr>
<tr>
<td>• 2 computer labs</td>
<td>• 57 computer labs</td>
</tr>
<tr>
<td>• No classes in Canyon Country</td>
<td>• Serving 5,288 students at Canyon Country Campus.</td>
</tr>
<tr>
<td>• 6 men’s and 6 women’s sports</td>
<td>• 8 men’s and 8 women’s sports</td>
</tr>
<tr>
<td>• Under $100,000 per year in grant funds</td>
<td>• $6.8 million annually ($62,370,185 in grant funds received since 1994-95)</td>
</tr>
<tr>
<td>• $30,000 a year raised by Foundation</td>
<td>• $22 million raised by Foundation since 1988/89.</td>
</tr>
<tr>
<td>• Fewer than $50,000 in scholarships (total endowed amount)</td>
<td>• Generated $1,500,000 in Osher scholarship challenge in 18 months</td>
</tr>
<tr>
<td>• No Leadership training</td>
<td>• Multi-faceted leadership training including LEAP</td>
</tr>
<tr>
<td>• No development for staff and faculty except for Faculty Flex</td>
<td>• Created award-winning Professional Development program.</td>
</tr>
<tr>
<td>• No support programs for Athletics</td>
<td>• Created The Zone – Athletic students’ tutorial support, and added athletic counselor, strength conditioning coach, and Athletic Hall of Fame.</td>
</tr>
<tr>
<td>• No master construction plan and no money to build</td>
<td>• Developed a $330 million building program plan.</td>
</tr>
<tr>
<td>• No money ($) in training funds to work with business and industry</td>
<td>• Created an Economic Development Division – In total, College of the Canyons has generated $18,308,462 in training dollars to support economic development in the Santa Clarita Valley since 1993-94, served 3,020 businesses, and trained 18,467 local employees.</td>
</tr>
<tr>
<td>• No revenue from International Student Program tuition</td>
<td>• Achieved a cumulative gain in revenue of $7,271,061 from 1997/98 to 2012/13.</td>
</tr>
<tr>
<td>• No upper division access on campus</td>
<td>• Opened the University Center and served over 4,000 students with 1,915 graduates and a total of 40 programs.</td>
</tr>
<tr>
<td>• No venue for the arts</td>
<td>• Opened Performing Arts Center in Fall 2004</td>
</tr>
<tr>
<td>• Very few partnerships with community agencies</td>
<td>• Added Art Gallery and community programming</td>
</tr>
<tr>
<td></td>
<td>• Over 4 dozen partnerships in place or in process</td>
</tr>
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</table>
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. This cycle of growth (right) perpetuates itself and ensures a strong future for the college.

Over the years, College of the Canyons has worked diligently to expand its growth rate and increase the funding we receive from the state.

All California Community Colleges, including College of the Canyons, rely on resources from the state to fund their growth. As seen in the chart below, College of the Canyons grew steadily until 2008-09. Apart from periodic dips due to economic recessions, we achieved double-digit percentage growth in our state revenue every year. In fact, we grew 159.8 percent in over nine years!

However, in 2008-09, our revenue dropped when the state’s economy faltered. It was not until 2013-14 that our state revenue increased due to the passage of Proposition 30 and its temporary tax increases, and we began to restore student enrollment (see chart at right) that was denied due to previous state budget cuts. Continuation of restoration in this area depends on the availability of state funding and furthermore, on what the California Community Colleges Board of Governors’, and the Governor’s priorities are, as well as a determination of what components are included in the growth factor used to determine college funding increases.

COLLEGE OF THE CANYONS: GROWTH EXPANSION

<table>
<thead>
<tr>
<th>Year</th>
<th>General Fund</th>
<th>Non-Student Revenue (in millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>13.7</td>
<td>126.0</td>
</tr>
<tr>
<td>2006-07</td>
<td>14.4</td>
<td>134.0</td>
</tr>
<tr>
<td>2007-08</td>
<td>15.4</td>
<td>143.4</td>
</tr>
<tr>
<td>2008-09</td>
<td>16.6</td>
<td>150.0</td>
</tr>
<tr>
<td>2009-10</td>
<td>17.5</td>
<td>154.0</td>
</tr>
<tr>
<td>2010-11</td>
<td>18.6</td>
<td>159.2</td>
</tr>
<tr>
<td>2011-12</td>
<td>19.5</td>
<td>164.5</td>
</tr>
<tr>
<td>2012-13</td>
<td>20.6</td>
<td>170.0</td>
</tr>
<tr>
<td>2013-14</td>
<td>21.7</td>
<td>175.7</td>
</tr>
</tbody>
</table>

Cumulative Growth: 1995-2014

- General Fund Revenue
- Non-Student Revenue
- Cumulative Growth
With increased funding, the breadth and number of offerings we are able to make available to our students has grown dramatically. Between 2004 and 2013, the number of course sections increased by 22 percent.
The number of degrees (below) we have awarded has grown over time, reaching a high of 1,092 in 2011-12.

CONCURRENT ENROLLMENT
Falling state revenues led to a drop in the number of concurrently enrolled students (see chart below). High school students have a lower enrollment priority, so with fewer seats available for all students, high school students had fewer options for classes and their rate of enrollment accordingly decreased.

As well, state laws and policies changed that led to additional restrictions on eligibility for concurrent enrollment, and the types of college courses high school students could take.

FACILITIES EXPANSION
College of the Canyons is very fortunate to have passed two 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. These local funds enabled us to move forward on our $330 million capital improvement program that was augmented by state funding and external fund raising/sponsorship revenue. As a result, College of the Canyons has added nearly 700,000 square feet of facilities space since 1990 (see chart at right), and built a second site, the Canyon Country Campus.
## HISTORY OF FACILITY DEVELOPMENT

<table>
<thead>
<tr>
<th>BUILDING NAME</th>
<th>CONSTRUCTION YEAR</th>
<th>TOTAL ROOM ASF</th>
<th>TOTAL OGSF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stadium Concession</td>
<td>1974</td>
<td>1,795</td>
<td>3,342</td>
</tr>
<tr>
<td>Maintenance &amp; Operations</td>
<td>1974</td>
<td>18,921</td>
<td>21,156</td>
</tr>
<tr>
<td>Bonelli Hall</td>
<td>1974</td>
<td>34,050</td>
<td>57,276</td>
</tr>
<tr>
<td>Seco Hall (formerly Classroom Center)</td>
<td>1975</td>
<td>14,068</td>
<td>23,526</td>
</tr>
<tr>
<td>Boykin Hall (formerly Laboratory Center)</td>
<td>1975</td>
<td>26,080</td>
<td>37,705</td>
</tr>
<tr>
<td>Student Center</td>
<td>1975</td>
<td>28,124</td>
<td>40,130</td>
</tr>
<tr>
<td>Towsley Hall (formerly Vocational Technical Building)</td>
<td>1975</td>
<td>19,913</td>
<td>24,606</td>
</tr>
<tr>
<td>Physical Education West</td>
<td>1976</td>
<td>54,934</td>
<td>80,834</td>
</tr>
<tr>
<td>College Services/Administration (demolished 2012)</td>
<td>1982</td>
<td>10,340</td>
<td>16,470</td>
</tr>
<tr>
<td>Early Childhood Center</td>
<td>1994</td>
<td>6,583</td>
<td>10,088</td>
</tr>
<tr>
<td>Early Childhood Center (X-1)</td>
<td>1994</td>
<td>700</td>
<td>960</td>
</tr>
<tr>
<td>Early Childhood Center (X-3)</td>
<td>1994</td>
<td>1,292</td>
<td>1,440</td>
</tr>
<tr>
<td>Library/TLC (expanded 2012)</td>
<td>1996</td>
<td>62,931</td>
<td>86,606</td>
</tr>
<tr>
<td>Mentry Hall (expanded 2010)</td>
<td>1997</td>
<td>46,058</td>
<td>78,237</td>
</tr>
<tr>
<td>Central Plant</td>
<td>1997</td>
<td>6,538</td>
<td>7,814</td>
</tr>
<tr>
<td>Early Childhood Center (X-7)</td>
<td>1998</td>
<td>1,298</td>
<td>1,575</td>
</tr>
<tr>
<td>Modulators: X-6, X-8, X-9, X-10</td>
<td>1999</td>
<td>6,591</td>
<td>8,208</td>
</tr>
<tr>
<td>Veterans Re-Entry (X-9)</td>
<td>1999</td>
<td>1,322</td>
<td>1,440</td>
</tr>
<tr>
<td>Facilities (X-10)</td>
<td>1999</td>
<td>1,151</td>
<td>1,440</td>
</tr>
<tr>
<td>Campus Safety (X-8)</td>
<td>1999</td>
<td>1,290</td>
<td>1,440</td>
</tr>
<tr>
<td>Classroom Village (demolished 2012)</td>
<td>2000</td>
<td>9,520</td>
<td>10,080</td>
</tr>
<tr>
<td>Student Support Center</td>
<td>2002</td>
<td>6,465</td>
<td>7,680</td>
</tr>
<tr>
<td>Archive Storage</td>
<td>2002</td>
<td>1,686</td>
<td>1,800</td>
</tr>
<tr>
<td>Restroom Building</td>
<td>2002</td>
<td>444</td>
<td>480</td>
</tr>
<tr>
<td>Performing Arts Center</td>
<td>2004</td>
<td>26,886</td>
<td>44,478</td>
</tr>
<tr>
<td>Pico Hall</td>
<td>2005</td>
<td>11,838</td>
<td>19,401</td>
</tr>
<tr>
<td>Public Safety Academy (X-12)</td>
<td>2005</td>
<td>2,101</td>
<td>2,160</td>
</tr>
<tr>
<td>Hasley Hall</td>
<td>2007</td>
<td>42,750</td>
<td>43,650</td>
</tr>
<tr>
<td>Aliso Hall and Lab</td>
<td>2007</td>
<td>29,773</td>
<td>43,463</td>
</tr>
<tr>
<td>Physical Education East</td>
<td>2008</td>
<td>14,665</td>
<td>15,353</td>
</tr>
<tr>
<td>Canyon Country Campus</td>
<td>2007</td>
<td>24,000</td>
<td>59,192</td>
</tr>
<tr>
<td>North Plant</td>
<td>2007</td>
<td>2,900</td>
<td>3,021</td>
</tr>
<tr>
<td>Dr. Dianne G. Van Hook University Center</td>
<td>2009</td>
<td>61,258</td>
<td>100,077</td>
</tr>
<tr>
<td>Applied Tech Center, Canyon Country Campus</td>
<td>2011</td>
<td>9,631</td>
<td>10,315</td>
</tr>
<tr>
<td>Cougar Way Modulators (Quad 6), Canyon Country Campus</td>
<td>2012</td>
<td>4,388</td>
<td>4,800</td>
</tr>
<tr>
<td>Gardens of the Canyons</td>
<td>2013</td>
<td></td>
<td>1 acre</td>
</tr>
<tr>
<td>Student Services/Administration (projected)</td>
<td>2014</td>
<td>26,439</td>
<td>46,370</td>
</tr>
<tr>
<td>Institute of Culinary Education (iCuE) (projected)</td>
<td>2014</td>
<td>9,134</td>
<td>12,208</td>
</tr>
<tr>
<td>Science Building, Canyon Country Campus (projected)</td>
<td>2015</td>
<td>14,500</td>
<td>21,012</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>604,013</strong></td>
<td><strong>852,797</strong></td>
</tr>
</tbody>
</table>
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 programs and services beyond what would otherwise be possible with limited state funding. Grant funding increased 84 percent between 2003 and 2013. In total, the College has raised $59 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, Plumbing, and Academy of the Canyons.

CONTRACT EDUCATION AND WORKFORCE TRAINING

The Economic Development Division has become a trusted partner for area businesses looking to launch or expand, or retool employee skills. Together, the division’s five units – Small Business Development Center, Employee Training Institute, Center for Applied Competitive Technologies, Advanced Technology Incubator, and WorkSource Center – have over the past year:

• Trained 4,018 employees at 852 companies throughout the region.
• Provided business consulting to 798 entrepreneurs.
• Helped launch 56 new businesses.
• Assisted in the creation of 681 jobs.
• Aided companies in retaining 209 jobs.
• Helped raise $13.8 million of capital.
• Provided services that led to sales growth of $24.3 million.
• Aided 12,940 job seekers in finding employment.

These results were fueled by the acquisition of $2.4 million in contract education and grant revenue generated by the division (see chart below) in 2013.
THE POWER OF PLANNING
Through smart planning, we have avoided the pitfalls that many districts find themselves in when their enrollment falls and revenue drops, which can be an endless cycle of decline, (see illustration at right).

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 must solicit input from others for our plans, along with the input of our campus constituencies.

CHARACTERISTICS OF PLANNING:
• Assesses internal and external environments;
• Analyzes trends;
• Makes assumptions about the future;
• Is achievement oriented;
• Is participatory and tolerant of conflict and controversy, and
• Enables the institution to respond quickly to changing conditions.

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; or
• An elimination of risks.
STRATEGIC PLAN 2012-2015: 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.
2012-2015 STRATEGIC GOALS

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.

STUDENT SUPPORT
College of the Canyons will provide student support services to facilitate student success and investigate the feasibility of using an outside vendor to electronically distribute financial aid funds to students.

CULTURAL DIVERSITY
College of the Canyons will promote diversity of the community, students, and staff.

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.

A complete listing of the action priorities that relate to each strategic goal can be found in College of the Canyons, Beyond The Year 2011, Strategic Goals.

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.
The planning and budgeting process is 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.
- Get results!

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

**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.
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 Plan and Staffing Plan. Because form follows function, we use the district-wide plans to create our Facilities Master Plan and design and build classrooms, labs, and offices that will enable us to carry out our Strategic Plan and Educational 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. We determine what worked, what didn’t and make any needed adjustments to ensure continued efficiency and effectiveness in our programs and services.

The 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.
OVERVIEW OF ORGANIZATIONAL FUNCTIONING
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 of the college and outcomes of this functioning. 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 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 perform 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 policy;
- 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; and
- The economic development in our region.

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 visionary;
- 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;
- Motivates;
- 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 manager 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 (and relationships changed) 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;
• Give recognition and funding to 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.
GOVERNANCE RELATIONSHIPS

Our governance processes are designed in accordance with AB 1725 and are intended to ensure that decisions are well-informed, support solid and smart college functioning, and are made at the level and with the participation of those who can contribute to their effectiveness, efficiency and implementation.

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). 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.

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 make good policy. 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
• Foster an institutional climate conductive to ongoing planning and evaluation;
• Establish the institutional direction by adopting policies that define the mission, the vision and the outcome; and
• Represent broad-based community interests in setting policy direction.

The members of the Board of Trustees:
• Engage in thoughtful deliberation on policy issues;
• Adopt broad-based policies that provide clear direction and limits;
• Use existing policies to guide decision making;
• Remember that policy is the voice of the Board;
• 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;
  - Faculty roles in the accreditation process, including self-study and annual reports;
  - Policies for faculty professional development activities;
  - Processes for program review;
  - Processes for institutional plans and budget development; and
  - Other academic and professional matters as mutually agreed upon between the Board and Academic Senate.
<table>
<thead>
<tr>
<th>Law</th>
<th>Regulations Level of Participation</th>
<th>Regulations Area of Participation</th>
<th>Regulations Consideration of Recommendations</th>
</tr>
</thead>
</table>
| Faculty | • Right to participate effectively in governance.  
• Academic senate right to assume primary recommending responsibility in curriculum and academic standards. | • Local boards shall “consult collegially” on “academic and professional matters.” | • Consult collegially  
• Reach mutual agreement.  
• Board rely primarily on: Advice & judgment of academic senate. |
| Staff (Classified Management) | • Right to participate effectively in governance. | • Provided opportunity to participate in policies, procedures and processes that have a "significant effect" on staff. | • Significant effect on staff.  
• Recommendations given “every reasonable consideration”. |
| Students | • Right to participate effectively in governance. | • Provided opportunity to participate in policies, procedures and processes that have a "significant effect" on students. | • Significant effect on students:  
1. Grading  
2. Codes of conduct  
3. Academic discipline  
4. Curriculum  
5. Education programs  
6. Processes for budget & planning  
7. Student standards  
8. Student services planning and development  
9. Fees  
10. Evaluation and hiring  
11. Other  
• Recommendations given “every reasonable consideration”. |
THE CHANCELLOR
The Chancellor is the chief representative of the Board and is responsible directly to the Board. All recommendations of collegial consultation committees are sent to the Board through the Chancellor. The Chancellor has the right to reject or modify any collegial consultation decision. However, in the spirit of professionalism and collegiality, the Chancellor informs the respective team(s) of her objections (if any) to their recommendations. The Academic Senate, Classified Senate, and the Student Senate (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 collective bargaining processes that deal with contractual matters and working conditions as defined by the collective-bargaining law; and
• 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 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;
• 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;
• 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;
• 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.
• 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.
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:

At COC, those matters in which the Board of Trustees and the Senate obligate themselves 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;
- 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.
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.

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, 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 the 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. The Classified Senate participates in the development and formulation of policy and practices as they relate to activities and functions of the Classified Senate. As well, the Classified Senate makes recommendations to the administration and the Board of Trustees on all matters pertinent to the Senate’s purpose.

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;
- Recommends interested classified staff for inclusion in planning and operational teams at the college;
- 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.
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.
DECISION MAKING

COLLEGIATE 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 effectively, through their representatives, in the orderly 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 constituency 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 during the goal-setting process and as action priorities are implemented is valued.

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, 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.
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 governance system of 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.

COLLEGIATE 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 President’s Cabinet.

Program Advisory Committees

- Administration of Justice
- Allied Health
- Architecture/CAD/Interior Design
- Athletic Training
- Automotive Technology
- Biotechnology
- Career Services
- Computer Information Technology
- Computer Networking
- Construction Management
- Culinary Arts/Wine Studies
- Education
- Electronic Systems Technology
- Emergency Medical Technician
- Environmental Control
- Family Studies & Early Childhood
- Fire Technology
- Hotel & Restaurant Management
- Land Surveying
- Library/Media Technology
- Manufacturing Technology
- Media Entertainment Arts
- Medical Laboratory Technician
- Multimedia/Graphic Design
- Paralegal Studies
- Photography
- Plumbing Technology
- Real Estate
- Solar Technology
- Water Systems Technology
- Welding Technology
<table>
<thead>
<tr>
<th>TITLE</th>
<th>MEMBERSHIP</th>
<th>ROLE FOR DECISION MAKING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Board of Trustees</strong></td>
<td>Elected by district voters.</td>
<td>Determine policy.</td>
</tr>
<tr>
<td><strong>Chancellor’s Executive Cabinet</strong></td>
<td>Determined by position (Chancellor; Assistant Superintendent/Vice President, Business Services; Assistant Superintendent/Vice President, Human Resources; Assistant Superintendent/Vice President, Institutional Development, Technology &amp; Online Services; Dean, Canyon Country Campus; Asst. Superintendent/Vice President, Facilities Planning, Operations and Construction; Assistant Superintendent/Vice President, Student Services; Assistant Superintendent/Vice President, Instruction; Vice President Public Information, Advocacy &amp; External Relations; and Special Assistant to the Chancellor)</td>
<td>Make recommendations to Chancellor and via Chancellor to Board of Trustees. Lead the areas they supervise. Recommend policies. Initiate positive changes. Inspire dialog. Support the development of others.</td>
</tr>
<tr>
<td><strong>Chancellor’s Cabinet</strong></td>
<td>Determined by position.</td>
<td>Administrate policies, procedures and day-to-day operation of the district. Coordinate information and efforts. Anticipate and brainstorm on college-wide issues. Identify policies and procedures that need to be strengthened. Coordinate across departments/ divisions. Brainstorm partnership opportunities.</td>
</tr>
<tr>
<td><strong>Academic Senate</strong></td>
<td>Consists of 10 division senators elected by division faculty. 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. The Curriculum Chair and the Immediate Past-President are ex-officio members.</td>
<td>Make recommendations by primary advice or mutual agreement to Board of Trustees through Chancellor.</td>
</tr>
<tr>
<td><strong>College-wide Collegial Consultation Committees</strong></td>
<td>Appointed by constituencies.</td>
<td>Coordinated through College Planning Team.</td>
</tr>
<tr>
<td><strong>Other Operational Teams</strong></td>
<td>Determined by position with expertise or experience in the specific field.</td>
<td>Carry out work of institution (for recommendations to collegial consultation from committees).</td>
</tr>
<tr>
<td><strong>Advisory Committees</strong></td>
<td>Determined by position with expertise or experience in the specific field.</td>
<td>Make recommendations to appropriate staff.</td>
</tr>
<tr>
<td><strong>Ad Hoc Committees &amp; Task Forces</strong></td>
<td>Activated as needed.</td>
<td>Make recommendations to appropriate staff.</td>
</tr>
<tr>
<td><strong>Staff Meetings</strong></td>
<td>Determined by position and function.</td>
<td>Carry out work of institution.</td>
</tr>
</tbody>
</table>
COLLEGIATE CONSULTATION COMMITTEES
Collegiate consultation committees draw their membership from all employee groups, and include student representation. They are charged with examining issues relevant to their particular area of focus, fostering dialog 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. A committee within CPT is the Performance Indicators Committee. This committee sets targets for performance indicators, monitors progress to achieving targets, and analyzes strategies for achieving targets across the college.

FOCUS
• Identify issues and trends;
• Promote innovation;
• Develop opportunities;
• Review research reports and action implications;
• Monitor progress toward institution of accreditation planning implications;
• Revise the mission statement, strategic plan, strategic plan accomplishments, and facilitate implementation campus wide;
• Annually review and disseminate the results (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;
• 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;
• Initiate other operational plans as needed; and Coordinate planning processes across the campus.

CO-CHAIRS
Chancellor, Faculty Member
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 information on the state budget as it applies to the District’s budget;
• 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 in relation to priorities established in planning documents;
• Review information on external funding sources that have an impact on the budget (long-term);
• Suggest priorities for expenditures in the next fiscal year budget;
• Brainstorm, identify and recommend:
  – Cost savings/efficiencies;
  – Funds for reallocation, and;
  – Revenue generating possibilities.
• 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 and prepare final recommendations to the District Chancellor for items to include in the budget, to the extent possible;
• Disseminate information to constituents regarding the District’s financial resources and expenditures and bring feedback through Committee representatives; 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, Staffing Committee, etc.

CO-CHAIRS
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 Master Plan Committee reviews 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, Vice President of Facilities Planning, Operations and Construction

CONNECTS TO
Executive Cabinet via Chancellor and Vice President of Operations and Construction
COLLEGE POLICY COUNCIL
Responding to proposed changes in district policy, the CPC meets on an as-needed basis to review policy changes and new district policies proposed by the Academic Senate, Student Senate, and Administration. CPC is comprised of representatives from the faculty, classified, administration and student leadership.

CPC review of proposed policy is the last stop prior to approval by the Chancellor and presentation to the Board of Trustees.

Such reviews consider consistency with existing policy, compliance with education code, Title 5, and applicable laws. Additionally, CPC considers the appropriateness of the proposed policies, or modifications, in relation to established District goals and objectives.

FOCUS
• Clearinghouse for all policy changes recommended by administrators, faculty, classified staff and students;
• Reviews changes to external policy and law as they relate to district policy;
• Ensures that current and proposed polices are consistent with external law and policy;
• Remains cognizant of district goals and objectives when reviewing proposed policies;
• Serves as a forum for policy changes, particularly when related to academic standards;
• Members communicate with campus constituent groups regarding their proposed policies and suggested modification;
• Serves as a mediating body when competing versions of policies are proposed;
• Ensures that the Board receives the proposed policies in a timely manner and that opportunities for second reading occur appropriately; and
• Ensures the dissemination of new policy to the campus community.

CO-CHAIRS
Chancellor and Vice President of Student Services

CONNECTS TO
Executive Cabinet via Chancellor and Vice President of Student Services
TECHNOLOGY COMMITTEE
The purpose of the Technology Committee is to facilitate the infusion of technology into our campus structure and functioning.

FOCUS
- Generate enthusiasm for the use of technology on campus to the benefit of student learning;
- Monitor the progress towards the implementation of the District’s Technology Master Plan;
- Update the Technology Master Plan as needed with specific objectives for action and improvement;
- Evaluate and make recommendations related to the current and future technology needs of the District;
- Work with facilities and Disabled Students Programs and Services (DSPS) to ensure that the infrastructure and design of all District buildings support current and future use of technology;
- Assess the effectiveness of technology training provided through Professional Development, Computer Support and self-guided training systems to ensure that the technology training needs of faculty and staff are met;
- Work with Professional Development to recommend technology training for the District;
- Develop budget proposals to submit to PAC-B for funding to implement technology plans and action priorities;
- Promote the expanded use of technology; and
- Serve to coordinate with and link efforts among departments and committees as appropriate across the District;

CO-CHAIRS
Vice President of Institutional Development, Technology and Online Services, Associate Vice President, Information Technology Systems, and a Faculty Member

CONNECTS TO
Executive Cabinet via Vice President of Institutional Development, Technology and Online Services
SAFETY COMMITTEE
The Safety Committee’s primary focus is to bring employees and administration together to provide and maintain a safe workplace, and to ensure the safety and welfare of employees and students.

Issues of safety are referred to this team for discussion, action or policy recommendation. The Safety Committee serves to facilitate and encourage employee knowledge about safe work practices and accident prevention.

FOCUS
• Share information about campus safety issues;
• Preventing work-related injuries;
• Provide input to improve safety procedures and practices as needed;
• Ensuring relevant and timely 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 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
Vice President of Facilities Planning, Operations and Construction and Vice President of Human Resources

CONNECTS TO
Executive Cabinet via Vice President of Facilities Planning, Operations and Construction and 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 success. This is done in a manner that implements mission-focused college plans in a 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 at College of the Canyons. The Enrollment Management Plan is designed to help frame annual discussion, guide planning decisions, 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 College of the Canyons 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 (primary driver)
  • College budget (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 group as it relates to enrollment management goals regarding: 
    – Staffing
    – Academic course scheduling
    – Student success (academic wellness)
    – Facilities and infrastructure planning
    – Matriculation
    – Outreach and marketing
    – Financial aid
    – Academic calendar

CO-CHAIRS
Vice President, Institutional Development, Technology & Online Services; Vice President, Business Services; and Vice President, Instruction

CONNECTS TO
Executive Cabinet via Vice President, Institutional Development, Technology & Online Services; Vice President, Business Services, and 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
- Assists Professional Development Director in identifying potential presenters/speakers for training topics.

PARTICIPANTS

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

CONNECTS TO

Executive Cabinet via 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 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 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
Executive Cabinet via Vice President of Human Resources.
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 operational teams at the college:

**PLANNING AND POLICY**

**CHANCELLOR**
- Advocacy Team
- COC Foundation
- Institutional Advancement Team
- Executive Cabinet
- Full Cabinet
- Management Advisory Council
HUMAN RESOURCES
VICE PRESIDENT OF HUMAN RESOURCES
• Classified Staffing (see Appendix E for chart)
• EEO Advisory Committee
• Confidential Merit Review Committee

FACILITIES
VICE PRESIDENT, PHYSICAL PLANT AND FACILITIES PLANNING
• Civic Center
• Contractor oversight

INSTRUCTION
VICE PRESIDENT OF INSTRUCTION
• Honors
• Sabbaticals
• Associates Program
• Academic Staffing (see Appendix E for chart)
• Community Services
• Educational Travel Advisory Committee
• Division Deans
• Representation to the Curriculum Committee
• Public Safety
• Sustainable Development Committee
STUDENT SERVICES
VICE PRESIDENT OF STUDENT SERVICES
- Commencement
- Matriculation
- Parking
- Petitions/Standards
- Grade Grievance Committee
- Academic Calendar
- Student Conduct Committee
- Advisory Committees – DSPS, EOPS, ISP
- Food Services Committee
- Textbook Committee
- Bookstore Committee

INSTITUTIONAL DEVELOPMENT & TECHNOLOGY
VICE PRESIDENT OF INSTITUTIONAL DEVELOPMENT, TECHNOLOGY, AND ONLINE SERVICES
- University Center Partners
- Datatel implementation
- Grants Committee
- Student Learning Outcomes Steering Committee
- Executive Cabinet Grants Review
- Institutional Review Board
- Web Committee
- Administrative Unit Outcome Committee

NEED ADDITIONAL INFORMATION?
For a detailed description and focus of each of the operational teams, contact the administrator responsible for facilitating communication 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.
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:
- any collegial consultation committee;
- at the direction of the Chancellor or Executive Cabinet; 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 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 interests.
APPENDIXES

56  APPENDIX A
    Overview of AB 1725: History, Scope of Authority, Questions & Answers
    Participating Effectively in Governance
    Committee Operational Procedures
    Organizational Charts

106  APPENDIX B
    Policies Regarding Collegial Consultation

110  APPENDIX C
    Civility and Campus Climate

113  APPENDIX D
    General Comments Regarding Collegial Consultation Processes

115  APPENDIX E
    Classified Staffing Committee and Academic Staffing Committee Charts

116  APPENDIX F
    Hiring Procedures

132  APPENDIX G
    Budget Development and Program Review Process

134  APPENDIX H
    Board Policy: How new policies are developed, and existing policies are changed

136  GLOSSARY
    Definitions of Frequently Used Terms, Acronyms & Concepts
OVERVIEW OF AB 1725: HISTORY, SCOPE OF AUTHORITY AND Q&A

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.”

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.

(Title 5 §53200)

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)

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

Part I  Local Board Policy on Collegial Consultation  ........................................Page 61
Questions 1 to 6

Part II  Academic and Professional Matters ...........................................................Page 63
Questions 7 to 10

Part III  Mutual Agreement and Rely Primarily .......................................................Page 64
Questions 11 to 15

Part IV  Implementing the Collegial Consultation Proc ............................................Page 65
Questions 16 to 24

Part V  Roles of the Academic Senate and Exclusive Bargaining Agent ..................Page 69
Questions 25 to 27

Part VI  Students and Staff .......................................................................................Page 70
Questions 28 to 32

Part VII  Keeping Participatory Governance Strong ................................................Page 71
Questions 33 to 34

Part VIII  Compliance ...............................................................................................Page 72
Questions 35 to 39

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 seq.) 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 supercede 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 collegiate 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 agendized. 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. 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.

COMMITTEE OPERATIONAL PROCEDURES

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 chairperson 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 days 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 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 as of May 1, 2014.


• 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.

C. 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 as "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 include 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.

BOARD POLICY 535  
STUDENT PARTICIPATION IN COLLEGIAL CONSULTATION

I. STUDENT PARTICIPATION IN COLLEGIAL CONSULTATION

A. DEFINITION
For the purpose of this policy, the Board of Trustees shall recognize the Associated Student Government 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.
B. 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. These policies and/or procedures 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 preparation and success;
8. Student services planning and development;
9. Student fees within the authority of the district to adopt; and
10. Any other college policy, procedure or related matter that the Board of Trustees determines will have significant effect on students.

C. PROCEDURES FOR PARTICIPATION
The following procedures are provided to enable meaningful participation by students in the college governance process:
1. The appointment of student representatives to serve on college or district committees, task forces, or other governance groups, shall be made cooperatively by the college Chancellor or his/her designee and the president of the Associated Student Government of College of the Canyons.
2. The selection of the Student Trustee to serve as a non-voting member of the Santa Clarita Community College District Board of Trustees shall be conducted according to the provisions established by the California Education Code, Santa Clarita Community College District Board Policies, and the Constitution of the Associated Student Government of College of the Canyons.
3. Persons who are appointed to committees have the responsibility to represent their constituencies via attendance at meetings, and communication of committee discussion and decisions back to the authorized student organization.
4. The committees and College Council make recommendations on college matters as described in the Master Committee document. 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 and the College Council of 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 in designated locations as specified in the Master Committee document.

D. SCOPE OF REGULATIONS
Nothing in this section shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and the district governing board.
We encourage all members of the college community to:

1. Utilize personal communication (not a telephone tree or serial transmission)
2. Provide accurate and complete information in a timely manner
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
5. Confront the rumor mill
6. Demonstrate consistency and objectivity in behavior
7. Be honest at all times
8. Be fair to all parties even if it diminishes one’s own case
9. Separate criticism of a person’s behavior from criticism of the individual him/herself
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 communication (organizational charts) that are functional
16. Display a mutual respect for one another
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

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.
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:
   - Give people important work to do
   - Give people discretion to do their work
   - Give people resources with which to do their work
   - Give people recognition and praise
   - Make people feel their survival is in their own hands
   - Build task skills in people
   - Encourage people to work in teams
   - Welcome change

46. Celebrate the opportunities and achievements that come about 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 of the College 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 College’s Statement of Professional Ethics.

Those governed by this policy, including but not limited to, employees, volunteers, and representatives acting on behalf of the College, 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 College.

Those acting on behalf of the College 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 of the cultural and economic make-up, characteristics, and educational needs of the community;
- Stewardship by exercising responsibility for College 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 College policies related to their duties and responsibilities;
- Confidentiality by protecting the integrity and security of College 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 College of the Canyons as they work toward maintaining ethical standards.

Approved 01/19/11
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 purpose.
• Keep actions purposeful.
• Make sure the recorder’s key words 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.
• Look for the next most acceptable alternative that all team members can live with, when the team reaches a stalemate.

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, 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 a MAC representative.
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, 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.
Hiring Procedures:
- Educational Administrator
- Classified Administrator
- Classified Staff
- Academic
- Adjunct

EDUCATIONAL ADMINISTRATOR EMPLOYEE HIRING PROCEDURES

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 résumé, 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.
DECISION MAKING

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.

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**CLASSIFIED ADMINISTRATIVE EMPLOYEE HIRING PROCEDURES**

**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.

CLASSIFIED EMPLOYEE HIRING PROCEDURES

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 résumé;
- Unofficial copies of college transcripts, as applicable. Official transcripts will be required at the time of employment;
DECISION MAKING

- 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 timeslots.
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.
DECISION MAKING

• 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. The 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.

ACADEMIC HIRING PROCEDURES

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.
DECISION MAKING

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.
ACADEMIC HIRING PROCEDURES FOR ADJUNCT POSITIONS
(Effective 7-1-2003)

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 no 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.

5. REQUIRED DOCUMENTATION
All applicants are to complete the following:
- Appropriate district application;
- Unofficial copies of transcripts;
- Resume; and
- Submit Three professional letters of reference.
The letters must have been signed and dated within the last five years. (Student classroom evaluations are not considered professional letters of reference.)

5.2. 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.

6. SCREENING/INTERVIEWING COMMITTEE

6.1. All committees to screen and/or interview adjunct applicants must consist of at least two individuals.

6.2. The Department Chair will chair the committee.

It is strongly encouraged that the second committee member 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.

6.3. The Senate and the Instruction Office may agree to add additional members to the committee to provide increased expertise and input.

6.4. To ensure institutional integrity in the hiring process, it is desirable that the Human Resource Office arranges the interviews.

6.5. 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.

7. ELIGIBILITY LIST

7.1. 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.

7.2. 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 faculty for particular sections.

7.3. Only the Instruction Office, based on the recommendation list provided by the Department Chair, may make an official offer of employment.

7.4. 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.

8. EMERGENCY HIRES

8.1. An “emergency hire” is one that occurs when there are less than two working days prior to the scheduled start of a class section.

8.2. 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.

8.3. Established minimum qualifications and equivalencies cannot be waived for “emergencies.”

8.4. 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.

8.5. The Human Resources Office will provide the Instruction Office, Department Chairs, and Academic Senate with a list of all “emergency hires” each semester.

9. 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.
THE BUDGET DEVELOPMENT AND PROGRAM REVIEW PROCESS

September
PAC-B reviews budget parameters and budget calendar and forwards to Chancellor/Executive Cabinet and Board of Trustees for approval

October
PAC-B receives presentation from Business Services on the assumptions for the budget development process, including: FTES Target, FON, Grant/Categorical Funding, Scheduled Maintenance, Other Budget Funds, etc.

November
PAC-B receives update on budget development process. Department chairs/managers submit prioritized budget requests linked to strategic goals included in their program reviews

December
PAC-B receives presentation on State Chancellor’s Office budget proposals for community colleges, approved by Board of Governors and submitted to Governor

March/April
Executive Cabinet reviews program review and prioritizes budget request: Forced Costs, Augmentations, Equipment

March
PAC-B receives presentation on impact of prior year apportionment recalculation and status of budget request

April
Executive Cabinet presents budget request priorities to PAC-B with rationale, in accordance with budget parameters and strategic goals to ensure continuity

May
PAC-B prepares and forwards its recommendations for budget request priorities to CEO for review and approval

May
PAC-B receives presentation from Business Services on Governor’s May Revise

June
PAC-B receives presentation from Business Services on draft Tentative Budget

June
Chancellor finalizes Tentative Budget and recommends it to Board of Trustees

Board of Trustees approves Tentative Budget

September
Board of Trustees approves Adopted Budget based on final state budget, final district financial statements and changes to district forced costs

August
PAC-B receives presentation on changes to budget based on the Final Budget signed by Governor (7/1) as well as changes based on District YE Close and Forced Costs received between tentative and Adopted Budgets

August
PAC-B receives presentation on State Chancellor’s Office budget proposals for community colleges, approved by Board of Governors and submitted to Governor

September
Board of Trustees approves Adopted Budget based on final state budget, final district financial statements and changes to district forced costs

August
PAC-B receives presentation on changes to budget based on the Final Budget signed by Governor (7/1) as well as changes based on District YE Close and Forced Costs received between tentative and Adopted Budgets

June
Chancellor finalizes Tentative Budget and recommends it to Board of Trustees

Board of Trustees approves Tentative Budget
Using the basic documents which result from planning processes and continuous evaluation processes, budget development is broad-based, logical, and designed to support the Strategic Plan. A brief overview of the process is depicted in the chart below.

The following process was used:

**BUDGET DEVELOPMENT PROCESS**

- **Board of Trustees**
- **Superintendent-President**
- **Planning/Budget Committee (PAC-8)**
- **Staffing Committees**

**Administrative Responsibilities**
- Instruction
- Facilities
- Business Services
- Athletics
- Professional Programs
- Learning Resources
- Human Resources

**College of the Canyons**
- Chancellor's Office
- Student Services
- Financial Aid
- Institutional Advancement
- Community Services
- Enrollment Management
- Learning Resources

**College Units**
- Canyon Country Campus
- Palmdale
- Valencia

**Colleges of the Canyons**
- Educational Master Plan
- Facilities Master Plan
- Financial Plan

**Information Sources**
- Accreditation Report
- Annual Progress Review
- Budget Trends
- Research

For a complete overview of the planning and budgeting process, refer to "The College Planning and Budgeting Process 1996-98".
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?

POLICY INITIATIVES

<table>
<thead>
<tr>
<th>Laws (state and federal)</th>
<th>Policy is proposed by:</th>
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</thead>
<tbody>
<tr>
<td>Chancellor’s Office Regulation Change</td>
<td>• CCLC</td>
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<tr>
<td>Local District Choices</td>
<td>• State Chancellor’s Office</td>
</tr>
<tr>
<td>BOTS</td>
<td>• Local College District (SCCCD)</td>
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<tr>
<td>Administration</td>
<td>- Board of Trustees</td>
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<td>Academic Senate</td>
<td>- Administration</td>
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<td>ASG</td>
<td>- Academic Senate</td>
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<td></td>
<td>- Associated Student Government</td>
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HOW POLICY IS DEVELOPED

STEP 1
A new or revised policy is proposed by an administrator, the Academic Senate, Associated Student Government, or Board of Trustees.

Note: 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 reviewed by those who have a vested interest in the policy, or who will be responsible for implementing the policy. It will also be reviewed by the CEO, Executive Cabinet, and if necessary, legal counsel.

STEP 3
Policy goes to all affected constituent groups, as outlined in AB 1725.

STEP 4
After proposed policy has been reviewed by all constituent groups, it goes to College Policy Council for review.

STEP 5
Policy is finalized, with changes as agreed to.

OR

Policy returns to the originating group for further development. After revisions, it is returned to College Policy Council for review.

STEP 6
Completed policy is placed on Board of Trustees meeting agenda.

STEP 7
First reading by Board of Trustees.

STEP 8
Second reading and adoption by Board of Trustees.

STEP 9
Adopted policy is uploaded to canyons.edu and notification of adopted policy is sent to campus community.
THE ACADEMIC SENATE POLICY COMMITTEE
TITLE 5 OF CALIFORNIA CODE OF REGULATION, SECTION 5320 AND
SCCCD Board Policy 7215

STEP 1
Review existing policy and procedures if these exist.

STEP 2
Draft new language for existing and/or new proposed policies.

STEP 3
Schedule meetings as appropriate, providing members an opportunity to explain the need for the change and changes proposed if available.

STEP 4
Meet with other college entities/representatives if the policy affects the college as a whole, or migrates from the ASG or administration.

STEP 5
Present policy/procedure changes to the Academic Senate for review.

STEP 6
Represent the Academic Senate to discuss proposed new/modified policy at College Policy Counsel.
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.

AA
Affirmative Action.

AADEC
Affirmative Action, Diversity & Equity Consortium.

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.

ACHRO/AA
Association Of Chief Human Resources Officers/Affirmative Action Officers.

ADA BASE REVENUE
Division of distribution of resources according to a predetermined plan.

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 country 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 (DSPS) 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 and confidential 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.

CISAR
Computer Information Storage and Retrieval.

COBRA
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.

CONFIDENTIAL EMPLOYEES
Employees who have, as a part of their classified duties, access to information relating to employer-employee relations in the District. These employees are not members of the classified bargaining units.

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.

DATATEL
The company that produced and updates the College’s management information system. The product that the College purchased from Datatel is called Colleague. Colleague is an integrated database that manages student, curriculum, financial, and personnel information. 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. As such, the team that implemented Colleague has renamed the system to CISAR. CISAR is an acronym that stands for Computer Information Storage And Retrieval. Note that the acronym used the letters found on the major buildings on campus at the time.

DEFERRED 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.

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.

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.

EEO

EEOC

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.

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

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.

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 self-balancing set of accounts for recording cash and other financial resources, together with all related liabilities and residual equities or balances, and changes therein.

FUND BALANCE
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 control, personnel, and payroll data on all district employees.

IDL
Industrial Disability Leave.
**INFLATION FACTOR**
An increase in apportionment provided by the state to reflect the increased cost of operation due to inflation.

**IP**
Injury & Illness Prevention Program.

**IRCA**
Immigration Reform And Control Act.

**ISP**
International Students Program.

**KSAS**
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/Pers 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**

**OSHA**
Occupational Safety and Health Act.

**OUTLOOK**
Software used to read 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 60 percent of the semester load of scheduled duties for a full-time regular employee 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. Employee contributes 7% and District contributes 9.116% (2005-06).
**Decision Making**

**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.

**SCR**
Selection Committee Representative.

**SEA**
School Employers Association.

**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.

**TD**
Temporary Disability.

**TECH SUPPORT**
Computer hardware and software maintenance and instruction provided by the employees and equipment in the Technology Center.

**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/title5regs.asp

**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 = WSCH.
For most recent edition, please visit
http://www.canyons.edu/Offices/Chancellor/Pages/DecisionMaking