



Columbia College

Participatory Governance Handbook Ensuring Broad Participation in Decision-Making Processes

Effective Spring 2026

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President's Message

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

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

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

Professionally,

A handwritten signature in blue ink, appearing to read 'Chad Redwing', with a stylized, flowing script.

Dr. Chad Redwing

Purpose

The purpose of the **Participatory Governance Handbook (PGH)** is to describe the structure for making decisions at Columbia College. This document outlines the processes and mechanisms through which the college's constituent groups participate equitably and collegially in decision-making. Processes outlined in this document address the 2024 ACCJC Accreditation Standards 4.2 and 4.3:

- **Standard 4.2.** Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.
- **Standard 4.3.** The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

As administrators, faculty, classified professionals, and students at Columbia College, we recognize our common interest in the success and well-being of the Yosemite Community College District (YCCD), Columbia College, and its students. In order to ensure success, we all share the responsibility of participating in decision making so that the college maintains stability and continuity, and effectively fulfills its stated mission.

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

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

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

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

lengthy consideration, action taken will be communicated to the Columbia College Council in a timely manner.

The Institutional Effectiveness Council (IEC) at Columbia College oversees the review of the college's governance structure. Every spring the IEC will review and update the PGH after receiving feedback from constituency groups. There are two parts to the PGH: 1) general information about participatory governance at Columbia College and 2) descriptions of constituent groups, councils, and committees. These two parts will be reviewed each year on an alternating basis as shown below.

Spring 2026	Spring 2027	Spring 2028	Spring 2029	Spring 2030
Descriptions	General	Descriptions	General	Descriptions

After review and any updates, the Participatory Governance Handbook will then go to College Council for final approval.

Guiding Statements (Mission, Vision, and Values)

Mission Statement

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

Vision Statement

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

Core Values

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

Academic Excellence and Success:

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

Learning and Growth:

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

Assessment and Improvement:

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

Access for All:

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

Community Support:

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

Collegiality and Professionalism:

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

Campus and Environmental Sustainability:

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

Participatory Decision Making:

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

Civic and Global Awareness:

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

Institutional Wellness:

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

Constituencies and Constituent Groups

A **constituency** is a body of individuals that provides representation on behalf of a particular group. The four constituencies of Columbia College include: **faculty**, **students**, **classified professionals**, and **administrators**.

Each member of the campus community falls into one of these four groups. Together, these four constituencies comprise the full college community. While others in the wider community outside the college may have interest in the college's activities, they do not participate directly in decision-making regarding the college's directions and, consequently, are not considered to be a constituency of the college.

While each member of the college community falls into one constituency, many are represented by more than one **constituent group**. A constituent group is a designated body with a specific purpose or charter that designates representatives to the college's governance councils. Each constituent group designates **constituent representatives** to all councils and to some, but not all, committees and workgroups. Having representatives from each constituent group allows colleagues to network and gain access to different perspectives from a variety of people. In addition, councils and committees spend a fair amount of time simply brainstorming and discussing ideas. This allows for open conversation about the issues and challenges members are facing, and helps provide solutions to problems.



The following section outlines the designated constituent groups representing the constituencies of Columbia College, a brief synopsis of each group, and a description of how they select representatives to the college's councils. For further information, review the description of each constituent group in subsequent pages and/or refer to their websites.

Faculty

As required by [Title 5 CCR § 53200](#) and [Board Policy 7-8049](#), the Academic Senate plays a unique role in governance regarding “academic and professional matters.” The faculty of Columbia College are also represented by two distinct constituent groups, the **Yosemite Faculty Association (YFA)** and **Academic Senate**.

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

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

10+1 Areas	Rely Primarily	Mutual Agreement
Curriculum, including establishing prerequisites and placing courses within disciplines	X	
Degree and certificate requirements	X	
Grading policies	X	
Educational program development;		X
Standards or policies regarding student preparation and success		X
District and College governance structures, as related to faculty roles		X
Faculty roles and involvement in accreditation processes, including self-study and annual reports	X	
Policies for faculty professional development activities	X	
Processes for program review		X
Processes for institutional planning and budget development		X
+1 In addition, the Academic Senate is responsible for making recommendations regarding other academic and professional matters as mutually agreed upon with the governing board.		X

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

Students

As required by [Title 5 CCR § 51023.7](#) and [Board Policy 5400](#), the Columbia College Student Senate plays a unique role in developing policies and procedures with a “significant effect on students.” There is one constituent group that represents students at Columbia College – the **Associated Students of Columbia College (ASCC)**.

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

Classified

As required by [Title 5 CCR § 51023.5](#), staff shall have the opportunity to participate in governance, playing a unique role in developing policies and procedures with “a significant effect on staff.” Classified Professionals of Columbia College are represented by two distinct constituent groups, the **California School Employees Association (CSEA)** and **Classified Senate**.

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

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

Administrators

The administrators of Columbia College, also referred to as managers, are appointed to serve on the college’s councils and committees by the College President. Administrators are at times also represented by the **Leadership Team Advisory Committee (LTAC)**, an association designated with developing the **Leadership Team Handbook** and engaging in meet-and-confer discussions with the district regarding matters of salary and working conditions. When requested, the President of the Leadership Team will appoint representatives to serve on committees and councils.

Participatory Governance Structure

The participatory governance structure consists of four areas:

- Councils
- Standing Committees
- Other Committees/Workgroups
- Staff Meetings

Participatory governance councils at Columbia College include representatives from all constituent groups. Standing and other committees/workgroups may include representatives from some or all constituent groups, depending on their function.

Councils

A **council** is a participatory governance group which consists of representation from all constituent groups. A council serves to make recommendations as part of a formal decision-making process of the college. Each council may establish workgroups to attend to a particular task or project. Meeting agendas are sent out to participants and posted online. Minutes are taken, reviewed, and posted online as a permanent record of our participatory governance activities. The councils together represent the formal participatory governance activities of the college. Discussions at the council level follow the principles of collegial decision-making and are built upon mutual trust and respect. Decisions and recommendations are made via consensus, as defined in this document. Columbia College has three designated councils: **College Council**, **Institutional Effectiveness Council**, and **Student Success Council**.

College Council – College Council is the principal participatory governance body, which makes recommendations to the President on college policy and procedural matters. College Council also advises the President to advocate at the district level on college-wide issues. Recommendations from the College Council requiring formal district approval are submitted through the College President to the Chancellor and the Yosemite Community College District Board of Trustees. While College Council provides recommendations to the College President, the President is ultimately responsible to make decisions on behalf of the college. Due to the collegial process of developing consensus on recommendations, only rarely will the President have to exercise their power of review or make final decisions that differ from those recommendations. In such a case, the President should communicate in writing the specific reasons to the Columbia College Council for representatives to share with their respective constituencies.

Institutional Effectiveness Council (IEC) – IEC considers matters including program planning and evaluation, assessment cycles, analyzing data, enrollment management, and professional development, among others. The Institutional Effectiveness Council makes recommendations to the College Council and the Vice President of Instruction.

Student Success Council (SSC) – SSC considers matters related to providing thoughtful and integrated services to promote student success, equity, and progression. This body is also charged with reviewing budget recommendations regarding the many categorical funds and special programs of the institution. The Student Success Council makes recommendations to the College Council and the Vice President of Student Services.

Standing Committees

A **standing committee** is a high-level group at the college meeting three criteria:

1. They work on an essential area of college activity;
2. Their work has broad implications across the institution; and
3. Their work is ongoing from year-to-year.

A standing committee **is not required to have representatives from all constituent groups** and as such is not fully a participatory governance agent of the college, despite following similar principles. Meeting agendas are sent to participants and minutes are taken and posted, creating a permanent record of activities for these standing committees.

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

There are eight standing committees at Columbia College:

- College Services Committee
- Curriculum Committee
- Distance Education Committee
- Diversity, Equity, Inclusion, and Accessibility (DEIA) Committee
- Finance Committee
- Teaching, Learning, & Community (TLC) Committee
- Technology Committee
- Outcomes and Evaluation Committee

Other Committees/Workgroups

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

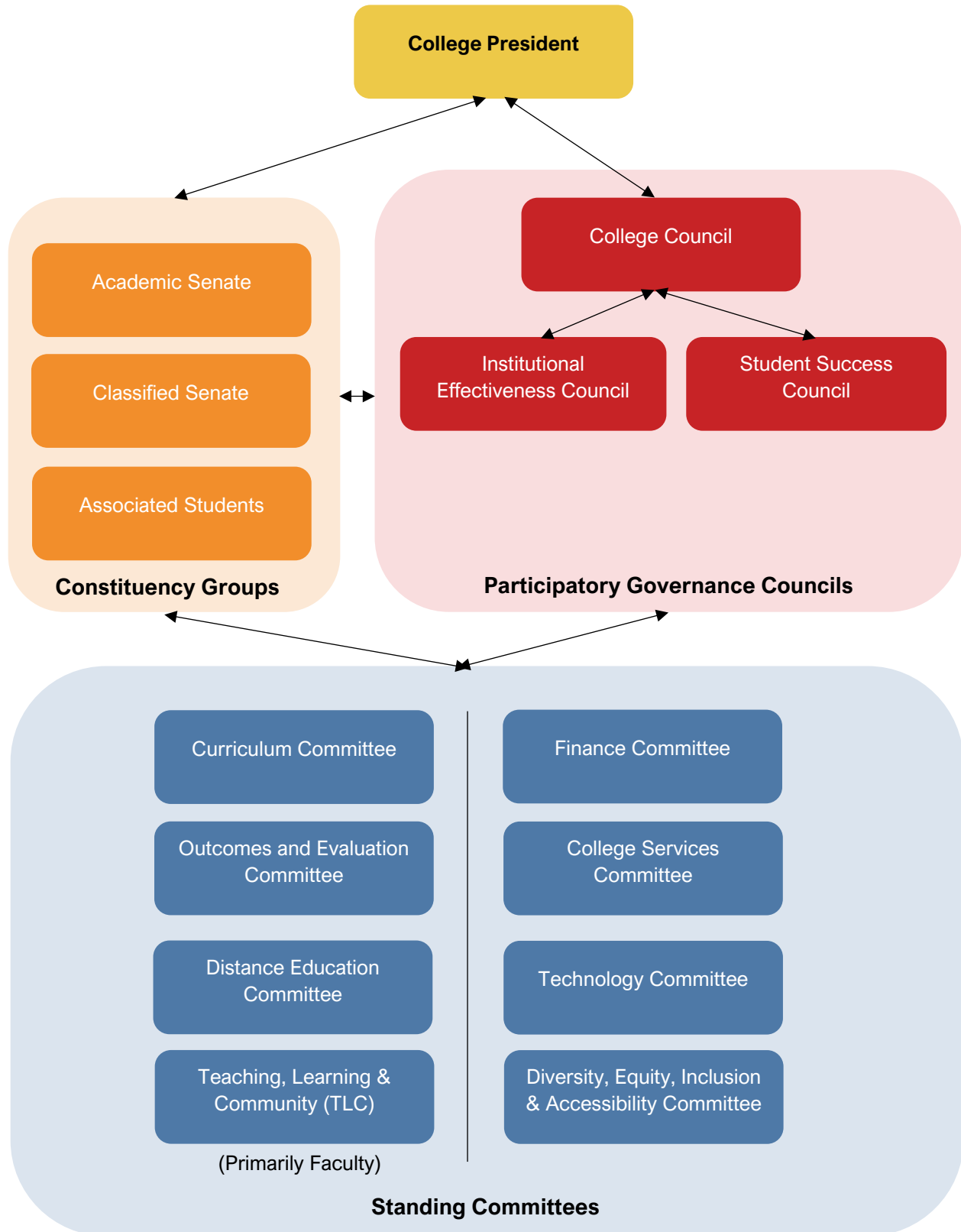
- Accreditation Steering Committee
- Classified Senate Scholarship Committee
- Cultural Enrichment Committee
- Faculty Scholarship Committee
- Graduation Committee
- Sabbatical Committee
- Weeks of Welcome Committee
- Other committees called for by the YFA or CSEA contract, the Leadership Team Handbook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

Staff Meetings

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

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

Participatory Governance Structure Diagram



Participatory Governance Process

Decision-Making Process and Considerations

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

Innovative ideas may come from any member of the college community. Appropriate stakeholders should be consulted (i.e., faculty discipline experts, community leaders, industry partners etc.) throughout the process. Prior to implementation, college leaders must ensure the idea is appropriate based on various **considerations**:

- What is the impact on our **students**?
- Is it compliant with federal, state, and **local laws and regulations**?
- Is it aligned with **ACCJC standards**?
- Is it permitted by **Board and college policy**?
- Does it align with our **mission and values**?
- Is it aligned with our **college plans and goals** (Educational Master Plan / Strategic Plan)?
- Is it **financially sustainable**?
- Is it aligned with **program plans** (Program Planning and Evaluation)?
- Is it compliant with **contracts** (YFA, CSEA, Leadership Handbook, external agencies)?
- If grant related, has it gone through the **Grants Office**?

Decision-Making Roles

Role of the Board of Trustees

As outlined in [Board Policy 2510](#), the Yosemite Community College District (YCCD) Board of Trustees is the ultimate decision-maker on district policies and master plans. The Board delegates to the Chancellor and College Presidents final approval of college and campus administrative procedures, operational issues, and strategic plans.

Role of President

Board policies identify the YCCD Board of Trustees' specific legal and fiduciary responsibilities, as well as their relationship with the Chancellor and College President. [Board Policy 2430.1](#) defines the delegation of authority through the Chancellor to the College Presidents. The president is the chief executive officer of the college in accordance with the Accrediting Commission for Community and Junior Colleges eligibility requirements: The institution has a chief executive officer appointed by the governing board whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. (ACCJC Standard 4.5)

Role of College Council

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

Role of Other Councils

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

Role of Council Representatives

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

Role of College Constituencies

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

The following pages outline the make-up, role, and responsibilities of each constituent group, as derived from the California Education Code, California Code of Regulations, the YCCD Board of Trustees policies and procedures, Academic Senate rules and bylaws, California School Employees Association (CSEA) contract and bylaws, the Associated Students of Columbia College (ASCC) constitution and bylaws, Yosemite Faculty Association (YFA) contract and bylaws.

Columbia College Planning

This handbook illustrates how the college arrives at its important, overarching plans including its guiding statements – Mission, Vision, and Core Values – which provide the focus for all planning documents. Planning documents are developed and updated through the participatory governance process which ensures feedback from all constituent groups.

Educational Master Plan

The **Educational Master Plan (EMP)** – under the purview of College Council – aligns with the expectations of Title 5, Board Policy, and ACCJC Standards for effective institutions and delineates two broad categories of information:

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

Strategic Plan

The **Strategic Plan** – under the purview of College Council – is the college’s plan to achieve its strategic goals. For each goal, a set of well-defined objectives or metrics is established. The Strategic Plan also delineates the activities the college is undertaking to improve its performance on these objectives in pursuit of its strategic goals.

Facilities Master Plan

The **Facilities Master Plan** – under the purview of the college president – outlines the current and expected future facilities needs to support the EMP and the Strategic Plan. That is, what facilities are currently supporting our educational offerings, and what facilities will be needed to support future directions of the institution. Replacement and maintenance cycles will be maintained by the [Yosemite Community College District Facilities Planning Department](#).

Technology Master Plan

The **Technology Master Plan** – under the purview Technology Committee and approved by College Council – outlines the current and expected technology to support the EMP and the Strategic Plan. Additionally, specific replacement cycles are maintained by the [Yosemite Community College District Department of Information Technology Services](#).

Student Equity Plan

The Student Equity Plan – under the purview of Student Success Council and approved by College Council – is developed based on the results of state and campus-based research designed to identify inequities and barriers to success among student subgroups. The plan describes activities designed to promote student success and eliminate the inequities which are identified through research and a budget describing how resources will be allocated in support of these efforts.

Program Planning and Evaluation

Program Planning and Evaluation (previously Program Review) is the systematic process for the evaluation and planning of programs at Columbia College. This process provides programs with the opportunity to establish goals, request resources, review data about the program, and most importantly - reflect and plan. Program Planning and Evaluation consists of two parts: the Annual Program Update and Comprehensive Program Planning and Evaluation. Program Planning and Evaluation falls under the purview of the Outcomes and Evaluation Committee and the Institutional Effectiveness Council.

Budget Development and Resource Allocation

Columbia College constituents have the opportunity to participate in the broader Yosemite Community College District budget development process through the **District Financial Advisory Council (DFAC)**. In DFAC constituents review topics including budget development, facilities, total cost of ownership, revenue generation, resource prioritization, allocation, and other fiscal issues. DFAC oversees the **Resource Allocation Model (RAM)** which describes how funds are allocated to Columbia College, Modesto Junior College, and Central Services based on the Student-Centered Funding Formula (SCFF).

Locally, Columbia College follows a structured, transparent, and student-centered approach to budget development and resource allocation. The budgeting process ensures that financial resources are aligned with institutional priorities, instructional excellence, and student success. While not all financial decisions involve participatory governance and are administratively managed, participatory governance plays a role in ensuring broad input and transparency in the budget planning process for stakeholders.

Participatory Areas:

- **Discretionary Funding (Fund 11 & Fund 12):** Departments submit requests for equipment, operational needs, and instructional resources.
- **Technology & Equipment Upgrades:** Requests are reviewed by the Technology and Finance Committees.
- **Hiring Prioritization:** Faculty and classified positions are ranked using established prioritization processes.
- **Facilities & Safety Improvements:** Resource requests for campus improvements are reviewed through the College Services Committee.

Non-Participatory Areas (Administrative Decisions):

- **Salaries & Benefits:** Determined at the district level.
- **Categorical & Grant Funding:** Restricted funding based on state/federal requirements.
- **Legal & Compliance-Based Allocations:** Funds designated for regulatory requirements.

To ensure broad access and transparency to budget information:

- **Budget updates** will be provided at Finance Committee and College Council meetings.
- A **budget planning timeline and financial summary** will be made available annually by the Finance Committee.
- Employees can **request financial reports** from the Business Office.

Guiding Principles of Budget Development

In alignment with ACCJC Standards (1.4, 3.4, 3.5, 3.6, and 3.7), the budget development and resource allocation process are built upon the following principles:

- **Student-Centered Investments** – Prioritizing funding for instructional, classroom, and student service improvements.
- **Transparency & Communication** – Providing clear information on budget decisions and financial priorities.
- **Strategic Planning Alignment** – Ensuring resources support the college’s long-term strategic and educational goals.
- **Equity & Fiscal Responsibility** – Distributing funds effectively while maintaining financial sustainability.
- **Collaboration**: Stakeholders have an opportunity to provide input in designated areas.

Budget Development Process Overview

The Columbia College budget follows an annual cycle, with multiple phases that allow for strategic planning and participatory input where appropriate.

Phase	Description	Governance Role
Budget Planning (Fall–Winter)	Budget managers analyze past expenditures, strategic priorities, and expected funding.	Informational – College staff can review past spending and suggest needs.
Resource Requests & Prioritization (Winter–Spring)	Campus-wide review of instructional and facility needs.	Participatory – Finance Committee reviews and recommends priorities.
Budget Development & Review (Spring)	Budget managers compile requests, review funding availability, and submit to district for approval.	Mixed – Some decisions are administrative (salaries, district-controlled funds), while others involve participatory input.
Final Budget Approval (Summer)	District approves the final budget and notifies the college.	Informational – Stakeholders are informed of final allocations.

Funding Sources & Allocation

Columbia College uses multiple funding sources to support college functions:

Funding Type	Use Cases	Governance Role
General Fund (Fund 11)	Salaries, department budgets, operational costs	Limited input (Administrative-managed)
Discretionary Fund (Fund 12)	Equipment, instructional supplies, technology, program development	Governance committees review and prioritize requests
Categorical Funding	Examples: Student Equity, Strong Workforce, Guided Pathways, SEA funds	Program-specific oversight
One-Time State Allocations	Special projects, innovation, campus infrastructure	College Council provides recommendations

Student Learning & Facilities Improvement Fund (SLFIF)

To ensure Columbia College maintains modern, well-equipped classrooms and learning environments, the previous one-time funding request model has been discontinued. Instead, the **Student Learning & Facilities Improvement Fund (SLFIF)** will be used strategically for instructional and facility improvements that directly enhance student learning and success by:

- Upgrading and replacing outdated instructional equipment.
- Modernizing classrooms, labs, and student learning spaces.
- Improving campus accessibility, technology, and furniture.
- Addressing deferred maintenance that affects student success.

Allocation Process

- **Annual Facilities & Instructional Review** – A structured assessment identifies critical needs in classrooms, labs, and student spaces based on program planning and campus-wide evaluations.
- **Prioritization Based on Student Impact** – Funds will be allocated to the highest-need areas that enhance instruction and student learning.
- **Finance Committee Oversight** – The Finance Committee will review recommendations and ensure funding is distributed effectively.
- **Transparency & Accountability** – Regular updates and an annual financial report will provide stakeholders with information on how funds are used.

Restrictions

- No individual department or staff requests for discretionary purchases.
- Funds will not be used for non-instructional items or administrative projects.
- Priority will be given to classrooms, labs, and student-used facilities.

Constituent Groups

Academic Senate

Committee Chair(s): Academic Senate President

Purpose:

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

Special Guidelines, Parameters, and/or Resources:

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

Meeting Schedule: Monthly Standing.

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

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

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

Agendas and Minutes: Posted on BoardDocs

Membership:

Academic Senate of the Whole:

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

Academic Senate Executive:

- President (Full-Time)
- President Elect/Vice President (Full Time)
- Past President (Full Time)
- College Council Representative (Full Time)
- YFA Representative (Full Time)
- Part Time Representative (Part Time)

Associated Students of Columbia College

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

Purpose(s):

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

Special Guidelines, Parameters, and/or Resources:

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

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

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

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

Role of Students: Board Policy 5400 recognizes the Associated Students organization as the official voice for the students in district and college decision-making processes. The Columbia College Student Senate is recognized as the sole representative body of the Associated Students

of Columbia College. Through ASCC and the Student Senate, students participate effectively in college governance processes. Through ASCC and the Student Senate perspectives, interests and opinions of students are solicited and presented as part of the formulation of recommendations by governance councils. Information on students' roles and rights is found in YCCD Board Policy 5400 and the California Code of Regulations Title 5, §51023.7.

Agendas and Minutes: Posted on the ASCC webpage.

Membership:

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

Classified Senate

Committee Chair(s): Classified Senate President

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

Special Guidelines, Parameters, and/or Resources:

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

Meeting Schedule: 2nd Friday of each month.

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

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

Role of Classified Professionals: Classified professionals are provided with opportunities to participate in the formulation and development of recommendations, as well as in the processes for developing recommendations that have or will have a significant effect on them. Through Classified Senate, classified professionals participate in Columbia College governance processes in matters relating, but not limited to the following: institutional effectiveness; student services; facilities; technology; accreditation; diversity, equity, and inclusion. Information regarding the roles

and rights of classified professionals can be found in California Code of Regulations Title 5, §51023.5. Related to working conditions, classified professionals are represented by California School Employees Association (CSEA).

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

Agendas and Minutes: Posted in BoardDocs

Membership:

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

California School Employees Association, Chapter 420

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

Leadership Team

The Leadership Team consists of administrators and confidential employees as defined by the Leadership Team Handbook. The Yosemite Community College District recognizes the importance of establishing a Leadership Team for the purpose of fulfilling its legal responsibility

for the management of public education in the district. The Leadership Team strengthens the administration and educational service programs through participatory administrative practices and procedures and improving communications, decision-making, conflict resolution, and other relationships related to the administration of educational programs.

Yosemite Faculty Association

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

Purpose(s):

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

Governance Councils

College Council

Committee Chair: College President

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

Special Guidelines, Parameters, and/or Resources: The business of the Columbia College Council shall be conducted through consensus building in accordance with the Principles of Collegial Governance.

Meeting Schedule: Monthly.

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

Recommendations Go To: College President, District Council.

Agendas and Minutes: Posted in BoardDocs

Membership:

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

Institutional Effectiveness Council

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

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

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

Special Guidelines, Parameters, and/or Resources:

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

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

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

Recommendations Go To: College Council and Vice President of Student Services.

Agendas and Minutes: Posted in BoardDocs

Membership:

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

Terms:

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

Student Success Council

Committee Tri-Chairs: Admin/Faculty/Classified

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

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

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

Special Guidelines, Parameters, and/or Resources:

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

Meeting Schedule: Quarterly

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

Recommendations Go To: College Council and Vice President of Student Services.

Agendas and Minutes: Posted on BoardDocs

Membership:

- Vice President of Student Services
- Dean of Student Services

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

Terms:

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

Standing Committees

Curriculum Committee

A Committee of the Academic Senate

Committee Chair(s): Curriculum Chair

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

Special Guidelines, Parameters, and/or Resources:

- Compliance with Brown Act
- Compliance with Title 5 "Academic and Professional matters" 10+1
- California Community Colleges Chancellor's Office (CCCCO) Memoranda or other guidelines
- Legislative mandates, e.g. AB 705, AB 928, AB 1111, AD-Ts
- ACCJC requirements
- College Catalog timelines
- ASSIST timelines
- UC/CSU transfer requirements and timelines
- Regional Consortia approvals (CTE)
- Curriculum management system
- State Academic Senate Curriculum Committee (5C)

Meeting Schedule: Weekly meetings for the full committee. Executive Committee meetings at the beginning of each semester. The Curriculum Committees requires a significant commitment from all members in between meetings as well as during meetings.

How Work Is Communicated: Email, agendas, minutes, phone, Zoom, regular meetings between Curriculum Chair and Vice President of Instruction and weekly meetings between Curriculum Chair and Curriculum Specialist, and between Curriculum Chair/Specialist and Division Deans, regular report outs to the Academic Senate Executive and Academic Senate-of-the-Whole.

Recommendations Go To: Academic Senate via Curriculum Chair; Curriculum Specialist (Curriculum Specialist to submit approved curriculum to the YCCD Board of Trustees and CCCCCO).

Agendas and Minutes: Posted on BoardDocs

Membership

Voting Members:

- Faculty Chair (votes only to break a tie)
- Faculty (Articulation Officer)
- Faculty (ASHP Rep)
- Faculty (CTE Rep)
- Faculty (SS Rep)
- Faculty (At-large Member)
- Faculty (Distance Education Coordinator)
- Faculty (SLO Coordinator)

Non-Voting Members

- Faculty Intern (non-voting)

Liaison/Resource Members (non-voting):

- Vice President of Instruction
- Vice President of Student Services
- ASCC Student Representative
- Curriculum Specialist
- Dean of Arts, Sciences, and Human Performance
- Dean of Career Technical Education
- Dean of Student Services
- Academic Senate President (or designee)
- Director of Admissions & Records
- Director of Student Financial Services (or designee)
- Discipline Faculty

Outcomes and Evaluation Committee

Committee Chair(s): Vice President of Instruction and Outcomes and Evaluations Coordinator

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

The Outcomes and Evaluations Coordinator serves as a voting member of the Curriculum Committee, collaborating with faculty in each area to align their work with standards established by the Outcomes and Evaluation Committee as curriculum is added, revised, and discontinued. The coordinator holds the primary responsibility to review all CSLOs and PSLOs for alignment with established standards, style, voicing, and mappings and ensure their currency. Specific activities of the Outcomes and Evaluations Committee include, but are not limited to:

Student Learning Outcomes

- Develop and refine integrated course, program, and institutional student learning outcomes (CSLOs, PSLOs, and ISLOs)
- Establish and monitor college-wide CSLO assessment plan
- Develop methods to synthesize assessment results, use them for program improvement, and attribute recommended changes to assessments
- Train and mentor faculty and host work sessions on SLO assessment and utilization of results for program improvement
- Develop expectations for and train faculty to perform mappings of CSLOs to PSLOs and CSLOs to ISLOs
- Facilitate mappings in areas with no full-time faculty

Program Planning and Evaluation

- Develop and oversee meaningful, robust, but straightforward program review templates or systems for instructional, student services, and administrative program reviews.
- Implement the college's cyclical program planning and evaluation timeline with assistance from the Research and Planning Office
- Train, mentor, and host work sessions with faculty to assist in cyclically completing their program reviews and annually updating their resource requests
- Facilitate program review and resource requests in areas without full-time faculty.

Special Guidelines, Parameters, and/or Resources:

- The Outcomes and Evaluation Committee promotes a culture of meaningful use of SLOs and program planning and evaluations for improvement. Annually gathering and transparently prioritizing department-level resource needs across the college.
- The Outcomes and Evaluation website provides guidelines, parameters, and/or resources that guide the committee and college.

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

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

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

Agendas and Minutes: Posted to BoardDocs

Distance Education Committee

Committee Chair(s): Distance Education Coordinator

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

Special Guidelines, Parameters, and/or Resources:

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

Meeting Schedule: Fridays

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

Recommendations Go To: Curriculum Committee and/or Academic Senate.

Agendas and Minutes: Posted on BoardDocs

Membership:

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

Teaching, Learning, and Community

Professional Development Committee

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

Special Guidelines, Parameters, and/or Resources:

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

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

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

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

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

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

Membership:

- 2 Faculty; 1 Classified Professional Tri-Facilitators
- Vice President of Instruction (VPI)
- Executive Secretary to the VPI
- Distance Education faculty member or instructional support professional
- Others as needed (ad hoc)

Diversity, Equity, Inclusion, and Accessibility Committee

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

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

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

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

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

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

Meeting Schedule: The DEIA meets every other Friday from 8:30 a.m. to 10:00a.m., with other meetings as necessary.

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

Agendas and Minutes: Regular agenda and meeting minutes are taken and filed in Teams by Senior Administrative Secretary to acting Dean member.

Membership:

- Tri-chairs: Administration, Faculty, and Classified Staff
- One Dean (two-year commitment)
- One Other Leadership Team member (one-year commitment)
- Three Academic Senate representatives (one-year commitment)
- Three Classified Employee Representatives (one-year commitment)
- Two Student Representatives (one semester minimum)
- Others are welcome

Terms: The DEIA committee nominates an active committee member for recommendation to Senates. Faculty chair will be appointed to a two-year commitment beginning fall of an odd year. Classified chair will be appointed to a two-year commitment beginning fall of an even year.

Technology Committee

Committee Chair(s): Lead Budget Manager or designee

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

Meeting Schedule: Monthly.

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

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

Agendas and Minutes: Posted on BoardDocs

Membership:

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

College Services Committee

Committee Chair: Lead Budget Manager or designee

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

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

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

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

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

Agendas and Minutes: Posted on BoardDocs

Membership:

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

Finance Committee

Committee Chair: Lead Budget Manager or designee

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

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

Special Guidelines, Parameters, and/or Resources:

- The committee promotes a culture of transparency and trust.
- Constituent group delegates to the committee are entrusted with sensitive, technical data and charged with keeping their constituencies informed of progress and rationale for decisions.
- Sensitive data (e.g. specific salary figures associated with specific employee names) will generally be reviewed by screen-sharing as opposed to emailed or publicly posted documents.

- To ensure transparency, committee members will be trained on YCCD fiscal tools (e.g. the CF File, Resource Allocation Model) and granted access to review relevant data

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

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

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

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

Agendas and Minutes: Posted in BoardDocs

Membership:

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

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

Staff Meetings

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

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

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

Other Committees or Workgroups

Accreditation Steering Committee

Committee Chair(s): Vice President of Instruction/Accreditation Liaison Officer (ALO)

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

Special Guidelines, Parameters, and/or Resources:

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

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

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

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

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

Membership:

- College President
- Accreditation Liaison Officer (ALO)
- Faculty Accreditation Tri-Chair

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

Classified Senate Scholarship Committee

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

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

Special Guidelines, Parameters, and/or Resources:

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

Meeting Schedule: Annual Standing.

How Work Is Communicated: Meetings, and email.

Recommendations Go To: Classified Senate.

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

Membership: Annual term for two Classified Senate members

Cultural Enrichment Committee

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

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

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

designed to highlight diverse racial and ethnic identities, varying abilities, sexual orientations, gender identities, religions, and nationalities.

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

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

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

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

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

Membership:

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

Faculty Scholarship Committee

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

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

Special Guidelines, Parameters, and/or Resources:

- Co-chairs serve for 2 years. First year as second co-chair and second year as first co-chair;
- Membership rotates between contributing faculty;
- Meets mostly during spring semester to select applicants to interview; and

- Interviews are typically in the last weeks of school.

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

How Work is Communicated: Meetings, email, and work from the previous semester.

Recommendations Go To: Committee Chair(s).

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

Membership:

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

Graduation Committee

Committee Chair(s): Outreach Administrative Specialist

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

Special Guidelines, Parameters, and/or Resources:

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

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

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

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

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

Membership:

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

Sabbatical Committee

A Committee of the Academic Senate

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

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

Special Guidelines, Parameters, and/or Resources:

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

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

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

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

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

Membership:

- Faculty Chair
- Faculty Representatives (2)



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