



# PARTICIPATORY GOVERNANCE HANDBOOK

## ENSURING BROAD PARTICIPATION IN DECISION-MAKING PROCESSES

# President's Message

[Placeholder Text]

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## Contents

Introduction .....	5
Handbook Overview.....	6
Guiding Principles.....	6
Governance and Planning Structures and Diagrams .....	11
Council and Committee Structure at Columbia College .....	12
Constituency Representation.....	13
Integrated Planning at Columbia College.....	14
Budget Development at Columbia College .....	15
Planning Process at Columbia College .....	16
Columbia College Planning Filters.....	17
Council and Committee Hierarchy.....	18
Decision-Making Roles and Responsibilities .....	18
How do I get involved?.....	19
Constituent Groups.....	21
Academic Senate.....	22
Associated Students of Columbia College.....	23
Classified Senate .....	24
California School Employees Association Chapter 420.....	25
Yosemite Faculty Association (YFA).....	26
Governance Councils.....	27
College Council.....	28
Institutional Effectiveness Council .....	29
Student Success Council.....	30
Standing Committees.....	31
Curriculum Committee.....	32
Student Learning Outcomes (SLO) Committee .....	33
Distance Education Committee.....	34
Teaching, Learning, and Community (TLC) Initiative .....	35
Diversity, Equity, Inclusion Committee .....	36
Technology Committee .....	38
College Services Committee.....	39
Staff Meetings .....	40
Other Committees or Workgroups .....	41
Accreditation Steering Committee.....	42

Classified Senate Scholarship Committee .....	43
Cultural Enrichment Committee .....	44
Faculty Scholarship Committee .....	45
Graduation Committee .....	46
Sabbatical Committee .....	47

## Introduction

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

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

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

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

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

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

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

# Handbook Overview

The following pages consist of:

The overarching principles guiding our institution – our mission, vision, values, and strategic goals.

- Definitions of terms to ensure a mutual understanding of our structures and components.
- Descriptions of each constituent group.
- A diagram of the Columbia College council and committee structure.
- A description of the role of each council and committee.

The reader is encouraged to study the terms and constituent groups carefully to understand the unique role that each play in participatory decision-making at Columbia College.

## **Assessment of Governance Structures**

This handbook is presented as a preliminary version for fall 2017. It will be edited in fall and a revised version will be compiled in spring. The Instructional Effectiveness Council, as part of its fall agenda, will develop a cycle of “Assessment” for the college’s governance structures.

## Guiding Principles

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

### **Our Vision Statement:**

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

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

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

### **Our 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 equally value an environment of academic success and wellness for all of our students through effectively integrated support services.

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

We value and promote creativity, innovation, experimentation, and critical thinking. 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 courses, programs, practices, and student outcomes.

**Vital Community and Access:**

We value and believe it is essential to assist members of the broader community in gaining access to higher education and achieving success in their chosen endeavors. Columbia College values its role in the community and is dedicated to strengthening and enriching the quality of life of all those we serve.

**Collegiality and Professionalism:**

We value kindness and respect in all our interactions. We support, promote and demonstrate understanding, civility, cooperation and acceptance. We strive for excellence and foster a spirit of collegiality and professionalism. We value others, ourselves, and our students as unique individuals and embrace the commonalities and the differences that promote the best of who we are. We value individual and collective responsibility and accountability.

**Positive Campus Environment:**

We value and strive to preserve the unique cultural and aesthetic environment of Columbia College which is welcoming, pleasing, and safe.

**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 Awareness:**

We value civic and global awareness of contemporary issues. We promote the understanding and betterment of society and our world by engaging our students, staff and surrounding community in meaningful discussions and activities.

**Environmental Sustainability:**

We value our living planet by accepting responsibility and adopting practices to protect the environment for future generations and sharing these values with others.

**Institutional Wellness:**

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

*Reaffirmed by Columbia College Council on April 19, 2019*

*Approved by the YCCD Board of Trustees on September 11, 2019*

**Our Mission Statement:**

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

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

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

## Our Strategic Goals:

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

*Adopted by Columbia College Council on September 17, 2021  
(2<sup>nd</sup> reading)*

## Definition of Terms:

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

## Constituency/Constituencies:

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

## Constituent Group:

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

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

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

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



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

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

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

**Yosemite Faculty Association (YFA)** – The YFA is the collective bargaining unit for all full-time and part-time faculty at Columbia College and Modesto Junior College within the Yosemite Community College District (YCCD). The YFA represents faculty interests that are addressed in the YFA/YCCD Contract. The YFA President appoints representatives to the college’s 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 the following areas of professional and academic responsibility. The Academic Senate has a unique stature among the constituent groups listed in that its role is delineated in both Title 5 of the California Education Code and Board Policy, often referred to as the “10 + 1 areas of academic and professional matters – shown below.” As such, the Academic Senate has a uniquely strong role in certain specific aspects of the participatory decision-making process. Depending on the criterion, the college may either primarily rely upon the input of the Academic Senate or be required to arrive at a point of mutual agreement prior to proceeding forward with a decision.

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

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

**Council:**

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

- College Council
- Institutional Effectiveness Council
- Student Success Council

**Consensus:**

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

**Standing Committee:**

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

- Curriculum Committee
- Student Learning Outcomes Committee
- Distance Education Committee
- Teaching, Learning, & Community Committee
- Diversity, Equity, & Inclusion Committee
- Technology Committee
- College Services Committee

**Staff Meeting:**

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

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

**Other Committees/Workgroups:**

Other committees and workgroup meet periodically, seasonally, or as needed.

The use of formal agendas and minutes will depend upon the topic under discussion.

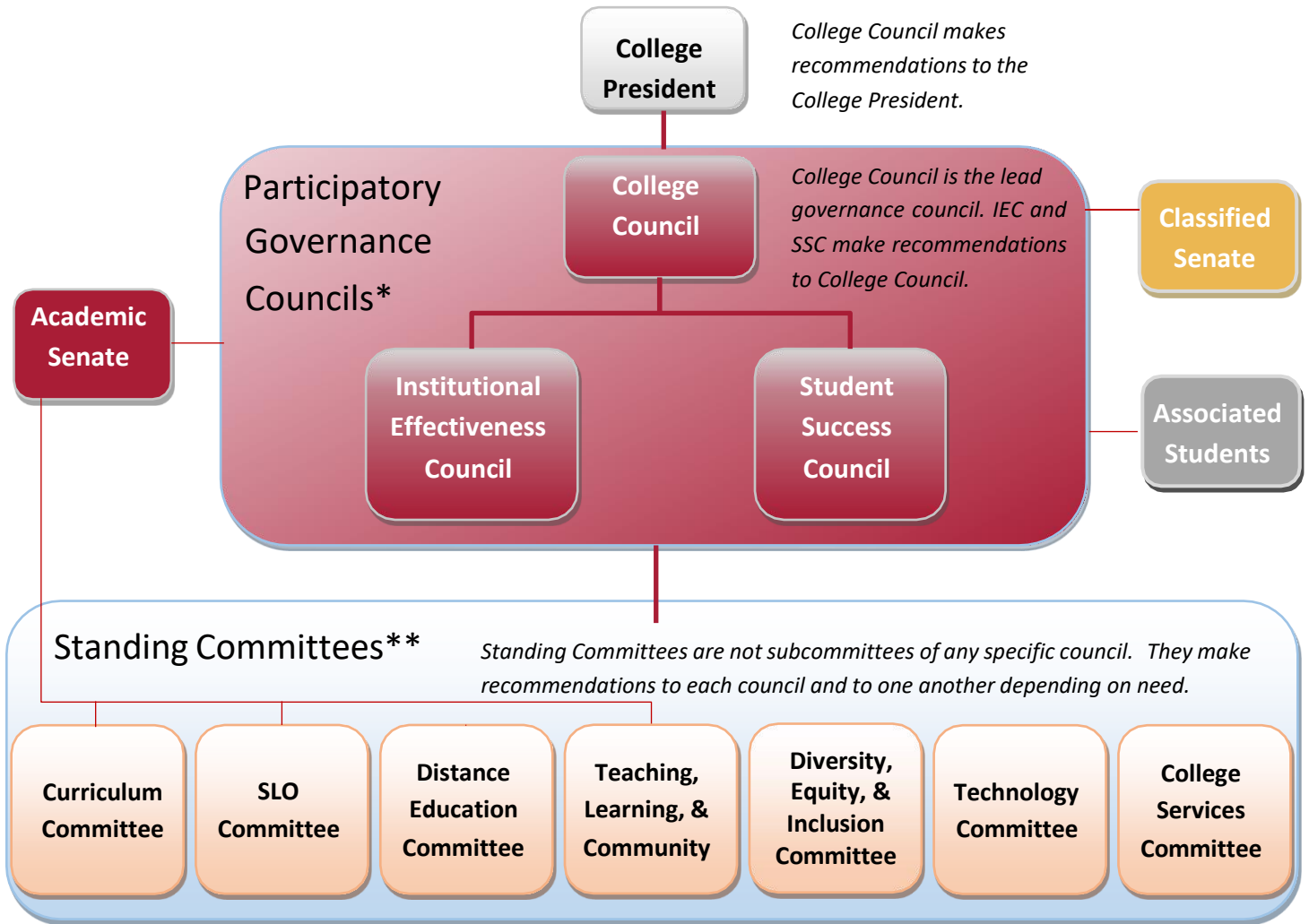
- Accreditation Steering Committee
- Classified Senate Scholarship Committee
- Cultural Enrichment Committee
- Faculty Scholarship Committee
- Graduation Committee
- Sabbatical Committee
- Other committees called for by the YFA or CSEA contract or the Leadership Team Handbook (e.g. faculty banking committee)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

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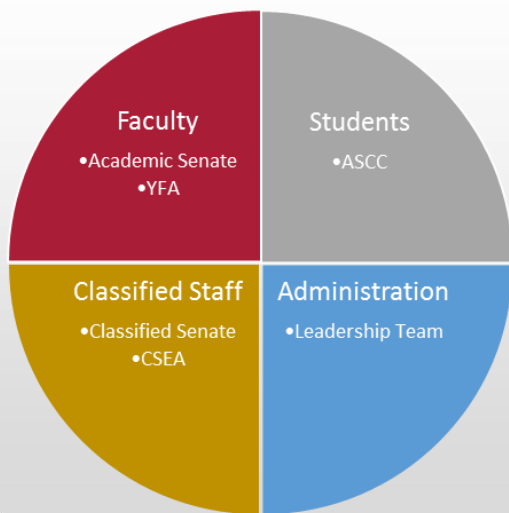
## Governance and Planning Structures and Diagrams

The following six diagrams illustrate the structure and processes, both formal and informal, of decision-making groups and the relationships between and among these groups and individuals.

# Council and Committee Structure at Columbia College



## Constituent Groups



There are four constituencies at the college—Students, Faculty, Classified Staff, and Administrators— represented by six constituent groups.

- Students
  - ◊ Associated Students of Columbia College
- Faculty
  - ◊ Academic Senate
  - ◊ Yosemite Faculty Association
- Classified Staff
  - ◊ Classified Senate
  - ◊ Classified School Employees Association
- Administrators
  - ◊ Leadership Team

\* Participatory Governance Councils include representatives from ALL constituent groups.

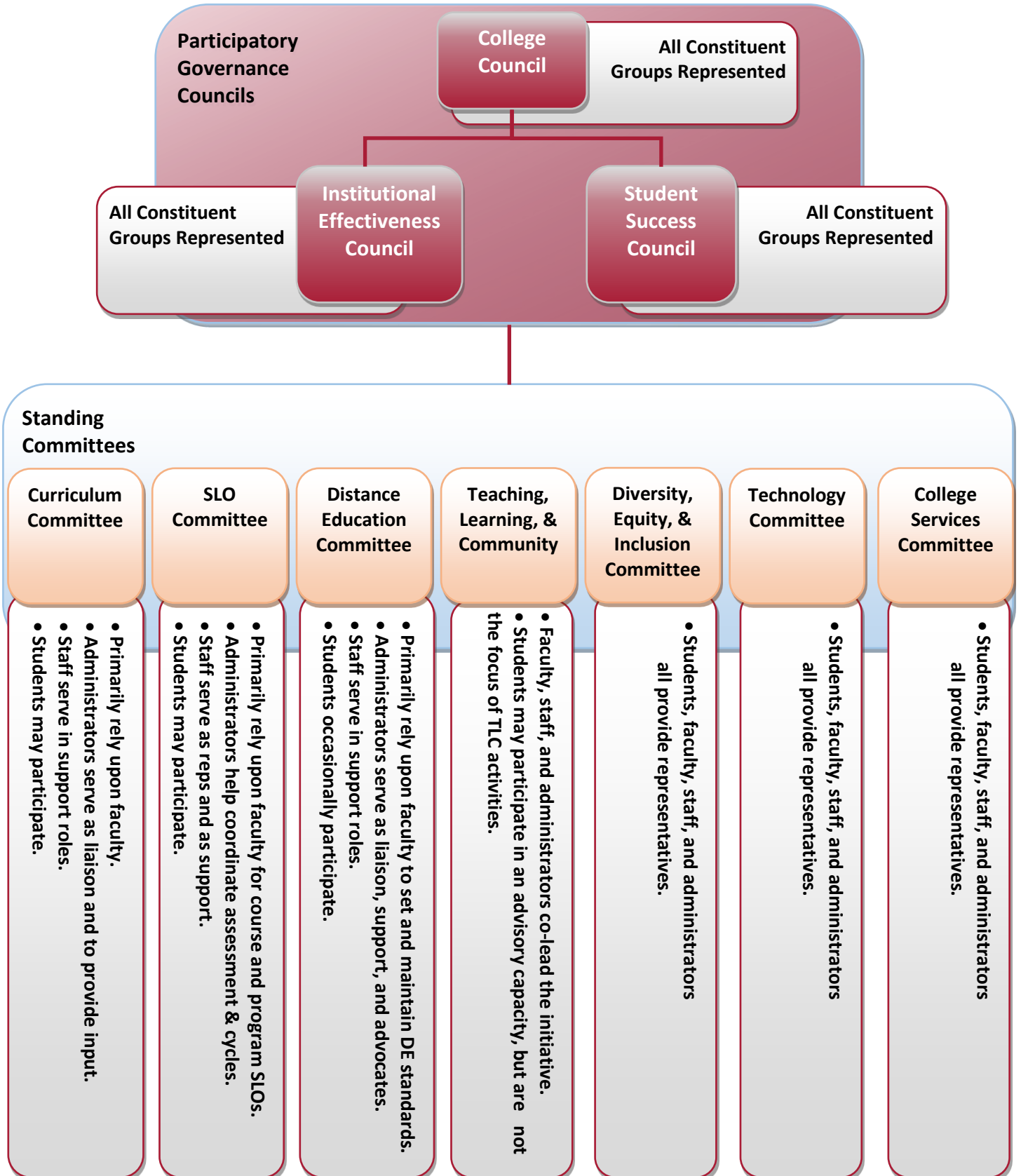
\*\* Standing Committees may include representatives from some or all constituent groups, depending on their functions.

## Academic & Professional Matters

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

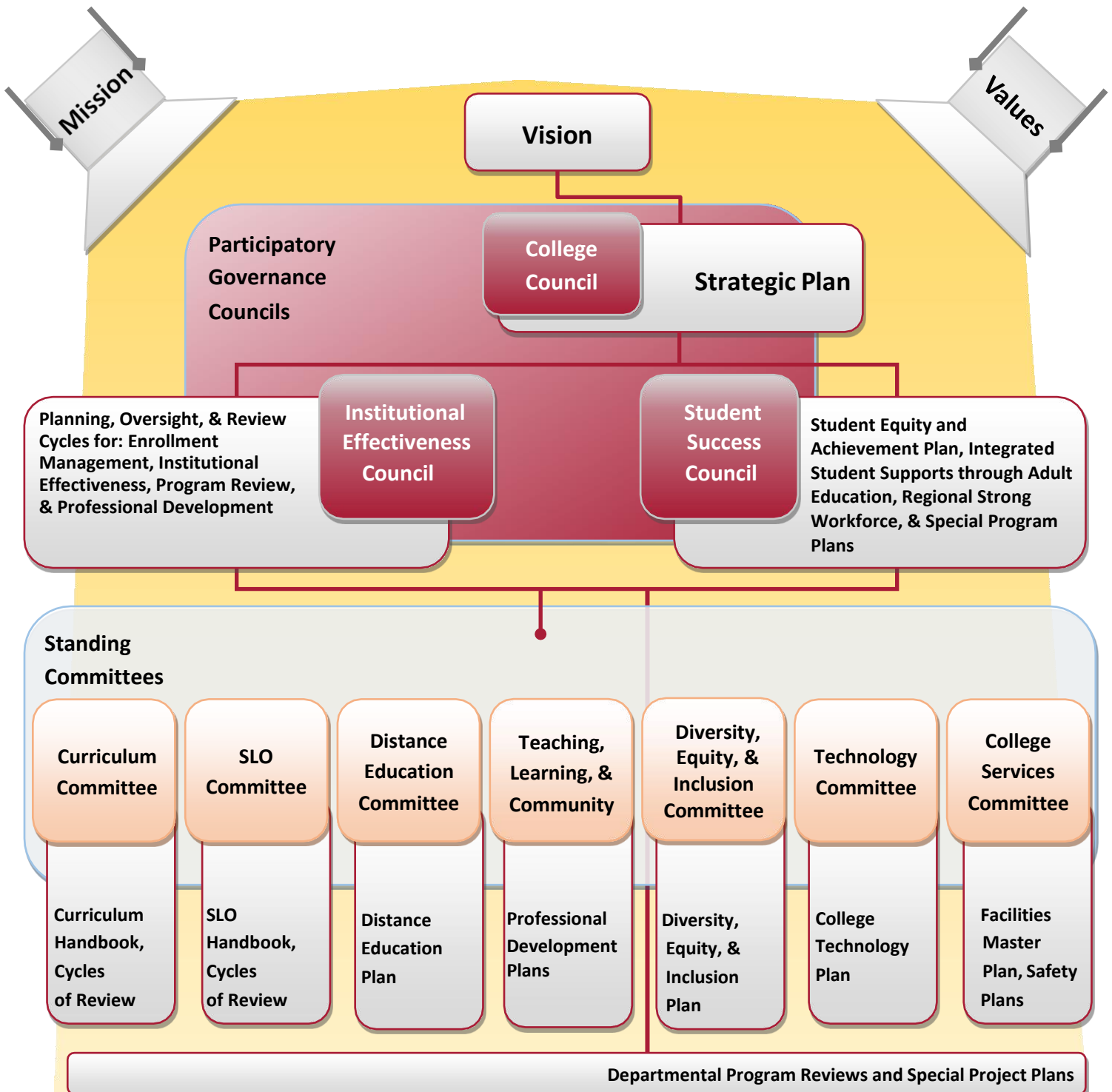
# Constituency Representation

All constituent groups are represented on each of the Councils. Some but not all constituencies are represented on Standing Committees. The diagram below is intended to provide a snapshot of representation.



# Integrated Planning at Columbia College

Integrated planning at Columbia College is represented in the diagram below. Each significant plan, e.g. the Strategic Plan, is the responsibility of a designated council or standing committee. Plans are integrated by including critical links with the college's guiding documents. The representation of the college's Mission and Values as theater lights indicates that all plans are developed "in light of" and aligned with those statements. Individual plans are designed to assist the college in carrying out its Strategic Plan in pursuit of the Vision.

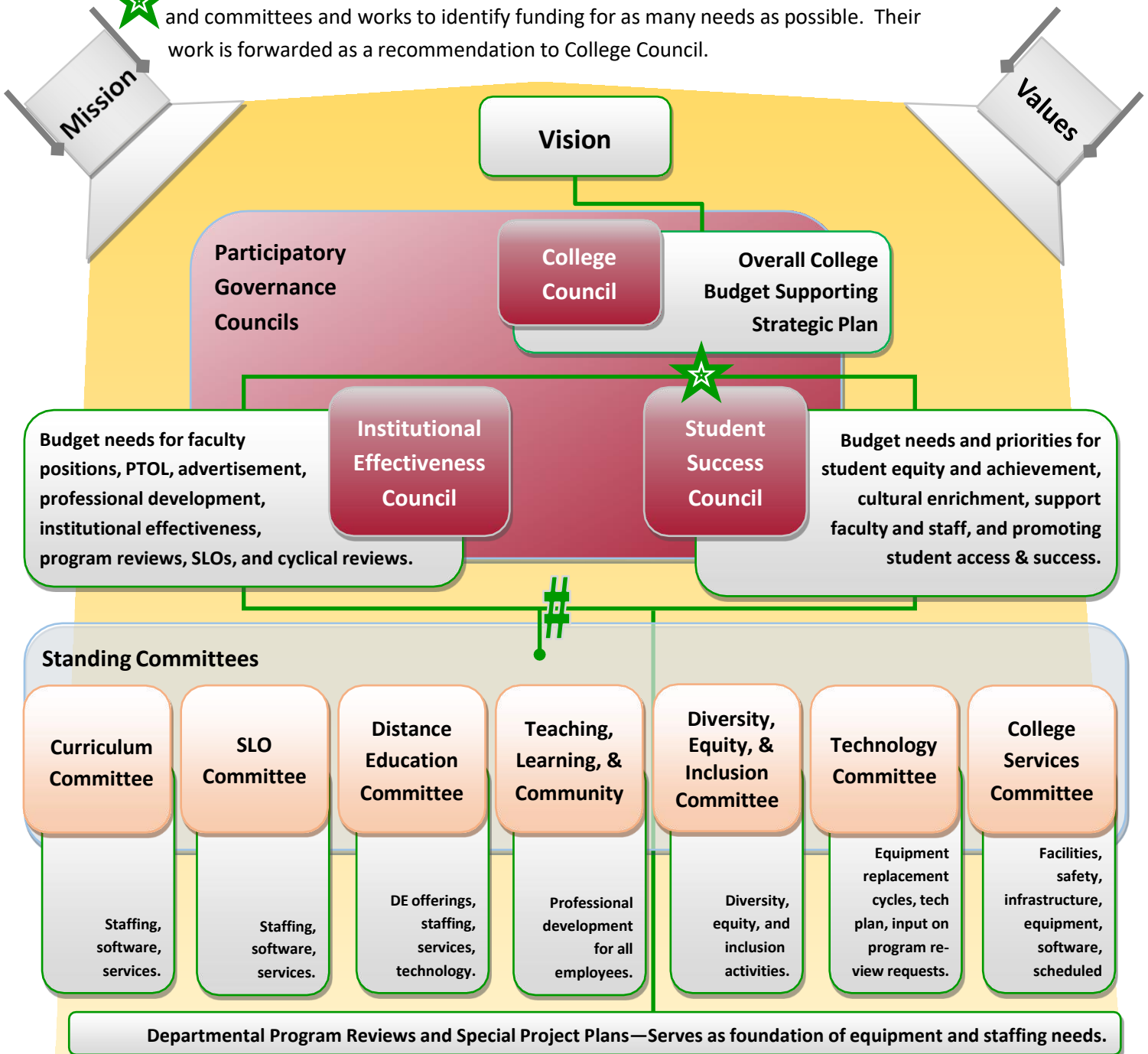


# Budget Development at Columbia College

Budget development at Columbia College is represented in the diagram below. Each area identifies needs associated with meeting its goals and carrying out its plans. Budget requests are linked to program reviews, plans and initiatives, and infrastructure needed to carry out the role of each council and standing committee. Budget decisions are made “in light of” the College’s Mission and Values to facilitate carrying out aspects of the Strategic Plan in pursuit of the Vision. Individual plans are designed to assist the college in carrying out its Strategic Plan in pursuit of the Vision.

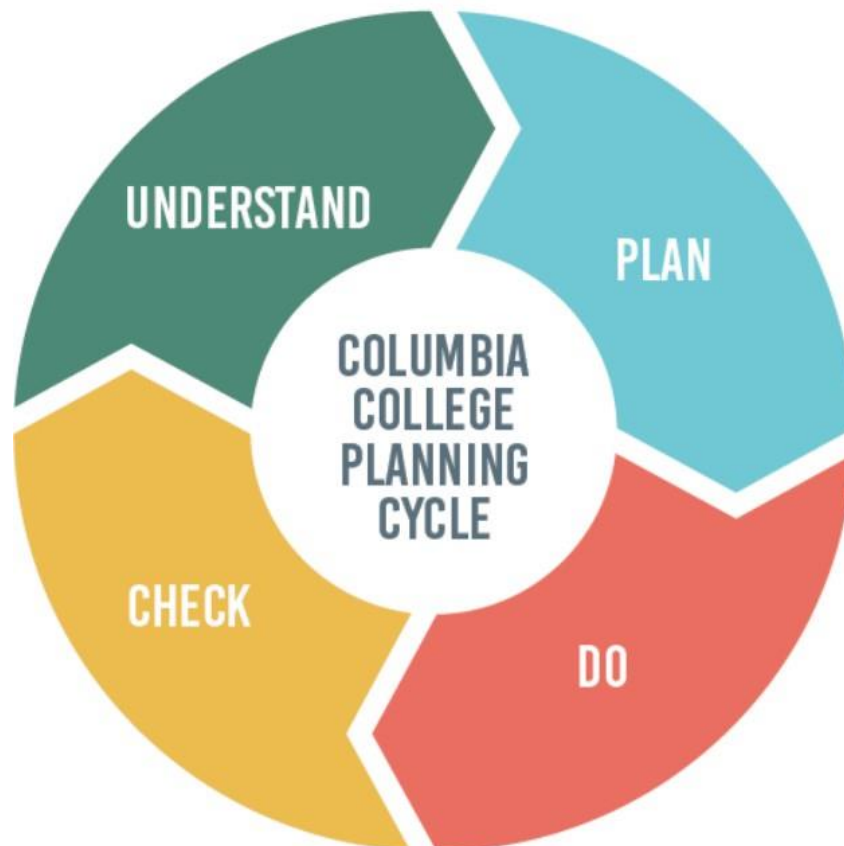
- # Needs (incl. equip & people) from program reviews are prioritized by divisions and sent forward.
- # Needs of standing committees are carried forward by administrators responsible for budgets. \*

★ The Administrative Team, led by the VP-CAS, gathers needs from program reviews, councils, and committees and works to identify funding for as many needs as possible. Their work is forwarded as a recommendation to College Council.



## Planning Process at Columbia College

### WE USE A FOUR-STEP CYCLICAL PLANNING PROCESS



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

Upon implementation—the “Do” step in the diagram above—the college will engage in an appropriate “Check” process on a cyclical basis. The Institutional Effectiveness Council will be charged with developing and overseeing these cycles of review.

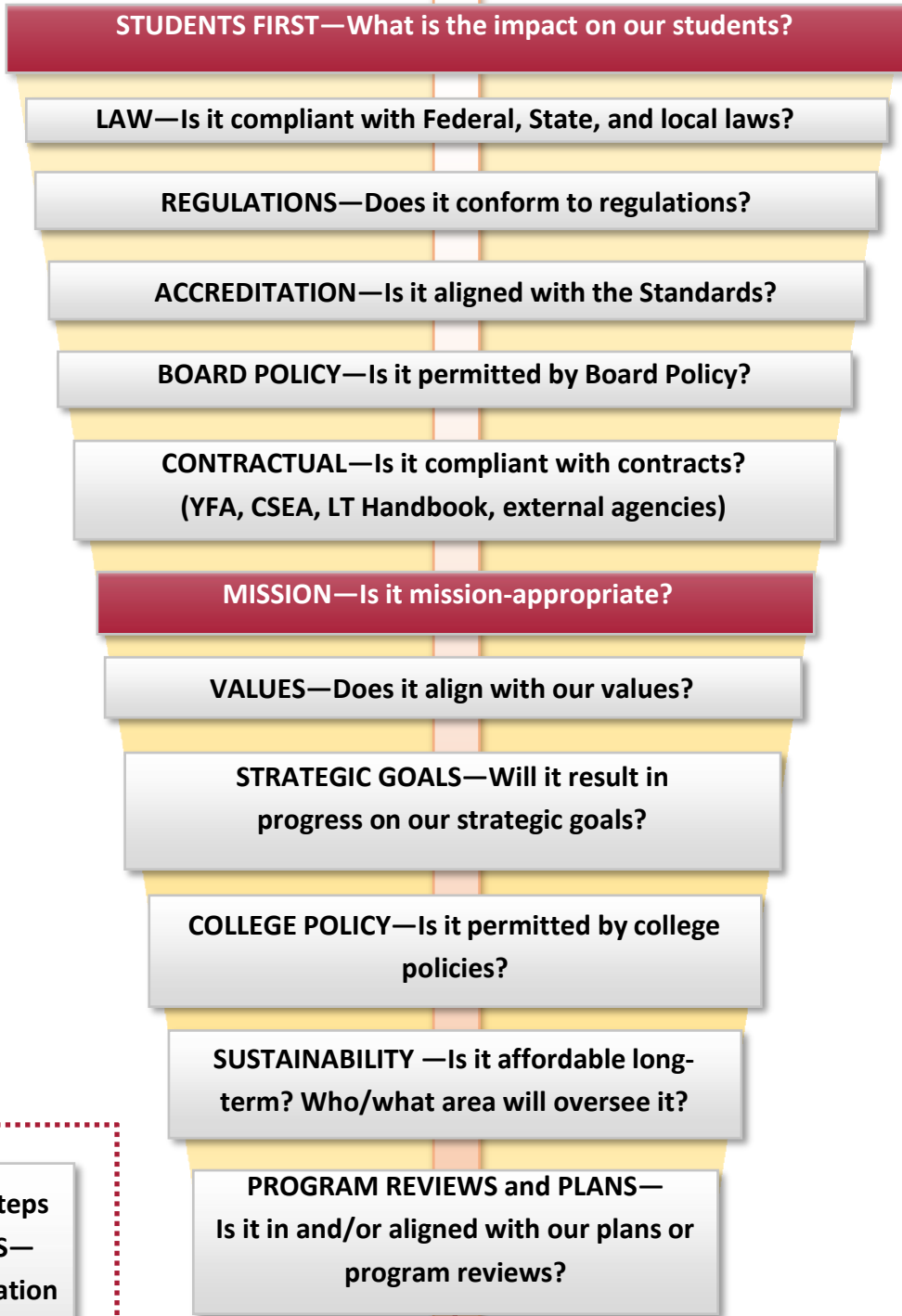


# Columbia College Planning Filters

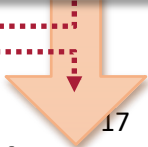
Innovative ideas may come from ANY member of the college community. Prior to implementation, college leaders must ensure the idea is viable by passing it through several sequential filters.

**NEW IDEA,  
PROJECT, GRANT, or  
INITIATIVE**

Appropriate stakeholders are consulted as needed throughout the filtering process, including faculty discipline experts, community leaders, industry partners, and district personnel.



- Additional steps for GRANTS—**
- Pre-Application
  - Application
  - Approval
  - Award



**Implementation**

## Council and Committee Hierarchy

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

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

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

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

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

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

## Decision-Making Roles and Responsibilities

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

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

### **Role of President:**

Board policies identify the YCCD Board of Trustees' specific legal and fiduciary responsibilities, as well as their relationship with the Chancellor and College President. Board Policy 2430.1 defines the delegation of authority through the Chancellor to the College Presidents. The president is the chief executive officer of the college in accordance with the Accrediting Commission for Community and Junior Colleges eligibility requirements: The institution has a chief executive officer appointed by the governing board whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. (Standard IV: C12)

### Role of College Council:

The College Council forwards governance issues to and receives recommendations from the constituencies, and then, after thorough discussion, makes recommendations to the President on the issues.

Individuals, committees, constituent groups, and operational groups develop proposals and recommendations that are forwarded to College Council.

### 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 Yosemite Community College District Board of Trustees policies and procedures, Academic Senate rules and bylaws, CSEA contract and bylaws, the Associated Student Government constitution and bylaws, YFA contract and bylaws.

## How do I get involved?

Being a part of a council or standing committee allows you to network with your peers and gain access to different perspectives from a variety of people. In addition, 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 help provide solutions to problems.



**Contact your constituent group leader:**

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

**How is committee membership decided?**

Members are appointed by their respective constituent group.

**How are decisions made regarding how things are approved via voting, etc.?**

Consensus building.

# COLUMBIA COLLEGE

## 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; 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 the Academic Senate webpage.

## **Membership:**

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

# Associated Students of Columbia College

Committee Chair(s): ASCC President

## **Purpose:**

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; and

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 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 to participate in the 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:** 2<sup>nd</sup> Friday of each month.

**How Work Is Communicated:** Members will communicate with their constituent groups. Agendas and committee related documents will be posted to the committee website. Meeting notes will be distributed to committee members and updates will be periodically communicated with campus constituents.

**Recommendations Go To:** Representatives of areas, and the Classified Senate President.

**Role of Classified Staff:** Classified staff members 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. Related to district governance, classified staff members are represented by the CSEA and Classified Senate. The rights of CSEA and Classified Senate to represent classified staff along with the rights to consultation on matters that may have significant impact on staff are affirmed in the CSEA contract. Information regarding the roles and rights of classified staff can be found in California Code of Regulations Title 5, §51023.5. Related to working conditions, classified staff members are represented by CSEA.

In compliance with California Education Code 70901.2, CSEA, as the exclusive representative of all classified employees in the Yosemite Community College District appoints all classified representatives to all College and/or District committees, task forces or any other governance groups. Classified employees have a negotiated agreement that provides classified representation on College Council, District Council, and Administrative or Classified selection committees (CSEA Chapter 420 negotiated agreement article 4.3).

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

**Agendas and Minutes:** Posted on the Classified Senate webpage.

## **Membership:**

CS President

CS Vice President

CS Secretary

CS Treasurer

Area Representatives at Large:

Area 1 – Madrone, Mahogany, Pinyon, Ponderosa, Laurel, Oak Pavilion, Redbud, Sequoia, Toyon, Sugar Pine, and Willow

Area 2 – Upper Manzanita

Area 3 – Aspen, Buckeye, Cedar, Fir, Juniper, Tamarack, Lower Manzanita

Area 4 – Public Safety, Facilities, and Transportation



# California School Employees Association Chapter 420 (CSEA)

## **California School Employees Association Chapter 420 (CSEA)**

**Membership:** Active members of the classified staff of Columbia College.

The California School Employees Association, AFL-CIO (**CSEA**) 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.

# Yosemite Faculty Association (YFA)

## **Yosemite Faculty Association (YFA)**

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.

The primary purposes of YFA are to:

### **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

# COLUMBIA COLLEGE

## 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.

**Agendas and Minutes:** Posted on the College Council webpage.

**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-Chair(s): Vice President of Instruction, Faculty At Large

**NOTE:** Planning, Oversight, and Review Cycles for: Enrollment Management, Program Review, Professional Development (Flex Advisory Committee)

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

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

**Recommendations Go To:** College Council

**Agendas and Minutes:** Posted on the Institutional Effectiveness Council webpage.

## **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)

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-Chair(s): Admin/Faculty/Classified

**NOTE:** Planning, Oversight and Review for: Student Success Initiatives, including: Student Success and Support (SSSP), Student Equity, Basic Skills Initiative, Adult Education, Strong Workforce

**Purpose:** The Columbia College Student Success Council shall make recommendations regarding the development and implementation of Columbia College's integrated plan for student success to College Council.

**Special Guidelines, Parameters, and/or Resources:** Review research related to student equity and success including data related to student access, retention, progression, and completion.

Review the allocations and budgets for various statewide student success initiatives including: Student Equity, Student Success and Support Program, Basic Skills Initiative, Adult Education Block Grant, and Strong Workforce Initiative. Draft the institution's integrated plan for student success which shall detail how various student success initiatives, including the Student Equity Initiative, the Student Success and Support Program, the Basic Skills Initiative, the Adult Education Block Grant, and Strong Workforce Initiative will be integrated to promote student success.

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:** Monthly.

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

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

**Agendas and Minutes:** Posted on the Student Success and Equity Webpage.

## **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 (4) \*

\*2 - appointed by Classified Senate, and 2 - appointed by CSEA

Leadership Team Members (2) \*

\*in addition to the Vice President of Student Services and Dean of Student Services

Student Representation (2)

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.

# COLUMBIA COLLEGE

## 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 and YCCD/Columbia College policy.

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

Compliance with Brown Act;  
Compliance with Title 5 "Academic and Professional matters" 10+1;  
Timelines for courses to be entered into ASSIST;  
State Chancellor's Office approvals;  
CurricUNET;  
Access Database;  
UC/CSU transfer requirements; and  
State mandates, i.e., SB1440

**Meeting Schedule:** Weekly.

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

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

**Agendas and Minutes:** Posted on the Curriculum Committee webpage.

**Membership:**

Faculty Chair (non-voting except to break a tie)  
Faculty (Artic. Officer)  
Faculty (LSS Rep)  
Faculty (Dist. Ed. Rep)  
Faculty (A&S Rep)  
Faculty (CTE Rep)  
Faculty (At-large Mem.)  
Faculty (At-large Mem.)  
Student Representation (non-voting)  
Faculty Intern (non-voting)  
Liaison/Resource Members (non-voting):  
Vice President of Instruction  
Vice President of Student Services Dean of Student Services  
Dean of Arts, Sciences & Human Performance  
Dean of Career Technical Education  
Admissions & Records Registrar  
Director of Student Financial Services  
Academic Senate President  
Student Learning Outcomes Workgroup Representative



# Student Learning Outcomes (SLO) Committee

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

**Purpose:** The Student Learning Outcome (SLO) Workgroup under the purview of the Academic Senate, facilitates continuing assessment processes and dialogue across the institution. The workgroup is comprised of faculty, staff, and administrators and includes a student representative, College Researcher, SLO Coordinator and/or SLO Mentors, and Vice President of Instruction

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

The culture promoted by the workgroup is one that encourages a collective stewardship of student learning outcomes. The SLO website provides guidelines, parameters, and/or resources that guide the workgroup and college.

<http://www.gocolumbia.edu/SLO/default.php>

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

**How Work Is Communicated:** Website, Academic Senate, College Council, 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 the SLO Workgroup webpage.

**Membership:**

Vice President of Instruction

Dean of Arts, Sciences, and Human Performance Dean of Career Technical Education

Dean of Student Services

SLO Data Wizards appointed by the Academic Senate Director of Research & Planning

Student Services Representative Academic Senate President

# 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; and

Conducts periodic review of the online course design rubric and checklist used for training and mentoring purposes.

**Meeting Schedule:** Fridays.

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

**Recommendations Go To:** DE Coordinator.

**Agendas and Minutes:** Posted on the Online Learning webpage.

**Membership:**

DE Coordinator

Vice President of Instruction

DSPS Representation

Faculty Representation

Classified Representation

Student Representation

# Teaching, Learning, and Community (TLC) Initiative

(Professional Development Committee)

**Purpose:** The mission of the Teaching, Learning and Community 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 throughout the semester.

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

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

**Membership:**

2 Faculty Co-Facilitators

1 Classified Professional

Vice President of Instruction (VPI)

Executive Secretary to the VPI

Others as needed (ad hoc)

# Diversity, Equity, & Inclusion Committee

Committee Chair(s): Deans of Student Services

## **Purpose Mission:**

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

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

As a result of the call to action from CCC Chancellor Oakley June 5, 2020 regarding diversity, equity and inclusion, the Columbia College President organized a DEI task force July 7, 2020 to take a preemptive approach at Columbia to these issues. The result was forming a standing committee within our governance structure, known as the DEI Committee.

The DEI has ten working goals. These are considered to be a *living document*, always being updated:

Identify, attract, retain and graduate a ***diverse student body***.

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

## **Structure:**

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

## **Role in Participatory Governance:**

The DEI is a standing committee of Columbia College and regularly reports to the Student Success Council, Institutional Effectiveness Council and College Council.

## **Meeting Schedule:**

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

**How Work is Communicated:**

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

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

**Membership:**

**Tri-chairs:** Comprised of Admin/Faculty/Classified. DEI 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.

Dean of Student Services and Instructional Dean (ongoing)  
One Leadership Team member (one-year commitment)  
Three Academic Senate representatives (two-year commitment)  
Three Classified Employee Representatives (one-year commitment)  
Two Student Representatives (one semester minimum)  
Others are welcome

# Technology Committee

Committee Chair(s): Vice President of College & Admin Services

**Purpose:** Examines current technology for use within the institution and makes recommendations for technological enhancements.

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

Agendas sent out 1-2 days prior to meeting;

Agenda items are Standard Items and Items submitted by others in the campus community; and

A record of the meeting is kept and posted on the Governance Website after approved.

**Meeting Schedule:** Monthly.

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

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

**Agendas and Minutes:** Posted on the Technology Committee webpage.

**Membership:**

Vice President of College & Administrative Services

Director of Technology

Classified Representation

Faculty Representation

Management Representation

Student Representation

# College Services Committee

Committee Chair: Vice President of College & Administrative Services

NOTE: Listed below are committees that fall under the College Services Committee.

Facilities/Safety Committee

**Purpose:** The College Services Committee is the participatory governance standing committee responsible for making recommendations to ensure that the college facilities and services are safe, maintained, and improved to meet the changing needs of staff and students. This includes advocacy for high-quality learning environments, offices, support services spaces, and informal meeting areas for students. The committee is responsible for reviewing and making recommendations on issues of college-wide or significant scope. College Services include facilities, safety, Bookstore, Food Services, IMC, Business Office, student service operations, and others.

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

Agendas sent out 1-2 days prior to meeting;

Agenda items are Standard Items and Items submitted by others in the campus community; and

A record of the meeting is kept and posted on the Governance Website after approved.

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

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

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

**Agendas and Minutes:** Posted on the Facilities/Safety webpage

**Membership:**

Vice President of College & Administrative Services  
College Nurse

Campus Operations Manager  
Fire Captain

Campus Security Supervisor

YCCD Risk Management Representative

DSPS Representative

Faculty Representation

Classified Representation

Student Representation

# COLUMBIA COLLEGE

## Staff Meetings



### Staff Meetings

**Purpose:** Information sharing and interface among senior administrative to stay informed and provide input on planning and routine operational matters college wide.

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

**No formal agenda or meeting minutes recorded.**



# COLUMBIA COLLEGE

## Other Committees or Workgroups



# Accreditation Steering Committee

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

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

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

Columbia College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). Accreditation represents an affirmation that the college adheres to the Standards established by the ACCJC. Accreditation 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, email, open forums and reports posted to the webpage.

**Recommendations Go To:** Standards Committees; Accreditation Liaison Officer and Faculty Co-chair. Final draft recommended to College Council.

**Agendas and Minutes:** Posted on the Accreditation Steering webpage.

## **Membership:**

College President  
Accreditation Liaison Officer (ALO)  
Faculty Accreditation Co-chair  
Standard I Chair  
Standard II Chair  
Standard III Chair  
Standard IV Chair

# 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.**

**No formal agenda or meeting minutes recorded.**

**Membership:**

Annual term for two Classified Senate members

# Cultural Enrichment Committee

Committee Tri-Chair(s): Comprised of Admin/Faculty/Staff

## **Purpose**

**Mission:** 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.

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

## **Membership:**

Tri-Chairs from the SSC: Comprised of Admin/Faculty/Staff

Dean of Student Services

Two Classified Senate Representatives

Two to Four Student Representatives, depending on the needs and availability of student groups

Others as needed (ad hoc)

All are welcome

# Faculty Scholarship Committee

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

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

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

Co-chairs serve for 2 years. First year as second co-chair and second year as first co-chair;

Membership rotates between contributing faculty;

Meets mostly during spring semester to select applicants to interview; and

Interviews are typically in the last weeks of school.

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

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

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

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, meetings, and agendas.

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

**No formal agenda or meeting minutes recorded.**

**Membership:**

Classified Representation  
Faculty Representation  
Leadership Team Representation  
Student Representation

# Sabbatical Committee

## A Committee of the Academic Senate

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

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

Special Guidelines, Parameters, and/or Resources:

**Candidate applies for a year leave but a semester leave is offered and accepted:** Applicant must modify the proposal to indicate what activities will be accomplished during the year. The committee may have stipulated specific activities on which the recommendation for leave was based. In that case, modifications should be made accordingly. The candidate submits the revised proposal to the college president for review and final approval, per the Faculty Contract (Article 7.13);

**Unfilled leave at Modesto:** Modesto may offer unfilled sabbatical leaves to Columbia College. However, it is within the purview of the college president to accept or decline such leaves since they are offered without funds to support the leave. If the President accepts a leave, the Sabbatical Leave Committee is charged with recommending an applicant from among the proposals they considered that year;

**Unfilled leave at Columbia:** Columbia may offer unfilled sabbatical leaves to Modesto. However, it is within the purview of the college president to accept or decline such leaves since they are offered without funds to support the leave; and

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

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

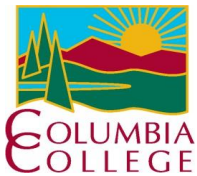
**Recommendations Go To:** Chancellor via the President, for ultimate approval by the Board of Trustees.

**No formal agenda or meeting minutes recorded.**

### **Membership:**

Faculty Chair

Faculty Representatives (2)



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