Planning Manual

2018-2019

College of San Mateo

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Introduction

AB 1725, enacted in 1988, is a landmark bill that formalizes the procedures and policies to ensure that faculty, classified staff, and students have the opportunity to participate effectively in the College decision-making process, and the right of the academic senate to assume primary responsibility for making recommendations in the areas of curriculum and academic standards (Ed Code Section 66701).

In 1992, College of San Mateo began robust a College-wide dialog on how best to implement a participatory governance model. In 1993, the College constituencies adopted *Implementing Shared Governance at College of San Mateo.* This document defines the original role of College Council, now known as the Institutional Planning Committee (IPC), set the expectation that participatory governance would be used throughout the College at all levels of decision-making, defined roles and responsibilities of the four constituencies, and called for training in participatory decision-making.

This *Planning and Decision Making Manual* is a direct decedent of the original *Implementing Shared Governance at College of San Mateo* document. The purpose of the *Planning and Decision Making Manual* (Planning Manual) is to document how planning, decision-making, and resource allocation occur at the College. The Planning Manual addresses the roles and responsibilities of each constituency within the context of the participatory governance model, and provides detailed step by step documentation concerning the major decisions that the College makes.

The Planning Manual is organized in five parts:

Part 1: The College Planning Structure details the major components of the College's planning system and provides an overview of each major element of the planning system, including the College's *Mission, Vision and Values*, *Educational Master Plan*, and various institutional plans.

Part 2: Participatory Governance defines the term participatory governance, identifies the four college constituencies and describes the role of each constituency in the planning and decision making process. *Appendix A: Participatory Governance Roles and Procedures,* provides additional details concerning participatory governance while *Appendix E: Participatory Governance Training Program* provides specific details concerning the major college decisions and the role of each participatory governance group in each of those decisions.

Part 3: The College Committee Structure documents how Academic Senate committees and various institutional planning committees relate to one another and interact. *Appendix C: College Committees* provides detailed documentation for every college committee.

Part 1: The College Planning Structure

The College's planning and decision-making process ensures that the College fulfills its stated mission, vision and values, engages in actions that result in improvement of institutional effectiveness, and allocates resources to achieve its goals. The College's Mission Statement drives planning at both the institutional and program levels, placing student success at the center of the planning efforts. Figure 1 summarizes the structure of the College's Planning and Decision Making System:

Figure 1: Planning Structure
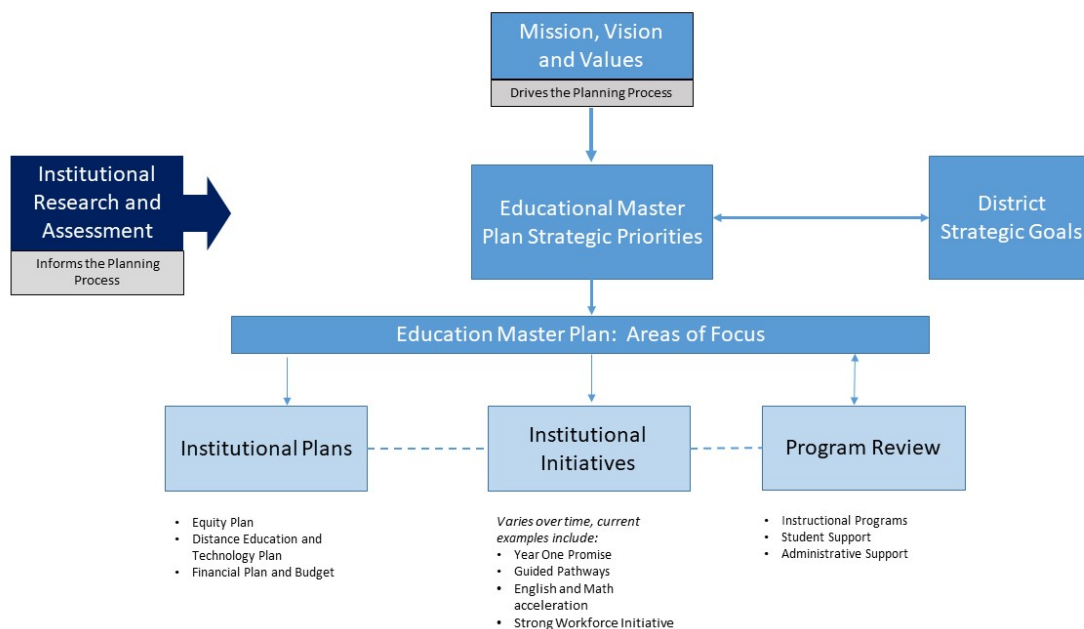
Each element of the College's planning structure is discussed below:

College Mission & Diversity Statements

College of San Mateo is committed to addressing the broad educational needs of the local and world community. We foster success and ensure equitable opportunities for all our students, while celebrating the diversity of our campus.

Equity

As a Hispanic Serving Institution, we are committed to creating a socially just campus climate wherein everybody is welcome and celebrated, and wherein everybody is an integral part of the campus. We believe that all students are entitled to a safe learning environment that

celebrates their intersectional identities, fosters their agency, and develops their capacity for self-advocacy.

Academics

CSM takes great pride in its commitment to academic excellence. Our goal is to facilitate engaged, informed leadership and successful, satisfying careers for our students. We see our campus as a vibrant hub of intellectual rigor and relevance. As such, we embrace mindful learning, information literacy, and independent thinking to ensure a dynamic, innovative workforce and transfer population.

Community

Consistent with our commitment to equity, CSM strives for a vibrant, inclusive and safe college community. In support of this, we must recruit and retain a diverse faculty and staff and foster professional development informed by critical pedagogy and aligned with our college mission. Together, we aim to create an environment that fosters collegiality and empowers our students to reach their full potential inside and outside the classroom.

Governance

Because the college's success is intricately linked to the collective wisdom and values of its students, faculty, staff, and administrators, we strive for an inclusive, collaborative, and transparent decision-making process and governance. To this end, we strive to ensure that communication is multidirectional and incorporates feedback from the entire campus community.

Approved by Institutional Planning Committee, April 3, 2018

Approved by Board of Trustees, October 24, 2018

Institutional Research
The College's planning process relies on comprehensive institutional research. Quantitative and qualitative information are used to make evidence-based decisions and to assess outcomes at all levels of the College. The College maintains a formal research agenda and also conducts project-specific research. Assessment data are used to monitor the results of institution-level and program-level actions and to inform future decision-making. The Office of Planning, Research, Innovation and Effectiveness (PRIE) provides the results of all assessments via its website: www.Collegeofsanmateo.edu/prie.

District Strategic Goals

District Strategic Goals were developed in collaboration with each college through the participatory governance process and have been adopted by the Board of Trustees. The District Strategic Goals are:

- Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success
- Establish And Expand Relationships with School Districts, 4-year College Partners, and Community-based Organizations to Increase Higher Education Attainment In San Mateo County
- Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success
- Ensure Necessary Resources Are Available To Implement This Strategic Plan Through Sound Fiscal Planning And Management Of Allocations. Protect Community-supported Status And Undertake The Development Of Innovative Sources Of Revenue That Support Educational Programs Beyond That Which Is Available From Community And State Allocations.

Educational Master Plan: Strategic Priorities

The Educational Master Plan (EMP) is a student-focused planning document driven by the College's Mission and Values and by the District's Strategic Goals.

The EMP tries to answer key questions such as: Who are our students? Why do students attend CSM? What do students want to accomplish? Do students accomplish their goals? What happens to students along their educational journey? And, what internal and external barriers do students face?

The EMP is a key planning document that identifies the specific actions that the College intends to take over the next five years (2018-2023).

Five EMP Strategic Priorities have been identified as a result of a comprehensive internal and external scan:

- Supporting Our Students' Aspirations
- Creating Equitable Opportunities for All of Our Students
- Committing to Progressive and Innovative Teaching and Learning
- Building on a Tradition of Service to the Community
- Enhancing a Culture of Participation and Communication

College of San Mateo's EMP Strategic Priorities support the District's Strategic Goals as shown below:

	Supporting Our Students' Aspirations	Creating Equitable Opportunities for All of Our Students	Committing to Progressive and Innovative Teaching and Learning	Building on a Tradition of Service to the Community	Enhancing a Culture of Participation and Communication
Develop and strengthen educational offerings, etc.	X	X	X		
Establish and expand relationships, etc.	X	X	X	X	X
Increase program delivery options, etc.	X	X	X	X	
Ensure necessary resources are available, etc.	X	X	X	X	X

Institutional Plans and Initiatives

Institutional plans and institutional initiatives affect large groups of students and are designed to help the College pursue one or more of its areas of focus and also achieve its long-term strategic priorities.

Institutional Plans

Institutional plans are designed to create the operational capacity that enables the College to address areas of focus and its strategic priorities in a systematic, ongoing manner. Institutional plans provide a framework to identify, align, and prioritize specific actions. The planning horizon for all institutional plans is five years and all institutional plan goals and objectives are addressed over this timeframe. Currently, the College has established three major institutional plans:

- The Equity Plan
- The Distance Education and Educational Technology Plan
- The Strategic Financial Plan (Fall 2018)

Institutional Initiatives

Institutional initiatives are planning efforts that also address strategic priorities and goals in a more directed way. In general, initiatives are shorter in duration and address specific issues identified through institutional research, statewide initiatives, and student learning outcomes and assessment. They often involve implementation plans. Institutional initiatives are typically funded by one-time funds at the start of the initiative. Once established,

initiatives are periodically assessed and successful initiatives are funded by a combination of ongoing funds which may include the college general fund, district innovation funds, and ongoing funds from restricted state funding sources such as Equity, BSI, and Strong Workforce. Examples of current and past initiatives include:

Current Initiatives:

- The Year One Promise
- Guided Pathways
- Student Equity (consolidated plan)
- Strong Workforce Plan/Career Guidance/Placement
- Early College/Dual Enrollment
- Online Educational Resource Project (OER)
- SparkPoint

Past Initiatives: (all are now ongoing programs and reviewed regularly as part of the larger program review)

- Math Supplemental Instruction
- Math and Science Jams
- Umoja, Puente, MANA, and Year One Learning Communities
- Project Change
- Food Pantry
- Learning Center

Program Review

Program Review is conducted at the program level for instructional programs, student services, and administrative services every two years. This process facilitates continuous improvement and resource allocation. Program Review is the mechanism to identify the program-level resources necessary to improve student learning and to execute program goals. Program-level resources include full-time faculty, classified staff, equipment, supplies, student assistants, and small capital projects.

Finally, the Institutional Planning Committee (IPC) reviews all program reviews for common themes and trends across multiple programs. This analysis serves as input and feedback regarding the College's strategic priorities and goal with a goal of ensuring that College's collective planning efforts are both "top down" and "bottom up".

Part 2: Participatory Governance

College of San Mateo defines (participatory) governance as a set of structures and processes that:

- involve the genuine participation of faculty, classified staff, students, and administrators; and
- effectively capture the their collective wisdom and voice to reach the best recommendation(s) for the decision maker(s) and for the good of the campus community

Constituency Groups
CSM uses a constituency-based model to gather input for most College decisions. The four constituencies are the faculty, the classified staff, students, and administration. The Academic Senate represents the faculty, the Classified Senate represents the classified staff, The Associated Students (ASCSM) represents the students and Management Council represents the administration.

Participatory Governance Roles
District Rules and Regulations 2.08 specifies the formal participatory governance roles for each constituency. The Academic Senate is ultimately responsible for making recommendations to the Board of Trustees on academic and professional matters. The college president is responsible for making recommendations to Board through the District Chancellor on non-academic matters.

The Board of Trustees has final decision making authority on all recommendations. A student trustee represents the official voice of the students to the Board of Trustees and maintains an advisory vote to the Board on all public matters.

While the Academic Senate and college president have the final authority for making formal recommendations it is the intent of both the Academic Senate and the college president to develop an inclusive participatory governance structure and culture where students, faculty, classified staff, and administrators have an opportunity to provide input on significant College decisions.

It's important to state that participatory governance does not mean shared decision making. Neither the Academic Senate nor college president are required to accept recommendations from the participatory governance process. Rather, participatory governance provides a formal mechanism for each constituency to weigh in on matters that affect the College. Whenever there is a significant departure from a recommendation the decision maker has an obligation to provide a rationale for the decision.

The culture at CSM is one of collaboration and consensus. However, there have been times when decision makers have not accepted a recommendation and/or have altered a recommendation; there will be times in the future where this will be the case as well. Finally, there are many routine and/or operational decisions that decisions that do not require the formality of the participatory governance process.

Appendix A: Participatory Governance Roles and Procedures provides additional details regarding participatory governance and the specific functions of the Academic Senate, the Classified Senate, the Associated Students, and Management Council. *Appendix E: Participatory Governance Training* lists details concerning all major college recommendations and decisions; where they originate, where they are discussed and deliberated, and the final decision maker for each recommendation.

Part 3: The College Committee Structure

Institutional planning is conducted through a formal participatory governance structure as documented in **Figure 2.** College committees are listed in **Appendix C,** including detailed descriptions of the purpose, functions, authority and membership structure of each committee.

Figure 2 - College Committee Structure
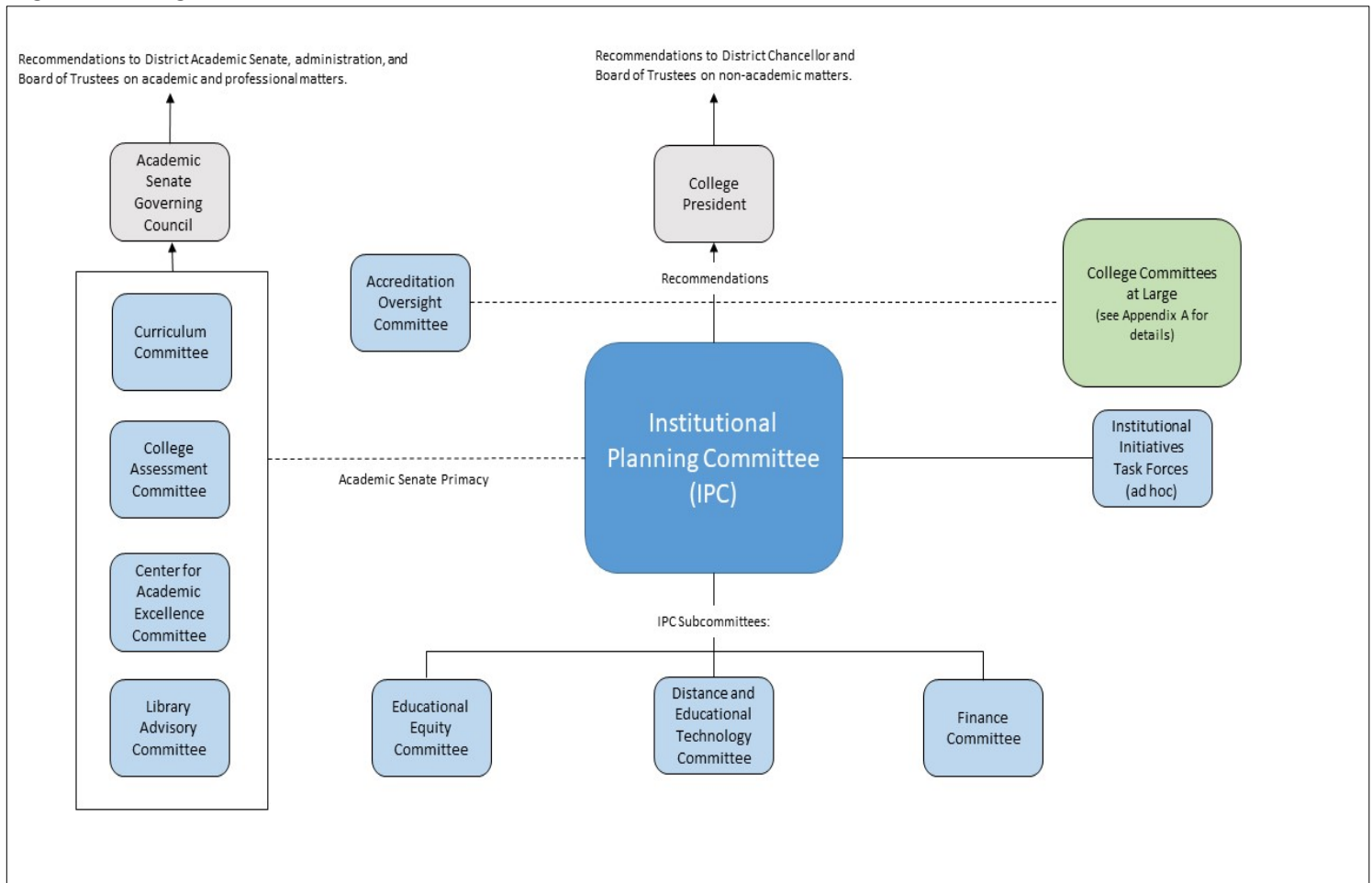
Institutional Planning Committee and IPC Subcommittees

The Institutional Planning Committee (IPC) is the key planning committee for the College. The mission of IPC is to ensure the implementation and ongoing assessment of the institutional planning process. IPC also develops and assesses progress on strategic priorities, identifies and assesses institutional initiatives, and ensures that the participatory governance process is properly followed across all participatory governance committees. All four constituencies are represented on IPC. Thus, IPC serves as a conduit and "clearinghouse" for institutional planning for all constituency groups. Three subcommittees report to IPC. Each subcommittee is responsible for the development and implementation of the College's institutional plans:

IPC Sub-Committee	Institutional Plan
Educational Equity Committee	Equity Plan
Distance and Educational Technology Committee	Distance Education and Technology Plan
Finance Committee (Fall 2018)	Financial Plan and Budget

The Academic Senate Governing Council and Academic Senate Committees

The Academic Senate Governing Council represents the faculty on academic and professional matters (10+1). Additional details concerning the Academic Senate Governing Council can be found in **Appendix C.** The Governing Council has established the following committees to help carry out the work of the Academic Senate: Curriculum Committee, College Assessment Committee, Center for Academic Excellence Committee, and the Library Advisory Committee.

Institutional Initiatives Task Forces

IPC may establish an ad hoc taskforce as needed to address a particular institutional initiative. Membership of a task force will vary according to the nature of the initiative. Appointments are made by consensus from IPC in consultation with each campus constituency group. IPC provides a specific charge and a general timeline for complete or reporting for each task force that is created. Tasks forces are disbanded once the work of the task force is complete.

Accreditation Oversight Committee

The Accreditation Oversight Committee is a committee at-large. The role of the committee is to work with the College Accreditation Liaison Officer to coordinate activities related to accreditation.

College Committees At-Large

Several college committees have been established that provide various services to the college. In some cases, a committee is established in accordance with a college or a district policy. Most non-routine committee recommendations are made to the college president. A full listing of at-large committees can be found in **Appendix C.**

Part 4: The Planning Cycle

The College's planning cycle describes the sequence of steps for institutional planning and program review. The College uses both an annual planning cycle and a longer planning cycle for program review and institutional plans. The Institutional Planning Committee maintains a master annual planning calendar, a long-term planning calendar, and a schedule of program review. These documents can be found in **Part 5.**

The College planning cycle consists of five distinct activities: institutional research, planning, resource allocation, implementation, and assessment which is summarized in **Figure 3**. These five basic activities are the same for institutional planning and program review.

Figure 3 - The Planning Cycle
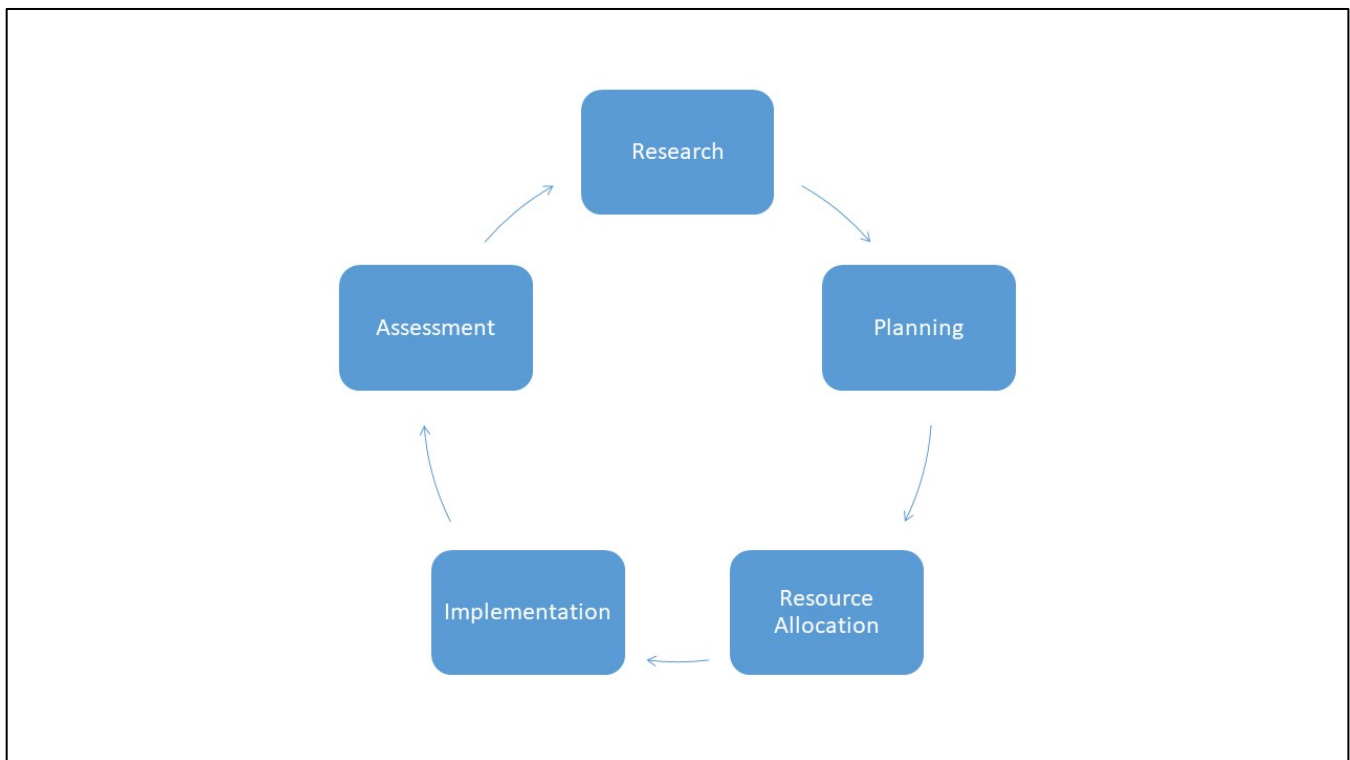
Each activity of the planning cycle is described below:

Assessment
Assessment is both the beginning and end of the planning cycle. It provides formative, summative and reflective processes for planning. Assessment ensures continuous improvement.

Institutional Research

The College's institutional planning and program review processes rely on comprehensive institutional research. Quantitative and qualitative information are used to make evidence-based decisions and to assess outcomes at both the institution and the program level. The College maintains a formal research agenda and also conducts project-specific research. Assessment data are used to monitor the results of institution-level and program-level actions and to inform future decision making.

Planning

The College uses it planning structure (**Figure 1**) and its committee structure (**Figure 2**) to develop and update institutional plans and to identify and prioritize institutional initiatives in accordance with strategic priorities and areas of focus.

The Institutional Planning Committee reviews each institutional plan, as well as existing initiatives and new potential initiatives, and their related goals, objectives, and action steps.

Action steps that require financial resources in a given year for each plan and initiative are assessed by IPC. Also, various options with different levels of costs may be offered as alternatives. Because resources are limited, IPC will prioritize action steps and/or select cost alternatives. By prioritizing action steps, the IPC ensures that the action steps that are most important to addressing the College's areas of focus and long-term strategic priorities are funded, and that financial planning and budgeting is integrated with institutional planning.

Occurring concurrently the institutional planning cycle is the program-level planning cycle, documented primarily through the program review process. Program review draws heavily on information from SLO assessment at the course and program levels and thus is centered on student success. Also informing program review is institutional research that includes data and information about student demographics, program efficiency, mode of course delivery, and CTE gainful employment; updates on course outline revisions and curriculum development; and recommendations from CTE advisory committees.

Institutional planning and program review are highly integrated. Program Review aligns with institutional plans because program review addresses the College Mission, Vision, Values and Strategic Priorities. At the same time, program review for all departments are reviewed by IPC annually to identify common trends and themes across departments. A trend or theme may relate to an operational issue, a student learning outcome, or both. This information is used to assess progress on institutional plans and initiatives, modify institutional plans and initiatives, or identify new initiatives.

Resource Allocation

Resource allocation is the process of forecasting the district allocation and other revenues, estimating and funding the College's normal operating expenditures, estimating funds available for program review requests and action steps from plans and initiatives, funding

approved program review requests, funding the College's established prioritized action steps and initiatives, and monitoring all College budgets (**Figure 4**).

Resource allocation is linked explicitly to the College's planning process because program review, student learning outcomes and assessment, and prioritized action steps and initiatives drive the allocation of resources. The College also engages in long-term financial planning to assure long-term fiscal integrity and disseminates financial information to the College community on a regular basis. The College's resource allocation process is described in further detail in the *Resource Allocation Narrative,* which can be found in **Part 5**.

Figure 4: The Resource Allocation Process
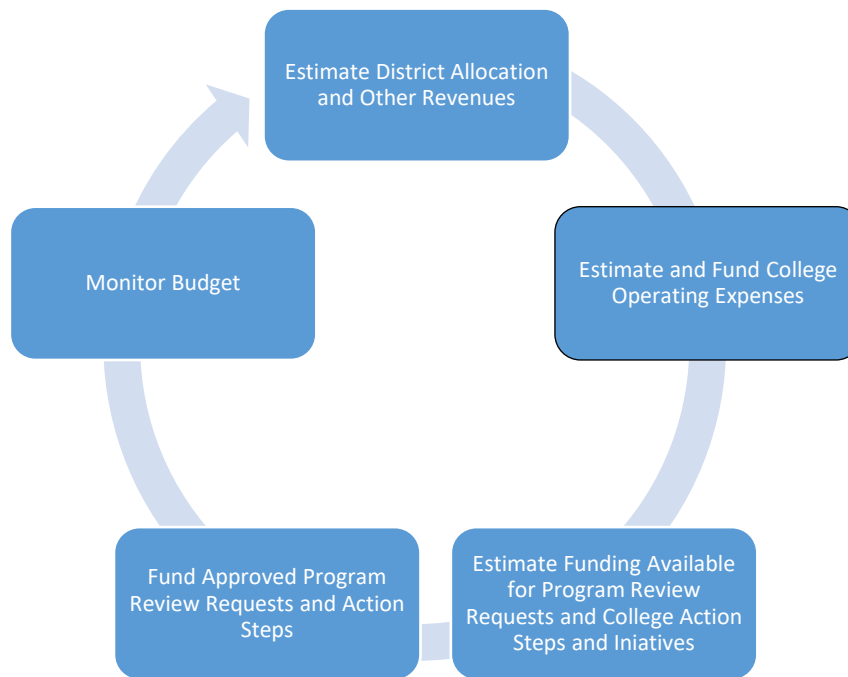
Implementation

Program plans, approved College action steps, and institutional plans and initiatives are implemented throughout the academic year. Specific departments, committees, and/or individuals are assigned tasks and timelines for completion. All institutional planning committees including the various initiative task forces provide an update of their progress. Finally, individual departments update program review plans noting progress against goals.

Assessment

Assessment occurs at both the institutional planning and program planning level is summarized below:

Level	Item	Description
Institution	Institutional Effectiveness Indicators (District Strategic Plan Goals: Metrics, Trends and Targets)	The College has established indicators with benchmarks for each Institutional Priority. Collectively, these indicators are known as the College Index. This index can be found in Part IV of the manual. The College measures and assesses progress on these indicators on an annual basis. The results of these assessments provide feedback on the effectiveness of College actions and allow the College to take corrective actions if necessary.
Institution	Institutional Student Learning Outcomes	With extensive input from the campus community, the College Assessment Committee has identified institutional student learning outcomes; the College measures and assesses attainment of institutional learning outcomes on an annual basis.
Institution	Institutional Planning Process	The College has established processes to assess the efficacy of the planning process itself. The IPC as well as the institutional planning committees perform a self-assessment on an annual basis. In addition, the IPC regularly review the planning structure and planning systems and have made changes to these systems as necessary.
Institution	College Initiatives	As mentioned above, various College initiatives may be undertaken to respond to a particular concern or need. Outcomes are established for each College initiative and are assessed at intervals defined by the initiative.

Institution	Institutional Plan Progress	Each institutional planning committee measures its progress against goals and objectives on an annual basis. This information is reported to IPC and to the College at-large. If goals or objectives are not attained, then corrective action is taken and/or the goal or objective is modified to reflect what is attainable.
Program	Student Learning Outcomes	Student Learning Outcomes have been developed at the course, program, certificate, and institutional (general education) level. The College Assessment Committee (CAC) is an independent subcommittee of the College of San Mateo Academic Senate and provides guidance and support regarding student learning outcomes and assessment.
Program	Program Plans	Program plans are reviewed during each biennial Program Review to assess progress against prior goals and objectives.

In summary, measurable outcomes and related assessment mechanisms are designed into every element of the College's planning process. To assure continuous quality improvement, the results of assessment are used to assist the College in identifying problem areas in order to take necessary corrective actions, and to inform planning and decision-making at the program and institution levels.

Integrated Planning

The College's institutional planning processes, program review process, and resource allocation processes are aligned and integrated. **Figure 5** shows the integration of institutional planning, program review, and resource allocation within the context of the College planning cycle of research, planning, resource allocation, implementation and assessment. Finally, as noted above, the College's strategic priorities are linked to District strategic goals.

Figure 5: Integrated Planning Structure
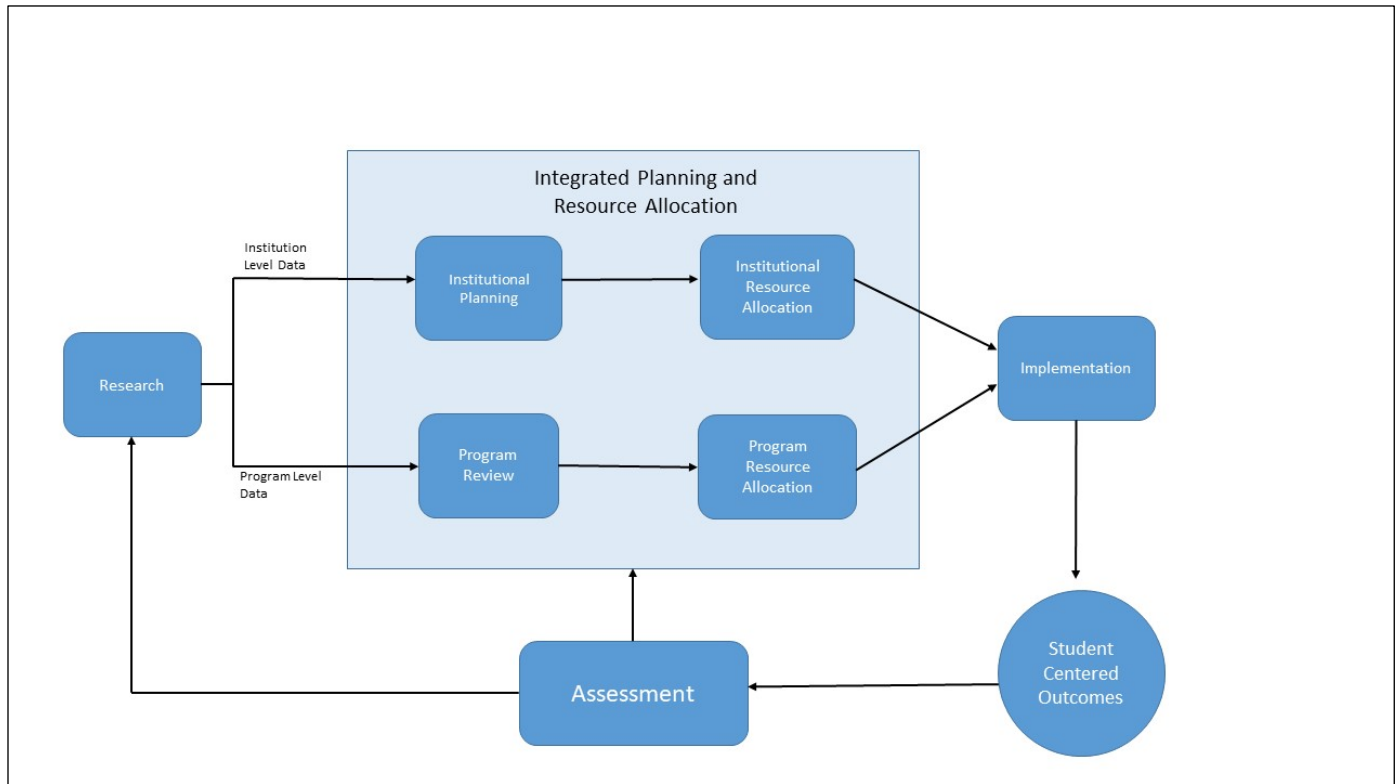
Part 5: Key College Decisions

Key decisions within the context of the College's planning cycle are outlined in the table below. The table summarizes the major decisions of the College, where they originate, where they are discussed, and who has the authority to make the final recommendation to the Board of Trustees through the chancellor. Further details regarding Budget and Resource Allocation as well as curriculum and academic program development can be found in *Appendix E: Participatory Governance Training Program*.

Decision Type	Recommenda-tion/Decision/ Task	Origination	Review/ Discussion/ Coordination	Final Participatory Governance Body	Final Recommenda-tion to College President, Chancellor or/and Board
Institutional Planning	College Mission, Vision, Strategic Priorites	IPC	IPC Academic Senate Classifed Senate Associated Students	IPC	IPC

Decision Type	Recommenda-tion/Decision/ Task	Origination	Review/ Discussion/ Coordination	Final Participatory Governance Body	Final Recommenda-tion to College President, Chancellor/and Board
			Management Council		
	Educational Master Plan	IPC	IPC Academic Senate Classifed Senate Associated Students Management Council	IPC	IPC
	College Initiatives/Institutional Plans	Institutional Planning Committees (various) Academic Senate Committees (various) Classifed Senate Associated Students Mandated Initiatives	IPC Academic Senate Classifed Senate Associated Students Management Council	IPC	College President and/or Academic Senate President
	Research Agenda and Priorities	Program Review and Assessment Requests Faculty, Staff, and Administrators District External Entities/Compliance Requirements Grant Support IPC Requests, Cabinet Requests	IPC (information item)	N/A	N/A
	Budget and Long Term Financial Planning	Finance Committee	IPC	IPC	College President

Resource Allocation	**Hiring Decisions:**
	
	  Faculty Positions
	  Number of New Faculty Positions
		Finance Committee	IPC	IPC	College President**

Decision Type	Recommendation/Decision/ Task	Origination	Review/ Discussion/ Coordination	Final Participatory Governance Body	Final Recommendation to College President, Chancellor or/and Board
	Specific Faculty Positions	Program Review	Administrators' Council; Academic Senate President	IPC (verifies the governance process)	College President
		Division-level Prioritization	Cabinet		
	Classified Staff Positions (Fund 1 Only)*				
	Classified Structure Replacement	Various Division/Unit	Cabinet Cabinet	N/A N/A	College President College President
	Increase in Allocation	Program Review, Division Request, or IPC Request	Finance Committee, Cabinet	N/A or IPC*	College President
	New Positions *note: Adminstration also consults with CSEA on classified staff positions per the CSEA Contract*	Program Review, Division Request, or IPC Request	Finance Committee, Administrators' Council	IPC	College President
	Administrative Positions				
	Administrative Structure Replacement	Various VPI, VPSS	Cabinet, Management Council Cabinet	IPC IPC	College President College President
	New Position	Program Review; Innovation Initiatives; Grant Funds	Cabinet, Finance Committee	IPC	College President
	Equipment and Technology	Program Review	Administrators Council	IPC (verifies the governance process)	College President
		Division-level Prioritization College Needs	Cabinet		
	Instructional Materials	Program Review	Adminstrators	IPC	College President

| Decision Type	Recommenda-tion/Decision/ Task	Origination	Review/ Discussion/ Coordination	Final Participatory Governance Body	Final Recommenda-tion to College President, Chancellor/and Board
		Divison-level Prioritization	Cabinet Finance Committee	(verifies the governance process)	
	Facilities Requests	Program Review Safety Committee College Needs	Administrators Cabinet Finance Committee	N/A	College President
	Emergency Requests	Various	Cabinet Finance Committee	N/A	College President
Curriculum and Academic Policies	**Routine modifications to programs/ courses**	Faculty Program Review	Curriculum Committee	Academic Senate (primacy)	Academic Senate President Vice President, Instruction
	Regulatory Changes to Curriculum	Various	Curriculum Committee	Academic Senate (primacy)	Vice President, Instruction Academic Senate President
	Program Improvemant/ Viability (to be revisited)	See PIV process; PIV requests can be generated from variety of sources including Program Review, Academic Senate, Administration, and other sources.	PIV Committee; Curriculum Committee	Academic Senate (primacy)	Academic Senate President College President Vice President, Instruction
	New Academic Programs	Faculty Program Review IPC Adminstrators Council Various	Curriculum Committee Finance Committee IPC Academic Senate	Academic Senate (primacy)	Academic Senate President College President Vice President, Instruction
	Specific Scheduling Decisions	Dean consults with department faculty (add note regarding AFT contract)	Dean	N/A	Vice President, Instruction Vice President, Student Services

Decision Type	Recommenda-tion/Decision/ Task	Origination	Review/ Discussion/ Coordination	Final Participatory Governance Body	Final Recommenda-tion to College President, Chancellor or/and Board
	Academic Polices (CSM)	Academic Senate Curriculum Committee	Academic Senate IPC (for discussion only)	Academic Senate (primacy)	Academic Senate President
	Academic Policies (District)	District Academic Senate District Curriculum Committee	District Academic Senate District Joint VP Council	District Academic Senate	District Academic Senate President
Other	**General Policies and Procedures**	Various	Various District Participatory Governance Council	Various District Participatory Governance Council	District Chancellor
	Special Circumstances/ Expedited Decisions	Cabinet	IPC Academic Senate CSEA (if there is an impact on classified staff)	Various	College President

* Applies to normal FUND 1 positions only. Restricted Fund positions (FUND 3) are determined in collaboration with program administrators, faculty, and staff in accordance with the provisions of the restricted fund. This also includes grant-funded positions. The process does not apply to positions funded with District Innovation funds. These positions are identified through the college institutional planning process. Finally, the process does not apply to temporary positions or district positions that are assigned to the College campus.

** Although the college president has the final recommendation for all resource allocation decisions including faculty, classified staff, and administrative positions, it is expected that the college president will accept the recommendations from the participatory governance processes except under extraordinary circumstances. In the event that the college president does not accept a specific recommendation, the president shall provide a written justification and confer with IPC.

College of San Mateo Annual Planning Calendar
For All Academic Years
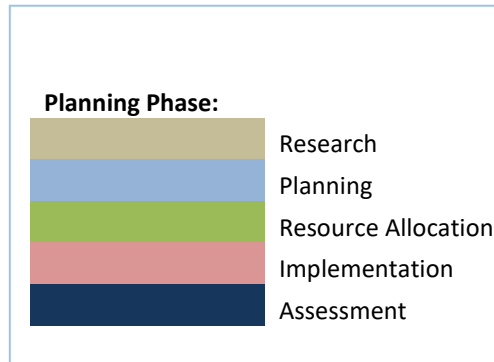
Planning Phase:

▨	Research
▨	Planning
▨	Resource Allocation
▨	Implementation
▨	Assessment

Planning Phase	Primary Responsibility	Academic Year											
		Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Research													
Update Institutional Data, EMP, and College Index	PRIE	▨											
Prepare and Distribute Program Review Data	PRIE		▨										
Identify Program Review and SLO Trends and Themes	IPC, Academic Senate					▨	▨	▨	▨	▨			
Planning													
Program Level Planning:			▨	▨	▨								
Analyze Program Review Data	Department Faculty				▨								
SLO Assessment Plan	Department Faculty				▨								
Complete Program Review	Department Faculty		▨	▨	▨								
Identify Program-Level Resource Needs (Program Review)	Department Faculty												
Prioritize Program Level Needs at Division Level	Divisions												
Prioritize Program-Level Resource Needs at the Institution Level	Admin Council*												
Institutional Plans		**On-going**											

Planning Phase	Primary Responsibility	Academic Year											
		Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Analyze Institutional Data	Institutional Committees												
Assess Progress on Institutional Plans	IPC												
Use Assessment Results to Update Institutional Plans and Prioritize	Institutional Committees												
College Initiatives													
Assess Progress on existing College Initiatives	IPC												
Use Assessment Results to Update Existing College Initiatives	IPC	On-going											
Use Assessment Results to Identify New College Initiatives	IPC												
Educational Master Plan(EMP)													
Assess Progress on EMP	IPC			▓	▓	▓	▓	▓	▓	▓			
Use Assessment Results to Update EMP annual plan	IPC										▓	▓	
Align the efforts of the institutional plans and IPC initiatives with the EMP Strategic Priorities			▓	▓	▓						▓	▓	

Budgeting and Resource Allocation													
Final Budget Adjustments	CSM Business Office; District Accounting	▓	▓										▓
Close previous fiscal year	CSM Business Office; District Accounting	▓	▓										
Review budget goals and priorities for current year	Finance Committee			▓									

Planning Phase	Primary Responsibility	Academic Year											
		Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Develop program plans and discuss college strategies	Administrative Council; Finance Committee; IPC reviews			■	■								
Submit hiring priorities and number of positions to be funded to President for recommendations	Administrative Council; Finance Committee; IPC reviews				■	■	■						
Review Program Level Resource Needs; determine funding of resource needs	Administrative Council; Finance Committee; IPC reviews				■	■	■						
Review Expenditures; YTD budget vs. actual	VPA and CBO/Finance Committee							■					
Plan departmental budgets, goals and priorities for next fiscal year	CSM Business Office; College Departments									■	■	■	
Complete budget review and begin development of final budget for next fiscal year	VPA and Business Office											■	
Implementation and Monitoring													
Implement Program-Level Plans (Program Review)	Division Faculty												
Implement Institutional Plans (including prioritized action steps)	Institutional Planning Committees												
Implement College Initiatives	Various						On-going						
Implement EMP Annual Plan	Various												
Monitor Progress on all Plans	IPC												
Perform Mid-Year to Actual Budget Analysis	Finance Committee												
Prepare Ending Balance Forecast	Finance Committee												

Assessment

Planning Phase	Primary Responsibility	Academic Year											
		Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Assess Progress on District Strategic Metrics	IPC	On-going											
Assess Institutional SLOs/SAOs	Faculty, CAC												
Review SLO Trends and Themes Plan Scorecard	ASGC												

College of San Mateo Full-Time Faculty Hires *
Planning Calendar

Step	Action	Responsibility	Current Academic Year									Next Academic Year	
			Fall Semester				Spring Semester					Fall	Spring
			Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Semester	Semester
1	Finance Committee recommends the total number of FT hires for the 2019/20 academic year	Finance Committee	▓										
2	Cabinet approves total number of FT faculty hires for the academic year.	Cabinet	▓										
3	Departments analyze program review data.	Dept Faculty		▓									
4	Departments complete Program Review (Resource Request in a non-Program Review year).	Dept Faculty		▓									
5	Divisions meet to prioritize full-time faculty requests at the division level.	Division		▓									
6	Administrators Council prioritizes requests on a college-wide basis.	Admin Coun			▓								
7	Administrators Council forwards college-wide prioritized requests to	Admin Coun			▓								

Step	Action	Responsibility	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Fall Semester	Spring Semester
			Current Academic Year									**Next Academic Year**	
			Fall Semester				**Spring Semester**					**Fall**	**Spring**
	President's Cabinet.				▓								
8	President's Cabinet reviews and approves prioritized requests.	Cabinet			▓								
9	VPI forwards request to IPC to verify that Participatory Governance process was followed.	VPI				▓							
10	College President makes final determination to recommend positions to Chancellor for approval by the Board of Trustees.	College President					▓						
11	Screening committees formed for approved faculty positions in accordance with established hiring procedures for full-time faculty.	Various					▓	▓					
12	Approved positions are funded in Position Control and incorporated into budget for the 2019/20 academic year.	VPA									▓		
13	Positions are advertised, screening committee interviews applicants.	Screening Comm						▓	▓	▓			
14	Finalists are forwarded to Cabinet; successful	Cabinet									▓		

Step	Action	Responsibility	Current Academic Year									Next Academic Year	
			Fall Semester				Spring Semester					Fall	Spring
			Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Semester	Semester
	finalists are offered position.										■		
15	New full-time faculty member begins assignment.	Various										■	
16	2019/20 Budget updated to reflect actual salary and benefit costs.	VPA										■	
17	Departments assess prior year program planning results including resource requests.	Dept Faculty										■	

* Applies to FUND 1 full-time faculty positions only.

College of San Mateo New Permanent Classified Staff Positions*
Planning Calendar

Step	Action	Responsibility	Current Academic Year									Next Academic Year	
			Fall Semester				Spring Semester					Fall	Spring
			Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Semester	Semester
1	The Finance Committee analyzes short-term and long-term financial forecasts and makes recommendations regarding the total FTE available for new classified staff positions	Finance Committee	■										
2	Finance Committee forwards recommendation to Cabinet for review and approval	Cabinet	■										
3	Departments analyze program review data.	Dept Faculty		■									

Step	Action	Responsibility	Current Academic Year — Fall Semester				Current Academic Year — Spring Semester					Next Academic Year — Fall Semester	Next Academic Year — Spring Semester
			Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May		
4	Departments complete Program Review (Resource Request in a non-Program Review year).	Dept Faculty		▓									
5	Divisions meet to prioritize permanent classified staff requests at the division level.	Division		▓									
6	Administrators Council prioritizes requests on a college-wide basis.	Admin Coun			▓								
7	VPI and VPSS forward college-wide prioritized requests to President's Cabinet.	Admin Coun			▓								
8	President's Cabinet reviews and approves prioritized requests.	Cabinet			▓								
9	VPI forwards request to IPC to verify that Participatory Governance process was followed.	VPI				▓							
10	College President makes final determination to recommend positions to Chancellor for approval by the Board of Trustees.	College President					▓						
11	Screening committees formed for approved	Various					▒	▒					

Step	Action	Responsibility	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Fall Semester	Spring Semester
	classified staff positions in accordance with established hiring procedures for classified staff.						■	■					
12	Approved positions are funded in Position Control and incorporated into budget for the 2019/20 academic year.	VPA									■		
13	Positions are advertised, screening committee interviews applicants.	Screening Comm						■	■	■	■		
14	Finalists are forwarded to appropriate hiring manager; hiring manager makes final decision	Hiring Manager									■		
15	New classified staff member begins assignment.	Various										■	
16	2019/20 Budget updated to reflect actual salary and benefit costs.	VPA										■	
17	Departments assess prior year program planning results including resource requests.	Dept Faculty										■	

* Applies to FUND 1 positions only.

College of San Mateo Administrative Positions*
Planning Calendar

Step	Action	Responsibility	Current Academic Year Fall Semester				Spring Semester					Next Academic Year Fall Semester	Spring Semester
			Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May		
1	College President reviews administrative structure with Cabinet and Cabinet+ on a periodic basis and makes recommendations as needed on the administrative structure of the College.	College President			On-going				On-going				
2	College President consults with IPC regarding proposed changes** to the administrative structure of the College.	College President			As Needed				As Needed				
3	The College President makes the final determination on administrative structure after consulting with IPC				As Needed				As Needed				
4	A screening committee is formed for new administrative positions in accordance with the established hiring procedure for managers.	Various			As Needed				As Needed				
5	Approved positions are funded in Position Control and incorporated into budget for the 2019/20 academic year.	VPA								(green)	(green)		
6	Positions are advertised, screening committee interviews applicants.	Screening Comm			Varies				Varies				
7	Finalists are forwarded to appropriate hiring manager; hiring	Hiring Manager			Varies				Varies				

Step	Action	Responsibility	Current Academic Year									Next Academic Year	
			Fall Semester				Spring Semester					Fall	Spring
			Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Semester	Semester
	manager makes final decision		▨	▨	▨	▨	▨	▨	▨	▨	▨		
8	2019/20 Budget updated to reflect actual salary and benefit costs.	VPA										▨	
9	College President assesses administrative structure with Cabinet and Cabinet+	College President										▨	

* Administrative positions include: vice presidents, deans, and directors. Does not include FUND 3 Director Positions.

** Proposed changes include: re-assignment of programs from one division to another, reduction of administrative positions, and increases in administrative positions; College President also consults with division faculty and staff affected by proposed change with Academic Senate President and Classified Senate President.

College of San Mateo Instructional Equipment
Planning Calendar

Step	Action	Responsibility	Current Academic Year									Next Academic Year	
			Fall Semester				Spring Semester					Fall	Spring
			Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Semester	Semester
1	Total funds available for equipment allocation identified for the academic year	VPI, Finance Committee	▨										
2	Departments analyze program review data.	Dept Faculty		▨									
3	Departments complete Program Review (Resource Request in a non-Program Review year).	Dept Faculty		▨									
4	Divisions meet to prioritize equipment requests at the division level.	Division		▨									

Step	Action	Responsibility	Current Academic Year									Next Academic Year	
			Fall Semester				Spring Semester					Fall Semester	Spring Semester
			Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May		
5	Administrators Council prioritizes requests on a college-wide basis.	Admin Coun			█								
6	VPI forwards college-wide prioritized requests to President's Cabinet.	VPI			█								
7	President's Cabinet reviews and approves prioritized requests.	Cabinet			█								
8	VPI forwards request to IPC to verify that Participatory Governance process was followed.	VPI				█							
9	College President makes final determination regarding the allocation of instructional equipment funds *	College President				█							
10	Approved equipment and technology expenditures are funded in the college budget at the program level.	VPI Office				█	█	█	█				
11	Approved equipment and technology items are purchased.	Various				█	█	█	█	█			
12	Departments assess prior year program planning results including resource requests as part of program review.	Dept Faculty										█	

* It is expected that the College President will accept the recommendations from the participatory governance process for instructional equipment except under extraordinary circumstances.

College of San Mateo Instructional Materials
Planning Calendar

Step	Action	Responsibility	Current Academic Year — Fall Semester				Current Academic Year — Spring Semester					Next Academic Year Fall Semester	Next Academic Year Spring Semester
			Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Fall Semester	Spring Semester
1	The total funds for instructional materials are identified for the academic year.	VPI, Finance Committee	▓ (green)										
2	Departments analyze program review data.	Dept Faculty		▓ (tan)									
3	Departments complete Program Review (Resource Request in a non-Program Review year).	Dept Faculty		▓ (blue)									
4	Divisions meet to prioritize instructional materials requests at the division level.	Division		▓ (blue)									
5	Administrators Council prioritizes requests on a college-wide basis.	Admin Coun			▓ (blue)								
6	VPI forwards college-wide prioritized requests to President's Cabinet.	VPI			▓ (blue)								
7	President's Cabinet reviews and approves prioritized requests.	Cabinet			▓ (blue)								
8	VPI forwards request to IPC to verify that Participatory Governance process was followed.	VPI				▓ (blue)							
9	College President makes final determination regarding the allocation of instructional materials.*	College President				▓ (blue)							
10	Approved instructional material allocations are funded in the college	VPI Office				▓ (blue)	▓ (green)	▓ (green)	▓ (green)				

Step	Action	Responsibility	Current Academic Year									Next Academic Year	
			Fall Semester				Spring Semester					Fall	Spring
			Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Semester	Semester
	budget at the program level.					�\	█	█	█				
11	Approved instructional material items are purchased.	Various				▨	█	▨	▨	▨			
12	Departments assess prior year program planning results including resource requests as part of program review.	Dept Faculty										█	

* It is expected that the College President will accept the recommendations from the participatory governance process for instructional materials except under extraordinary circumstances.

College of San Mateo Facilities Requests
Planning Calendar

Step	Action	Responsibility	Current Academic Year									Next Academic Year	
			Fall Semester				Spring Semester					Fall	Spring
			Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Semester	Semester
1	Total budget amount for small dollar facilities projects is established and/or funds are reallocated in division budgets.	Finance Committee	█										
2	Departments analyze program review data.	Dept Faculty		▨									
3	Departments complete Program Review (Resource Requests in a non-Program Review year).	Dept Faculty		▨									
4	Departments Identify program needs including facilities needs	Dept Faculty		▨									
5	Deans prioritize facility requests	Deans		▨									

Step	Action	Responsibility	Current Academic Year									Next Academic Year	
			Fall Semester				**Spring Semester**					**Fall**	**Spring**
			Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Semester	Semester
	in consultation with faculty			▓									
6	Deans meet with VPI to discuss facility requests from program review	Deans/VPI		▓									
7	VPI forwards facilities requests to president's cabinet	VPI						▓					
8	Facilities provides cost estimates for cabinet prioritized requests	Cabinet						▓	▓				
9	Cabinet reviews and approves facilities requests	Cabinet								▓			
10	The College Safety committee identifies possible small dollar facilities projects (on-going)	Safety Committee			On-Going				On-Going				
11	President's Cabinet reviews small dollar facilities request with CSM Facilities Manager (as needed).	Cabinet			On-Going				On-Going				
12	College President makes final recommendation regarding small dollar facility projects.	College President			On-Going				On-Going				
13	Approved facilities project expenditures are	BPC, VPI			On-Going				On-Going				

Step	Action	Responsibility	Current Academic Year									Next Academic Year	
			Fall Semester				Spring Semester					Fall	Spring
			Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Semester	Semester
	funded in the college budget.												
14	Approved facility requests are executed.	Various	On-Going				On-Going						
15	Departments assess prior year program planning results including resource requests. If the Safety Committee initiated the request then the Safety Committee provides an assessment as part of the committee's annual assessment process.	Dept Faculty/Safety Committee											

* The above process applies to routine, small dollar facilities projects(less than $50,000). Examples include adding an electrical circuit, replacing window treatments, replacing or upgrading lighting, painting, etc. Major renovations and related projects are identified in the college's Facilities Master Plan; the District funds large dollar projects. Routine maintenance and items that are required to maintain safety are also funded by the District.

**College of San Mateo Routine Modifications to Programs/Courses
Planning Calendar**

Step	Action	Responsibility	Current Academic year											Next
			Fall Semester					Spring Semester						Academic
			Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year
1	Departments analyze Program Review data including Student Learning Outcomes.	Dept Faculty												

Step	Action	Responsibility	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Next Academic Year
			Fall Semester					Spring Semester						Current Academic year / Next
2	Departments complete Program Review.	Dept Faculty			■									
3	Departments identify recommended changes to the program and/or curriculum.	Dept Faculty			■	■								
4	Department faculty prepare necessary Curriculum Committee (CC) submission.	Dept Faculty			■	■	■							
5	Division representative to CC and division dean review and approve CC submission.	Div Rep			■	■	■							
6	Recommended curricular changes are submitted as an action item on the CC agenda.*	Dept Faculty			■	■	■							
7	The CC meets on a bi-weekly basis and reviews and approves program changes and/or curriculum. **	CC			■	■	■							
8	The Academic Senate President and VPI submit the Summary of Curricular Additions, Deletions and Modifications to the Board of Trustees for final approval.	Academic Senate President; VPI	■	■	■	■	■	■	■	■	■	■		
9	The Board of Trustees approve the summary of Curricular Additions, Deletions and Modifications.	Board	■	■	■	■	■	■	■	■	■	■		

Step	Action	Responsibility	Current Academic year											Next Academic Year
			Fall Semester					**Spring Semester**						
			Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
10	Once approved by the State Chancellor's Office, the College catalog is updated to reflect all approved changes. Approved changes to the curriculum take effect in the next academic year.	VPI											▓	▓
11	Department faculty assess the program/curriculum on an ongoing basis.	Dept Faculty												▓

* See curriculum Committee calendar for specific dates.

** Curriculum can be submitted on an ongoing basis per committee meetings.

College of San Mateo Program Improvement and Viability
Planning Calendar

Step	Action	Responsibility	Prior Year Spring Semester	Current Academic Year									Next Academic Year Fall Semester	Next Academic Year Spring Semester
				Fall Semester				**Spring Semester**					**Fall**	**Spring**
				Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May		
1	Analyze Program Review Data and other data provided by PRIE	Various	▓											
2	Appoint PIV committee members	Academic Senate, VPI	▓											
3	Review recent Program Reviews	PIV Committee	▓											
4	Develop findings from the data including program demand, employment and/or transfer opportunities, and possible alternatives.	PIV Committee	▓	▓										

Step	Action	Responsibility	Prior Year Spring Semester	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Next Fall Semester	Next Spring Semester
5	Hold open forums to solicit feedback from the campus community.	PIV Committee			▓	▓								
6	Describe and analyze quantities and qualitative program data and complete the PIV report including recommendations.	PIV Committee			▓	▓	▓	▓	▓					
7	Submit the report to the Curriculum Committee on Instruction (CC), Academic Senate Governing Council, and VPI.	PIV Committee								▓				
8	CC reviews PIV report, affirms or modifies the recommendations of the PIV Report, and forwards the final recommendation to the Governing Council of the Academic Senate.	CC								▓	▓			
9	The Governing Council of the Academic Senate reviews the recommendations of the CC, votes on the recommendations, forwards the results to the VPI, and informs the department faculty of the final recommendations.	VPI										▓		
10	The VPI informs President's Cabinet, where the college president makes the final decision.	VPI										▓		

Step	Action	Responsibility	Prior Year Spring Semester	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Next Fall Semester	Next Spring Semester
11	The college president notifies the academic senate president of the final decision. If the college president disagrees with all or part of the recommendations of the Academic Senate, then the president provides a detailed rationale regarding the final decision.	President										███		
12	The final recommendation is submitted to the Board of Trustees for a final decision. If the Academic Senate disagrees with the college president's recommendation the Academic Senate may submit their own recommendation to the Board Trustees for consideration.	Board										███		
	The Phase III budget is updated to reflect the results of the final decision.											███		
13	If a decision is made to discontinue a program, then the college develops a plan for current students in the program so that they can complete the program	VPI, Deans & Faculty											███	███

Step	Action	Responsibility	Prior Year Spring Semester	Fall Semester				Spring Semester					Next Academic Year Fall Semester	Spring Semester
				Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May		
	within a reasonable time.												(shaded)	(shaded)
14	If the program continues then the formal recommendations are implemented.	Dept Faculty											(shaded)	(shaded)
15	If the program continues it is formally assessed one year after implementation of the recommendations.	PIV Committee, Dept Faculty, VPI												(shaded)

College of San Mateo Enrollment Management: Schedule Development Planning Calendar

Step	Action	Responsibility	Current Year Jun	Jul	Aug	Fall Semester				Spring Semester					Summer Session	Next Year Fall Semester	Spring Semester
						Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May			
1	The college executes three schedule cycles: summer, fall, and spring. For each schedule cycle, the division dean works collaboratively with department faculty to develop recommended schedule offerings and staffing.*	VPI, Deans, Faculty		(shaded)	(shaded)	(shaded)	(shaded)	(shaded)	(shaded)	(shaded)	(shaded)						
2	Instructional costs for each schedule are estimated are developed at various points	BPC				(shaded)	(shaded)			(shaded)		(shaded)	(shaded)	(shaded)			

Step	Action	Responsibility	Current Year												Next Year		
						Fall Semester				**Spring Semester**					**Summer**	**Fall**	**Spring**
			Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Session	Semester	Semester
	and used in the college Phase I-IV budget estimates (see budget narrative and FTES worksheet)**					■	■			■		■	■	■			
3	The Office of Instruction coordinates schedule production.	VPI, Marketing			■	■						■					
4	Schedules are produced finalized and posted online; physical schedules are distributed	VPI, Marketing					■						■				
5	Scheduled courses are offered. Enrollments are monitored	Various	■	■	■			■	■	■	■	■	■	■	■	■	■
6	Enrollments are monitored and adjustments are made to reflect student demand.	Various	■					■	■	■	■	■	■	■	■	■	■
7	The VPSS conducts a debrief of each semester with student services and enrollment services personnel. Among other things, the debrief includes an evaluation of the adequacy of course offerings.	VPSS													■	■	■

* The summer and fall semester schedules are developed in the fall semester of the current academic year and are finalized in the early spring of the preceding academic year. The spring

semester schedule is developed beginning in the late spring semester of the preceding academic year and is finalized in the fall semester of the current academic year. Division deans are expected to consult with department faculty in the development of department-level schedules. However, final decisions regarding specific schedule offerings are made by the dean in consultation with the VPI.

College of San Mateo Budget and Resource Allocation
(reflects current merger of IPC and BPC)
Planning Calendar

			Current Year (Budget Year)											
			Fall Semester							**Spring Semester**				
Step	**Action**	**Responsibility**	**Jun**	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**
1	Final Budget Adjustments	CSM Business Office; District Accounting	▨	▨	▨									
2	Close previous fiscal year	CSM Business Office; District Accounting		▨	▨									
3	Review budget goals and priorities for current year	Finance Committee				▦								
4	Develop program plans and discuss college strategies	Administrative Council; Finance Committee, Cabinet				▦	▦							
5	Submit hiring priorities and number of positions to be funded to President for recommendation	Administrative Council; Finance Committee, IPC Reviews					▨	▨	▨					
6	Review Program Level Resource Needs; determine funding of resource needs	Administrative Council; Finance Committee, IPC Reviews					▦	▦	▦					
7	Review Expenditures; YTD budget vs. actual	VPA and CBO/Finance Committee								■				
8	Plan departmental budgets, goals and priorities for next fiscal year	CSM Business Office; College Departments										▦	▦	▦

Step	Action	Responsibility	Current Year (Budget Year)											
			Fall Semester							Spring Semester				
			Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
9	Complete budget review and begin development of final budget for next fiscal year	VPA and Business Office												

College of San Mateo New Academic Programs*
Planning Calendar

Step	Action	Responsibility	Current Academic Year											Next Academic Year
			Fall Semester				Spring Semester							Fall Semester
			Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
1	IPC reviews institutional data including the Educational Master Plan (EMP), the Community Needs Assessment, and other research data as appropriate.	IPC	On-going				On-going						
2a.	Departmental faculty identify possible new programs through the program review process and/or advisory committee recommendations	Departmental Faculty	On-going				On-going						
2b.	In addition to departmental faculty, the College may identify potential new academic programs as part of the institutional planning process. All four constituencies participate in institutional planning processes that may lead to new programs.	IPC	On-going				On-going						

3	Division dean consults with faculty and Finance Committee to develop start-up and on-going cost estimates.	Division Dean, Finance Committee	On-going	On-going	
4	IPC makes recommendation for new program after considering costs and other factors including student demand and community need**	IPC	On-going	On-going	
5	If recommended by IPC, new programs and their related curriculum are sent to Curriculum Committee for approval.	Dept Faculty	On-going	On-going	
6	The Curriculum Committee meets on a monthly bi-weekly basis**** and reviews and approves new programs and curriculum.*** The last meeting to submit changes for the next academic year catalog is December	CC	On-going	On-going	
7	The VPI Office initiates the new program approval process with the State Chancellor's Office	VPI Office	On-going	On-going	
8	The Academic Senate President and VPI submits, Additions, Deletions and Modifications to the Board of Trustees for final approval.	Academic Senate VPI	On-going	On-going	
9	The Board of Trustees approve the Curricular	Board	On-going	On-going	

	Additions, Deletions and Modifications														
10	Once State Chancellor's Office approval is secured, the College catalog is updated to reflect all approved changes and the new program is offered	VPI													
11	Department faculty review the program/curriculum on an ongoing basis as part of the Program Review process.		On-going			On-going									

* Applies to new academic programs only; additional degree options and modifications to existing degrees are considered as routine curricular modifications.

**Faculty have primacy regarding to curriculum. However, new programs require IPC review and approval and final approval by the college president due to the impact on College short-term and long-term finances.

*** See CC Calendar for specific dates

**** Curriculum can be submitted on an ongoing basis per the committee meetings.

Appendix A: Participatory Governance Roles and Procedures

Part 1: Roles and Responsibilities of Constituency Groups

CSM uses a constituency-based model to gather input for most College decisions. The four consistencies are the faculty, the classified staff, students, and the administration. For participatory governance matters the faculty are represented by the Academic Senate, the classified staff are represented by the CSEA in approving classified appointments to college committees, the students are represented by the Associated Students of College of San Mateo (ASCSM), and the administration is represented by Management Council. The formal roles of each campus constituency in the participatory governance process defined in District Rules and Regulations 2.08

College of San Mateo defines (participatory) governance as "a set of structures and processes that: involve the genuine participation of faculty, classified staff, students, and administrators; and effectively capture the their collective wisdom and voice to reach the best recommendation(s) for the decision maker(s) and for the good of the campus community "

The constituencies also acknowledge that traditional and legally mandated roles must be maintained. For example, within the context set by statutes and regulations that govern the College, the college president is responsible for the budget and fiscal integrity of the institution and the Academic Senate assumes primary responsibility for making recommendations in areas of curriculum and academic matters. However, to make effective decisions in their areas of responsibility, each constituency must include genuine participation in the decision-making process from other affected constituencies. *Implementing Shared Governance at College of San Mateo*. (1993)

Constituency Group Roles

Academic Senate Role in Participatory Governance

Source: *SMCCCD Rules and Regulations 2.08*

"The Board recognizes the Academic Senate as the official body representing faculty in participatory governance (Title 5, 53200) and the "the right of Academic Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards". In academic and professional matters, the Board will rely primarily on faculty expertise through the established Academic Senate processes.

The Academic Senate is expected to provide an opportunity for students and staff to participate effectively in the formulation and development of policies and procedures that have or will have a significant effect upon them. (See Policy 2.05 for the delineation of

authority agreement between the Board and the Academic Senates.) "Academic and professional matters" include the following:

a. curriculum, including establishing prerequisites and placing courses within disciplines;

b. degree and certificate requirements;

c. grading policies;

d. educational program development;

e. standards or policies regarding student preparation and success;

f. district and college governance structures, as related to faculty roles;

g. faculty roles and involvement in accreditation processes, including self-study and annual reports;

h. policies for faculty professional development activities;

i. processes for program review;

j. processes for institutional planning and budget development; and

k. other academic and professional matters as are mutually agreed upon between the governing board and the academic senate. (Title 5 §53200.c) "

It is common for the College to refer to these items as "10+1" matters.

Classified Staff Role in Participatory Governance
Source: *SMCCCD Rules and Regulations 2.08*

"The Board recognizes CSEA as the official body representing classified staff and considers classified staff to be full participants in shared governance on all items pertaining to their interests (Education Code §70901.2). The selection of classified representatives to serve on District and/or College committees, task forces, or other governance groups shall be made by CSEA with the expectation that all classified staff will be considered in the process of selecting representatives (Title 5 §51023.5)."

In addition, the classified staff at CSM have established a Classified Senate which represents classified employees in non-bargaining issues in the participatory governance process. The Classified Senate also makes recommendations to the CSEA President regarding classified staff appointments from CSM to College and District committees and taskforces.

Student Role in Participatory Governance
Source: *SMCCCD Rules and Regulations 2.08*

"The Board recognizes the Associated Students organizations as the official bodies representing students and considers students to be full participants in shared governance on all items pertaining to their interests. District and College policies and procedures that have or will have a "significant effect on students" include the following (Title 5, §51023.7,4 (b)):"

a. grading policies;

b. codes of student conduct;

c. academic disciplinary policies;

d. curriculum development;

e. courses or programs which should be initiated or discontinued;

f. processes for institutional planning and budget development;

g. standards and policies regarding student preparation and success;

h. student services planning and development;

i. student fees within the authority of the district to adopt; and

j. any other district and College policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

Administrator Role in Participatory Governance

There are many decisions that are not considered academic or professional matters (10+1). In these cases it is the administration that has the primary responsibility and the authority to make the decision. Just as formal 10+1 decisions require the faculty to consult with the other three constituencies, it is the intent of the administration at CSM to consult with College constituencies on other matters. However, not all decisions require the same level of involvement by all participants at all times. Finally, it is important to note that some decisions might be subject to collective bargaining agreements. These decisions may require consultation with the SMCCCD's various bargaining units.

The following list is not intended to be exhaustive, but it does provide some examples of key decisions that are the responsibility of the administration:

Decision	Comments
Course Scheduling	The Vice President of Instruction (VPI) is ultimately responsible for the specific course schedule. The VPI consults with division deans in the development of the schedule. It is the expectation of the administration that division deans consult with division faculty in the

Decision	Comments
	development of a schedule that best meets the needs of students within the budgetary constraints of the College. President's Cabinet will consult with the Academic Senate if major changes to the number of offerings and/or the composition of the schedule of courses are anticipated.
College Budget	The college president has the responsibility and the ultimate authority regarding the College budget. At the same time, all College constituencies participate in processes regarding planning and budget development. At CSM, this is accomplished via the College's various institutional planning processes and the College budget reflects the priorities established by these institutional planning processes.
Management Structure	The college president is responsible for recommending the management structure required to administer the College. However, the college president is expected to consult with College constituencies if there are proposed changes to the management structure. Also, new management positions are considered using the College's institutional planning processes. The college president has the final authority in recommending new management positions to the chancellor and to the Board of Trustees.
Classified Staff Structure	The college president is responsible for recommending a classified staff structure to support student learning and College operations. However, new positions are considered using the College's institutional planning processes, which include program review. Certain changes to existing classified staff positions may also be subject to the collective bargaining agreement with the CSEA. Finally, it is important to note that some College support functions are centralized at the District. For example, Security and ITS are both District functions. The College does not make recommendations on district classified staff positions.
Specific Full-Time Faculty Positions	The VPI and vice president of student services (VPSS) are responsible for recommending specific full-time faculty positions to President's Cabinet. The VPI and the VPSS rely on a faculty hiring process, which is documented in detail in Part 3 of the manual, to prioritize faculty position requests. Among other things, the hiring process is based on program review and includes consultation with faculty at the division level. The College president is ultimately responsible for making specific full-time faculty

Decision	Comments
	recommendations to the chancellor and to the Board of Trustees.
College Facilities	Specific instructional facility assignments are the responsibility of the VPI. The VPI works with division deans to schedule room and other facility assignments. Likewise, student support facility assignments are the responsibility of the Vice President of Student Services (VPSS). Recommendations regarding the Facilities Master Plan and other facilities requirements are the responsibility of the college president. The administration is responsible for ensuring that College facilities meet the educational needs of the institution. The administration relies on College planning processes to make recommendations regarding College facilities.

Final Authority for all Decisions

The SMCCCD Board of Trustees (Board) has final authority on all decisions. Formal recommendations to the Board are made through the chancellor-superintendent. The college president makes recommendations to the chancellor-superintendent. The District Academic Senate President makes recommendations to the Board on 10+1 matters. Board membership includes a Student-Trustee who is the official student voice on all matters that are discussed in public meetings. The Student Trustee has an advisory vote to the Board.

The Board operates under the Brown Act. Thus, pending Board actions are publicized and any member of the public may address the Board on agenda or on non-agenda items. Board decisions are deliberated in a public setting, and the minutes of Board meetings are made available to the public.

Part 2 Training and Best Practices

1. Training
   a. General training: The Institutional Planning Committee (IPC) shall develop, and advise the college administration on the implementation of, a participatory governance training program for faculty, classified staff, administrators, and students. By participating in the program, individuals should, at a minimum, acquire or enhance skills in:
      i. Problem solving and decision making (particularly consensus decision making)
      ii. Conflict resolution
      iii. Effective meeting management, facilitation, and participation
      iv. Data gathering and analysis
      v. Basic budgeting and accounting

b. Institutional Planning Committee: As a condition of IPC membership, and in addition to the general training, every member shall, in a manner and to the extent determined by IPC, complete the special IPC training for members.

c. For more detailed training information, see Appendix E.

2. Consensus Decision Making (Institutional) vs. Robert's Rules of Order (Senates)

3. Defining Quorum
   a. Fifty-percent of the members plus one shall constitute quorum at any meeting of CSM's institutional committees.

4. The Brown Act
   The Brown Act is a California state law (California Code Section 54950, et seq.) oftentimes referred to as a "sunshine" law. The intent of the law is to provide the public with reasonable notice of the business that public entities will be undertaking at their meetings. Because they are standing boards that are recognized by the Board of Trustees, which falls under the Brown Act, committees such as the Academic Senate, the Classified Senate, and the Associated Student Senate must follow the rules of the Brown Act. However, many College-level committees, which are advisory, are exempt from the Brown Act.

   For the purposes of the Brown Act, a meeting is defined as any gathering of a majority of the members of a covered board to hear, discuss, or deliberate on matters within the agency's or board's jurisdiction (§ 54952.2(a)). (The law does provide exceptions for social gatherings and trainings.) The board does not have to be taking a vote or other action for the gathering to be considered a meeting, nor must the members be meeting face-to-face.

5. Best Practices: While the Brown Act may not specifically apply to most College-level committees, it does outline some requirements that may be adopted as best practices.
   a. Transparency – Unless there is a need for confidentiality, meetings should generally be open to the campus community.
   b. Quorum – The minimum number of members necessary for a meeting to take place is a simple majority (50 percent plus 1).
   c. Agendas and Minutes – Agendas for upcoming meetings should be posted at least 72 hours in advance of the meeting in an open and public place accessible by the entire campus community. Minutes, if available, should be distributed at the same time. Agendas and minutes should also be posted online.

d. Materials – Any materials made available to the members of the committee should be made available to members of the public.

e. Public Participation – As long as they are not disruptive, members of the public should be able to participate in the discussion of agenda items. Reasonable time limits may be placed on discussion in order to make sure the group is able to complete its business.

f. Votes – If the group must take a vote on an item (i.e. the consensus model is not being used), all votes should be public and open (no secret ballots).

Also see: *Open and Public V – A Guide to the Ralph M. Brown Act* (2016); League of California Cities.

Note: The above information is being provided as guidance. It is not intended to serve as legal advice. If you have a question about whether or not a committee falls under the Brown Act, please contact the person responsible for that committee for clarification.

6. Robert's Rules of Order
   a. Overview
      i. Robert's Rules of Order is a system of parliamentary procedure that is used to insure the smooth operation of meetings of medium to large groups. Continuously updated since the 1870s, it is utilized by a variety of boards and groups because it provides for the voice of the minority to be heard while allowing the majority to make sure action takes place.
      ii. When applied neutrally, Robert's Rules is an effective tool to facilitate meetings. However, it can be wielded in ways that shut down debate and prevent discussion. It is also extremely complex – the 11th Edition clocks in at over 700 pages. Employing a "loose" or relaxed interpretation of Robert's Rules can help avoid these issues.
   b. Best practices
      i. Robert's Rules of Order is not legally mandated or binding. It is simply a guide to help facilitate meetings.
      ii. Motion and Second – A motion to do something – discuss, approve, etc. – means that at least one person in the group is ready to move forward on an item. A second insures that one person isn't dictating the actions of the group. Under Robert's Rules, this is enough for the entire body to take up an item.
      iii. Amendments – Almost any motion can be amended by a member of the board. When handling amendments, it is easiest to ask the members who made the original motion and second if they agree

with the amendment. If they do not or if a member objects, the amendment will have to be taken to a formal vote.

    iv. "If There Are No Objections" – The chair may employ this phrase for routine business items, such as approving the agenda or minutes. It saves from having to take a full vote. If a member does voice objection, however, a formal vote is required.

7. Annual Reports
   a. IPC shall create a report of the committee's activities over the academic year, which will be shared with the campus community.
   b. This report should be approved at the final IPC meeting and shared with the campus by the day of commencement.

Part 3: Faculty, Staff, and Student Appointments to Institutional Committees and Task Forces

Evaluation Committees
1. The Evaluation Guidance Committee, which is comprised of representatives from the Academic Senate and AFT, will provide evaluators and evaluees an orientation to the evaluation process by week 2 of the fall (tenure-track and adjunct evaluations) and the spring (tenured and adjunct evaluations).

2. Tenured Faculty Evaluation Committees: Per Appendix G of the AFT contract, the faculty of each division and their respective deans should create one evaluation committee of three to five tenured faculty for the whole division. The division dean should forward the composition of the tenured faculty evaluation committee to the Academic Senate president for approval by the end of the fall semester.

3. Tenure-Track Faculty Evaluation Committees: Per Appendix G of the AFT contract, tenured faculty should be recommended by division faculty in collaboration with their respective deans to serve on the division's tenure-track evaluation committees. Each member of the faculty going through tenure review should have his/her own committee. The dean should submit the tenure-track evaluation committee to the Academic Senate president for approval by the end of the spring semester (including any changes in membership).

4. Adjunct Evaluators: Per Appendix G of the AFT contract, the evaluee and division dean should choose a full-time (tenure or tenure-track) evaluator collaboratively. The names of adjunct evaluators do not need to be forwarded to the Academic Senate.

Hiring Committees
1. Hiring Committees for Administrative and Classified Staff
   a. According to the SMCCCD Human Resources guide "Administrative &

Classified Staff Selection Procedures" (Oct. 2014), hiring managers must abide by the following guidelines in creating administrative and classified staff hiring committees:

    i. "The Office of Human Resources will notify the CSEA of the hiring manager's appointments and nominations for classified members of the screening committee . . . CSEA will notify the Office of Human Resources of its approval of the classified nominees or appoint alternate members within seven (7) calendar days of initial notice to CSEA. If CSEA does not respond within this period of time, the screening process may commence without formal CSEA approval of the screening committee members" (4).

    ii. "Screening committee members for administrative positions are proposed by the appropriate Vice President, and appointed by the College President or his/her designee . . . The President of the Associated Students may appoint up to two student representatives to Vice President, President, and Chancellor screening committees. The Academic Senate will appoint faculty members. Classified members of screening committees for administrative positions will be nominated and appointed following the same procedure as outlined for classified positions."

2. Hiring Committees for Faculty

    a. According to Administrative Policy 3.15.3: Faculty Hiring, "The selection of Screening Committee members will be collaborative. Faculty members on the Screening Committee will be proposed by discipline faculty and the appropriate Dean and approved by the Academic Senate Governing Council. The college administration will identify the name of an administrator to serve on the committee. As appropriate, student representation shall be determined by the President of the Associated Students. If a representative of classified employees is desired, the appointment to the Committee will be made by CSEA. The names of the identified faculty and administrator will be forward for review by the appropriate Vice President and College EEO Committee (within the scope of its responsibility). The College President will appoint the Screening Committee upon review of the proposed Committee members."

Institutional Committee Appointments

1. Faculty Appointments

    a. Per Title V 53203(f), the Academic Senate is responsible for "the appointment of faculty members to serve on college or district committees or task forces, or other groups dealing with academic and professional matters."

    b. Administrators should collaborate with the Academic Senate president to identify faculty to serve on the above committees.

c. Faculty nominations will be approved at regular Academic Senate meetings, and the committee chair or responsible administrator should submit the names to the Academic Senate president the Thursday before the Academic Senate meeting, per the Brown Act.

d. Per the Academic Senate by-laws, the Academic Senate president, in collaboration with the Academic Senate executive committee, will approve faculty nominees to college committees, as needed (e.g. during winter and summer recesses).

2. Classified Staff Appointments a.
3. Associated Student Appointments a.
4. Removal of Committee Members

    a. If an individual who holds membership by virtue of his or her office ceases to hold that office, they shall cease to be a member.

    b. Any designated members may be removed, with or without cause, by the organization that designated the member (e.g. Academic Senate, ASCSM, Cabinet, Classified Senate, CSEA).

    c. If an individual's term has expired, he or she shall cease to be a member unless their term is renewed by the organization that designated the member.

Appendix B: Code of Ethics

I. Code of Ethics

Classified Staff Statement of Ethics

I. Equity, Diversity, and Inclusion
Classified Employees support individuals based on their needs in order to be successful, recognizing and welcoming the cultural richness within our community.

- We work to identify and eliminate barriers that impede student learning and development or discriminate against full participation by all students.

- We examine the influence of power on the experiences of diversity and equity to reduce marginalization and foster community.

- We promote authenticity, mutual empathy, respect, and engagement within human interactions.

II. Student Success and Engagement
Classified Employees encourage students to develop their curiosities and passions through active learning, collaboration, and exposure to leadership opportunities.

- We foster an environment where students feel empowered to make decisions.

- We create environments that are supportive of the growth and development of the whole person.

- We provide and complement in-class learning with experiential learning.

- We collaborate with others for the good of our students.

- We recognize the critical role that classified play in student success.

III. Community Partners and Collaboration
Classified Employees foster cooperative and collaborative engagement to create a positive impact in our community.

- We promote positive change in society through education.

- We prepare students for success in a global economy.

- We engage in open lines of communication.

- We collaborate with others for the good of those whom we serve.

IV. Professional Learning and Autonomy
Classified Employees promote and support best practices and educational opportunities for the development and empowerment of our community.

- We strive for quality and excellence in the work that we do.

- We foster an environment where colleagues feel informed, connected, and empowered to make decisions.

- We engage in continuing educational, professional, and personal development.

V. Accountability

Classified Employees maintain high professional and personal standards while fostering an environment of truth, trust, and transparency.

- We demonstrate loyalty and commitment to our community.

- We honor and operate within the framework of laws and policies.

- We maintain confidentiality of interactions, student records, and information related to legal and private matters.

- We pledge to do no harm.

- We strive for transparency and aim to avoid conflicts of interest or the appearance thereof.

- We exercise good stewardship of resources.

Some concepts from this statement were taken from Council for the Advancement of Standards (2006). CAS statement of shared ethical principles. In Council for the Advancement of Higher Education (Ed.), *CAS professional standards for higher education* (6th Ed.). Washington, DC: Author.

Adopted February 2018

Faculty Code of Ethics

The San Mateo Community College District Academic Senate adopted in May 2008 the American Association of University Professor's statement on professional ethics (1987):

According to the SMCCD Academic Senate, which includes faculty members at Canada College, College of San Mateo, and Skyline College:

"The San Mateo Community College District Academic Senate has recognized that membership in the academic profession carries with it special responsibilities. The *Statement on Professional Ethics* that follows sets forth those general standards that serve as a reminder of the variety of responsibilities assumed by all members of the profession.

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and

judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

2. As teacher, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

For more information, see: https://smccd.edu/academicsenate/code-of-ethics.php.

Student Code of Ethics

Students are expected to adhere to and practice the Code of Ethics on a District and college level and while representing the District or college of the District.

I. Representation

Every student of the District is expected to represent him or herself honestly and respectfully in all situations, whether orally or in written statements. Honest and respectful representation includes, but is not limited to, providing only truthful material information on all District applications, financial aid forms, waivers, and any other official document. Students are also expected to behave respectfully to all administrators, faculty, staff, students, and visitors in a District or college environment and to behave respectfully when representing the District or any of the colleges at off-campus events. Students will not consciously misrepresent him or herself to any member of the District or college community or to any other person while representing the District or any college.

II. Academic Honesty

Students are expected to maintain the highest standards of academic integrity. Work that is not of the student's own creation will receive no credit. If a student is uncertain of what these standards are, he or she may consult his or her instructor for appropriate counsel, but a student's ignorance is no legitimate defense for academic dishonesty. Academic dishonesty includes lying, cheating, stealing, and using unauthorized materials on any assignment, quiz or exam.

- The act of lying is to intentionally provide false information or a false statement with the purpose of misleading or with irresponsible regard of the truth. Lying, in both academic and non-academic activities, is impermissible.

- Cheating is acting dishonestly in order to gain an unfair advantage. Cheating includes giving or receiving unauthorized aid on any assignment, quiz, or exam. Instructors must be consulted regarding which materials are acceptable for students to use on any assignment, quiz, or exam. Not complying with the restrictions of the instructor will result in appropriate discipline, as decided by the instructor or department. Cheating also includes using the same material of work previously used for another course unless the student has permission from the instructor to do so. Cheating furthermore includes plagiarism, which is when a student uses the ideas of another and declares it as his or her own. Students are required to properly cite the original source of the ideas and information used in his or her work.

- Stealing is the act of taking without permission and without intention to return. The prohibition of stealing includes property of any nature as well as academic work.

III. Respect for District Rules and Regulations

Students of the District are expected to adhere to the rules and regulations set by the District.

- School Property: Graffiti and defacement of school property is unacceptable and a violation of District Rule and Regulation. Students shall be responsible for the costs of the damages resultant from their behavior. In order to ensure that the District and campus facilities remain in pristine condition, students are also expected to report instances of graffiti or defacement of school property immediately as well as consciously account for or dispose properly of their belongings.

- Illegal Substances: The use of illegal drugs and alcohol is not permitted on District or college property as well as the abuse or misuse of prescription drugs.

- Sexual Assault and Harassment: Students shall refrain from using language or acting in a manner that is disrespectful or inappropriate towards other students and members of the District/college community. Sexual assault and harassment is inexcusable and shall result in disciplinary action in accordance with District or college policy.

IV. Respect for the Open Exchange of Ideas

Students shall be guaranteed that their First Amendment right of Freedom of Speech will be observed by all District and college members, including other students. Students are encouraged to engage others in thoughtful and meaningful dialogue while refraining from acting or using language with malicious intent.

Classroom Conduct: Students must behave respectfully toward their peers and professors. In the classroom setting, students may not interrupt their classmates or professor, make fun of them or their expressed views, or disrupt the learning environment. It is important to maintain the best learning environment for all students and professors.

II. Participatory Governance at CSM

1. Definition

Participatory governance is a set of structures and processes that:

- Involve the genuine participation of faculty classified staff, students, and administrators; and

- Effective captures their collective wisdom and voice to reach the best recommendation(s) for the decision-maker(s) and for the good of the campus community.

2. Training

a. General training: The Institutional Planning Committee (IPC) shall develop, and advise the college administration on the implementation of, a participatory governance training program for faculty, classified staff,

administrators, and students. By participating in the program, individuals should, at a minimum, acquire or enhance skills in:

       i. Problem solving and decision making (particularly consensus decision making)

      ii. Conflict resolution

     iii. Effective meeting management, facilitation, and participation

     iv. Data gathering and analysis

      v. Basic budgeting and accounting

    b. Institutional Planning Committee: As a condition of IPC membership, and in addition to the general training, every member shall, in a manner and to the extent determined by IPC, complete the special IPC training for members.

    c. For more detailed training information, see Appendix E.

3. Consensus Decision Making (Institutional) vs. Robert's Rules of Order (Senates)

4. Defining Quorum

    a. Fifty-percent of the members plus one shall constitute quorum at any meeting of CSM's institutional committees.

5. The Brown Act

The Brown Act is a California state law (California Code Section 54950, et seq.) oftentimes referred to as a "sunshine" law. The intent of the law is to provide the public with reasonable notice of the business that public entities will be undertaking at their meetings. Because they are standing boards that are recognized by the Board of Trustees, which falls under the Brown Act, committees such as the Academic Senate, the Classified Senate, and the Associated Student Senate must follow the rules of the Brown Act. However, many College-level committees, which are advisory, are exempt from the Brown Act.

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BEST PRACTICES

    a. While the Brown Act may not specifically apply to most College-level committees, it does outline some requirements that may be adopted as best practices.

b. Transparency – Unless there is a need for confidentiality, meetings should generally be open to the campus community.

c. Quorum – The minimum number of members necessary for a meeting to take place is a simple majority (50 percent plus 1).

d. Agendas and Minutes – Agendas for upcoming meetings should be posted at least 72 hours in advance of the meeting in an open and public place accessible by the entire campus community. Minutes, if available, should be distributed at the same time. Agendas and minutes should also be posted online.

e. Materials – Any materials made available to the members of the committee should be made available to members of the public.

f. Public Participation – As long as they are not disruptive, members of the public should be able to participate in the discussion of agenda items. Reasonable time limits may be placed on discussion in order to make sure the group is able to complete its business.

g. Votes – If the group must take a vote on an item (i.e. the consensus model is not being used), all votes should be public and open (no secret ballots).

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Note: The above information is being provided as guidance. It is not intended to serve as legal advice. If you have a question about whether or not a committee falls under the Brown Act, please contact the person responsible for that committee for clarification.

6. Robert's Rules of Order

   a. Overview

      i. Robert's Rules of Order is a system of parliamentary procedure that is used to insure the smooth operation of meetings of medium to large groups. Continuously updated since the 1870s, it is utilized by a variety of boards and groups because it provides for the voice of the minority to be heard while allowing the majority to make sure action takes place.

      ii. When applied neutrally, Robert's Rules is an effective tool to facilitate meetings. However, it can be wielded in ways that shut down debate and prevent discussion. It is also extremely complex – the 11th Edition clocks in at over 700 pages. Employing a "loose" or relaxed interpretation of Robert's Rules can help avoid these issues.

b. Best practices

    i. Robert's Rules of Order is not legally mandated or binding. It is simply a guide to help facilitate meetings.

    ii. Motion and Second – A motion to do something – discuss, approve, etc. – means that at least one person in the group is ready to move forward on an item. A second insures that one person isn't dictating the actions of the group. Under Robert's Rules, this is enough for the entire body to take up an item.

    iii. Amendments – Almost any motion can be amended by a member of the board. When handling amendments, it is easiest to ask the members who made the original motion and second if they agree with the amendment. If they do not or if a member objects, the amendment will have to be taken to a formal vote.

    iv. "If There Are No Objections" – The chair may employ this phrase for routine business items, such as approving the agenda or minutes. It saves from having to take a full vote. If a member does voice objection, however, a formal vote is required.

7. Annual Reports

    a. IPC shall create a report of the committee's activities over the academic year, which will be shared with the campus community.

    b. This report should be approved at the final IPC meeting and shared with the campus by the day of commencement.

III. Faculty, Staff, and Student Appointments to Institutional Committees and Task Forces

Evaluation Committees

1. The Evaluation Guidance Committee, which is comprised of representatives from the Academic Senate and AFT, will provide evaluators and evaluees an orientation to the evaluation process by week 2 of the fall (tenure-track and adjunct evaluations) and the spring (tenured and adjunct evaluations).

2. Tenured Faculty Evaluation Committees: Per Appendix G of the AFT contract, the faculty of each division and their respective deans should create one evaluation committee of three to five tenured faculty for the whole division. The division dean should forward the composition of the tenured faculty evaluation committee to the Academic Senate president for approval by the end of the fall semester.

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4. Adjunct Evaluators: Per Appendix G of the AFT contract, the evaluee and division dean should choose a full-time (tenure or tenure-track) evaluator collaboratively. The names of adjunct evaluators do not need to be forwarded to the Academic Senate.

Hiring Committees

1. Hiring Committees for Administrative and Classified Staff

   a. According to the SMCCCD Human Resources guide "Administrative & Classified Staff Selection Procedures" (Oct. 2014), hiring managers must abide by the following guidelines in creating administrative and classified staff hiring committees:

      i. "The Office of Human Resources will notify the CSEA of the hiring manager's appointments and nominations for classified members of the screening committee . . . CSEA will notify the Office of Human Resources of its approval of the classified nominees or appoint alternate members within seven (7) calendar days of initial notice to CSEA. If CSEA does not respond within this period of time, the screening process may commence without formal CSEA approval of the screening committee members" (4).

      ii. "Screening committee members for administrative positions are proposed by the appropriate Vice President, and appointed by the College President or his/her designee . . . The President of the Associated Students may appoint up to two student representatives to Vice President, President, and Chancellor screening committees. The Academic Senate will appoint faculty members. Classified members of screening committees for administrative positions will be nominated and appointed following the same procedure as outlined for classified positions."

2. Hiring Committees for Faculty

   a. According to Administrative Policy 3.15.3: Faculty Hiring, "The selection of Screening Committee members will be collaborative. Faculty members on the

Screening Committee will be proposed by discipline faculty and the appropriate Dean and approved by the Academic Senate Governing Council. The college administration will identify the name of an administrator to serve on the committee. As appropriate, student representation shall be determined by the President of the Associated Students. If a representative of classified employees is desired, the appointment to the Committee will be made by CSEA. The names of the identified faculty and administrator will be forward for review by the appropriate Vice President and College EEO Committee (within the scope of its responsibility). The College President will appoint the Screening Committee upon review of the proposed Committee members."

Institutional Committee Appointments

1. Faculty Appointments

    a. Per Title V 53203(f), the Academic Senate is responsible for "the appointment of faculty members to serve on college or district committees or task forces, or other groups dealing with academic and professional matters."

    b. Administrators should collaborate with the Academic Senate president to identify faculty to serve on the above committees.

    c. Faculty nominations will be approved at regular Academic Senate meetings, and the committee chair or responsible administrator should submit the names to the Academic Senate president the Thursday before the Academic Senate meeting, per the Brown Act.

    d. Per the Academic Senate by-laws, the Academic Senate president, in collaboration with the Academic Senate executive committee, will approve faculty nominees to college committees, as needed (e.g. during winter and summer recesses).

2. Classified Staff Appointments

    a. Per the Classified Senate bylaws, the appointment of classified employees to participatory governance committees shall be a joint effort between the Classified Senate and CSEA Chapter 33.

        i. Requests for appointments to participatory governance committees shall be made to the Classified Senate President.

        ii. The Classified Senate President shall inform the Classified Senate and classified employees of the positions available.

iii. The Classified Senate President, in consultation with the Classified Senate, shall make recommendations for participatory governance appointments to the CSEA Chapter 33 President.

iv. The CSEA President shall have final approval over all classified employee appointments to participatory governance committees.

v. The Classified Senate President shall report all participatory governance committee appointments at the Senate's next regularly scheduled meeting.

3. Associated Student Appointments

a. As per Title 5 and SMCCCD Board Policy and Procedures (2.18), the Associated Students of College of San Mateo (ASCSM) have the sole right to make student appointments to any and all District and College committees, task forces, or other governance groups. This includes hiring committees where there is student representation. Requests for student appointments may be made directly to the Associated Students President or via the Center for Student Life and Leadership Development. Recommendations of specific students for a particular committee may be forwarded to the Associated Students President, but no student appointments are final until made by the Associated Students President and confirmed by the Student Senate.

4. Removal of Committee Members

a. If an individual who holds membership by virtue of his or her office ceases to hold that office, they shall cease to be a member.

b. Any designated members may be removed, with or without cause, by the organization that designated the member (e.g. Academic Senate, ASCSM, Cabinet, Classified Senate, CSEA).

c. If an individual's term has expired, he or she shall cease to be a member unless their term is renewed by the organization that designated the member.

Appendix C: College Committees

Academic Senate

Purpose	**The Academic Senate shall make recommendations regarding academic and professional matters to the District Academic Senate, the College and District administration, the Board of Trustees, and to other appropriate individuals and bodies.**
Functions	The Academic Senate has purview over the following academic and professional matters, per Title V, section 53200: 1. Curriculum, including establishing prerequisites 2. Degree and certificate requirements 3. Grading policies 4. Educational program development 5. Standards or policies regarding student preparation and success 6. College governance structures as related to faculty roles 7. Faculty roles and involvement in accreditation process 8. Policies for faculty professional development activities 9. Processes for instructional planning and budget development 10. Other academic and professional matters as mutually agreed upon
Recommends to	District Academic Senate, Cabinet, Institutional Planning Committee and Board of Trustees
Executive Committee Selection	Faculty-wide election for President, Vice President, Treasurer, and Secretary
Membership	• Two representatives from each instructional division – Academic Support and Learning Technologies (one of which must be a librarian), Business/Technology, Creative Arts/Social Sciences, Kinesiology, Language Arts, Math/Science, Student Support. o These representatives are elected each spring by their division's faculty peers. • One student appointed by ASCSM (non-voting)
Term Limits	Two years. Division representatives' terms should be staggered.
Staff	n/a
Quorum	50% of the members plus one
Brown Act	Yes
Type of decision making	Robert's Rules
Accreditation Standards/ Institutional Priorities	Title 5, sections 53200 - 53207 Board Policy 2.05 Academic Senate

Academic Senate Sub-committees

Curriculum Committee

Purpose	**The Curriculum Committee shall report and recommend to Senate and advise the Vice President, Instruction, concerning curriculum, instructional courses and programs, and instructional procedures, including program review.**

Functions	1. Carry on a regular review of the college curriculum
	2. Inform faculty of and oversee adherence to curricular aspects of the Education Code
	3. Consider for recommendation proposals for new courses and programs
	4. Consider for recommendation all deletions, classifications, and changes in courses and programs
Recommends to	Board of Trustees and Academic Senate
Chair selection	Committee election from among current or recent members
Membership	• Two representatives from each instructional division – Academic Support and Learning Technologies (one of which must be a librarian), Business/Technology, Creative Arts/Social Sciences, Kinesiology, Language Arts, Math/Science, Student Support.
	o These representatives are elected each spring by their division's faculty peers.
	• Two students appointed by ASCSM (voting)
	• Vice President of Instruction (ex-officio; non-voting)
	• Curriculum specialist (ex-officio; non-voting)
	• Matriculation officer (ex-officio; non-voting)
Term Limits	Two years. Division representatives' terms should be staggered.
Staff	n/a
Quorum	50% of the members plus one
Brown Act	Yes
Type of decision making	Consensus
Accreditation Standards/ Institutional Priorities	Title V, section 53200 Board Policy 6.13.2 Curriculum Committees AS By-laws, Article IX

College Assessment Committee

Purpose	**College Assessment Committee shall report and recommend to Senate, advise the Vice President, Instruction, and Accreditation Liaison Officer concerning student learning outcomes and assessment of courses, programs, and the institution. CAC will provide the student learning outcome (SLO) assessment cycle, a process fostering dialogue, and a vehicle for continuous education improvement.**
Functions	1. Develop, promote, and implement student learning outcomes and assessment at the course, program and college level
	2. Integrate Student Learning Outcomes and Assessment with other college initiatives
	3. Assist faculty, department heads, and deans to integrate assessment of student learning outcomes activities and data into the program planning and review process
	4. Document the progress of every year's student learning outcomes assessment activities and accomplishments across the campus, including instructional and non-instructional areas
	5. Carry on regular review of SLOs and resource issues that impact the college
Recommends to	Academic Senate, Vice President of Instruction, Accreditation Liaison Officer

Chair selection	Committee election from among current or recent members
Membership	- Two representatives from each instructional division – Academic Support and Learning Technologies (one of which must be a librarian), Business/Technology, Creative Arts/Social Sciences, Kinesiology, Language Arts, Math/Science, Student Support. - These representatives are elected each spring by their division's faculty peers. - Dean, Academic Support and Learning Technologies (ex-officio; non-voting)
Term Limits	Two years. Division representatives' terms should be staggered.
Staff	n/a
Quorum	50% of the members plus one
Brown Act	Yes
Type of decision making	Consensus
Accreditation Standards/ Institutional Priorities	

Center for Academic Excellence Committee

Purpose	**The Center for Academic Excellence Committee shall report and recommend to Senate and advise the Dean of Academic Support and Learning Technologies regarding professional development activities. The primary focus and purview of the committee shall be faculty professional development and pedagogy, but the committee shall also oversee and facilitate professional development for staff and other college employees. The CAEC may establish committees as needed on other professional development matters, as it deems necessary. All responsibilities of the CAEC shall be carried out in accordance with applicable State Laws.**
Functions	1. Oversee, develop and facilitate professional development activities for faculty and staff 2. Inform faculty of pertinent local and statewide opportunities for professional growth 3. Collaborate with college administration and staff to ensure support and innovation regarding professional development 4. Collaborate with Committee on Instruction, the College Assessment Committee, the division of Academic Support and Learning Technologies, and other relevant college programs and services to achieve high-quality instruction and student success
Recommends to	Academic Senate, Dean, ASLT
Chair selection	Committee election from among current or recent members
Membership	- Two representatives from each instructional division – Academic Support and Learning Technologies (one of which must be a librarian), Business/Technology, Creative Arts/Social Sciences, Kinesiology, Language Arts, Math/Science, Student Support. - These representatives are elected each spring by their division's faculty peers. - Dean, Academic Support and Learning Technologies (ex-officio; non-voting)

Term Limits	Two years. Division representatives' terms should be staggered.
Staff	n/a
Quorum	50% of the members plus one
Brown Act	Yes
Type of decision making	Consensus
Accreditation Standards/ Institutional Priorities	

Library Advisory Committee

Purpose	**Library Advisory Committee shall report and recommend to Senate, advise the Vice President, Instruction, Director of Learning Commons, and the Board concerning library policies. The committee fosters communication among the library, the faculty, and the larger college community.**
Functions	1. Work to ensure that the library satisfies accreditation requirements and has the capacity to support student success in developmental education, transfer readiness, workforce development, and information competency 2. Work to ensure that the library receives adequate institutional funding to implement best practices for academic libraries in the areas of faculty and classified staffing, information resources and related technologies for on-campus and distance education access services, student learning outcomes, and design and maintenance of the physical facility 3. Raise visibility and facilitate communication about library and information resources to the greater college community 4. Review regularly Library technology, facility, and resource issues that impact the campus community
Recommends to	Academic Senate, VPI, Director of Learning Commons, the Board of Trustees
Chair selection	Committee election from among current or recent members
Membership	• Two representatives from each instructional division – Academic Support and Learning Technologies (one of which must be a librarian), Business/Technology, Creative Arts/Social Sciences, Kinesiology, Language Arts, Math/Science, Student Support. o These representatives are elected each spring by their division's faculty peers. • Director of Learning Commons (ex-officio; non-voting)
Term Limits	Two years. Division representatives' terms should be staggered.
Staff	n/a
Quorum	50% of the members plus one
Brown Act	Yes
Type of decision making	Consensus
Accreditation Standards/ Institutional Priorities	

Administrative Groups

President's Cabinet

Purpose	**President's Cabinet provides the forum for the college president and the college vice presidents to discuss various operational matters within the vice presidents' scope of authority, progress on the College's strategic plan and various initiatives, and district matters as they pertain to the College.**
Functions	1. Advises the college President on academic, student services, business, and personnel policy matters relating to the college 2. Prepares recommendations on these matters for consideration by the President
Recommends to	College President
Chair selection	n/a
Membership	1. College President 2. Vice President, Administrative Services 3. Vice President, Instruction 4. Vice President, Student Services
Term Limits	n/a
Staff	n/a
Quorum	n/a
Brown Act	No
Type of decision making	Consensus
Accreditation Standards/ Institutional Priorities	Accreditation Standard IV.B. Strategic Goal #5

Management Council

Purpose	**Management Council serves as the official voice of the administration regarding participatory governance matters.**
Functions	1. Serves as both an advisory group to the President and as the group designated to implement policies and procedures adopted by the President, the District, and the Board of Trustees
Recommends to	College President
Chair selection	n/a
Membership	1. President's Cabinet (President, VP of Administrative Services, VP of Instruction, VP of Student Services) 2. Deans and Directors 3. Facilities Operations Manager, CSM 4. Chief Public Safety Officer
Term Limits	n/a
Staff	n/a
Quorum	n/a
Brown Act	No
Type of decision making	Consensus
Accreditation Standards/ Institutional Priorities	Accreditation Standard IV.B Strategic Goal #5

Administrators' Council

Purpose	

Functions	1. Reviews, recommends, and coordinates instructional matters for the college
Recommends to	Vice President of Instruction
Chair selection	Chosen by committee
Membership	1. Vice President, Instruction 2. Vice President, Student Services 3. Vice President, Administrative Services 4. Deans of ASLT, Business/Technology, Counseling, Creative Arts/Social Sciences, Enrollment Services, Kinesiology, Language Arts, and Math/Science
Term Limits	n/a
Staff	n/a
Quorum	n/a
Brown Act	No
Type of decision making	Consensus
Accreditation Standards/ Institutional Priorities	Strategic Goal #5

Student Services Council

Purpose	**To promote communication between the Vice President, Student Services and student services departments.**
Functions	1. Discusses matters related to student services across programs and services 2. Advises the Vice President of Student Services 3. Oversee student services program review and assessment
Recommends to	Vice President of Student Services
Chair selection	n/a
Membership	1. Vice President of Student Services 2. Administrators, Classified Staff, Faculty from within student services 3. ASCSM Student Appointee
Term Limits	n/a
Staff	n/a
Quorum	n/a
Brown Act	No
Type of decision making	Consensus
Accreditation Standards/ Institutional Priorities	Strategic Goal #5

Associated Students Senate

ASCSM Student Senate

Purpose	**The ASCSM Student Senate, in accordance with the California Education Code and Title 5 of the California Code of Regulations, is the recognized representative of the students of College of San Mateo to the Administration and Board of Trustees. The Student Senate is the officially recognized student voice in matters of participatory governance, policy development, and campus dialogue. The Student Senate is also responsible for advocating for**

	the student voice locally, statewide, and nationally, and for promoting an engaging academic, cultural, and social environment on campus.
Functions	• The Associated Students have the sole right to make appointments for their student representatives to College and District committees, task forces, or other governance groups. • The Associated Students will be provided an opportunity to participate in formulation and development of District and College policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the Board of Trustees regarding such policies and procedures. • Except in unforeseeable emergency situations, the Board of Trustees shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formation of the policy or procedure or the joint development of recommendations regarding the action. District and College policies and procedures that have or will have a "significant effect on students" include the following: a. grading policies; b. codes of student conduct; c. academic disciplinary policies; d. curriculum development; e. courses or programs which should be initiated or discontinued; f. formulation of policies and procedures concerning graduation requirements; g. processes for institutional planning and budget development; h. standards and policies regarding student preparation and success; i. student services planning and development; j. student fees within the authority of the District to adopt; and k. any other District and College policy, procedure, or related matter that the District governing board determines will have a significant effect on students. • The Board of Trustees will give reasonable consideration to recommendations and positions developed by students regarding District and College policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff. • Provide funding and support for campus events and activities, including those sponsored by an ASCSM Board, campus clubs and organizations, and college departments and programs. • Advocate locally, statewide, and nationally on issues that pertain to students and education.

	See Board Policy 2.18 for additional information.
Recommends to	College President and/or Board of Trustees
Membership	Members of the Student Senate are elected each spring for the following academic year. Students must have and maintain a minimum 2.0 GPA, be enrolled in 6.0 units at CSM, maintain satisfactory academic progress (a 50 percent or greater completion rate), and not be on academic probation, disciplinary probation, or suspension.
Officers and Senators	• President • Vice President • Finance Director • Secretary (ex officio) • One (1) Senator for each 650 students enrolled (currently 16) See the ASCSM Constitution and Bylaws for more information.
Meetings and Agendas	The Student Senate meets every Monday at 2:15 p.m. during the fall and spring semesters. During the summer session, the Student Senate meets every other week. Members of the campus community may request an item be placed on the Student Senate agenda. The ASCSM President and Executive Cabinet review proposals to make sure they fall within the Student Senate's purview. The Student Senate also considers club proposals forwarded from the Inter Club Council (ICC). Meetings agendas include an opportunity for reports from officers, senators, college administration, advisors, and public comment. Agendas are posted online at http://collegeofsanmateo.edu/ascsm/agendas.asp and in accordance with the Brown Act.
Brown Act	Yes
Type of decision making	Robert's Rules of Order
Accreditation Standards/ Institutional Priorities	Board Policy 2.18 Title V, section 51023.7

ASCSM Executive Cabinet

Purpose	**The ASCSM Executive Cabinet is responsible for the administrative matters of the Associated Students. Executive Cabinet is also responsible for recommending an annual budget to the Student Senate, for making recommendations regarding appointments to the ASCSM President, and for monitoring the activities of the Associated Students.**
Functions	• Develops and reviews the agenda for ASCSM Senate meetings. • Reviews the annual ASCSM Budget and any proposed revisions. • Recommends and reviews all appointments to the Student Senate, ASCSM Boards, and/or participatory governance committees.

	• Provides oversight and coordination for all ASCSM goals and activities.
Recommends to	ASCSM President
Membership	• President (chair) • Vice President • Finance Director • Secretary (ex-officio) • Commissioner of Publicity • Vice Chair • Advocacy Board Chair (ex-officio) • Cultural Awareness Board Chair (ex-officio) • Programming Board Chair (ex-officio)
Meetings and Agendas	Meets at least 72 hours (3 days) prior to the Student Senate meeting on a day and time determined each semester by the membership. Agendas are posted online and in accordance with the Brown Act.
Brown Act	Yes
Type of decision making	Robert's Rules of Order

ASCSM Advocacy Board

Purpose	**The ASCSM Advocacy Board is charged with advocating locally, statewide, and nationally on issues that impact community colleges and community college students. The Advocacy Board lobbies local elected officials, state legislators in Sacramento, and national decision makers in Washington, DC. The Advocacy Board also works closely with the Student Senate for California Community Colleges (SSCCC) on statewide issues.**
Functions	• Researches, reviews, and makes recommendations regarding local, state, and national legislation that will have an impact on students. • Promotes civic engagement, including voter registration, candidate and issue research, and issues of social justice.
Recommends to	Student Senate
Membership	• Senator who serves as Advocacy Board Chair • At least three members of the Student Senate • At least one at-large student
Meetings and Agendas	Meets once a week during the fall and spring semesters at a day and time determine by the membership. Does not meet during the summer session. Agendas are posted online and in accordance with the Brown Act.
Brown Act	Yes
Type of decision making	Robert's Rules of Order

ASCSM Cultural Awareness Board

Purpose	**The ASCSM Cultural Awareness Board engages the campus community regarding issues of equity, social justice, and diversity through advocacy, programming, and representation.**
Functions	• Plans, organizes, and evaluates events and activities highlighting issues of equity, social justice, and diversity. • Advocates for students on issues of access, equity, and diversity on campus, locally, statewide, and nationally.
Recommends to	Student Senate
Membership	• Senator who serves as Cultural Awareness Board Chair • At least three members of the Student Senate • At least one at-large student
Meetings and Agendas	Meets once a week during the fall and spring semesters at a day and time determine by the membership. Does not meet during the summer session. Agendas are posted online and in accordance with the Brown Act.
Brown Act	Yes
Type of decision making	Robert's Rules of Order

ASCSM Programming Board

Purpose	**The ASCSM Programming Board is responsible creating an entertaining and engaging social and cultural environment on campus.**
Functions	• Plans, organizes, and evaluates events and activities that create connections, promote a sense of community, and provide opportunities for students to engage outside of the classroom.
Recommends to	Student Senate
Membership	• Senator who serves as Programming Board Chair • At least three members of the Student Senate • At least one at-large student
Meetings and Agendas	Meets once a week during the fall and spring semesters at a day and time determine by the membership. Does not meet during the summer session. Agendas are posted online and in accordance with the Brown Act.
Brown Act	Yes
Type of decision making	Robert's Rules of Order

ASCSM Inter Club Council (ICC)

Purpose	The ASCSM Inter Club Council is responsible for coordinating events and activities to promote interest and awareness of student clubs and organizations; for recommending expenditures from budget accounts earmarked for supporting student clubs and organizations events and activities to the Student Senate; and for providing a forum for communication between the Associated Students and the Center for Student Life with active student clubs and organizations.
Functions	• Discusses, reviews, and makes recommendations to the Student Senate regarding funding proposals by student clubs and organizations. • Coordinates events, activities, and initiatives to promote student clubs and organizations. • Provides a forum for communication and networking between student clubs and organizations, the Associated Students, and the Center for Student Life and Leadership Development.
Recommends to	Student Senate
Membership	• ASCSM Senate Vice Chair (chair) • One (1) representative from each active student club or organization
Meetings and Agendas	Meets Wednesdays at 1:30 p.m. during the fall and spring semesters. Does not meet during the summer session. Agendas are posted online and in accordance with the Brown Act.
Brown Act	Yes
Type of decision making	Robert's Rules of Order

Classified Senate

Purpose	The College of San Mateo Classified Senate strives to represent classified staff employees in non-bargaining issues in the participatory governance process at CSM; represent the interests of classified employees in the development and formulation of College policies and procedures; disseminate information of importance to classified employees; promote the recognition of, appreciation for, and the value of the contributions of classified employees to the learning environment and the campus community; and to promote the continued professional and personal development of classified employees.
Functions	• Represents the voice of the classified staff at CSM in matters of participatory governance. • Makes recommendations to the CSEA President regarding classified staff appointments from CSM to any and all College and District committees, boards, task forces, etc. • Distributes information and solicits feedback on matters important to classified staff.

	• Recognizes and celebrates the contributions of classified staff to the campus environment and learning community.
	• Explores and implements professional development opportunities for classified staff.
Recommends to	College President and Board of Trustees
Membership	Officers and Senators are elected to two-year terms in biennial elections. The President with the advice and consent of the Senate appoints the Events Planning Committee Chair.
Officers and Senators	• President • Vice President • Treasurer • Secretary • Events Planning Committee Chair • Six (6) Senators
Meetings and Agendas	Meets at least once a month at a day and time determined by membership. Agendas are posted online and in accordance with the Brown Act.
Brown Act	Yes
Type of decision making	Robert's Rules of Order
Accreditation Standards/ Institutional Priorities	Title V, section 51023.5

Classified Events Committee

Purpose	**To foster and encourage community among members of the classified staff, and to recognize and promote the contributions of classified staff to the campus community.**
Functions	Plans, develops, and promotes on- and off-campus events to create a sense of community among members of the classified staff.
Recommends to	Classified Senate
Membership	The Classified Senate President, with the advice and consent of the Senate appoints the Events Planning Committee Chair and committee members.
Officers and Senators	• Events Planning Committee Chair • Five (5) At-Large Members
Meetings and Agendas	Meets as needed. Agendas are posted online and in accordance with the Brown Act.
Brown Act	Yes
Type of decision making	Robert's Rules of Order

Classified Staff Professional Development Committee

Purpose	**To develop, promote, and evaluate professional development opportunities for classified staff.**
Functions	The Professional Development Committee is responsible for making recommendations regarding professional development opportunities for the classified staff. Works with the Center for Academic Excellence (CAE) committee to coordinate professional development initiatives with faculty, administrators, and students. Also reviews all classified professional development applications.
Recommends to	Classified Senate
Membership	The Classified Senate Vice President serves Chair. Other representatives serve two-year terms after appointment by the Classified Senate President with the advice and consent of the Senate and ratification by the CSEA President.
Officers and Senators	• Classified Senate Vice President (chair) • College Business Officer (CBO) • Two (2) classified staff employees • One (1) classified supervisory employee.
Meetings and Agendas	Meets as needed. Agendas are posted online and in accordance with the Brown Act.
Brown Act	Yes
Type of decision making	Robert's Rules of Order

Institutional Planning Committees

Institutional Planning Committee (IPC)

Purpose	**The mission of the Institutional Planning Committee is to ensure the implementation and ongoing assessment of the institutional planning process.**
Functions	• Develop institutional priorities based on the SMCCCD Strategic Plan and the CSM Educational Master Plan • Ensure that budget allocations are based on institutional planning priorities and are relevant to the current fiscal environment • Establish measurable indicators for institutional priorities based on recommendations from the Office of Planning, Research, and Innovation (PRI), establish targets for those indicators, and monitor progress in meeting those targets • Ensure that participatory governance is properly followed across all participatory governance committees • Ensure the integration of the planning process, including, but not limited to, a coordinated, institutional approach in addressing college priorities and the interrelationships among institutional plans • Establish regular communication with the campus community regarding the institutional planning process • Assess on an annual basis the effectiveness of the Institutional Planning Committee and institutional planning process

Recommends to	College President
Chair selection	Tri-chair: Academic Senate president, Classified Senate president, Vice President, Student Services

Membership	IPC shall be made up of the following members:
	Administrators
	    1. President (ex-officio; non-voting)
	    2. 6 administrators to be appointed by Cabinet
	District Office
	    1. Executive Vice Chancellor (ex-officio; non-voting)
	Faculty
	    1. SLO Coordinator (ex-officio)
	    2. Professional Development Coordinator (ex-officio)
	    3. Chair, Library Advisory Committee (ex-officio)
	    4. Chair, Curriculum Committee (ex-officio)
	    5. Faculty chair, Educational Equity Committee (ex-officio)
	    6. Faculty DE Coordinator (ex-officio)
	    7. Academic Senate Past President (ex-officio)
	Staff
	    1. 6 at-large classified employees
	
	Students
	    1. President, ASCSM (ex-officio)
	    2. Vice President, ASCSM (ex-officio)
	    3. Finance Director, ASCSM (ex-officio)

Term Limits	n/a
Staff	PRIE Administrative Assistant
Quorum	50% of members plus one
Brown Act	No
Type of decision making	Consensus
Accreditation Standards/ Institutional Priorities	AP 2.75.1 Institutional Planning and Effectiveness Strategic Goal #5

Distance Education Committee (DEC)

Purpose	**The CSM Distance Education Committee ensures excellence in teaching and learning through distance education. It facilitates the development of distance learning instruction in response to student and community needs, as well as to developments in educational technology. The committee is committed to supporting faculty and students with appropriate pedagogical and technical training.**
Functions	• Help shape a college vision of distance education • Recommend policies for quality and academic rigor of all distance education classes • Help guide student accessibility and promote distance education courses as a viable option for pursuing educational goals • Develop procedures, in consultation with the Vice President of Instruction, reflective of the specifications of Title V, the ACCJC, and the Department of Education guidelines for educational technology and online instruction

	• Make recommendations to provide centralized online access to all student support services and resources – library, counseling, financial aid • Make recommendations to provide online support for students, such as creating an online readiness course for students struggling to use educational technology
Recommends to	IPC
Chair selection	Faculty Distance Ed Coordinator Instructional Technologist
Membership	• Two faculty representatives from each academic division • One representative from Information Technology Services • Professional Development Coordinator • Director, Disability Resource Center • Dean, Academic Support and Learning Technologies • One student representative
Term Limits	Two years, staggered
Staff	n/a
Quorum	50% of members plus one
Brown Act	No
Accreditation Standards/ Institutional Priorities	BP/AP 7.20 Student Equity Accreditation Standard II.A Strategic Goals #2,3

Educational Equity Committee

Purpose	**The Educational Equity Committee (EEC), which is an Institutional Committee, represents the conjoining of two long-standing committees at CSM. The Diversity in Action Group, DIAG, was a committee made up of a group of committed educators working to ensure that cultural responsiveness and cultural sustenance were key elements of the educational efforts put forth by the College. Traditionally marginalized students, by and large, attend under-resourced schools; and because of limited educational opportunities, these students are often enrolled in basic skills courses as community college students.** **The Basic Skills Initiative (BSI), at its core, is an initiative interested in arriving at educational equity for students enrolled in Basic Skills courses. It became clear that there was obvious overlap and even synchronicity between the respective work undertaken by DIAG and BSI. The two committees were joined, thus forming the EEC. This merger was an organic shift because the committed educators that made up these two (formerly) distinct committees were clearly working towards the same goal: educational equity.**
Functions	The mission of the Educational Equity Committee is to work towards the elimination of systemic inequities, college-wide, through the review (and revision, where necessary) of all processes that influence individual student success. Therefore, this committee will work to develop educational equity-centered analytical and pedagogical tools that equip CSM's campus community with viable avenues to begin working towards the eradication of the educational opportunity gap.
Recommends to	IPC

Chair selection	Equity Director and BSI Coordinator (ex-officio)
Membership	• Two faculty representatives from each academic division • Dean, ASLT • Three staff at-large • One student representative • Director of equity • BSI Coordinator
Term Limits	Two years
Staff	N/A
Quorum	50% of members plus one
Brown Act	No
Accreditation Standards/ Institutional Priorities	BP/AP 7.20 Student Equity College Mission and Values Strategic Goal #3

Technology Committee

Purpose	**The College of San Mateo Technology Committee is a subcommittee of IPC and is composed of representatives from staff, faculty, administrators, and the district. The purpose of the committee is to provide overall guidance for the strategic implementation of technology within the College.**
Functions	The Technology Committee will meet a minimum of two times per year and will provide updates to IPC on topics such as: • Timeline regarding replacement and new technology implementation on campus. • Development of the Technology Plan • Review and plan for the changing technology needs for instruction, student services, and business operations. • Review of the yearly allocation for technology.
Recommends to	IPC
Chair selection	Chosen by committee
Membership	• Vice President, Instruction • Dean, ASLT • Director of Learning Commons • Instructional Technologist • Director of ITS • Two CSM IT Technicians • One member of the faculty at-large • One student representative
Term Limits	Two years
Staff	N/A
Quorum	50% of members plus one
Brown Act	No
Accreditation Standards/ Institutional Priorities	Accreditation III.C Strategic Goal #3

Institutional Committees At-Large

Academic Standards Committee

Purpose	**To ensure a fair and equitable appeal process for students.**
Functions	1. Reviews and acts on student appeals beyond the Dean of Enrollment Services for student petitions for late withdrawal, student requests for removal from probationary status, and student requests for reinstatement after dismissal for academic reasons
Recommends to	n/a
Chair selection	Dean of Enrollment Services
Membership	Guided by CSM policy, the Dean of Enrollment Services handles routine matters related to Academic Standards. For issues requiring extensive review, an ad hoc committee of instructional and student services faculty, staff, and administrators is convened.
Term Limits	2 years
Staff	n/a
Quorum	50% of members plus one
Brown Act	No
Accreditation Standards/ Institutional Priorities	Strategic Goal #2

Accreditation Oversight Committee

Purpose	**To ensure the continual accreditation of the college**
Functions	1. Coordinates College of San Mateo's ongoing activities related to its accreditation 2. Provides open communication between the Accreditation Oversight Committee and the college community
Recommends to	n/a
Chair selection	Accreditation Liaison Officer
Membership	1. College President 2. Vice President of Instruction 3. Vice President of Student Services 4. Accreditation Faculty Liaison 5. Academic Senate President 6. Dean, PRIE 7. Two administrators at-large 8. Two classified staff at-large 9. Two faculty at-large
Term Limits	n/a
Staff	n/a
Quorum	50% of members plus one
Brown Act	No
Accreditation Standards/ Institutional Priorities	Accreditation Standards IV.B, IV.C

College Auxiliary Services Advisory Committee

Purpose	**To ensure communication among the various auxiliary departments.**
Functions	1. Provides feedback and makes recommendations to improve customer service at the campus Bookstore, the campus food service operations (Pacific Dining and Paws for Coffee), and the San Mateo Athletic Club (SMAC) 2. Monitors and makes recommendations regarding on campus vending machines (Canteen and Pepsi) 3. Works with the District Auxiliary Services Advisory Committee (DASAC) and the Vice Chancellor of Auxiliary Services and Enterprise Operations to continually evaluate, promote, and ensure the best customer experience possible
Recommends to	College President
Chair selection	Selected by Committee
Membership	1. Cafeteria contractor 2. Bookstore manager 3. SMAC general manager 4. SMCCCD Vice Chancellor of Auxiliary Services and Enterprise Operations 5. Vice President of Student Services 6. Two students at-large 7. Two classified staff at-large 8. Two faculty at-large
Term Limits	Two years
Staff	n/a
Quorum	50% of members plus one
Brown Act	No
Accreditation Standards/ Institutional Priorities	Strategic Goal #5

Disciplinary Hearing Committee

Purpose	**To ensure a fair and equitable process for student discipline.**
Functions	1. Hears student discipline cases that are remanded to a hearing by the Vice President of Student Services 2. Makes recommendations to the Vice President regarding disciplinary action to be taken
Recommends to	Vice President of Student Services
Chair selection	Chair is selected from within committee
Membership	1. Two faculty at-large 2. Two deans at-large 3. Two students at-large
Term Limits	Two years
Staff	n/a
Quorum	50% of members plus one
Brown Act	No
Accreditation Standards/ Institutional Priorities	Student conduct procedure 7.69.1, 2, 3; 7.73.1 Strategic Goal #2

International Education Committee

Purpose	The role of CSM's International Education Committee is to serve as an advisory body for the development and implementation of the International Education Program at CSM and the coordination of college efforts with the District's International Education initiative for increasing the enrollment of international students at the three colleges.
Functions	1. Work with the CSM International Education staff and the district to review marketing and recruitment efforts for international students; identify target countries/regions for focused recruitment efforts 2. Advise on district-wide international admissions and programmatic procedures 3. Support and collaborate in the development and implementation of activities to further globalize/internationalize CSM's curriculum and academic environment, including training, events, and social/cultural activities for students, faculty/staff, and the greater campus community 4. Support and advocate for comprehensive support services and curriculum development for international students and international education
Recommends to	Vice President, Student Services
Chair selection	International Education Program Manager
Membership	1. Vice President, Instruction 2. Vice President, Student Services 3. Vice President, Administrative Services 4. Budget Officer 5. Three classified staff at-large 6. Three faculty at-large 7. One student
Term Limits	Two years
Staff	n/a
Quorum	50% of members plus one
Brown Act	No
Accreditation Standards/ Institutional Priorities	CSM Mission and Values

Faculty Professional Development Committee

Purpose	The thrust of this program is to update, retrain, and extend the expertise of faculty to meet the current and future needs of our students in accord with college priorities.
Functions	1. Reviews short-term and long-term professional development proposals submitted by eligible faculty 2. Makes recommendations to the President on proposed disposition
Recommends to	College President
Chair selection	Chair is selected from within committee
Membership	1. Vice President, Instruction 2. One academic dean 3. Four faculty at-large (two appointed by AFT and two by Academic Senate)

Term Limits	Two year
Staff	n/a
Quorum	50% of members plus one
Brown Act	No
Accreditation Standards/ Institutional Priorities	Strategic Goal #3

Learning Support Centers Coordination Committee (LSC3)

Purpose	**The Learning Support Centers Coordination Committee (LSC3) facilitates the effective and efficient operations of the learning support centers at CSM through a collaborative effort focused upon student success.**
Functions	1. Promote student scholarship and achievement by providing comprehensive academic support across the disciplines 2. Provide equity through equal access and support services for all students 3. Inform the CSM community of the various services available
Recommends to	Vice President of Instruction
Chair selection	Administrative and Faculty Chairs are selected from within committee
Membership	1. Dean, Academic Support and Learning Technologies 2. Director of Learning Commons 3. Analyst, PRIE 4. Representative from • Anatomy and Physiology Lab • Business Computer Lab • CIS Computer Lab • Communications Studies Center • Digital Media Computer Center • Integrated Science Center • Learning Center • Math Resource Center • Modern Language Center • Nursing Skills Lab • Reading and ESL Center • Writing Center
Term Limits	None - determined by job title
Staff	n/a
Quorum	50% of members plus one
Brown Act	No
Accreditation Standards/ Institutional Priorities	Strategic Goals #3, 5 Accreditation Standard II.B

Safety Committee

Purpose	**To ensure the safety of the college's students, faculty, staff, administrators, and visitors and to develop plans for major disasters and emergencies**
Functions	1. Promotes a safe institutional environment for staff and students

	2. Works with District staff to coordinate plans for major disasters
	3. Monitors Emergency Website
	4. Coordinates periodic safety meetings for faculty and staff
Recommends to	College President
Chair selection	Chair is selected from within committee
Membership	1. Vice President of Administrative Services
	2. SMCCCD Director of Public Safety
	3. Chief Public Safety Officer
	4. Director of Health Services
	5. Facilities Operations Manager
	6. General Manager, SMAC Fitness Center
	7. Three faculty at-large
	8. Three classified staff at-large
	9. One student
Term Limits	Two years
Staff	n/a
Quorum	50% of members plus one
Brown Act	No
Accreditation Standards/ Institutional Priorities	BP 2.28
	BP 8.13
	Accreditation Standard III.B.1

Scholarship Committee

| Purpose | **On behalf of the Foundation and other donors, to review the student applications for scholarships and other awards** |
Functions	1. Reviews all scholarship applications received annually
	2. Makes awards based on criteria established for each scholarship
Recommends to	SMCCCD Foundation
Chair selection	Chair is selected from within committee
Membership	1. Six faculty at-large
	2. Four classified staff at-large
Term Limits	Two years
Staff	n/a
Quorum	50% of members plus one
Brown Act	No
Accreditation Standards/ Institutional Priorities	Strategic Goals #1, 2

Sustainability Committee

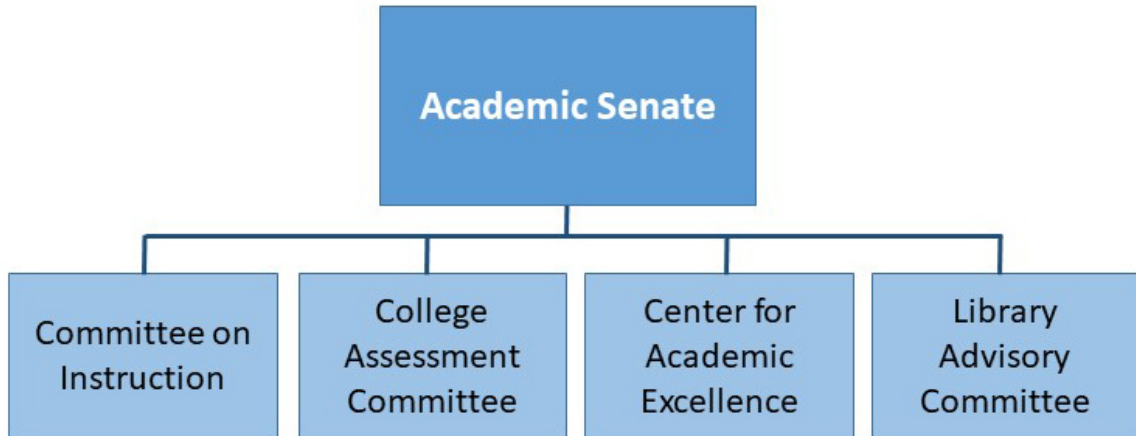| Purpose | **CSM will be a model for sustainability, inspiring and empowering our community to implement sustainable economic and environmental practices and to promote social equity in all aspects of the college's mission and operations.** |
| | |
| | **By adopting a Sustainability Plan, CSM commits to address the impacts of climate change and develop green curriculum to educate students to the challenges of the 21st century.** |

Functions	Develop CSM's Sustainability Plan. The purpose of this Sustainability Plan is to prepare the College of San Mateo for the anticipated environmental and regulatory challenges of the 21st century, to guide the campus towards becoming a more sustainable institution, and to prepare students for the green economy.
Recommends to	College President
Chair selection	Chair is selected from within the steering committee

Membership	Steering Committee
	    1. Dean, Math/Science
	    2. Facilities Operations Manager
	    3. Three faculty from STEM fields
	Committee Membership
	    4. Eight classified staff at-large
	    5. Eight faculty at-large

Term Limits	Two years
Staff	n/a
Quorum	50% of members plus one
Brown Act	No
Accreditation Standards/ Institutional Priorities	BP 7.02 Student Equity

Appendix D: Organizational Charts

Institutional Committees Organizational Chart
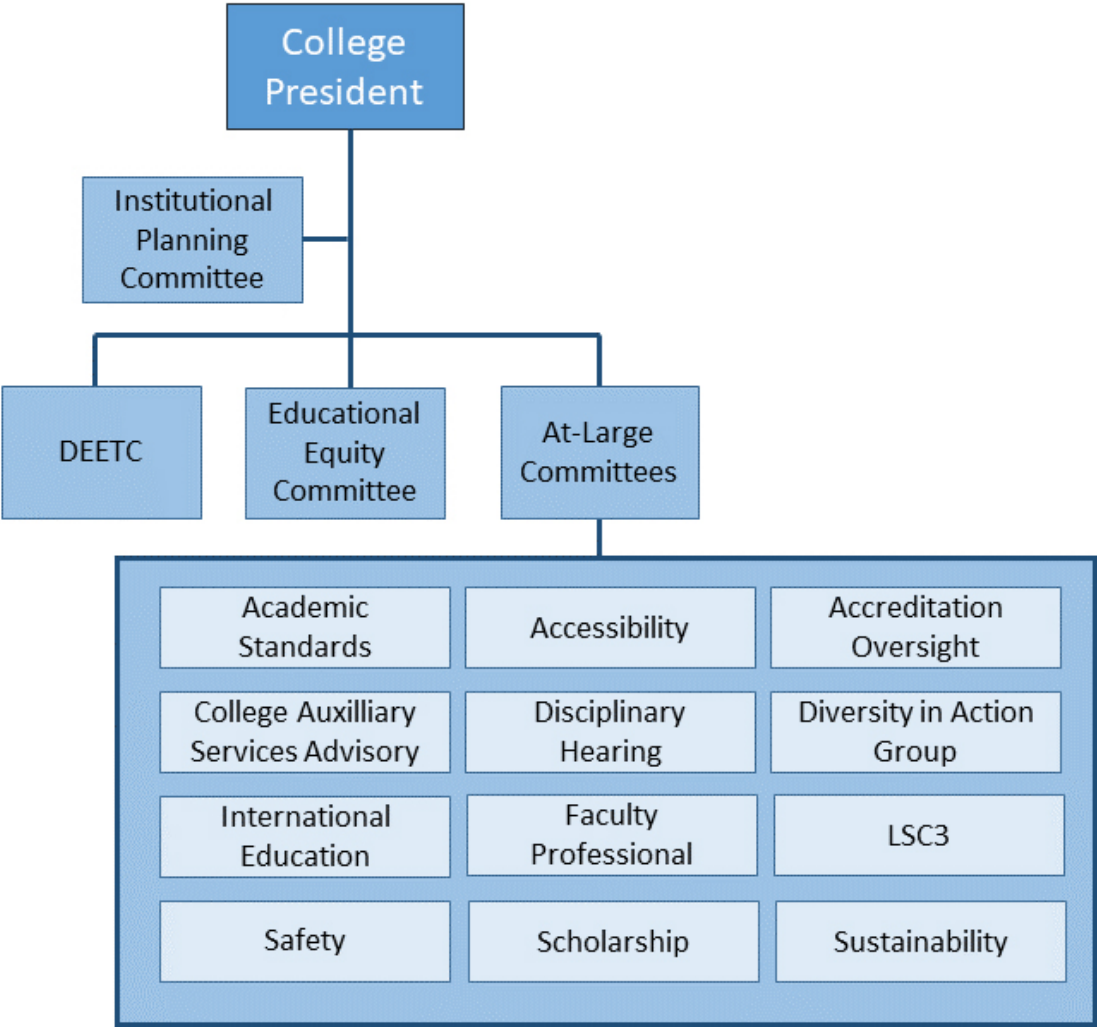
Academic Senate Organizational Chart

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                        ┌─────────────────────┐
                        │  Academic Senate    │
                        └─────────────────────┘
         ┌──────────────┬───────────┴───────────┬──────────────┐
┌────────────────┐ ┌────────────────┐ ┌────────────────┐ ┌────────────────┐
│ Committee on   │ │ College        │ │ Center for     │ │ Library        │
│ Instruction    │ │ Assessment     │ │ Academic       │ │ Advisory       │
│                │ │ Committee      │ │ Excellence     │ │ Committee      │
└────────────────┘ └────────────────┘ └────────────────┘ └────────────────┘
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Associated Students of College of San Mateo Organizational Chart

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                        ┌─────────────────────┐
                        │   ASCSM Student      │
                        │     Senate           │
                        └─────────────────────┘
      ┌─────────────┬──────────┬───────┴───────┬──────────────┐
┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────────┐ ┌──────────┐
│Executive │ │Advocacy  │ │Cultural  │ │Programming   │ │Inter Club│
│Cabinet   │ │Board     │ │Awareness │ │Board         │ │Council   │
│          │ │          │ │Board     │ │              │ │          │
└──────────┘ └──────────┘ └──────────┘ └──────────────┘ └──────────┘
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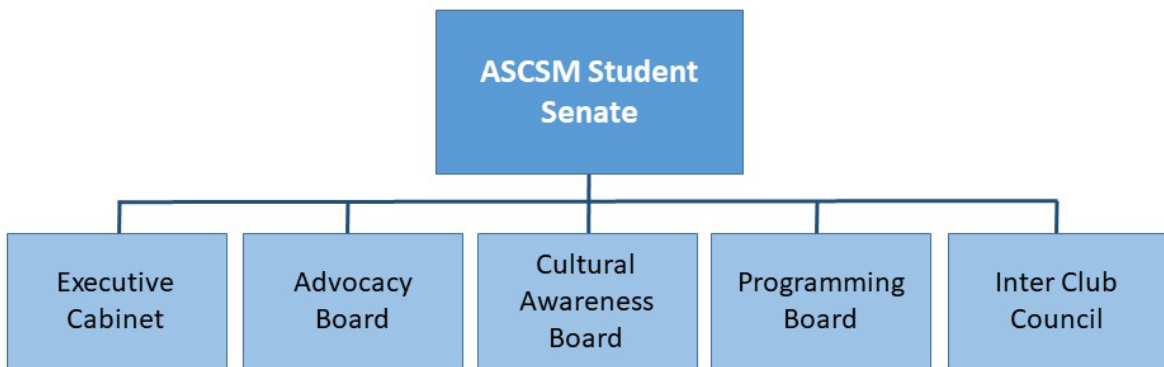
Classified Senate Organizational Chart
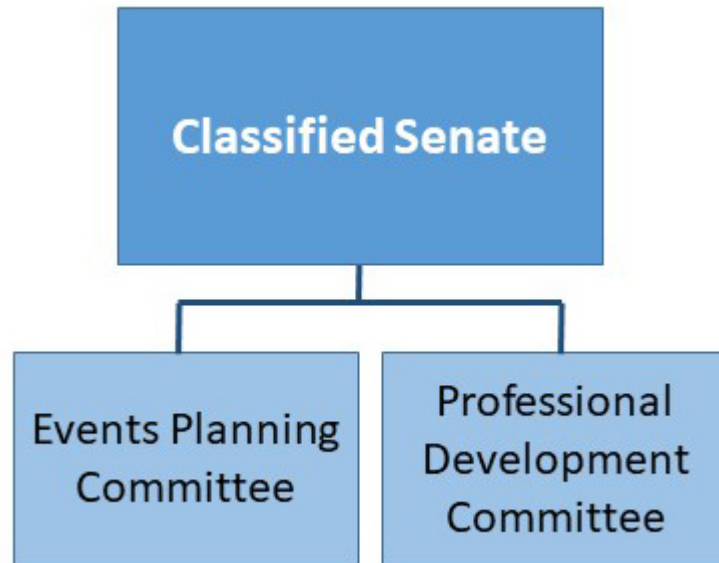
Appendix E: Participatory Governance Training Program

I. General Training
   a. Description: This experiential training will provide an introduction to effective meeting management and meeting facilitation. This training is designed so that all members of the college community will benefit from participation whether or not they are part of IPC. The two-day training will be offered several times so many faculty, classified staff, administrators, and students can take advantage of the training opportunity. The training will be offered first to members of IPC and Management Council, and then to the rest of the campus community.

   b. Program Overview
      i. Duration: one day retreat, preferably on a Flex Day
      ii. Attendees (in order): members of IPC and Management Council; the rest of the campus community.
      iii. Size of group: When possible, groups will be limited to 30 participants each session.

   c. Program curriculum
      i. Overview of participatory governance at CSM
      ii. Elements of effective meeting management
      iii. Role, function, responsibilities, and skills for meeting facilitators
      iv. Role of group recorder
      v. Group process tools
      vi. Effective communication skills
      vii. Consensus: definition and how to achieve it
      viii. Conflict resolution
      ix. How to be an effective group participant
      x. Giving and receiving non-judgmental positive and negative feedback
      xi. Elements of process observation
      xii. Discussion vs. dialogue

II. Institutional Planning Committee training
   a. Description: This training will take place annually at the first meeting of the CSM Institutional Planning Committee (IPC) each academic year, and is based on the assumption that all members of IPC have completed the generic training.

   b. Program curriculum
      i. Team building activities
      ii. Orientation to the committee's purpose, charge, philosophy, and

history
iii. Roles and responsibilities of the committee and its members
iv. IPC ground rules
v. The "Green Line": the six circle model of meetings
vi. Understanding the budgeting/planning process at CSM
vii. Developing a shared vision of IPC