



**HARTNELL
COLLEGE**

Governance Handbook

Hartnell Community College District

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FORWARD

In fall 2022, President Gutierrez formed an ad hoc task force to assess the current governance structure at Hartnell College, review the governance structure re-design presented in 2021/2022, and provide recommendations for a new governance model.

To drive the process, the following questions were guiding principles for the task force:

- Can governance at Hartnell College be more EFFICIENT?
- Can governance at Hartnell College better support GUIDED PATHWAYS?
- Can governance at Hartnell College stress STUDENT SUCCESS AND EQUITY?

President Gutierrez presented the first draft and vision at the January 2023 Student Success Conference for administrators, staff and faculty.

Throughout the spring 2023 semester, the ad hoc task force invited feedback from multiple constituent groups throughout the process, including:

- Academic Senate
- Academic Affairs Council
- Accreditation Council
- Administrative Services Council
- Advancement Council
- Associated Students of Hartnell College
- College Planning Council
- Senior Leadership Team
- Student Affairs
- Technology Development
- Town Hall open to all constituent groups

In April 2023, this charter was voted on and approved by the Academic Senate and the College Planning Council and subsequently approved by the superintendent/president.

COUNCILS AND SUBCOMMITTEES

After the vetting and editing of various approaches and models, a new governance structure has been created. In this structure:

College Planning Council becomes the Hartnell College Council

- Subcommittee: Accreditation

Five additional councils will oversee key areas of campus governance. These include:

- Academic Affairs Success
 - Subcommittee: Strategic Enrollment Management
- Equity Assurance
 - Subcommittee: EEO/Diversity
 - Subcommittee: Professional Development
- Institutional Resources
 - Subcommittee: Advancement Committee
 - Subcommittee: Safety Committee
- Student Affairs Success
 - Subcommittee: Advisory Research Group
- Technology Learning Support

Changes to the existing governance structure include:

- The current Administrative Services Committee and Facilities Committee will no longer be separate committees, with duties and oversight now part of the Institutional Resources Council.
- The Academic Affairs Success Council and Student Affairs Success Council will meet jointly during the first meeting of the academic year to help ensure collaboration, and every other monthly meeting after. In months where the councils do not meet together, each council will meet separately. *(After the first year of implementation, the councils agreed to no longer meet jointly. As such, sections where this handbook referenced joint meetings were removed.)*
- The current Online Services Committee and Technology Development Council will no longer be separate committees/councils, with shared duties and oversight now part of the Technology Learning Support Council.

Academic Senate standing committees remain the same (Curriculum Committee, D.E. Committee, Full-Time Faculty Hiring Committee, Program Planning Outcomes & Assessment (formerly Outcomes & Assessment), and the Student Success and Equity Committee (formerly Student Success Committee). The Hartnell Community College District will continue to rely primarily on the Academic Senate for all “10+1” areas of oversight.

COUNCIL CHARGES, OVERSIGHT, AND RESPONSIBILITIES

All councils are expected to be working councils. The intent of a 'working council' is that each council or subcommittee has a charge or mission, and will be active in writing proposals, deliberating and voting, meeting and working with other council members and stakeholders, and reporting back to the campus community on progress made towards the council charge or mission on an annual or more frequent basis. A working council has regular deliverables that demonstrate that it is more than a passive, limited, informational or merely philosophical body. By April of each year, Councils are encouraged to develop and forward its annual goals for the following year to the HCC. The HCC will consider the goals at its May meeting. After approval, the superintendent/president will update the Governance Handbook to include the approved goals.

Hartnell College Council (HCC)- The charge of the Hartnell College Council (HCC) is to make recommendations to the superintendent/president in matters that involve and affect the college as a whole, including Administrative Procedures (APs) and Board Policies (BPs). Additionally, the HCC is responsible for establishing operating procedures and processes for all college governance councils, as well as codifying District processes not codified elsewhere using Operational Memoranda. The Hartnell College Council focuses on issues affecting the entire college and can generate requests for the councils. Councils work independently and only need to bring action items to the HCC for initiatives affecting the entire District.

Academic Affairs Success Council (AASC)- Working collaboratively with other councils and committees, the Academic Affairs Success Council provides opportunities for educational access and student success. In conjunction with the Student Affairs Success Council, the AASC focuses efforts to maximize the delivery of high-quality academic and learning support programs that engage and support students through their unique educational journeys.

Equity Assurance Council (EAC)- Working collaboratively with other councils and committees, the Equity Assurance Council uses external and institutional research to create, promote, and implement initiatives that support learning and working environments free from classism, colonialism, racism, sexism, ageism, or phobias related to ableism, culture, ethnicity, demographics, immigration status, freedom status, gender expression and/or identity, sexual orientation, neurodiversity or any other bias towards otherness. Their goal is to create and promote an environment of equity, inclusion, and belonging; deconstruct existing power structures; and foster an environment where authority is used collaboratively, ensuring that it is not used for exploitation but for the collective well-being and empowerment of all individuals involved. The Council will focus on anti-racist recommendations for practices, policies, and structures to the HCC in matters that involve and affect the college as a whole, including board policies and administrative procedure.

Institutional Resources Council (IRC)- Working collaboratively with other councils and committees, the Institutional Resources Council provides guidance for the allocation of financial, physical and technological resources to improve overall institutional effectiveness and promote equitable student success. The IRC uses the Program Planning and Assessment process to help determine institutional resource priorities.

Student Affairs Success Council (SASC)- Working collaboratively with other councils and committees, the Student Affairs Success Council researches contemporary issues and trends and promotes best practices related to the services and programs that contribute to student success and the quality of campus life. In conjunction with the Academic Affairs Success Council, the SASC provides guidance on systemwide policies, initiatives and strategic planning affecting the student learning experience.

Technology Learning Support Council (TLSC)- Working collaboratively with other councils and committees, the Technology Learning Support Council provides guidance for implementing, enhancing and securing technology resources to support and sustain educational services and operational functions. The TLSC helps to promote the clear communication of requirements for the safe and appropriate use of technology to students and employees, as well as effective protocols for network and data security.

Councils and subcommittees will take evidence-informed actions (for example, using qualitative data, quantitative data, mixed-method, shared experience, etc.) in solving key student and institutional challenges.

Any action items approved by the councils should be reported to appropriate stakeholders after approval by the superintendent/president.

Councils should work collaboratively, as needed, to attain common goals. It is expected councils will combine expertise and problem-solve together as well as work on individual council tasks. Regular communication between council tri-leads will help to coordinate this approach as well as avoid redundancies.

Following protocols of AP 2510, council recommendations will normally be accepted by the superintendent/president. Only in exceptional circumstances and for compelling reasons will a recommendation not be accepted. If a recommendation is not accepted the superintendent/president shall promptly communicate the reason to the appropriate council in writing.

Councils will meet throughout the academic year. Certain subcommittees may occasionally need to meet during the summer; however, such meetings should be limited due to contractual full-time faculty leave. All councils and subcommittees should communicate to all District constituents meeting times and locations and encourage non-members to attend and participate via public comment.

Council members are encouraged to review the agenda and supporting documents in advance of meetings and to participate fully in Council meetings. They are encouraged to commit to civil and respectful discussion, debate, and deliberation.

MEMBERSHIP

All councils have tri-chairs (one administrator, one faculty, one staff) who will determine the agenda for each council and oversee meetings.

All councils have membership reflecting equal representation between administrators, faculty, and staff. Council membership is designed to best serve the focus of each council.

Membership of each council and subcommittee will be determined by each constituent group (administrator, faculty, and staff). Unless designated to a council by de facto role (College Superintendent, CSEA President, Academic Senate President, etc.), and absent constituency group criteria for member selection/eligibility (e.g., bylaws, collective bargaining agreement, etc.). The term of appointments will be for two years and will be staggered. For the 2023-24 academic year, constituent groups will appoint one-half of their appointments to one-year terms. It is recommended that tri-chairs and members should be elected by their constituent group via a democratic and transparent election process.

For administrators, council and subcommittee membership should include a mix of deans, directors, and upper-level management.

For staff, membership should include a mix of CSEA, confidential, and L-39 employees, with the intent to include one member from each staff constituency on every council or subcommittee.

For faculty, membership should include a mix of both full-time and part-time faculty members.

All councils have student representation. Representatives will be selected via a process approved by the Associated Students of Hartnell College (ASHC). Councils will have four students per council, each representing a different Meta Major. Students are voting members. All student members will receive a stipend (\$50 per council meeting) and/or other incentives for their service, provided that the student representative is not eligible for a stipend as part of their duties as an ASHC officer. Stipends will be processed twice a year (fall/spring). Student appointments will be for one year.

All council subcommittees should align handbooks to include representation from all four groups (administrators, staff, faculty, and students).

Membership of all councils and subcommittees is open to all District campuses and centers, and participation from all campuses and centers should be robustly pursued.

Constituent groups may assign alternates who fill in for regular council members when needed. Alternates may vote on behalf of the regular member but should abstain if there is no knowledge of the action item. Alternates for a council should be declared and voted on by the appropriate constituent group before that council's first meeting of the academic year.

If a council member is no longer able or willing to fulfill their duties, they may ask the tri-chairs to seek a new appointment for their position.

The following are the recommended tri-chairs and membership for each council.
 Tri-chairs are listed first and are in bold.

HARTNELL COLLEGE COUNCIL

ADMINISTRATION	CLASSIFIED PROFESSIONAL	FACULTY
Superintendent/President	President, CSEA	President, Academic Senate
VP, S. S. T. E.	Confidential, CSEA, or L-39	President, HCFA
VP, Student Affairs or designee	Confidential, CSEA, or L-39	Counselor
VP, Dean, Director	Confidential, CSEA, or L-39	Any Meta Major rep
VP, Dean, Director	Confidential, CSEA, or L-39	Any Meta Major rep

ACADEMIC AFFAIRS STUDENT SUCCESS COUNCIL

ADMINISTRATION	CLASSIFIED PROFESSIONAL	FACULTY
VP, S. S. T. E.	Confidential, CSEA, or L-39	President, Academic Senate
Dean, Arts and Languages	Confidential, CSEA, or L-39	Counselor
Dean, So Co & Online Learning	Confidential, CSEA, or L-39	Any Meta Major rep
Dean, Student Success	Confidential, CSEA, or L-39	Any Meta Major rep
Director, Student Academic Support /FCKE	Confidential, CSEA, or L-39	Any Meta Major rep

EQUITY ASSURANCE COUNCIL

ADMINISTRATION	CLASSIFIED PROFESSIONAL	FACULTY
VP, Human Resources/EEO	Confidential, CSEA, or L-39	Chair, S. S. E. C.
VP Institutional Equity, Effectiveness, and Success	Confidential, CSEA, or L-39	Co-Chair, Professional Development Committee
Director, Institutional Research	Confidential, CSEA, or L-39	Co-Chair, EEO/Diversity Committee
Dean, Student Equity	Confidential, CSEA, or L-39	Co-Chair, P.P.O.A Committee
VP, Dean, Director	Confidential, CSEA, or L-39	At-Large

INSTITUTIONAL RESOURCES COUNCIL

ADMINISTRATION	CLASSIFIED PROFESSIONAL	FACULTY
VP, Administrative Services	Confidential, CSEA, or L-39	Co-Chair, P. P. O. A.
ED, Facilities, Plan, Constr Mngmt	Confidential, CSEA, or L-39	Library
Director, Grants Development	Confidential, CSEA, or L-39	Any Meta Major rep
Director, HSI Initiatives	Confidential, CSEA, or L-39	Any Meta Major rep
ED, Fiscal and Auxiliary Services	Confidential, CSEA, or L-39	Any Meta Major rep

STUDENT AFFAIRS SUCCESS COUNCIL

ADMINISTRATION	CLASSIFIED PROFESSIONAL	FACULTY
VP, Student Affairs	Confidential, CSEA, or L-39	Academic Senate Representative
Dean, Enrollment Services	Confidential, CSEA, or L-39	Counselor
Director, Student Life	Confidential, CSEA, or L-39	Any Meta Major rep
Director, College Readiness	Confidential, CSEA, or L-39	Any Meta Major rep
VP, Dean, Director	Confidential, CSEA, or L-39	Any Meta Major rep

TECHNOLOGY LEARNING SUPPORT COUNCIL

ADMINISTRATION	CLASSIFIED PROFESSIONAL	FACULTY
VP, Information Technology	Confidential, CSEA, or L-39	Distance Ed Committee Chair
ED, Enterprise Architect	Confidential, CSEA, or L-39	Library
VP, Dean, Director	Confidential, CSEA, or L-39	Technology Pedagogy Specialist
VP, Dean, Director	Confidential, CSEA, or L-39	Any Meta Major rep
VP, Dean, Director	Confidential, CSEA, or L-39	Any Meta Major rep

MEETING PROTOCOLS (agendas, meeting format, frequency, and voting)

All councils and subcommittees will reflect the District's values of diversity, equity, and inclusion in practices, procedures, and standards.

All councils and subcommittees will follow agreed-upon standards based on Robert's Rules of Order, with appropriate training provided to tri-chairs and/or council members by the District.

Councils tri-chairs will determine the agenda for each council and oversee meetings.

All councils and subcommittees will meet in a hybrid format (face-to-face w/an online option, except when required by law to meet face-to-face) to encourage and maximize participation from constituents from the various campuses.

It is recommended councils meet once a month, on Fridays, to allow for maximum participation from student members.

For agenda items requiring a vote, 2/3 of the quorum is required for an affirmative vote, with at least one vote in the affirmative from each of the employee constituencies (administrator, staff, and faculty). Quorum infers fifty percent plus one member of the total council membership is present for a meeting.

For initiatives and/or policies with District-wide implications, the Hartnell College Council must receive the first read to provide feedback and should be the last read with approval after the appropriate stakeholders, councils, and committees have provided additional feedback.

INITIATING AND MAINTAINING THE COUNCILS AND AD HOC COMMITTEES

April 2023 will be used to solidify as many council charges as reasonably possible.

A common charter and handbook encompassing all councils will be created collaboratively in fall 2023 by council tri-chairs.

After the first year (2023-2024), constituent voting members will determine whether the Academic Affairs Success Council and the Student Affairs Success Council should merge permanently or maintain the hybrid collaboration/autonomy approach in this model.

The governance councils should evaluate their own progress and success every two years.

After a starting period of three years, a governance council may request the Hartnell College Council review the new governance model to make necessary adjustments. HCC will first use equity as a guiding priority before reducing the number of members on councils or the voting standards to pass measures.

The Governance councils should review and update their purpose statement and responsibility sections of the handbook every five years.

Ad Hoc Committees

Any council retains the right to form ad hoc committees, as needed, for special circumstances or situations. Ad hoc committees are at the discretion of each council, based on a majority vote from the council membership. Ad hoc committees should include (but are not limited to) existing council members. Outside members should be approved by the appropriate constituency group. All faculty members (whether already approved to the council or volunteering from without) must be approved by the Academic Senate.

PARTICIPATORY GOVERNANCE COMMITMENT TO GUIDED PATHWAYS

Within the context of the four student success goals (completion, completion efficiency, transfer to 4- year institutions, and employment subsequent to training or completion) stated in the District Strategic Plan, all college councils and their subcommittees will use the “Four Pillars of Guided Pathways” to direct initiatives and policy making.

All college councils and their subcommittees will have the following charge for their individual handbooks.

The (name of council/subcommittee) is dedicated to providing student-centered decision-making in all we do. The Four Pillars of Guided Pathways direct all initiatives:

- *How can we contribute to creating clear curricular pathways for students leading to employment and further education?*
- *How can we help students choose and enter their pathway?*
- *How can we foster an environment where students stay on their path?*
- *How can we ensure that learning is happening with intentional outcomes?*

At the start of each meeting, it is recommended a member of the council or subcommittee read the charge to group members as a way to center and ground upcoming discussions through a deliberate Guided Pathways focus.

For council agendas, it is recommended that action, discussion, and informational items are linked to the Four Pillars.



COLLEGE COMMITMENTS, STATEMENTS, AND STRATEGIC PLANNING

Caring Campus Commitments

- *Ten-Foot Rule* - Whenever a student or group of students is within ten feet of you and seems to need assistance take the initiative to approach them. Don't wait for them to approach you. Say hello, give your name and role on campus, smile, and use a positive tone. Have the knowledge to answer questions or be able to make a warm referral.
- *Nametags* - Wear nametags so students know who to approach with questions. It is a small action that is an invitation for friendliness. It is a disarming gesture that personalizes and humanizes us, reducing psychological distance
- *Cross-Department Awareness* - Maintaining detailed, accurate, and up-to-date directories to make correct and warm referrals is essential. It also is important to know what each department does. This eliminates being handed off from one person to another, which is a frustrating experience.
- *Warm Referrals* - Making a warm referral ensures each student's needs are met and brings human relationships to what can easily be purely transactional. Call ahead so the recipient knows the student is coming, and give the student the name of who is expecting them. Walk the student to the office they need to get to or provide them with a map. Follow-up to ensure the student got there.
- *Welcoming Students* - Focus on ensuring students feel welcome and belong at the college during different parts of the student journey.

Equity Statement

- We commit to provide a student-centered design of the college experience to ensure that every student receives what they need in a tailored pathway to successfully achieve their varied educational, career and personal goals.
- We will promote an anti-racism and anti-sexism agenda. We will raise awareness to the historical context of inequity and promote evaluation as well as reform of policies and practices that produce structural inequity.
- We pledge to work to correct other forms of systemic oppression against students based on race/ethnicity, gender identity and expression, sexuality, national origin, citizenship status, class, socioeconomic status, ability, language, religion, age, physical appearance, intersections of these identities, and others not yet identified.

Vision Statement

Hartnell College students will be prepared to contribute as leaders to the intellectual, social, cultural, and economic vitality of our communities and the world.

Mission Statement

Focusing on the education and workforce development needs of communities in the Salinas Valley, Hartnell College strengthens communities by providing opportunities for students to reach career and/or academic goals (baccalaureate degrees, associate degrees, certificates of achievement, transfer to four-year institutions) in an environment committed to student learning, achievement and success.

Strategic Planning Goals

At Hartnell College, we believe that higher education changes lives and strengthens communities. We know we've been successful at fulfilling our mission when our students achieve their educational goals, experience post-graduation success (transfer to a 4-year institution, securing employment in their field, and earning a living wage), and contribute to community vibrancy. We believe that in order for us to fulfill our mission, we need to address the following five goals:

Goal 1: Ensure that we put students first in everything we do.

Goal 2: Optimize student access, momentum, and success.

Goal 3 Maximize operational efficiency and effectiveness.

Goal 4 Implement fiscal health and sustainability practices.

Goal 5: Create and sustain meaningful relationships with our communities.

Lagging indicators: Completion, post-graduation success, and community vibrancy.

Equity is our overarching guiding principle in our strategic plan. We aim to weave equity throughout the fabric of our institution, with the goal of achieving equitable outcomes for our students.

Values Statements

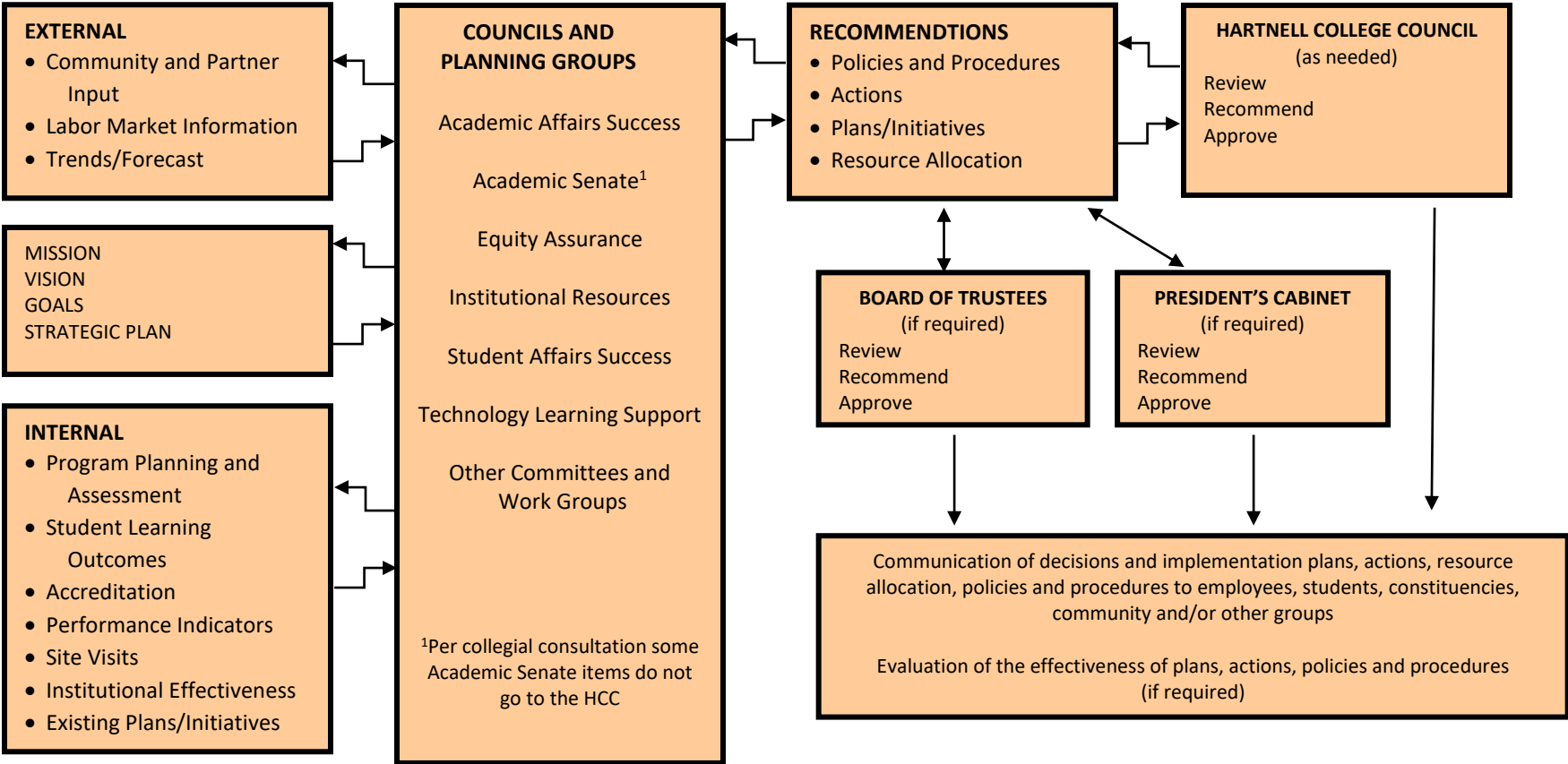
- **Students First** - We believe the first question that should be asked when making decisions is “What impact will the decision have on student access, learning, development, achievement, leadership, and success?”
- **Academic and Service Excellence**- We commit to excellence in teaching and student services that develop the intellectual, personal, and social competence of every student.
- **Diversity, Equity, and Inclusion** - We embrace and celebrate differences and uniqueness among all students and employees. We welcome students and employees of all backgrounds.
- **Ethics and Integrity** - We commit to respect, civility, honesty, responsibility, and transparency in all actions and communications.
- **Alliances** - We develop strategic relationships within the college and community, locally and globally, that allow us to grow our knowledge, expand our reach, and strengthen our impact on those we serve.
- **Leadership and Empowerment** - We commit to growing leaders through opportunity, engagement, and achievement.
- **Innovation** - Through collaboration, we seek and create new tools, techniques, programs, and improve student learning, student achievement, and institutional effectiveness.
- **Stewardship of Resources** - We commit to effective utilization of human, physical, financial, and technological resources.
- **Health, Safety, and Security** - We commit to providing a healthy, safe, and secure environment for all students, employees, and visitors.

Vision Statement

Hartnell College students will be prepared to contribute as leaders to the intellectual, social, cultural, and economic vitality of our communities and the world.

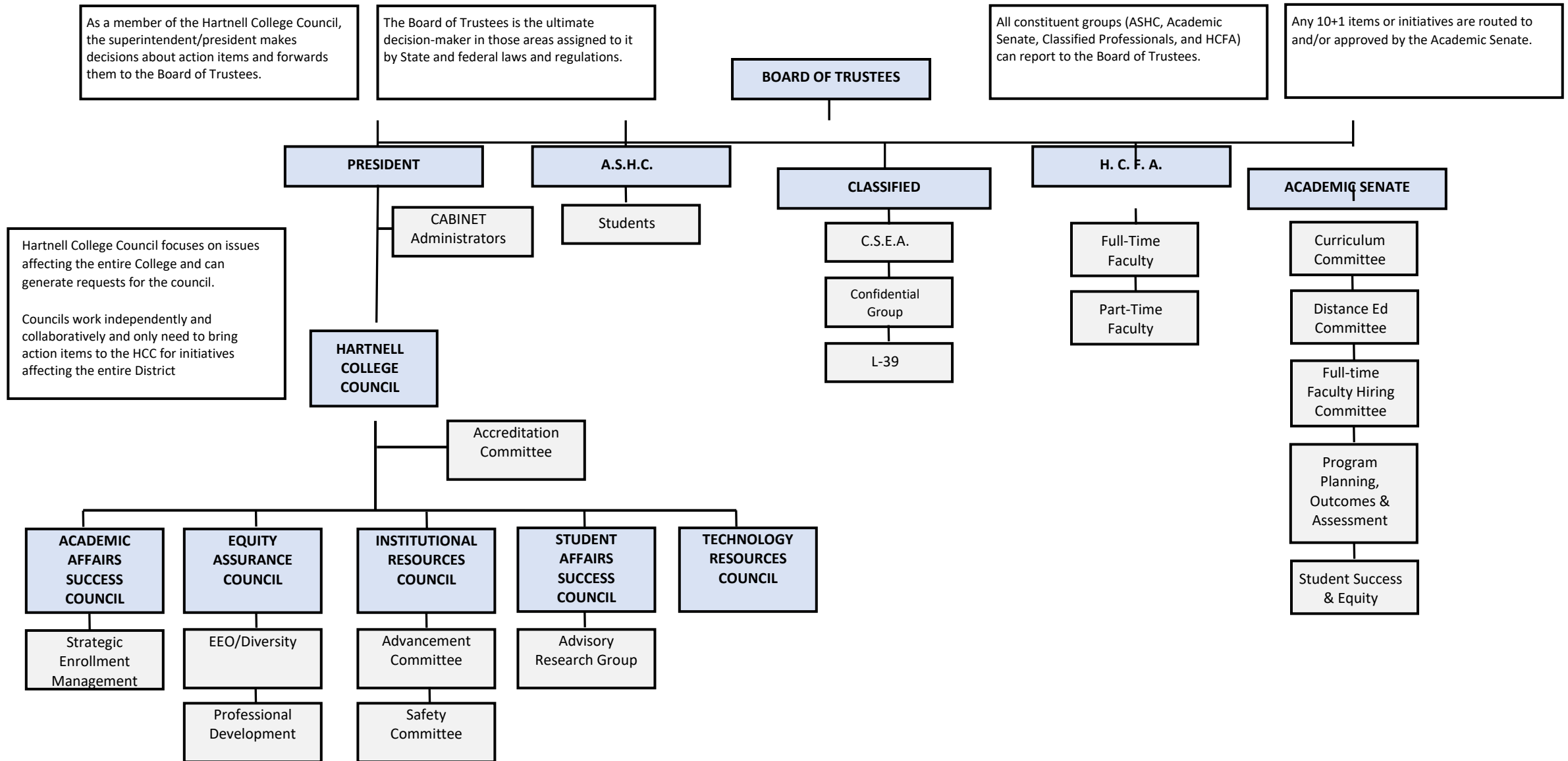
HARTNELL COMMUNITY COLLEGE DISTRICT

Governance and Decision-Making Model



HARTNELL COMMUNITY COLLEGE DISTRICT

Organizational Chart of Constituent Groups and Participatory Governance Structure



HARTNELL COLLEGE COUNCIL

ADMINISTRATION	CLASSIFIED PROFESSIONAL	FACULTY
Superintendent/President	President, CSEA	President, Academic Senate
VP, Student Success, and Teaching Excellence or designee	Confidential, CSEA, or L-39	President, HCFA
VP, Student Affairs, or designee	Confidential, CSEA, or L-39	Counselor
VP, Dean, Director	Confidential, CSEA, or L-39	Any Meta Major rep
VP, Dean, Director	Confidential, CSEA, or L-39	Any Meta Major rep

The charge of the Hartnell College Council (HCC) is to make recommendations to the superintendent/president in matters that involve and affect the college as a whole, including Administrative Procedures (APs) and Board Policies (BPs). Additionally, the HCC is responsible for establishing operating procedures and processes for all college governance councils, as well as codifying District processes not codified elsewhere using Operational Memoranda. The Hartnell College Council focuses on issues affecting the entire college and can generate requests for the councils. Councils work independently and only need to bring action items to the HCC for initiatives affecting the entire District.

GOALS

- Develop a governance handbook
- Develop and approve goals/tasks for other governance councils
- Identify a process to review council work

ACADEMIC AFFAIRS SUCCESS COUNCIL

ADMINISTRATION	CLASSIFIED PROFESSIONAL	FACULTY
VP, S. S. T. E.	Confidential, CSEA, or L-39	President, Academic Senate
Dean, Arts and Languages	Confidential, CSEA, or L-39	Counselor
Dean, So Co & Online Learning	Confidential, CSEA, or L-39	Any Meta Major rep
Dean, Student Success	Confidential, CSEA, or L-39	Any Meta Major rep
Director, Student Academic Support /FCKE	Confidential, CSEA, or L-39	Any Meta Major rep

Academic Affairs Success Council- Working collaboratively with other councils and committees, the Academic Affairs Success Council provides opportunities for educational access and student success. In conjunction with the Student Affairs Success Council, the AASC focuses efforts to maximize the delivery of high-quality academic and learning support programs that engage and support students through their unique educational journeys

GOALS

- Review administrative procedures (Chapter 4000) that pertain to academic affairs.
- Identify assembly and senate bills regulations that impact academic affairs.
- Familiarize the Council with grant funded programs that impact academic affairs.

EQUITY ASSURANCE COUNCIL

ADMINISTRATION	CLASSIFIED PROFESSIONAL	FACULTY
VP, Human Resources/EEO	Confidential, CSEA, or L-39	Chair, Student Success Equity Council
VP Institutional Equity, Effectiveness, and Success	Confidential, CSEA, or L-39	Co-Chair, Professional Development Committee
Director, Institutional Research	Confidential, CSEA, or L-39	Co-Chair, EEO/Diversity Committee
Dean, Student Equity	Confidential, CSEA, or L-39	Co-Chair, P.P.O.A Committee
VP, Dean, Director	Confidential, CSEA, or L-39	At-Large

Equity Assurance Council- Working collaboratively with other councils and committees, the Equity Assurance Council uses external and institutional research to create, promote, and implement initiatives that support learning and working environments free from classism, colonialism, racism, sexism, ageism, or phobias related to ableism, culture, ethnicity, demographics, immigration status, freedom status, gender expression and/or identity, sexual orientation, neurodiversity or any other bias towards otherness. Their goal is to create and promote an environment of equity, inclusion, and belonging; deconstruct existing power structures; and foster an environment where authority is used collaboratively, ensuring that it is not used for exploitation but for the collective well-being and empowerment of all individuals involved. The Council will focus on anti-racist recommendations for practices, policies, and structures to the HCC in matters that involve and affect the college as a whole, including board policies and administrative procedure.

GOALS

- Identify and synthesize statements and unify it to one general statement.
- Implement Presidents Task Force recommendations; identify in the spring

INSTITUTIONAL RESOURCES COUNCIL

ADMINISTRATION	CLASSIFIED PROFESSIONAL	FACULTY
VP, Administrative Services	Confidential, CSEA, or L-39	Co-Chair, Program Planning and Outcomes Assessment
Executive Director, Facilities, Plan, and Construction Management	Confidential, CSEA, or L-39	Library
Director, Grants Development	Confidential, CSEA, or L-39	Any Meta Major rep
Director, HSI Initiatives	Confidential, CSEA, or L-39	Any Meta Major rep
Executive Director, Fiscal and Auxiliary Services	Confidential, CSEA, or L-39	Any Meta Major rep

Institutional Resources Council- Working collaboratively with other councils and committees, the Institutional Resources Council provides guidance for the allocation of financial, physical, and technological resources to improve overall institutional effectiveness and promote equitable student success. The IRC uses the Program Planning and Assessment process to help determine institutional resource priorities.

GOALS

- Increase transparency of District's Financial Process (inclusive of decision making)
- Review and update the Program Planning and Assessment process

STUDENT AFFAIRS SUCCESS COUNCIL

ADMINISTRATION	CLASSIFIED PROFESSIONAL	FACULTY
VP, Student Affairs	Confidential, CSEA, or L-39	Academic Senate Rep
Dean, Enrollment Services	Confidential, CSEA, or L-39	Counselor
Director, Student Life	Confidential, CSEA, or L-39	Any Meta Major rep
Director, College Readiness	Confidential, CSEA, or L-39	Any Meta Major rep
VP, Dean, or Director	Confidential, CSEA, or L-39	Any Meta Major rep

Student Affairs Success Council- Working collaboratively with other councils and committees, the Student Affairs Success Council researches contemporary issues and trends and promotes best practices related to the services and programs that contribute to student success and the quality of campus life. In conjunction with the Academic Affairs Success Council, the SASC provides guidance on systemwide policies, initiatives, and strategic planning affecting the student learning experience.

GOALS

- Review, update, and recommend administrative procedures that pertain to student affairs and student success.
- Research and promote best practices related to community college student services and support programs.

TECHNOLOGY LEARNING SUPPORT

ADMINISTRATION	CLASSIFIED PROFESSIONAL	FACULTY
VP, Information Technology	Confidential, CSEA, or L-39	Distance Ed Committee Chair
Executive Director, Enterprise Architect	Confidential, CSEA, or L-39	Library
VP, Dean, Director	Confidential, CSEA, or L-39	Technology Pedagogy Specialist
VP, Dean, Director	Confidential, CSEA, or L-39	Any Meta Major rep
VP, Dean, Director	Confidential, CSEA, or L-39	Any Meta Major rep

Technology Learning Support Council- Working collaboratively with other councils and committees, the Technology Learning Support Council provides guidance for implementing, enhancing, and securing technology resources to support and sustain educational services and operational functions. The TLSC helps to promote the clear communication of requirements for the safe and appropriate use of technology to students and employees, as well as effective protocols for network and data security.

GOALS

- Develop a repository for tools and information on Accessibility (Web, PDFs, Canvas, ppt, etc).
- Develop the annual technology survey for staff and students
- Our third item is a working group supporting the communication and training for the Google to Microsoft migration

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	11A-1 PM: Student Success Equity Committee 3-5 PM: Accreditation 3:30 PM: ASHC	8:30-11:30: AM: Cabinet 3-4 PM: SEAP Committee		9-11 AM: Jt. Deans and Directors 2:40-4:40 PM: Curriculum Cmte	9-11 AM: Institutional Resource Council 11:15-12:45 PM: Student Success Equity Cmte
	9-11 AM: Diversity/EEO Cmte 3-5 PM: Program Planning Outcomes Assessmt 3:30 PM: ASHC	8:30-11:30 AM: Cabinet 3-5 PM: Academic Senate	9-11 AM: SALT 3-5 PM: DE Committee	9-11 AM: AA Deans	9-11 AM: Academic Affairs Success Council Student Affairs Success Council 1-3 PM: Hartnell College Council
3	3-5 PM: Senior Leadership* 3:30 PM: ASHC	8:30-11:30 AM: Cabinet	9-11 AM: Student Affairs Leadership Team	9-11 AM: AA Deans 2:40-4:40 PM: Curriculum Cmte	9-11 AM: Equity Assurance Council 11:15-12:45 PM: Student Success Equity Cmte 1-3 PM: Technology Learning Support Council
4	2-4 PM: Professional Developmt Committee 3-5 PM: Program Planning & Outcomes Assessment 3:30 PM: ASHC 4-5 PM: Faculty Advancement & Opportunities Cmte	8:30-11:30 AM: Cabinet 3-5 PM: Academic Senate	9-11 AM: SALT 10-11 AM: Caring Panthers	9-11 AM: AA Deans	

*Denotes meeting date is adjusted due to Monday holidays

Pending Schedule: Advancement, Safety, Advisory Research

Strategic Enrollment Management and FT Faculty Hiring Committee meets as scheduled



HARTNELL COLLEGE

[COUNCIL/COMMITTEE NAME]

[DATE, TIME]

[LOCATION]

[ZOOM LINK]

AGENDA

ITEM	TYPE	PRESENTED BY	TIME
1. Call Meeting to Order	Procedural		
2. Reading of the Four Pillars of Guided Pathways	Procedural		
3. Consider Approval of Minutes	Procedural		
4.			
5.			
6.			
7.			
8.			
9.			
10. Closing Comments/Adjournment	Procedural		

CARING CAMPUS COMMITMENTS: Ten-Foot Rule, Nametags, Cross-Department Awareness, Warm Referrals, Welcoming Students

HARTNELL COLLEGE VISION STATEMENT: Hartnell College students will be prepared to contribute as leaders to the intellectual, social, cultural, and economic vitality of our communities and the world.

HARTNELL COLLEGE MISSION STATEMENT: Focusing on the education and workforce development needs of communities in the Salinas Valley, Hartnell College strengthens communities by providing opportunities for students to reach career and/or academic goals (baccalaureate degrees, associate degrees, certificates of achievement, transfer to four-year institutions) in an environment committed to student learning, achievement and success.



HARTNELL COLLEGE

[COUNCIL/COMMITTEE NAME]
MINUTES
[DATE/TIME/LOCATION]

MEMBERS	Constituent Group	Present	Absent
1.			
2.			
3.			
4.			
5.			
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19.			

Guests: (if any)

1. Call Meeting to Order
2. Reading of the Four Pillars of Guided Pathways
3. Approval of Minutes
4. [first agenda item]
5. Closing Comments/Adjournment
The meeting adjourned at ____ p.m.

NEXT MEETING(S)

CARING CAMPUS COMMITMENTS: Ten-Foot Rule, Nametags, Cross-Department Awareness, Warm Referrals, Welcoming Students

HARTNELL COLLEGE VISION STATEMENT: Hartnell College students will be prepared to contribute as leaders to the intellectual, social, cultural, and economic vitality of our communities and the world.

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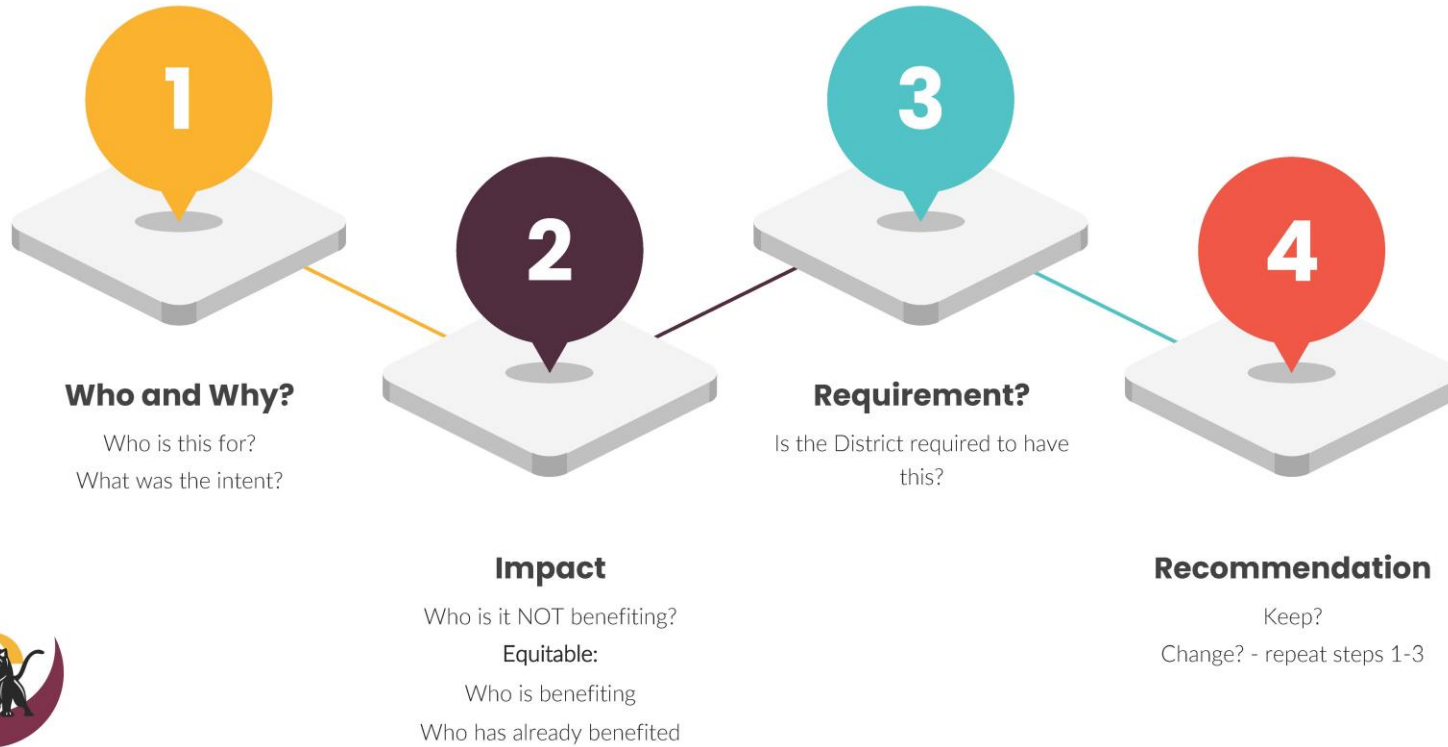
TASKS – [COUNCIL/COMMITTEE NAME]
ACADEMIC YEAR []

	Task	Responsible Individual(s)	Date Assigned	Notes/Progress
1.				
2.				
3.				
4.				
5.				

COMPLETED

	Task	Responsible Individual(s)	Date Assigned	Notes/Progress
1.				
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HARTNELL COLLEGE POLICIES & PROCEDURES ASSESSMENT



HARTNELLCOLLEGE

MAY 17, 2023

