



INTEGRATED PLANNING & GOVERNANCE MANUAL



MOCK-UP FOR REVIEW PURPOSES – DRAFT 09 [JUNE 2021]
CENTRAL CHRISTIAN COLLEGE OF KANSAS
McPherson, KS

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Acknowledgements: The College would like to recognize Yavapi College and Rhodes State College for their willingness to share key governance documents and provide feedback and consultation

Amendments to this manual or any governing rules may be considered at any regular or special meeting of the College Council. Amendments must be ratified by a two-thirds vote of the College Council and through affirmation by each Constituent Assembly.

All amendments are subject to the affirmation of the College President or the Board of Trustees.

INTRODUCTION

A review of archival documents demonstrates that Central Christian College of Kansas celebrates a long and rich heritage of shared governance that has supported the integrity of collaborative decision making with open and transparent communication and mutual respect. With few exceptions this reality has served as an essential ethos throughout the Colleges existence, and was most recently supported in the 2018 Assurance Argument Report, submitted by the Visiting Team of the Higher Learning Commission, in which the team recognized that the governance system of the College supported a collaborative partnership within the institution.

Tacitly, the College, through its practices, has long operationalized many aspects of shared governance, which have become embedded into the structure of the College. However, while the practice of shared governance is historically perceptible, enshrined in the committee structure of the Policies and Procedures Manual and Faculty Manual, specificity concerning its guiding principles, structure, and operation are largely absent.

December of 2020, an ad hoc committee of the Faculty Senate presented their observations concerning the role of Faculty in shared governance¹. The presentation, and related perceptions, revealed a need for the institution to both memorialize and further define the function and structure of governance for the College. As *lifers* have retired, the absence of institutional memory and experiences has interrupted the autonomic nature of shared governance, which was largely an assumed reality of the familial approach to operations. An obvious concern was the fact that many newer members of the campus community were unaware of how the current system worked, who was making the decisions, and what authorities were provided for.

The structure that follows is the result of a collaborative process through which the President of the College sought counsel, wisdom, and input from the different stakeholders of the College. This process spanned an eight-month period beginning in January 2021 through August 2021. It included access to a designated web-page in which constituents could engage the document, submitting questions and comments.

Stakeholder meetings included:

- January 27 – Executive Team Meeting
- February 24 – Cabinet Meeting
- March 12 [10:00 AM] – Zoom: Open Meeting
- March 19 [10:00 AM] – Zoom: Open Meeting
- March 22 – Faculty Senate (Special Meeting)
- March 24 – Cabinet Meeting
- March 30 [10:00 AM] – Open Meeting
- March 31 [9:00 AM] – Open Meeting
- April 1 [3:00 PM] – Open Meeting
- April 6 [11:00 AM] – Open Meeting
- April 6 [4:00 PM] – Open Meeting
- April 7 [10:00 AM] – Faculty Strategic Planning Discussion
- April 7 [12:00 Noon] – Open Meeting
- April 9 [10:00 AM] – Zoom Meeting
- April 14 – Executive Team Meeting
- April 16 [10:00 AM] – Zoom Meeting
- May 10 [1:00] – Faculty Assembly

Full ratification of this document occurred on **MONTH, YEAR.**

¹ Observations/Responses concerning the *December Paper* are recorded in Appendix C

Review

As a living document, this document is revised as the needs of the College require. While updates may be initiated at any time, it is the primary responsibility of the College Council to coordinate periodic reviews. These reviews should be announced, soliciting feedback. Modifications that fall outside of a regular review process will be considered on a case-by-case basis. In order to preserve the integrity and reliability of the Manual, the Office of Institutional Effectiveness will hold primary responsibility, working with the Office of the President, to collaborate with the College Council to steward updates of the document.

Governance Resolution

In adopting this Manual, members of the College jointly recognize that operating in a structure of shared governance and in the spirit of collegiality, are the most effective basis upon which to manage the affairs of the College. Therefore, we stand resolute in our pursuit to preserve a collaborative structure through which the campus community can advance the mission of the college and enhance the overall quality and efficacy of the Central experience.

Relying on the Scriptural model that illustrates how the Body of Christ is to work collaboratively, as an integrated unit, the College Community is committed to cultivating a collegial environment that promotes and advances²:

1. A shared commitment to the principles of shared governance and a shared understanding of what shared governance is and how it can function at the College.
2. A shared and clearly articulated commitment to trust, collaboration, communication, transparency, inclusiveness, honesty, and integrity.
3. An institutional culture of good will and commitment to common values, reinforced through the practice of designing and administering an enhanced model for shared governance.
4. The value of prayer as our primary source for wisdom, recognizing that as stewards of God's purpose for this institution, we should look to God to guide our every endeavor.
5. A shared commitment among all parties to focus the practice of shared governance on the institution's strategic goals, aspirations, and challenges.
6. The design and adoption of constitutional documents (such as bylaws, manuals, policy statements) that clearly codify decision-making authority as well as a thorough, nuanced understanding of respective roles and responsibilities.
7. A shared appreciation by board members and faculty of the complexity of the president's role in facilitating a constructive relationship between the board and the faculty.
8. A structure that equally values the voice of all constituent assemblies and other participants of the campus community, resulting in systems and opportunities to include input in the discussion of important issues and major decisions.
9. A shared recognition that institutional change is necessary, constant, and inevitable; that the expectations of our students and the dynamically changing external environment demands our cooperative spirit to ensure a system of governance that remains responsive and effective.
10. An awareness that the most important decisions are often the most difficult and contentious, but that the preservation of relationships is vital to sustained effectiveness in governance and our desire to model Christ-Centered Character.

² Adapted from the Association of Governing Boards of Universities and Colleges (AGB), *Shared Governance: Changing with the Times*; 2017

DEFINING SHARED GOVERNANCE

Shared governance describes the extent and means by which stakeholders are involved, consulted, and collaboratively and constructively engaged in institutional decision-making and priority setting³.

The meaning of shared governance is complex, and often distorted. In its simplest terms, shared governance describes the extent and means by which stakeholders are involved, consulted, and collaboratively and constructively engaged in institutional decision-making and priority setting⁴.

There is often a misconception that shared governance means that everyone gets to participate at every stage of the decision making process. The American Association of University Professors (AAUP) specifically states⁵:

- Shared governance is **not** the idea that all important decisions are put to the entire faculty for a vote.
- Shared governance is **not** the idea that each of the various campus groups have exclusive authority over different areas of decision making.
- Shared governance is **not** the idea that a lot of conversation ought to take place within and among various campus groups—board, administration, faculty, staff, students, etc.—before the people in power make the final decision.

Perhaps a more precise definition of shared governance would suggest that the intent is to ensure that everyone has a role, and a voice, as decisions are being considered (Cowen, 2018) and that responsibility for matters are proportioned to the degree of the expert knowledge needed to effectively pursue the mission of the College. Furthermore, shared governance provides accountability through-out the system, including administration, to ensure that the campus community is acting in the best interest of its mission.

Recognizing that unclear definitions of shared governance can undermine efforts to promote shared governance, this manual seeks to provide clarity concerning the meaning, policies, and practices that Central Christian College of Kansas uses to promote the practice of effective shared governance.

Therefore, the primary purpose of this shared governance system, as articulated herein, is designed to provide an organized forum for stakeholder groups to remain informed about and involved in the work of the College, with a specific focus on maintaining avenues allowing these groups to inform and influence the decision-making process. Recognizing that inclusive decision-making ensures that the diversity of the constituency can lead to better outcomes and conclusions, shared governance exists to support the President, as the chief administrator.

In nearly all cases, the governance of an academic institution is ultimately controlled by the governing board, which has all legal authority⁶. The board delegates aspects of this authority to the President. In turn, the President is authorized to delegate authority and to assign specific powers and responsibilities to other individuals or parties.⁷

³ Vanderbilt University (2018). *Shared Governance at Vanderbilt University*

⁴ Vanderbilt University (2018). *Shared Governance at Vanderbilt University*

⁵ Mulvey I., Scholtz, G., and Tide, J. (2020). *A Practical Guide to Shared Governance in Crises*. American Association of University Professors.

⁶ Olson, G.A. (2009). Exactly what is “Shared Governance?” *Chronicle of higher Education*

⁷ Lena Eisenstein (2019). *Shared Governance Model for Higher Education Boards*. BoardEffect

As part of the Guiding Values of the Higher Learning Commission, governance concerns focus on the independence of the Board from undue influence and also that the faculty are given a significant role in regards to the currency (up-to-date) and sufficiency (competency) “of the curriculum, expectations for student performance, qualifications of the instructional staff, and adequacy of resources for instructional support” (Guiding Values, ND). These values are fleshed out in the Criteria for Accreditation.

- 2.C.5. The governing board delegates day-to-day management of the institution to the institutions’ administration and expects the institution’s faculty to oversee academic matters.
- 5.A.1.: Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies, and procedures.
- 5.A.3. The institution’s administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.
- 5.B.3. The planning processes encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Recognizing these constraints, the shared governance model at CCKK is based on the following principles:

- The prayerful union of the many yields many returns (Matthew 18:19-20; 2 Corinthians 1:11).
- Broad engagement allows for shared ownership and mitigates the chances that a few members become overburden with institutional oversight. It also assists with the passing of institutional memory, ensuring that the generation and regeneration of input is not distracted by duplication and redundancy (1 Corinthians 12:25-26; Galatians 6:2; Exodus 18:22; Ecclesiastes 1:9).
- The campus community benefits from the respectful and inclusive collaboration of all constituents, which includes the consideration of divergent views, opinions, and perspectives, since all are helpful when seeking a well thought through decision or outcome (Proverbs 11:14; Proverbs 18:1-2).
- An environment that allows for safe and open communication enhances the College’s ability to consider all alternatives (Proverbs 18:13, 18:17; Proverbs 27:17; Ephesians 4:32).
- Each member of the campus community serves both as a member of the entire body and as a representative of his or her assembly. Therefore each member is responsible for ensuring that information is communicated in both directions and that all parties maintain their focus on benefiting the whole even in cases in which the optimal outcome for the whole may diverge from personal or constituent assembly preferences or goals (1 Corinthians 12:17-27; Romans 12:5).
- Shared processes are most effective when all parties agree to respect and implement the final decision (Romans 15:5-6; Romans 14:19)
- Governance involves formal implementation of policies and procedures while also providing room for informal consultation to develop appropriate guidelines and processes. Solicitation of administrative consultation and engagement does not compromise independence or autonomy (Acts 6; Proverbs 11:14; Philippians 2:3-4).
- Regular and appropriate communication can enhance the ability of all stakeholders to speak to issues and concerns, especially when the communication occurs in an environment where healthy ideation and discussion are depersonalized and not viewed as antithetical to hierarchical, or other, real or perceived differences. (Proverbs 25:11; Proverbs 16:23; Proverbs 15:28).

- Maintaining a culture of assessment and continual improvement requires that outcomes are clearly articulated and linked to the initiatives from which they originated, using formal avenues for closed-loop assessment (2 Chronicles 31:21; James 1:5; James 2:18; Galatians 6:1-2).

Policy Governance & Shared Governance

The Central Christian College of Kansas Board of Trustees relies on the Policy Governance System (PGS) to inform its structure and functions. PGS, also known as the Carver Method, is a governance paradigm designed to compel board members to focus primarily on their fiduciary responsibility, as well as sustaining and supporting the mission of the institution through oversight, rather than direct management. As such, the Board primarily focuses on evaluating and supporting its desired outcomes (the ENDS), delegating and limiting (but not managing) the means by which these outcomes are achieved.

To fulfill its leadership role, the Board produces four categories of policies⁸

- policies about ends, specifying the results, recipients and costs of results intended,
- policies that prescribe how the board itself will operate,
- policies that delineate the manner in which governance is linked to the President, and
- policies that limit Presidential authority about methods, practices, situations, and conduct.

The purpose of this approach is to ensure that the Board remains focused on what it alone can do, which is to govern. It does not prevent the Board from getting into operational details, but it does force the Board to clarify why, since involving itself at the operational level would require a shift in the principles and policies by which it operates⁹.

In order to ensure that Board members remain cognizant of the culture, concerns, and context of the institution, the Board relies on regular evaluation of the CEO, Board initiated interactions with Owners¹⁰, and regular reports from the CEO. In this way, the Board can remain confident that strategic decisions are grounded on reliable insights.

Presidential Authority

The President of the College is the sole agent of the Board of Trustees. Full authority to manage the institution is conferred upon the President, in accordance with policies and procedures established by the Board and in alignment with all regulations specifically applicable to the Institution.

In conferring full authority, the President alone reports to the Board, and in turn, may delegate limited and specific authority to administrative officials or bodies, each with responsibility commensurate with the delegated authority. As a vested member of the Institution, the President electively can constrain his or her authority in accordance with the governance structure, seeking to work collaboratively with the constituents of the College.

An illustrative list of roles and responsibilities could include:

- Discharges responsibilities in accordance with the policies, procedures, and approved plans of the Board of Trustees, as well as accreditor, state, and national requirements.

⁸ Carver, John (1999) *Policy Governance in a nutshell*

⁹ Canadian Council of Christian Charities (2012)

¹⁰ See *Owners & Constituent Assemblies*

- Provides leadership for the educational programs of the College, ensuring the effective operation of curriculum development, program review and academic planning processes, and instructional support services.
- Provides leadership for student support services necessary to ensure student access to college programs and services, student success in educational programs, and student development.
- Directs all aspects of college personnel management, including the selection of a qualified and diverse faculty and staff, effective evaluation processes, teaching and work assignments, professional development activities, contract administration, and disciplinary actions when necessary.
- Directs the development and management of annual college budgets, in accordance with accepted governance and accountability standards.
- Provides leadership to ensure that campus facilities are well planned and well maintained.
- Maintains an effective administrative organization and delegates appropriate responsibilities to the college administrative staff.
- Provides leadership for the development of the College's Strategic Plan and other strategic documents.
- Is responsible for the safety and well-being of college staff and students.
- Implements a college governance program which is participative, accountable, and effective.
- Promotes effective communication within the College, and with the Board of Trustees.
- Represents the College to the community, denomination, state and national agencies, professional organizations and other public entities.
- Assists the College Foundation in its efforts to develop resources for the College.
- Performs additional duties as assigned by the Board of Trustees.

In recognition of the Board's desire to maintain a collaborative governance structure reflective of the model set forth through Scripture, it is compulsory upon the President to exercise due diligence in consulting with the faculty, professional and support staff, students, and other campus constituents on issues affecting them, in order to facilitate open communication and effective governance of the institution. These interactions should be characterized by early discussions with the affected constituencies, jointly formulated procedures for consultation, reasonable deadlines within the constraints of the academic calendar, access to appropriate information, adequate feedback, and timely communication of decisions to affected constituencies.¹¹ In like manner, the President has a dual-responsibility to openly and honestly reflect the work and concerns of the Institution to the Board, an expectation that is articulated in the Limitations. Therefore, trust is a fundamental aspect of successful governance, a measurable outcome that is used to assess presidential performance.

Owners and Constituents

Taking the role of a servant-leader, the Board connects its authority and accountability to those on whose behalf it works to benefit (Owners). Seen in this way, the Board recognizes both the *ownership* of those that receive the work of the College (students, parents, the local community, future employers, the Church, etc.) and those that invest into the work of the College (staff, faculty, coaches, alumni, etc.).

¹¹ Mississippi State University Faculty Handbook

For the purposes of this document *internal-investing owners* include the following, which also represent constituent assemblies:

- **Students:** Includes all enrolled students, online and residential, graduate and undergraduate, full-time and part-time. Students primarily maintain an active role in their learning by recognizing that they are accountable for their success and should take actions that lead toward their educational goals. As recipients of College services, students provide valuable insight into the quality and effectiveness of the institution. Recognizing that students provide a valuable perspective, the shared governance process relies on active participation of student representatives in the decision-making process.
- **Faculty:** Includes all teaching members of the faculty, including adjuncts, temporary, pro-rata, part-time, full-time, and emeriti. This body has the general power and responsibility to preserve the currency and sufficiency of the curriculum, define expectations for student performance, determine qualifications of instructional staff, and validate the adequacy of resources for instructional support. Additionally, the Faculty provide critical feedback, insights, and recommendations into the general operations of the College.
- **Operational Staff:** Includes professional, technical, and support personnel that provide critical and effective support structures and services for the institution. The role of the staff in shared governance is to ensure cross-departmental collaboration and communication as appropriate.
 - **Coaching Staff:** Coaches serve a unique role in the institution as they are considered members of the educational staff, due to the co-curricular purpose of athletics. However they also have an instrumental role in defining and preserving the culture of the campus. As such, the coaching staff are vital in ensuring that college related systems are supportive to student athletes.
- **Administration:** Includes Chief Officers. In accordance with Board and Presidential directives, the administration formulates and articulates a vision for the institution, provides strategic and operational leadership, and manages its resources and operations in a reasonable and prudent manner. The administration participates in the shared governance structure by creating an inclusive environment in which key constituents are consulted and involved in the decision-making process while effectively discharging its assigned responsibilities. It is expected that the administration will implement processes that ensure the inclusive participation of its constituents in a timely and meaningful way. The shared governance process recognizes the guiding value of the Higher Learning Commission that charges the Board with assuring that it delegates the day-to-day management of the institution to the administration.

Authority & Limitations

Ultimate authority for the welfare of the College resides with the Board. In adherence to its Policy Governance Model, the Board delegates' decisions to the President in any matter that falls within the scope of the Board's Ends or President's Executive Limitations policies. Annually, the Board reviews the data related to the Ends Statements and the Presidential Monitoring Report, which in turn guides the Board's deliberative process concerning budget, leadership, and strategic planning.

Applied to the College, the Board, in delegating authority to the President, also encumbers the President with specific limitations. Implicitly, this includes adherence to regulatory expectations of those entities

that accredit and empower the College to fulfill its mission. Therefore the Board's delegation of operational authority to the President is constrained both by the limitations set forth by the Board and by the institution's deference to those entities and authorities that it seeks to partner with, including, but not limited to:

- Free Methodist Church of North America
- Association of Free Methodist Educational Institutions
- Higher Learning Commission
- State of Kansas
- Department of Education
- Accrediting agencies
- Sooner Athletic Conference
- National Association of Intercollegiate Athletics

Shared governance recognizes that there may be times that necessary action must be taken without the full benefit from shared processes. In such cases, the President will act on behalf of the College, in compliance to Board constraints. The President is responsible to communicate with campus constituents as soon as possible and providing opportunities for feedback.

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GOVERNANCE STRUCTURE

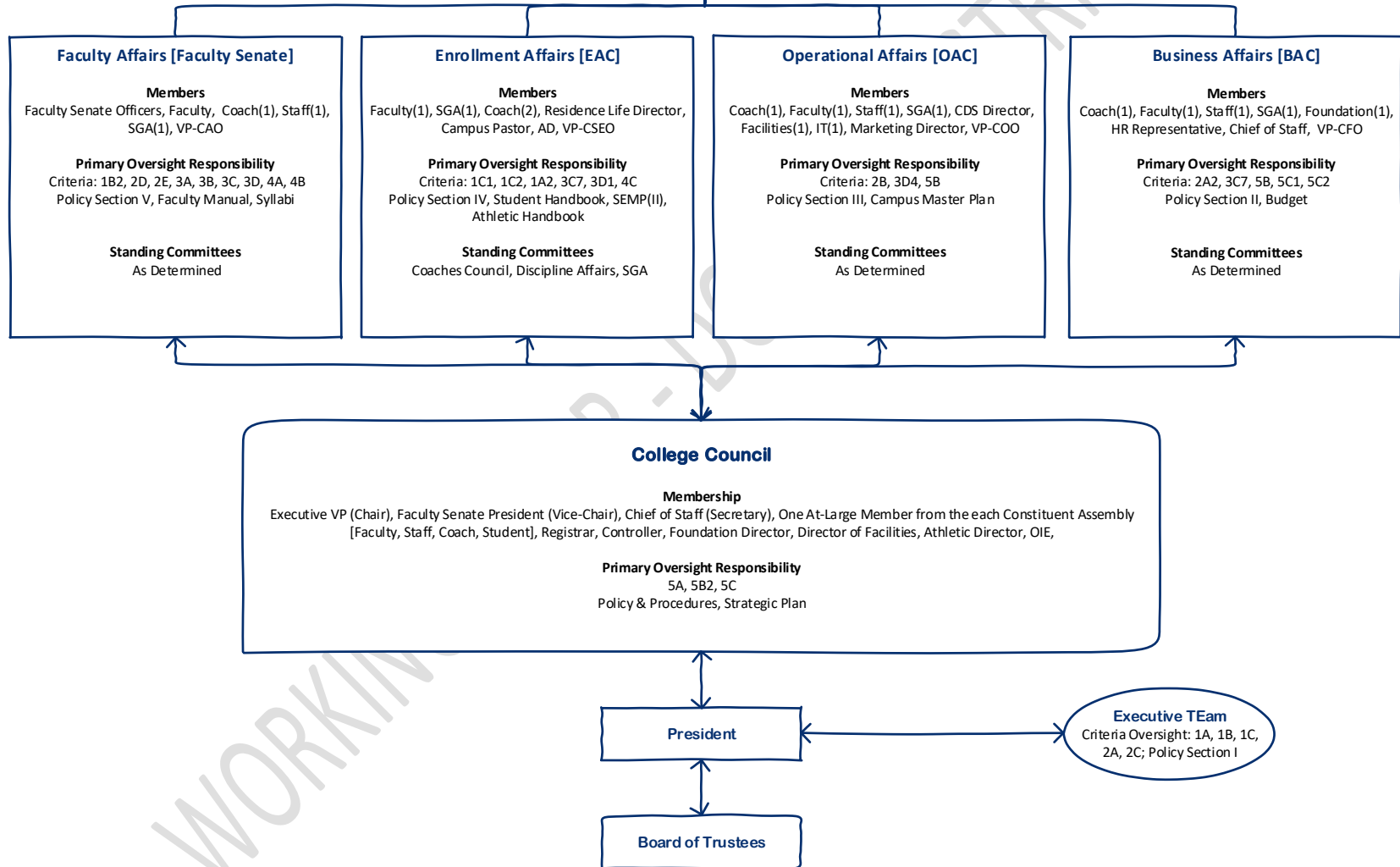
A primary purpose of this governance system is to provide an organized forum for internal stakeholder groups (constituent assemblies) to remain informed about and involved in the work of the College, with a specific focus on maintaining avenues that will allow these groups to influence the decision-making process.

The governance structure relies upon a reciprocal and synergistic relationship between the Office of the President, the College Council, four independent Stewardship Affairs Committees, and constituent assemblies. Official recommendations and decisions are transmitted through the College Council, which serves as the chief representative body of the College.

- **Stewardship Affairs Committees:** The role of each Stewardship Affairs Committee is to engage in discourse and deliberation with the ultimate task of ensuring collaboration on topics germane to the scope of the committee, with a concern for institution affect. As the representative body of specific functions of the College, the Stewardship Affairs Committees review recommendations from members, other committees, and their own sub-committees, as well as prepares their own formal recommendations for consideration by the College Council.
- **College Council:** The College Council serves as the overarching governance body, charged with the responsibility for addressing College matters and making informed recommendations to the President. As the representative body of the institution, the College Council reviews recommendations (and decisions) from the individual Stewardship Committees, as well as prepares its own formal recommendations for consideration by the President and individual Stewardship Committees. Collectively, the College Council receives feedback regarding the work of the College, serving as a clearinghouse for institutional actions and a repository of legislative work that affects the institution's direction. The College Council maintains an institutional webpage to track and communicate institutional deliberations and decisions.
- **Executive Team:** The Executive Team functions as the central coordinating team for College operations. Members advise the President, assist with the day-to-day operation of the College within established policies and regulations, and review progress on strategic initiatives. The team is primarily focused on day-to-day operational demands, administering the human, physical, and fiscal resources in alignment with the policies, procedures, and other strategic documents. As a deliberative body, the Executive Team primarily serves to advise the President and to represent presidential concerns to the campus community.

The Governance Organizational Chart (below), provides an illustrative view of the structure

GOVERNANCE ORGANIZATIONAL CHART



THE STRUCTURE

The governance process recognizes that not all constituents will be engaged in every institutional decision. However, the structure provides for diversity of opinion, which is essential to a culture of inclusion and accountability. Therefore, and according to the guidelines set forth herein, each Stewardship Committee is empowered to pursue applicable business, ultimately resulting in a decision, recommendation, and/or referral, which is in turn submitted to the College Council for action. Actions of the College Council are then submitted to the President for final consideration.

To aid the College in its ongoing assessment and in its responsibility to the Higher Learning Commission, each governance body is apportioned sub-components of the Criteria for Accreditation, which are used in the creation of the institution's Assurance Argument. Additionally, each governance body is charged with guardianship of key documents.¹²¹³

The College Council

The College Council is the plenary governance body of the College, vested with the responsibility to facilitate and promote the collective interests of the campus community. It is established to provide a structure for the internal stakeholders of the College to fulfill their responsibilities in the governance of the College. As such, it the College Council operates in harmony with the College Governance structure, as well as the governance structure of the Board of Trustees and the Faculty Senate.

The College Council has the general power and responsibility to advise the President on college-wide policy and procedure recommendations and decisions, guarding and preserving the participatory decision-making processes. It serves as the principal liaison to the administration, on behalf of the Stewardship Committees, Standing Committees, and other constituent assemblies.

The College Council, with the concurrence with the President, is given the responsibility and power to propose and adopt policies, regulations, and procedures in accordance with the missional and strategic objectives of the College.

Actions of the College Council, with the concurrence of the College President, become immediately effective, unless approval or affirmation is otherwise assigned to a specific entity as defined by the Governance Manual of the College or by the Board of Trustees.

On academic matters related to the currency and sufficiency of the curriculum, expectations for student performance, qualifications of instructional staff, and adequacy of resources for instructional support, the College Council gives deference to the Faculty Senate (Faculty Affairs Committee).

Meetings, in general, are open to all who are interested in attending.

College Council Oversight Scope: 5A, 5B2, 5C; PPM; Strategic Plan

Membership

The voting members of the College Council shall consist of

¹² Executive Team Oversight Scope: 1A, 1B, 1C, 2A, 2C; PPM I

¹³ In the matters of official institutional documents, no statement herein constrains the Board of Trustees from making modifications with respect to any matter, and in the manner, it finds appropriate in carrying out its duties. The President will notify the College Council (or other appropriate body) of such modifications.

- Faculty Senate President
- Student Government President
- Student: At-Large
- Coach: At-Large
- Faculty: At-Large
- Staff: At-Large
- Athletic Director
- Campus Life Director
- Admissions Director
- Registrar
- Controller
- Facilities Director

Each constituency group is invited to elect or appoint one At-Large Representative to serve on the College Council. At-Large members should not co-currently hold membership on a Stewardship Committee.

The College Council can, as the business of the Council requires, request the attendance of individuals that can provide insight into deliberations. Such guests are provided voice, but no vote.

STEWARDSHIP AFFAIRS COMMITTEES

Collectively, the Stewardship Affairs Committees represent the functional bodies responsible for addressing and recommending proposals within their specified scope of work. The role of each Stewardship Affairs Committee is to engage in discourse with the ultimate task of ensuring collaboration on topics germane to the scope of the committee, with a concern for institutional affect. As the representative body of specific functions of the College, each Stewardship Affairs Committee reviews recommendations from members, other committees, and its own sub-committees, as well as prepares its own formal recommendations for consideration by the College Council.

Structure

Generally, each Stewardship Affairs Committee is empowered to review and evaluate all institutional policies, procedures, and practices – composing recommendations, opinions, judgments, and within their scope – decisions, in accordance with the College’s Governance Structure. This ensures that each constituent assembly plays a significant role in the decision-making process.

The College employs four Stewardship Affairs Committees

- Enrollment Affairs Committee (EAC)
 - The EAC provides oversight of policies and procedures related to the student life cycle and ecosystem, including admissions, financial aid, campus life, athletics, spiritual life, residential life, and student leadership, with specific concern for the enrollment profile, support services, retention, and persistence.
 - EAC: An at-large members from the Faculty Senate, the coaches, and the Student Government Association, the FA Director, Campus Life Director, Campus Pastor, and the Vice President of Enrollment (ex officio).
 - Oversight Scope: 1C1, 1C2, 1A2, 3c&, 3D1, 4C; PPM IV; Student Handbook, Strategic Enrollment Plan. Athletic Handbook

- Operational Affairs Committee (OAC)
 - The OAC is tasked with the optimization of campus infrastructure in response to the mission, Strategic Plan, and curricular needs of the college, including marketing, admissions, campus safety, communication systems, LMS, SIS, Information Security, and other structures, substructures, technologies, and protections needed to function as an institution of higher learning.
 - OAC: An at-large member from the Faculty Senate, staff, the coaches, the Student Government Association, facilities Director, IT Representative, and the Vice President of Operations (ex officio).
 - Oversight Scope: 2B, 3D4, 5B; PPM III; Campus Master Plan, Deferred Maintenance Log, Contracts
- Business Affairs Committee (BAC)
 - The BAC recommends procedures for budget development and resource allocation that are consistent with agreed-upon institutional priorities, monitoring fiscal management and advocating controls that enhance budget alignment. In addition, this committee serves as the primary human resource body.
 - BAC: An at-large member from the Faculty Senate, staff, the coaches, and the Student Government Association, Athletic Director (ex officio), Foundation Representative, HR Representative, Chief of Staff, and the Vice President of Finance [CFO] (ex officio).
 - Oversight Scope: 2A2, 3C7, 5B, 5C1, 5C2; PPM ii; Budget
- Faculty Affairs Committee [Faculty Senate] (FAC)
 - The FAC (Faculty Senate) is charged with the power and responsibility to preserve the currency and sufficiency of the curriculum, define expectations for student performance, determine qualifications of instructional staff, validate the adequacy of resources for instructional support, and provide critical feedback, insights, and recommendations into the general operations of the College. The Faculty maintains the College Catalog, Academic Web Pages, and works with the Academic Office to maintain the Faculty Manual.
 - FAC: General membership as defined by the Faculty Senate bylaws, including an at-large member from staff, the coaches, the Student Government Association, and the Vice President of Academics (ex officio).
 - Oversight Scope: 1B2, 2D, 2E, 3A, 3B, 3C, 3D, 4A, 4b; PPM V; Faculty Manual, Syllabi, College Catalog, Academic Web Pages

FAC (Faculty Senate) Provisions

As an educational institution, the governance structure embraces the historical collegial governance model and academic freedom, which recognizes an interdependent decision-making process. It also recognizes the horizontal and vertical components that characterize curricular oversight. Broadly speaking, the governance structure abstains from prescribing horizontal components of faculty leadership, such as communication between division, departments, and programs, while seeking to enhance the vertical interactions between the Faculty and other college-wide bodies.

The President of the College relies on the faculty Senate to provide direction, oversight, policy, and assessment on academic and faculty related matters. Beyond those general functions afforded to each Stewardship Committee, the College specifically depends upon the Faculty Senate to resolve and

recommend policies, procedures, and practices concerning the following academic and professional matters (10+1)¹⁴:

- Curriculum, including establishing prerequisites, residency requirements, and placing courses within disciplines
- Degree and certificate requirements, including graduation requirements and General Education
- Academic calendar
- Grading Policies
- Standards or policies regarding student preparation and success, including programmatic specific admissions requirements.
- Faculty roles and involvement in program development, review, and assessment processes.
- Faculty roles and involvement in governance structures, including the planning and budgeting process
- Credentialing of Faculty members
- Setting of academic regulations related to attendance, assessment, scholastic standing, honors, and recommendation of degree candidates
- Policies about Faculty professional development
- Other academic and professional matters as mutually agreed upon and codified in the Governance Manual.

On these matters, the recommendations (decisions) of the FAC will ordinarily be *endorsed* by the College Council and *affirmed* by the College President and/or Board¹⁵. Adverse rulings should only occur for exceptional circumstances and for compelling reasons, being subject to the resolution process outlined herein.

The Faculty Senate appoints representatives as prescribed by the Governance Manual, with the intent that these individuals represent and express the interests of both the Faculty Senate and the faculty as a constituent group. As appointees are members of the Faculty Senate, they cannot make decisions for the Senate, but are obligated to communicate with members of the Faculty Senate concerning governance related topics.

When the College is considering a change that potentially affects any of the 10+1 areas, the President, in keeping with Executive Limitations set forth by the Board, will engage the Faculty Senate, the College Council, and other appropriate constituent groups in the decision-making process.

Initially, the President will discuss proposed modifications with the Faculty Senate or appropriate department/division/committee in an effort to identify any issues, concerns, or suggestions pertaining to the topic. The goal of which is to develop a consensus about the merits of the rationale for the proposed change, including its nature and scope. Following appropriate consultation, the faculty will present recommendations, paving the way for the President to make a decision about whether or not a change will be implemented, and if so, which option among those identified is best for the college. If the College

¹⁴ The 10+1 standard is modeled after the California Community College regulations, specifically Title 5 Section 53200 (b)(c) which defines an Academic Senate as “an organization whose primary function is to make recommendations with respect to academic and professional matters”, in which “academic and professional matters” are defined as...[10 +1].

¹⁵ Not all of these topics, and related actions, necessarily require the review of any other body. Appendix A provides a working table illustrating processes related to permission.

community finds—through established processes and procedures—that the impact of a decision has negative or undesirable consequences, that decision may be revisited.

Decision Making Process

College Council Response

Following discovery, discourse, and deliberation the College Council shall:

- **Endorse:** This action serves as a ratification of a decision or recommendation, which in turn is forwarded to the College President for final consideration or affirmation. This action may include comments of support or opinion that the College Council deems necessary.
- **Append:** This action is specifically reserved for 10+1 decisions or recommendations that emerge through the Faculty Senate (FAC). Recognizing the primacy of the faculty voice in these areas, the College Council may choose to affix statements of support, dissent, or consideration before sending the item on to the College President.
- **Decline:** This action pauses presidential consideration of a recommendation. However, in declining, the College Council maintains a responsibility to work with the appropriate body to alter, amend, or otherwise adapt the recommendation or decision in order to receive further consideration.

Presidential Response

Upon receipt of an official action from the College Council, the President may respond in one of the following ways:

- **Affirm:** Affirmed actions are forwarded by the President to appropriate College personnel for implementation and outcomes will be published through the College Council webpage, or similar medium, for communication.
- **Refer with modification(s):** Modified actions will be referred back to the College Council (or appropriate body) for further discovery, discourse, and deliberation, allowing for the College Council to consider the modification(s).
 - In the case of a Faculty Senate action, which was appended with a dissent, concern, or consideration from the College Council, a copy of the ruling will be sent to the Chair of the College Council and the President of the Faculty Senate.
- **Recommend:** This action occurs when in the interpretation of the President or according to Board policy or limitation, the action must be considered by the Board before official action may occur.

Resolution

While shared governance seeks to foster a collaborative environment, it also recognizes that not all decisions will align with the requests and desires of each individual or group. When, in due course of pursuing an action, collaborative efforts are unable to reach congruity, the governance system provides a means through which all parties are acknowledged, and written documentation is archived for future reference. The primary method through which this is achieved is through the authorship and archiving of dissenting positions.

If the collaborative process results in an adverse decision, and joint efforts to reach agreement have been exhausted, the affected body may request a written explanation for the decision. In turn, at their sole discretion, the affected body may also issue a position on the dissent. All documents created in this process will be archived on the College Council webpage accessible to all constituent assemblies and the

Board. This mechanism is in place as a means of acknowledging both the decision and differing perspectives as a matter of record, enabling the College to reflect on its decision making over time

In matters upon which the President of the College issues a dissenting opinion, the College Council may request that the President provide a written rationale, or if amenable to the President, request that the President address the College Council (or if appropriate the Faculty Senate) to provide insight and clarification to the discussion. In response, the College Council (or if appropriate the Faculty Senate) may modify the action, or issue a response to the dissent.

Resolution Associated with the Faculty Senate

Recognizing that the faculty maintain a unique role in the governance structure of the College, deference is given to the Faculty in such fundamental areas as curriculum, subject matter and methods of instruction, and those aspects of student life which relate to academic pursuits, as well as the structure and practice of faculty governance. Decisions in adverse of Faculty actions should only occur in exceptional circumstances and for reasons communicated to the Faculty.

The College Council is not empowered to rule adversely against decisions that the Faculty Senate are empowered to make. Instead, the College Council may choose to attach concerns or positions to the decision (Append), which in turn are forwarded to the College President for consideration and action

On issues in which the Faculty Senate make recommendations, issue resolutions, or otherwise share an opinion, of which the College Council does not agree, the College Council is empowered to collaborate with the Faculty Senate (Parlay) in order to reach a negotiated alternative. In response, the Faculty Senate may provide a revised motion to the College Council, or if after having received and discussed the rationale for referral or repeal, which remains unchanged and is reaffirmed by a vote of no less than two-thirds of a full quorum of the Faculty Senate, the President of the Senate may refer the matter to the President. In such a case, The College Council may submit a dissenting opinion.

- If the President chooses to not consider the action or rules in adverse of the action, the President will issue a written statement memorializing the reason for such action. If after considering the dissent, the faculty again reaffirm their action by no less than a two-thirds vote of a full quorum, the Faculty can choose to refer their action to the Executive Team of the Board of Trustees for possible consideration.
 - The Board Chair will inform the President of the College if such action will be considered by the Board. Any decisions or discussions will occur between the Board of Trustees and the President of the College, unless otherwise decided by the Board Chair, or through an action of the Board.

THE COLLEGE COUNCIL: GOVERNING RULES

Officers

An appointed member of the Executive Team will serve as the Chair of the College Council. The Faculty Senate President serves as the ex officio Vice Chair, with the Chief of Staff serving as the Secretary to the Council.

Duties of the Chair

- Schedule and preside over the meetings of the College Council
- Approve minutes of the College Council, prior to distribution
- Ensure the currency of the Bylaws

Duties of the Vice-Chair

- Assists the Chair with agenda creation and pre-approval of minutes.
- Represents the faculty as an ex-officio of the Faculty Senate
- Assumes the duties of the Chair as requested by the Chair or in the absence of the Chair

Duties of the Secretary

- Record deliberations, recommendations, and decisions of the College Council, uploading summary minutes to the governance website.
- Transmit actions to the appropriate officer or committee in alignment with the governance structure.
- Author a Summary of Actions and submit report to the Office of the President no less than one month prior to the spring Board Meeting.

Meetings

Regular Meetings

The Chair will convene, no less than two times each residential semester, a meeting of the College Council. Prior to the beginning of each semester, the Chair, in consultation with the Vice Chair and Secretary, shall provide the date, time, and location of each meeting. These will be recorded on the College Calendar.

At the initial meeting of each semester, the Chair of the College Council will provide time for the President of the College to comment on the State of the College and provide insight into forthcoming administrative considerations.

Meetings should be in-person. However, virtual means may be used if in the determination of the Chair and Vice-Chair, such a meeting would expose faculty to a hazardous or unsafe environment.

College Council meetings are open to the campus community. Guests do not have a voice or a vote. The Chair may recognize guests, providing opportunities for guests to speak to a motion. The College Council, by majority vote, may move to executive session, at which time all guests must exit the proceeding.

Special Meetings

Special meetings, beyond those that are recorded on the College Calendar may occur, if in the opinion of the Chair such meetings are warranted due to pressing or essential business. Such meetings must adhere to quorum guidelines as set forth herein.

Any member of the College Council, by obtaining signatures of no less than one-quarter of the voting members of the College Council, may compel the Chair to call a special meeting of the College Council. This meeting is to occur no more than ten days after the submission of support.

Meetings should be in person. However, virtual means may be used if in the determination of the Chair and Vice-Chair, that such a meeting would expose members to a hazardous or unsafe environment.

Due Notice

No special meeting of the College Council may be called unless all members of the Council have received prior notice of no less than three days prior to the meeting date. The notification shall consist of an agenda or outline of the topics to be discussed, with all details that might feasibly be available at the time in which the notification is sent.

Quorum & Voting

A quorum is defined as no less than 50% of the voting members of the College Council. Actions of the College Council, unless otherwise stipulated herein, require a simple majority vote of those present and voting.

Unless otherwise stipulated herein, the business of the College Council will be determined through the use of ballots.

Proxy voting shall be permitted if the proxy vote is registered via email (time stamped) with the Secretary no less than 48 hours prior to the scheduled meeting. The Secretary will announce the presence of proxy votes at the time in which votes are tallied.

- Proxy votes may not be used in determining a quorum.

Agenda

The Chair of the College Council, in consultation with the Vice-Chair and Secretary, shall create an agenda to be determined no less than one week prior to each meeting of the College Council.

Any individual member of the College Council (voting and non-voting) may submit items to be included on the agenda.

The Chair, in agreement with the Vice-Chair and Secretary, may refer proposed agenda items to an Stewardship Committee or ad hoc committee for further deliberation or clarification before adding to the College Council agenda.

As a matter of course, agenda items emerging from an Stewardship Committee are added to the College Council accordingly. These items come with a *power of a second*, in that no motion is needed for the College Council to discuss and deliberate on such recommendation or actions.

Agenda items may be entertained after the setting of the agendas through a two-thirds affirmation of the quorum.

Parliamentary Authority

The College Council will rely on Robert's Rules of Order to guide organizational governance not otherwise addressed herein, aspects of which may be suspended by two-thirds vote of the Council.

Committees of the College Council

The College Council and any associated committees are charged to review its purpose, jurisdiction, and reporting relationships in an effort to ensure that all committee members understand their role.

Standing Committees

The College Council is constrained by the articles of these by laws and may not establish standing committees, unless as an amendment to these by laws, as ratified by the constituent assemblies. The College Council may recommend the establishment of Standing Committees to specific Stewardship Committees.

Ad Hoc Committees

The College Council may establish ad hoc committees as appropriate to the work of the Council.

Each ad hoc committee will disband once the scope of its work has been completed.

Ad hoc committees that exist beyond the term of a fiscal year will need to be reaffirmed, in the new academic year, during the first meeting of the College Council

Ad hoc committees are not recognized as standing committees and therefore can only make recommendations to the College Council.

Documentation

Minutes, Supporting Documents, Documents of Dissent or position, and other related documentation are to be archived in a centralized internal location accessible to all College employees.

STEWARDSHIP AFFAIRS COMMITTEES: GOVERNING RULES

Officers

Each Steward Affairs Committee (SAC) is to elect a Chair, who will set the tone for the committee, ensuring that the environment is collegial, respectful, and that the committee is productive. It is the responsibility of the chair to help define roles, hold committee members accountable, track committee activities and membership, and build a sense of community.

The Chair works collaboratively with the committee members to set the agenda, and to ensure that the agenda and minutes are documented and made accessible. Chairs should monitor agendas and meeting notes to ensure that there is follow through on all committee actions.

The Chair should be elected or appointed by consent from the members of the committee.

The Committee may elect a recording secretary to assist the Chair.

Responsibilities of Committee Members

Committee members are responsible for preparing for and attending meetings, participating in decisions, communicating with representative constituencies and contributing to informed decision making. Committee members should inform the chair if they must miss a scheduled meeting.

Guidelines for Participation

Recognize the value of shared governance, which relies on broad input from diverse members. SAC's are asked to maintain a structure that accentuates the unique perspective that each member brings to the table. Suggested values include:

- The right to be heard without interruption and prejudice;
- The right to conflict, in order to highlight issues that will enhance the campus community.
- Cooperation with colleagues despite political and pedagogical differences;
- Being prepared for meetings in advance (reading relevant materials, consulting with constituencies, and researching issues on the agenda);
- Acting in good faith and working for the common good;
- Recognizing attendance and participation, which fosters relationship-building;
- Avoiding personal comments, recognizing that each member represents a constituency group

Meetings

Regular Meetings

The College Calendar will provide space for the SACs to meet. It will be up to the Chair and members to utilize this time, or establish a different time and sequence for meetings. The Chair is required to convene the committee, no less than two times each residential semester. If the committee chooses a time other than what is represented on the College Calendar, the Chair shall provide the date, time, and location of each meeting to the Office of the President to be recorded on the College Calendar.

Chairs are responsible for soliciting agenda items from committee members, preparing agendas and meeting materials in advance of meetings, and distributing agendas and meeting materials in advance of official meetings. Any individual member of the committee (voting and non-voting) may submit items to be included on the agenda. The Chair may refer proposed agenda items to a sub-committee or ad hoc committee for further deliberation or clarification before adding to the agenda.

Chairs are also responsible for writing meeting notes or identifying a committee volunteer to write meeting notes. Meeting notes (or minutes) should provide attendance information. At a minimum, all actions taken by the committee should be noted. Chairs are responsible for posting committee documents and information to the Office of the President for timely distribution. Committee documents include: agendas, meeting notes, and supporting documents.

At the initial meeting of each semester, the Chair will provide time for the Vice President associated with the Council to comment on the current affairs and provide insight into forthcoming administrative considerations.

Meetings should be in person. However, virtual means may be used if in the determination of the Chair, such a meeting would expose faculty to a hazardous or unsafe environment.

A quorum is defined as no less than 50% of the voting members.

Special Meetings

Special meetings beyond those that are recorded on the College Calendar may occur, if in the opinion of the Chair such meetings are warranted due to pressing or essential business. Such meetings must adhere to quorum guidelines as set forth herein.

Any member of a committee, by obtaining signatures of no less than one-quarter of the voting members of the appropriate Stewardship Affairs Committee, may compel the Chair to call a special meeting. This meeting is to occur no more than ten days after the submission of signed support.

Meetings should be in person. However, virtual means may be used if in the determination of the Chair, that such a meeting would expose members to a hazardous or unsafe environment.

Due Notice

No special meeting of a SAC may be called unless all members have received prior notice of no less than 24 hours prior to the meeting date. The notification shall consist of an agenda or outline of the topics to be discussed, with all details that might feasibly be available at the time in which the notification is sent.

Business of the Stewardship Affairs Committee

As a matter of course, agenda items emerging from any Stewardship Affairs Committee are added to the College Council agenda, with the power of a second.

Parliamentary Authority

SACS will rely on Robert's Rules of Order to guide organizational governance not otherwise addressed herein, aspects of which may be suspended by two-thirds vote of the committee.

Sub-Committee

Each SAC and all associated committees are charged to annually review purpose, jurisdiction, and reporting relationships in an effort to ensure that all committee members understand their role.

Standing Committees

SACs are empowered to establish Standing and Ad Hoc Committees, in order to efficiently and effectively address the business of the council.

Standing Committees are permanent panels designed to monitor, adjudicate, or otherwise represent the interests of the SAC. As such, they are reserved for explicit business of the SAC, freeing up the SAC to remain focused on other matters. T

Ad Hoc Committees

Each SAC may establish ad hoc committees as appropriate to the work of the Council. Each ad hoc committee will disband once the scope of its work has been completed. Ad hoc committees that exist beyond the term of a fiscal year will need to be reaffirmed, in the new academic year, during the first meeting of the Stewardship Committee. Ad hoc committees are not recognized as standing committees and therefore can only make recommendations to the SAC.

WORKING PAPER - DO NOT DISTRIBUTE

INTEGRATED ASSESSMENT, PLANNING, & BUDGETING

A critical component of governance at Central Christian College of Kansas is maintaining a transparent, collaborative, and inclusive process of assessment and management. The Integrated Planning section of this document illustrates the linkage between planning, resource allocation, and assessment. This process is integrated with the College's shared governance structure.

Fundamentally, this integrated model represents a cyclical process of evaluation, goal development, resource allocation, implementation, monitoring, and re-evaluation. This cycle of continuous improvement is designed to assist the institution in the pursuit of its vision and implementation of its mission alignment. It also ensures that the College is intentional about synthesizing the results of internal assessment and environmental scans in an effort to align means, market, and mission.

Assessment is a foundational aspect of the integrated model, as plans are best developed in conjunction with reliable and applicable data. In the same way, the Mission, Vision, Core Values, and Statement of Faith provide institutional hallmarks that guide and inform the planning process.



While cyclical, the integrated process is also multi-faceted, with different segments strategically propelling the process forward. The purpose of the model is to provide a structure that links each component to another, generating a cycle that includes the development of goals and objectives, resource allocation, plan implementation, monitoring and assessment of processes, and analysis of findings in order to develop new goals and objectives.

The Integrated Planning Matrix provides an illustrative picture of the model, albeit in a linear fashion.

Assessment

The goal of institutional assessment serves to measure the effectiveness of the College in producing its articulated outcome(s). It further provides the data through which the College can plan and budget in order to ensure outcomes are provided the support and review needed for achievement.



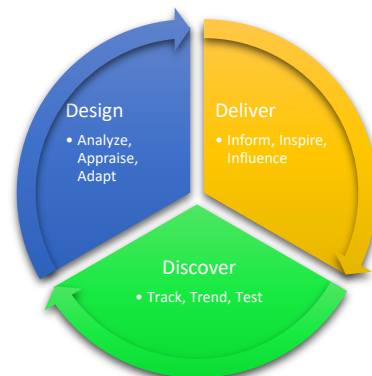
In order to achieve this, there must be a systematic collection of data, which in turn requires scientific analysis and interpretation. The College has adopted the following process to illustrate its assessment cycle:

Closely aligned to the Assessment Model, College leadership relies on an Impact Model. This model illustrates the intent of assessment when properly aligned with strategic planning and budgeting. Assessment for the mere sake of improvement, with unclear ties to some purpose or outcome can serve as an impediment for intuitional advancement and create silos of improvement.

The Impact Model serves as a method to leverage assessment efforts, coupling them with deliberate planning, operations, and resourcing to ensure effect. Faithful application to this model provides a fruitful application of assessment and strategic efforts.

Assessing Outcomes

The *Strategic Plan* articulates the outcomes of the institution, as it also drives resource allocation and assessment. Therefore, it serves as the primary reference document related to institutional planning, along with other supporting documents such as the *Campus Plan* and the *Strategic Enrollment Management Plan*.

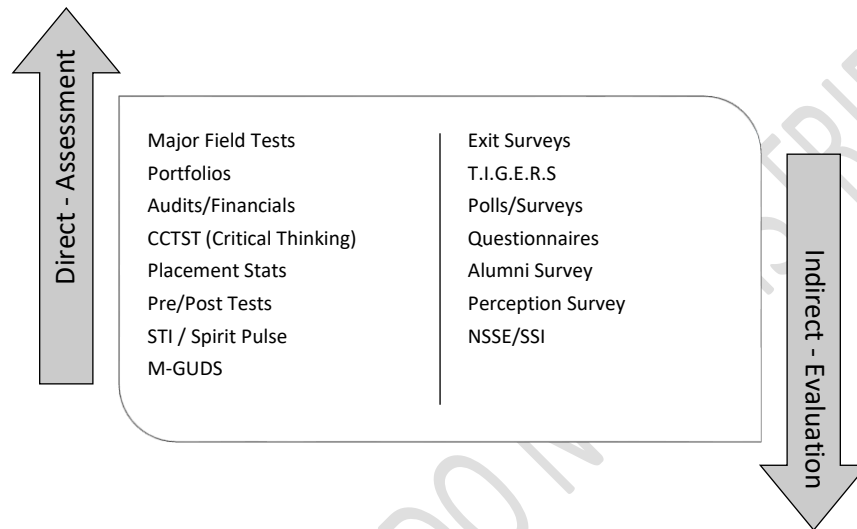


The College Council, as well as the Administrative Team and the Board, monitors the two type of outcomes articulated in the *Strategic Plan*, namely:

1. Performance: The four character virtues (CORE4), which serve as the virtues toward which the Board presumes every student should demonstrate progress during his or her residency and beyond. *These are defined and ratified by the Board.*
2. Operational: These criteria serve as measures concerning the College's ability to functionally support the mission and outcome of the College. *These are defined by the campus community and ratified by the Board.*

In an effort to best assess all outcomes, the College utilizes direct and indirect measures. Where appropriate and feasible, these measures are used in tandem to provide a multi-dimensional approach to assessment. Otherwise, the most appropriate type of measure is used. The difference between the two measures can best be describes as:

- Direct: Assessment data derived from a rubric or empirical measure of performance. Direct measures would include objectives tests, standardized tests, performance evaluations based on a rubric (Internship, practicum, seminar), projects, assignments, and grades related to capstone assignments.
- Indirect: Assessment data derived from opinion (evaluative) or not derived from assessment based on an established rubric. Indirect measures would include surveys, interviews, and demographic data.



There are a number of different data points that Central Christian College has identified as important to the assessment process. These are illustrated in the table below.

Points of Assessment	Student Status			
	Pre-Enrollment	Enrollment		Post-Enrollment
		Course Related	Enrollment Related	
Assessment Instrument & Tools	<ul style="list-style-type: none"> • Demographics • H.S. GPA • ACT/SAT • Placement Tests 	<ul style="list-style-type: none"> • Assignments • Attendance • First Year Seminar (Grade) • Major Related Grade • Final Grades 	<ul style="list-style-type: none"> • CCTS • GPA • Retention • Internships • Senior Essay • Exit Survey • Capstone Projects • Faculty Performance (TIGER) • SAP • NSSE/SSI 	<ul style="list-style-type: none"> • Alumni Survey <ul style="list-style-type: none"> ○ Salary ○ Graduate Entry ○ Major Persistence ○ Vocational Satisfaction • Major Field Test • Licensure and Certification Exams

Assessment Oversight

The College Council is the primary team charged with oversight of institutional-wide assessment activities and initiatives. Primarily, the Council has the responsibility to facilitate the assessment activities of the College. This includes the development and enforcement of policy, investigation and application of best practices, identification of areas needing analysis, and recommendations for improvement.

Realizing, that the primary concern for student learning is the responsibility of the faculty, the College Council relies on the Academic Assessment and Affairs Committee (a sub-committee of the Faculty

Senate) in assessment processes related to academics. This allows the Academic Assessment and Affairs Committee to maintain primary oversight of student learning, but recognizes the environment of shared governance and the role of academics within the overall mission of the College.

Assessing Academics

It is vital to note that the primary purpose of academic assessment is student learning. This suggests that though many elements of the academic process are assessed (e.g.: teacher efficacy, class loads, budget, etc.), the most crucial factor is how those elements affect student learning on a campus wide scale.

At the very core of the assessment structure are the Student Learning Outcomes (SLOs). These outcomes define the product of the academic operations of the College. Encapsulated in each outcome are assumptions about what knowledge a student should be able to recall, the extent to which he or she can apply that knowledge, and the degree to which the student can synthesize that knowledge into novel and effective responses to opportunities and challenges.

The College has defined Institutional Outcomes, which serve as the foundation with which all other outcomes must harmonize. When assessing academics, assessors will encounter multiple types of outcomes. However, from a missional perspective, the outcomes articulated by the Board serve as the primary outcomes of the College. The following list briefly describes other outcomes embedded in college operations:

- Institutional Outcomes: Define the expected knowledge that every student who graduates from the institution should possess. These are pervasive across all of the work of the College, incorporated in all academic outcomes and operational outcomes.
- General Education Outcomes: Define the expected knowledge that a graduate should attain at the completion of his or her exposure to the General Education Core. The faculty, under the leadership of the Chair of General Education, define the learning outcomes associated with the General Education Core.
- Program-Level Outcomes: Define the expected knowledge that a graduate from a particular course of study should possess. The faculty, under the leadership of the Department Chair, define the learning outcomes associated with the program.
- Course-Level Outcomes: Define the expected knowledge that a student should possess upon completion of a course. The faculty, under the leadership of the Department Chair, define the learning outcomes associated with courses.

It is important to note that learning outcomes are different from objectives or learning goals articulated in different documents. Course objectives and learning goals tend to be statements of intent and describe what the instructor, facilitator, department, or learning environment hope to achieve. Learning Outcomes emphasize what the course should enable the student to achieve; these are the focus of assessment activities.

The Annual Report (AD03A) is required of all academic units. This report, in conjunction with the Annual Instructors report (AD01), supports data driven decision-making processes and provides evidence of closed-loop assessment. It also provides an annual record to help inform the Quadrennial Assessment process. It is through this reporting process that the College seeks strategic assurance that:

- Operations are purposefully aligned with the mission and related outcomes of the College

- Academic departments are engaged in systematic and integrated assessment activities
- Decision-making is data informed and relies on analysis of that data
- Continuous improvement is a hallmark of every program offered by the institution

Each Annual Report provides:

- **Executive Summary:** Includes departmental (and programmatic) mission or purpose statement(s); summary of activities and departmental highlights; status of any strategic initiatives or noteworthy activities. Provide an outline of goals for the past academic year with a brief analysis of the strategies, initiatives, and outcomes associated with these goals.
- **Departmental Profile:** Headcount, Course Offerings, Enrollment, Retention, Persistence, assessment results.
- **Assessment Summary:** Provides an evaluation of the implementation of action plans (deriving from the Quadrennial Review Process or annual goal setting) and a summary of current or planned assessment and implementation initiatives. This summary should provide evidence that the department is using closed-loop assessment processes.
- **Budget Analysis:** Evaluates how well the department's monthly cash estimates match actual spending trends. Describe the adequacy of the budget to support the goals and initiatives of the department. Outside of major capital expenses (i.e. equipment, building, additional staff, etc.) it illustrates what budgetary modifications should be considered.

Quadrennial Assessment Process - Academic Departments/Programs

The Quadrennial Review Process largely mirrors the Assurance Argument Process used in preparation for Comprehensive Visits by the Higher Learning Commission. This approach was adopted to assist in the assembly of data and evidences needed to construct an informed Assurance Argument for the institution. Each of the standards are related to the Criteria for Accreditation and Core Components outlined by the Higher Learning Commission.

The purpose of the Departmental Assessment Process is to provide a means through which each department can provide data to demonstrate compliance with each standard or provide a remediation plan when data does not support the standard.

The process begins with a general audit initiated by the Office of Institutional Effectiveness. In response to the audit the department can provide an evidentiary response demonstrating compliance.

In those cases, where data is not evident or the program cannot support the standard, the department or program will need to provide a remediation plan. This plan must provide a specific plan that the department will execute in order to bring the department under compliance. This plan should identify specific dates, data points, and resources needed to execute the plan.

Upon submission of the report, the Academic Affairs and Assessment Committee can provide feedback. Each criteria receives a rating of MET, MET WITH CONCERNS, or NOT MET. Many times these ratings also receive direct comment. Departments can provide feedback or a response to the evaluation. This is strongly suggested for a rating of NOT MET. Once all evaluations and responses are complete, the Faculty Senate receives a copy of all material for final recognition. In some cases, the department may need to provide an annual Monitoring Report to demonstrate progress.

Non Academic Divisions

The collection, analysis, and application of data are just as important for the non-academic areas of the College. Each Stewardship Committee, the Administrative Team, and the College Council is responsible for specific aspects of the Assurance Argument.

Annually, under the direction of the Office of Institutional Effectiveness, the Assurance Argument is updated.

Budgeting

Guiding Principles

The budget is built to reflect, at least in financial terms, the priorities and goals of the institution. The process is done in compliance with the governance structure and includes cooperation with the Stewardship Committees, the College Council, and the Administration.

Admittedly, not every priority and goal survives the process, as the budget process must match anticipated revenue with expenditure requests. Therefore, the final budget illustrates the distribution of expected revenue that seeks to balance fixed costs and aspirational initiatives. This allows the budget to serve as a tool to assist in planning and controlling. Providing shared data for communication, motivation, and assessment.

The budget process at Central Christian College relies on the integration of the Executive Budget Model, PPBS¹⁶, Zero-Base, and incremental Budgeting. This allows the institution to balance the desire to maintain a participatory processes, while also not overburdening budget managers with excessive workloads.

Collective participation in the budgeting process ensures that there is organizational commitment to goals and outcomes, and as affirmed, the budget empowers managers to act in alignment with those goals. Members of the College share both input into the development of planning and budgeting, as well as the allocation of resources – though all members also understand there are limitations with respect to the final product of these processes.

Process

The Business Affairs Committee (BAC) or its appointed sub-committee initiates and oversees the budget preparation process until it is handed off to the College Council for final consideration with the President and Board. Primarily, the BAC collects data and requests, making budgetary recommendations to the College Council with significant reliance on assessment, analysis, and recognized goals, KPI's and outcomes.

Early in the process the BAC and the Executive Team review fixed costs, base labor costs, and College reserve needs, informing the proposed budget shell in preparation for the planning process.

Budget managers are provided a standardized budget worksheet, along with a three year historical budget comparison document. Completed worksheets, as well as personnel and capital requests, are submitted to the BAC to be compiled into the budget shell.

This draft budget shell, along with any personnel and capital requests are submitted to the BAC. Requests are considered in light of planning documents and the current fiscal projections. The BAC also works with the Foundation to determine possible alternative funding sources. A tentative budget recommendation is

¹⁶ Planning, Programming, Budgeting System

sent to the College Council for review, revision, and final recommendation to the Office of the President. This process may require joint meetings between the BAC, the College Council, and the College President. The Integrated Planning Matrix illustrates the process, with targeted completion zones.

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INTEGRATED PLANNING MATRIX

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Cyclical Overlap	Set Goals	Budget Preparation			Budget Prioritization & Development			Resource Allocation		Audit & Monitoring		
	Assessment & Review – Academic						Assessment & Review - Institutional			Strategic Planning & Development		
Academic Assessment												
OIE distributes Departmental Summary Reports and Data Book.	■											
Faculty Review Data and Student Learning Outcomes	■											
Faculty present data-informed action plans with KPI's, and implement.	■											
OIE provides Assessment Audit to Quadrennial Participants.			■									
Quadrennial Participants review audit			■	■	■	■						
Quadrennial Participants provide program response to Assessment Audit				■	■							
OIE issues final Quadrennial Reports to the AAAC for review						■						
AAAC reviews and makes recommendations								■				
Programs review and incorporate recommendations.										■		
Faculty complete and submit annual assessment reports.										■		
OIE process and records data										■		
Strategic Planning & Operational Assessment												
SWOT Analysis & Setting of Annual Priorities	■	■										
Adjust 1-Year KPI's (Goals)	■	■										
Review and Revise SEMP			■									
Updated Campus Plan submitted to College Council for review					■							
OIE Submits Assurance Argument Data & Data Dashboard						■						
Assurance Argument Updates Due									■			
Strategic Planning Review Summit										■		
Strategic Planning Retreat										■	■	
Policy & Procedure Sections Distributed for Review						■						
Modifications to Policy & Procedure Submitted to College Council for review							■					
Ratified modifications sent to Office of the President for affirmation								■				
Budget												
Align Tentative budget with projected enrollment & Proposed Annual Priorities	■											
Set Tuition, GBR, & Enrollment targets for next year		■										
Update 5-Year Budget Projections (CFO-Colleague)		■	■									
Present Tuition & Finalized Budget to Board for Approval			■	■								
Develop following year Budget Shell				■								
Budget & Strategic Planning Summit – Review Mission, Milestones, and Means				■	■	■						
Budget planning and development				■	■	■	■					
Budget proposals due to Budget Committee					■	■						
Budget Committee prepares budget proposal for College Council review							■					
College Council reviews and revises budget for Presidential review								■				
Tentative Budget is finalized and prepared for Finance Task Force (Board)									■			
Tentative Budget provided to the Board for review and approval										■		
Monitor and adjust										■	■	
Launch Audit process											■	■

APPENDIX A: DECISION MAKING MATRIX

The following Tables illustrate the individuals and groups who serve as the primary influencers and decision-makers for each related concern. This table is largely illustrative, as there are nuances to some processes that are too difficult to illustrate here.

As is true for nearly all decisions, the governance structure is designed to allow every constituent group, committee, and council the ability to weigh in, influencing and informing, the decision.

Decision On	Consulting Group(s) Depending on Decision
Academic Policies	Appropriate Program/Department Chair, Faculty Committees, Faculty Senate, Chief Academic Officer
Academic Standards	Faculty Senate, Chief Academic Officer
Administrative Policies <ul style="list-style-type: none"> • Accounting & Finance • Compliance • Employment Practices • Purchasing 	Business Affairs Committee, Controller, Director of Human Resources, Senior VP for Finance and Administration
Admission Policies	Office of Admission, Enrollment Affairs Committee, Faculty Senate (Programmatic]
Admission of Students	Office of Admissions
Alumni Board Membership	Alumni Board Nominating Committee, Alumni Relations
Athletes, Recruitment of	Coach, Athletic Director, Office of Admissions
Athletic Facilities (Renovation, Construction, etc.)	Athletic Director, Chief Strategic Operations Officer
Athletic Rosters	Athletic Director, Coach, FAR
Athletic Scheduling	Coach, Athletic Director, Enrollment Affairs Committee
Benefits (faculty and staff)	Business Affairs Committee, Chief Financial Officer, Office of HR
Board of Trustees Membership	Governance Committee (BOT)
Budget	Chief Financial Officer, Business Affairs Committee, College Council, BOT
Calendar, Academic	Administrative Team, Faculty Senate, Registrar, College Council
Capital Campaign(s)/Fundraising	Executive Director – Foundation
Catalog, College	Faculty, Registrar, Chief Academic Officer
Class Schedules	Individual Academic Departments and Programs, Chief Academic Officer, Registrar
Classroom and Faculty Office Assignments	Departments and Programs, Registrar, Chief Academic Officer
Commencement Speaker and Honorary Degrees (Invited)	Executive Team
Compensation	Chief Financial Officer, Business Affairs Committee, HR
General Policy	College Council, President
Complaints and Grievances	Office of Human Resources; appropriate Executive Officers
Capital Projects	Chief Strategic Operations Officer, Operations Affairs Committee
Chapel/Convocations	Enrollment Affairs Committee; Campus Pastor
Crisis, Student	Chief Student Engagement Officer
Curriculum	Faculty Senate, Chief Academic Officer
Disability Accommodation (students)	Student Success Coordinator
Disability Accommodation (faculty and staff)	Office of HR
Discrimination/Harassment Complaints (faculty and staff)	Office of HR; Title IX Coordinator

Discrimination/Harassment Complaints (faculty and staff)	Office of HR; Enrollment Affairs Committee; Title IX Coordinator
Dismissal of Students, Academic	Chief Academic Officer
Dismissal/Suspension of Students, Conduct	Enrollment Affairs Committee; Chief Student Engagement Officer
Endowment Policies (Spending, Investment)	CCCK Foundation Board
Events, College-wide and Special Academic	Chief of Staff – Office of the President
Events, Outside Conferences	Chief Strategic Operations Officer, Operational Affairs Committee
Homecoming/Family Weekend	Alumni Director
Financial Aid Application Process and Requirements (undergraduate)	Business Affairs Committee
Graduation Requirements	Registrar, Faculty Senate, Chief Academic Officer
Grant Approval Process	Executive Director – CCCK Foundation
Hiring (Staff)	Respective Executive Team Member, Chief Financial Officer, President, Office of Human Resources
Hiring (Faculty)	Academic Departments and Programs, Chief Academic Officer
Hiring (non-tenure track faculty)	Academic Departments and Programs
Judicial Affairs and Student Discipline	Enrollment Affairs Committee
New Student Orientation	Student Life Office
Public Safety	Operational Affairs Committee
Information Security	Operational Affairs Committee
Publications Style and Content	Marketing
Residence Halls, Operation of	Student Life Office
Space Allocations	Registrar, Executive Team, Operational Affairs Committee
Space Naming	Donor, Foundation, Executive Team, President
Strategic and Long-range Planning	Campus Community, College Council, Executive Team, President
Student Programs	Student Life Office
Tuition and Room and Board Charges	Enrollment Affairs Committee & Business Affairs Committee
Weather-related Closings	Chief Strategic Operations Officer

The Following table specifically addresses curricular and academic concerns. It is also included here for illustrative purposes.

Table A1: Academics

	Approving Body					
	Department or Division	Faculty	CAA*	College Council	President	Board
Curriculum						
Change Course Title	Decide	Affirm	Affirm	Notify	No Action	No Action
Change Course Description	Decide	Affirm	Affirm	Notify	No Action	No Action
Alter Course Hours	Recommend	Approve	Affirm	Notify	No Action	No Action
Change Program Title	Recommend	Approve	Affirm	Endorse/Append	No Action	No Action
Change Course Level	Recommend	Approve	Affirm	No Action	No Action	No Action
New or Altered Policy (Institutional)	Recommend	Approve	Affirm	Endorse/Append	Affirm	No Action
Modify Requirement/Prerequisite	Recommend	Approve	Affirm	Notify	No Action	No Action
New Course	Recommend	Approve	Affirm	No Action	No Action	No Action
Drop Course	Recommend	Approve	Affirm	No Action	No Action	No Action
New Degree	Recommend	Approve	Affirm	Endorse/Append	Affirm	Affirm
New Major	Recommend	Approve	Affirm	Endorse/Append	Affirm	Affirm
Drop Degree	Recommend	Approve	Affirm	Endorse/Append	Affirm	Affirm
Drop Major	Recommend	Approve	Affirm	Endorse/Append	Affirm	Affirm
New Minor	Recommend	Approve	Affirm	Notify	No Action	No Action
Drop Minor	Recommend	Approve	Affirm	Notify	No Action	No Action
Add Emphasis/Concentration	Recommend	Approve	Affirm	Notify	Notify	No Action
Drop Emphasis/Concentration	Recommend	Approve	Affirm	Notify	Notify	No Action
Pilot Course	Recommend	Approve	Affirm	No Action	No Action	No Action
Programmatic						
Programmatic Admission	Decide	Approve	Affirm	Endorse/Append	Affirm	No Action
Graduation Requirements	Recommend	Decide	Affirm	Endorse/Append	Affirm	No Action
Academic Calendar**	Recommend	Decide	Affirm	Endorse/Append	Affirm	No Action
Course Scheduling	Recommend	REGISTRAR	No Action	No Action	No Action	No Action
Credentialing Policy	Recommend	Decide	Affirm	No Action	Affirm	No Action
Credentialing (Sign-off)	Decide	No Action	Affirm	No Action	No Action	No Action

*Chief Academic Affairs Officer

**The Faculty Senate decides on the length of the calendar as it relates to weeks and days of attendance (what defines a term). In turn the Registrar and Chief Academic Officer align these lengths with the School of Professional and Distance Education and the School of Graduate Studies, finally recommending a acceptable academic calendar to College Council, who consider recommendations for start and end dates, holidays and breaks, and other possible considerations.

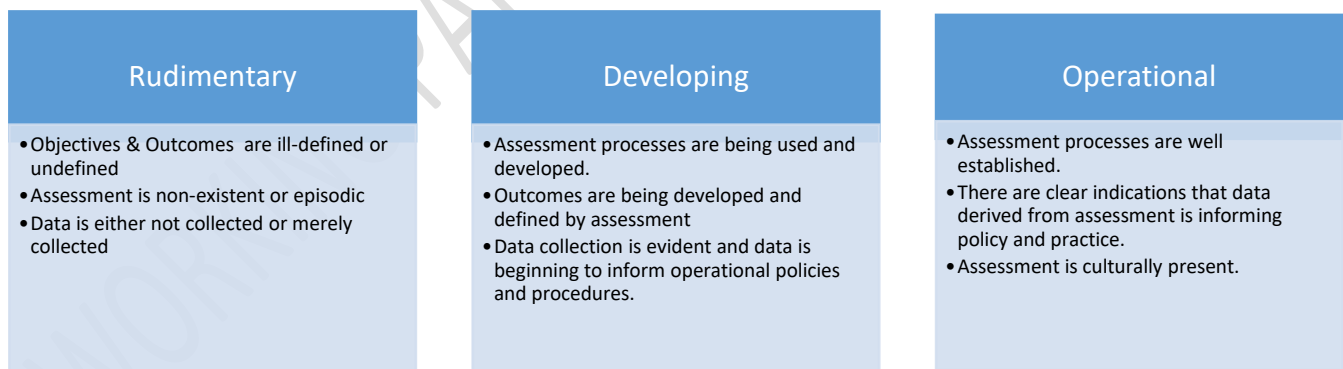
APPENDIX B: HISTORY OF ASSESSMENT

Assessment has long been a part of the culture of the College. Multiple testimonials received following Comprehensive Visits from the Higher Learning Commission (HLC) praised the depth of data collection undertaken by the College. As the College moves forward it continues to build upon the early foundations.

In 2004, the visit team requested a Progress Report to be filed in 2006. This report was to focus on the connection between the data collected the College and the establishment of objective measures that could be directly tied to budgeting and planning. This initiative served as an impetus to integrate the assessment plan under the authority of the Vice President of Academics and the newly established Office of OIE. In addition, the Vice President of Academics expanded the role of the Academic Affairs Committee, to also include the task of assessment and was renamed the Academic Affairs and Assessment Committee.

The development of the *2006 Progress Report on Assessment* was a beneficial process in reviewing and defining assessment on a campus wide level and related all assessment to College planning. The process provided the catalyst to further introduce faculty to assessment practices. Each department provided a customized assessment plan based on outcomes identified by the faculty related to that department. This level of faculty input has been instrumental in the ongoing assessment plan of the College. In addition, the lessons learned in the development and administration of the 2006 assessment plan has been crucial in sharpening the assessment process and establishing its importance in the life of the College. The constituency of the College has been growing accustomed to the role of intentional assessment as a way to inform ongoing practices and policies. Much of what was presented in the 2006 report has been reviewed and modified, as the assessment process has been integrated into the work of the College. In addition, changes in personnel, mission, and strategy of the College have affected the role, administration, and process of assessment.

The opportunity afforded by the 2006 Progress Review helped the College recognize three distinct levels of assessment health, as illustrated below. Typically, operations of the College fall into one of the three described categories regarding the strength of assessment. This understanding enabled the constituency of the College to target specific areas for development and improvement.



While the 2006 assessment plan provided a strong theoretical base concerning the practice of assessment, the plan was department specific and lacked the mechanics needed to carry out campus-wide assessment. The administrative staffing changes that occurred around 2012, under the Hoxie Administration, provided the leadership the opportunity to review the assessment methods and instituting modifications and adjustments in response to data collected since the 2006 plan was enacted.

One of the major transitions that occurred as a result of these modifications was an enhanced and intentional use of data to inform decision making across the campus. Prior to this time Central Christian College had a proven track record of a viable data collection process, which resulted in one of the most comprehensive data books utilized by a private college. For a number of years, this rich data source was used by the leadership of the College to verify and track the health of the institution. However, though the information was readily available to the general population of the College, it was not utilized. As faculty and staff have ascertained the usefulness of the data, more robust reporting and tracking have been requested. Greater attention to analysis and the ability to provide data to assist in decision-making have placed greater demands on the Office of OIE, which was viewed as a positive transition for the college.

In 2016, the Council on Assessment and Institutional Effectiveness instituted a parallel assessment matrix to the one used by academics. Like the academic quadrennial matrix, this non-academic matrix speaks directly to the Assurance Argument criteria, articulated by the Higher Learning Commission.

This approach was adopted to assist in the assembly of data and evidences needed to construct an informed Assurance Argument for the institution. A review of the standards (outlined below) will demonstrate that each of the standards are related to the Criteria for Accreditation and Core Components outlined by the Higher Learning Commission.

Through this process, the department/division/office provides data to demonstrate compliance with each standard or provide a remediation plan when data does not support the standard.

In response to each standard, the appropriate office provides a brief narrative articulating compliance. In addition, each summary statement needs to be supported through specific data, artifacts, or evidences that validate the summary statement. These evidences can either be saved in an Evidence File or linked. The Evidence File serves as the primary means through which the department must substantiate in compliance with each standard.

In those cases, where data is not evident or does not support the standard, the editor will provide a remediation plan. This plan must provide a specific plan that the department will execute in order to bring the department under compliance. This plan should identify specific dates, data points, and resources needed to execute the plan.

Each criteria receives a rating of MET, MET WITH CONCERNS, or NOT MET. Many times these ratings also receive direct comment. Departments can provide feedback or a response to the evaluation. This is strongly suggested for rating of NOT MET. Once all evaluations and responses are complete, the Faculty Senate receive a copy of all material for final recognition. In some cases, the department may need to provide an annual Monitoring Report to demonstrate progress.

In 2020, as the College moved toward an integrated approach to planning and budgeting, the Assessment Plan was assimilated into the governance structure

APPENDIX C: THE DECEMBER PAPER

In November 2020, representatives of the Faculty met review the faculty’s role in shared governance at Central Christian College of Kansas. In response, a document was prepared for the general faculty in December of 2020. The intent of the document was to outline possible requests for change, enhancing faulty governance.

Following the review of this document, the following actions were taken:

1. The faculty formally recognized themselves as a Faculty Senate, a license previously codified by the Faculty
2. The Faculty Senate elected a Faculty Senate President, also a license previously codified by the Faculty Manual.
3. The Faculty Senate adopted a working set of by-laws.

Additionally, the faculty set forth to prioritize a number of other matters. These are illustrated in the chart below, which also provides ways in which these issues have been or are being addressed, either through the organization of this governance model or through direct action.

Faculty Request	Action Taken or Recommended
Faculty request a process in which they can have semi-regular direct communication with the Board of Trustees.	By action initiated by the President, and affirmed by the Board (May 2021), each governing committee can submit reports to the Board for consideration by the Board. New Presidential Limitations ensure that the President is held responsible to ensure such reports are presented as submitted.
Faculty request an elected representative on the President’s Cabinet.	The Faculty have always been free to elect individuals to representative committees. However, that license was not codified until the development of this governance structure. The President’s Cabinet is termed herein as the College Council.
Faculty request a clear process by which faculty recommendations are presented to the President’s Cabinet by a faculty member, and decisions made based on those recommendations are communicated back to the faculty.	The inaugural version of a Governance Manual was initiated to define these processes, and enhance clarity.
Faculty request a standard by which only certain items are approved through the consent agenda while other items would always be an individual agenda item that receives appropriate time for discussion and a vote.	As the Consent Agenda remains the <i>property</i> of the Faculty Senate, the Faculty Senate alone hold the authority to make such modifications. Roberts Rules provide that any Consent Agenda item may be removed from the Consent Agenda for further consideration.
Faculty request an elected faculty president who presides over the faculty senate in consultation with an executive committee possibly made up of elected division heads who in consultation or in meeting with the Chief Academic Officer set faculty senate agenda.	Since 2017 the Faculty have had the license to elect a Faculty President. With the formal adoption of a Faculty Senate in 2020, the Faculty Senate now holds the authority to organize itself as it determines best meets the needs of its constituency.
Faculty request to have input and to vote on representative (committee) members to AAAC and SPOC.	As committee membership remains the <i>property</i> of the Faculty Senate, the Faculty Senate alone holds the authority to make such modifications.
Faculty request the ability to review and change committee descriptions as needed.	As committee descriptions and purposes remain the <i>property</i> of the Faculty Senate, the Faculty Senate alone holds the authority to make such modifications.
Faculty request an updated and clearly defined model for faculty load calculations related to committee work, division chair work, and departmental head work.	The Faculty Senate would need to work in conjunction with the Chief Academic Officer. Significant modifications may

	need to be considered by the College Council, if the new governance structure is adopted.
Faculty request a reorganized Academic Proposal Resource Chart for clarity and to better empower faculty.	As academic (curricular) proposals remain the <i>property</i> of the Faculty Senate, the Faculty Senate alone holds the authority to make such modifications.
Faculty request a faculty-first flow of approvals for all matters related to curriculum (concerns and proposals might flow through an executive committee who can decide whether items should go straight to faculty or are first filtered through other standing committees). Faculty or elected faculty representatives would have both the first and the last say in all curriculum matters.	As academic (curricular) proposals remain the <i>property</i> of the Faculty Senate, the Faculty Senate alone holds the authority to make such modifications.
Faculty request further collaboration to bring clarity to on-ground faculty and their responsibilities toward online programming.	Department/Division/Program managers (chairs, etc.) are responsible for all oversight over programs that fall within their curricular scope. Individual faculty do not have direct responsibility for online programming, unless contracted or assigned as part of their workload. The Faculty Senate is ultimately responsible for all curriculum, regardless of the delivery method (i.e. online, on-ground, and dual-credit).
Faculty request a clear and practical process that works to bring online curriculum into full alignment with on-ground curriculum.	As alignment of curriculum remains the <i>property</i> of the Faculty Senate, the Faculty Senate alone holds the authority to make such modifications.
Faculty request a more substantial role in developing admission's standards.	Programmatic admissions standards remain the <i>property</i> of each program, the Faculty Senate alone holds the authority to make such modifications. The proposed governance structure ensures that the role faculty have a voice general admissions standards.
Faculty request appropriate and adequate resources and teaching faculty to better accommodate at-risk student populations.	This proposed governance structure provides a means to ensure that faculty have enhanced representation in the budget development and decision process.
Faculty request substantial involvement in a full review of the Policy Handbook.	This governance structure provides a means to ensure that faculty have enhanced representation concerning general policies and procedures.
Faculty request substantial involvement in setting the academic calendar.	The academic calendar remains the <i>property</i> of the Faculty, the Faculty Senate already enjoys such involvement.
Faculty request better communication related to scholarship offerings and processes	The Faculty Senate oversees issues such as professional development and has the authority to request members of the staff to come and brief the faculty as needed.
Faculty request updated review processes that are less burdensome.	As academic assessment remains the <i>property</i> of the Faculty Senate, the Faculty Senate alone holds the authority to make such modifications.
Faculty request a tiered contract review process where future contracts would offer long-term job security.	The Faculty Senate would need to work in conjunction with the Chief Academic Officer. Significant modifications may need to be considered by the Board, as contractual authority is held by the Board. The proposed governance structure does not address this concern.