INTEGRATED PLANNING, ASSESSMENT, AND GOVERNANCE MANUAL

CENTRAL CHRISTIAN COLLEGE OF KANSAS
McPherson, KS
Updated July 12, 2023

CONTENTS

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 and the Board of Trustees.

Acknowledgements

UPDATES

Date	Updated
September 2022	By Action of the College Council and Approved by the College President: The Council clarified that non-coaching staff encompassed the Athletic Trainer, SID, Associate AD, and Athletic Director, if none of these positions were also serving as a coach and voting as a member of that constituent group. Therefore, they are members of the staff constituent group.
September 2022	By Request of the Staff Council, Action of the College Council, and Approved by the College President: The Human Resource Officer was included as a full-voting member of the College Council.
September 2022	Language related to actions of the College Council and the President was updated for better clarity and flow. [Decision Making Process]
October 2022	Ratification was recorded.
October 2022	Language related to the Vision and Mission were included.
October 2022	Reference (Footnote) to "Observations/Responses concerning the *December Paper* are recorded in Appendix C" was removed, as this statement was from an earlier draft.
March 2023	Updated language on pages 12 & 13 related to stakeholders and owners, based on work the Board is doing in its manual
April 2023	Organizational Chart: Corrected Spelling of "Student"; Changed "Coaches Council" to "All Athletics Council".
June 2023	Student Council added to SAC.
July 2023	Council of Student Athletes added. Modifications were made to the Organizational Chart and in areas describing any standing committees.

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MISSION & VISION

Mission

Christ-Centered Education for Character.

This most recent update to the mission statement more closely resembles the original mission of the College as illustrated in the seal of the College, where the motto states *Educatio Moribus*. Translated, this motto coveys the foundational mission of the College, which was *Education in Character*. Thus, the College's newest mission, *Christ-Centered Education for Character,* represents an appreciation for and continuation of the mission that defined Orleans Seminary, the predecessor to Central Christian College of Kansas (*Christ-Centered Education with Character)*.

Vision

In keeping with its Core Values, denominational heritage, and in humble response to God:

Central Christian College aspires to provide a transformative educational experience, rooted in Christ, to any person desiring to become a faithful steward of heart, mind, soul, and strength.

BACKGROUND & 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 College's 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.

In December of 2020, an ad hoc committee of the Faculty Senate presented their observations concerning the role of Faculty in shared governance. This was an internal document, created and reviewed by the Faculty. While no formal response was requested, it became apparent that the perceptions contained therein revealed a need for the Institution to memorialize and define the function and structure of governance for the College.

As those with historical knowledge 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. Newer members of the campus community were unaware of how the *system* worked.

The absence of a codified structure, a former advantage to the historical system of shared governance, now was serving as a detriment to trust and collaboration.

In early 2021, the Office of the President developed a draft version of a Governance Manual, the intent of which was to provide a common reference document, from which the campus community could engage in a collaborative process to identify a Governance System that could be mutually ratified. The early drafts were developed with key leadership personnel, as much of the early drafts sought to capture and codify current practices and provide some early ideas on possible revised processes.

In early spring of 2021, the President publically presented a draft, inviting counsel, wisdom, and input from the different stakeholders of the College. Feedback and questions were used to revise contents, with new drafts presented as significant modifications were incorporated.

This process continued through the spring and was paused in late May, as the faculty were adjourning for the summer break.

Stakeholder meetings included:

- January 27, 2021 – College Senior Leadership Team Meeting
- February 24, 2021 – Cabinet Meeting
- March 12, 2021 [10:00 AM] – Zoom: Open Meeting
- March 19, 2021 [10:00 AM] – Zoom: Open Meeting
- March 22, 2021 – Faculty Senate (Special Meeting)

- March 24, 2021 – Cabinet Meeting
- March 30, 2021 [10:00 AM] – Open Meeting
- March 31, 2021 [9:00 AM] – Open Meeting
- April 1, 2021 [3:00 PM] – Open Meeting
- April 6, 2021 [11:00 AM] – Open Meeting
- April 6, 2021 [4:00 PM] – Open Meeting
- April 7, 2021 [10:00 AM] – Faculty Strategic Planning Discussion
- April 7, 2021 [12:00 Noon] – Open Meeting
- April 9, 2021 [10:00 AM] – Zoom Meeting
- April 14, 2021 – College Senior Leadership Team Meeting
- April 16, 2021 [10:00 AM] – Zoom Meeting
- May 10, 2021 [1:00 PM] – Faculty Assembly

During the summer of 2021, in the absence of a ratified manual, aspects of the proposed model were merged with current governance processes. These were codified in the Policy and Procedures Manual, representing the first time that a governance structure was codified in an official document of the institution, outside the annual listing of committee assignments and the organizational structure.

These modifications were designed to help the campus community *kick the tires* associated with some of the modifications being considered for full ratification. Comments, observations, concerns, and insights collected during the fall of 2021, helped guide the development of the current draft (Draft 12).

In the spring of 2022, two external readers were chosen to review the document. The first reader was identified through the Higher Learning Commission, with a focus on choosing a Peer-Reviewer with a strong background in governance development and review. Following feedback from the first reader, the College Council adopted Draft 12 in May of 2022, allowing the Governance Manual to be recognized as the *source document* for College governance*,* with the understanding that the document remains organic, awaiting ratification.

The second reader, chosen by the Faculty Senate, provided further comments and suggestions, which were incorporated into Drafts 13 & 14. The Faculty Senate President was consulted and faculty were provided copies of the notes presented by the external reader.

While the, Integrated Planning, Assessment & Governance Manual was adopted by the College Council in May, 2022, the College Council moved to have the final draft presented to all staff prior at the opening of the annual workshop (2022), with the goal of having each constituency group consider the document for ratification. It was ratified by the members of the Student Body, Staff, Faculty, and Administration in September of 2022.

Review

As a living document, this Manual is revised as the needs of the College shift, change, and evolve. While updates may be initiated at any time, it is the primary responsibility of the College Council to provide for an annual review concerning the efficacy of the policies, processes, and perspectives articulated herein. 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 College Council will act as the primary steward 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 advances[1]:

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 vision, mission, 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 assembles 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.

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

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.

DEFINING SHARED GOVERNANCE

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 engaged in constructive institutional decision-making and priority setting[2].

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) provides clarification by suggesting[3]:

- Shared governance does not advance that a lot of conversation ought to take place within and among various campus groups—board, administration, faculty, staff, students, etc.—before final decisions are made by those given authority to make such decisions.
- Shared governance does not advance the idea that particular campus groups have exclusive authority over different areas of decision making.
- Shared governance does not advance that all important decisions are put to the entire faculty for a vote.

A more precise definition of shared governance would suggest that the intent is to promote appropriate joint planning and effort, providing opportunities for people and groups to have 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 institution, including administration, to ensure that the campus community is acting in the best interest of the College 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, so that the campus community is aware of their interdependence, of the efficacy of communication among themselves, and benefits from the force of joint action through increased capacity to further the vision and mission of the College.

Therefore, the primary purpose of this shared governance system, as articulated herein, is designed to provide an organized structure for stakeholder groups to remain informed about and involved in the work of the College, with a specific focus on maintaining avenues designed to enhance awareness of and input into issues facing the College.

In nearly all cases, the governance of an academic institution is ultimately controlled by the governing board, which has all legal authority[4]. 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.[5]

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

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[2] Vanderbilt University (2018). *Shared Governance at Vanderbilt University*
[3] Mulvey I., Scholtz, G., and Tide, J. (2020).*A Practical Guide to Shared Governance in Crises*. American Association of University Professors.
[4] Olson, G.A. (2009). Exactly what is "Shared Governance?" *Chronicle of higher Education*
[5] Lena Eisenstein (2019). *Shared Governance Model for Higher Education Boards*. BaordEffect

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, while also recognizing the wise counsel of Scripture, the shared governance model at CCCK 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 overburdened 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 perspectives (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 Role of the Board

Ultimate authority for the welfare of the College resides with the Board. It is the duty of the Board of Trustees to guide the College toward its stated vision and mission. The main responsibilities of the Board include providing strategic direction to the College, providing accountability for policy enforcement, and providing oversight of the College's financial and fiduciary responsibilities. It is also the role of the Board to hire a President and hold the President responsible according to the Ends and Limitations as defined by the Board[6].

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 policies[7]

- policies about ends, specifying the results, recipients and costs of results intended[8],
- 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 operates[9]. In this way, any involvement in operations is temporary and in response to a specific purpose in order to protect the welfare of the institution.

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 President, Board initiated interactions with stakeholders, Monitoring Reports submitted by the College President, and other reports submitted to the Board (e.g., Faculty Senate President Report, College Council Minutes, etc.). In this way, the Board can remain confident that strategic decisions are grounded on reliable insights. Annually, the Board interacts with owners[10] and reviews data related to the Ends Statements and the Presidential Monitoring Report,

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[6] Both the Ends and the Executive Limitations are articulated in the Board Governance Manual, which is available through the Office of the President.

[7] Carver, John (1999) *Policy Governance in a nutshell*

[8] Mission and Vision are developed through a shared process or review and ratification.

[9] Canadian Council of Christian Charities (2012)

[10] The specific term *owner(s)* is used by the Board of Trustees in its governance documentation. Policy Governance distinguishes between those whose lives an organization exists to change (Customers or Beneficiaries), those who carry out or support the function of the organization (Stakeholders), and those on whose behalf the organization has adopted that aim (Owners). It differentiates stakeholders from owners, in that stakeholders denote a greatly varied group of all persons who have a stake in the organization. This group includes donors, staff, volunteers, vendors, clients, board members, the community, and owners. While all of these groups are vital to the operation

which in turn guide the Board's deliberative process concerning budget, leadership, and strategic planning.

A listing of the Central Christian College of Kansas Board of Trustees is located on the website at http://www.centralchristian.edu/board-of-trustees

The Board of Trustees meet twice a year– Once in the spring at graduation and during the fall homecoming weekend.

Presidential Authority
In adherence to its Policy Governance Model, the Board delegates its authority to the President of the College. In delegating authority to the President, the Board 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

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 include:

- Discharges responsibilities in accordance with the policies, procedures, and approved plans of the Board of Trustees, as well as other accreditors, associations, and state and national agencies (e.g. CCCU. AFMEI, NCCAA, NAIA, etc.)
- 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,

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of the College, and many should have a voice in its governance, it is only to the owners that the College owes a duty of stewardship. In this way, all owners are stakeholders, but only some stakeholders are owners.

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.
- Works with the CCCK Foundation to advance the interests and support of the institution.
- Performs additional duties as assigned by the Board of Trustees.

Additionally, the Board recognizes the role of the faculty in proportion to the degree of their expert knowledge, and as such looks to the faculty to adjudicate and influence such fundamental areas as curriculum, subject matter, methods of instruction, faculty credentials, and those aspects of student life which relate to the educational processes. Specific language related to this expectation is enshrined in the Presidential Limitations, articulated and reviewed by the Board.

Specifically, the President shall not…

- Withhold or misrepresent concerns, topics of interest, or actions of the Faculty, Staff, Students, or other constituent assemblies that would aid the Board in fully appreciating the culture and context of the institution.
- Fail to support and participate in collaborative systems of governance, ensuring that Faculty are given a significant role in regards to the currency and sufficiency of the curriculum, expectations for student performance, credentialing and development of instructional staff, and adequacy of resources for instructional support.
- Fail to provide adequate resources needed for systematic and shared review of operational and academic programming to ensure continuous improvement
- Make substantial modifications in curricular or instructional programs without shared input from the Faculty Senate and the Board (i.e. expansion or elimination of degree programs or degree levels).

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 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.

Defining Constituents Groups and Campus Community

Taking the role of a servant-leader, the Board connects its authority and accountability to those on whose behalf it works to benefit (Owners, Customers, and Stakeholders). Seen in this way, the Board recognizes its responsibility to and for those that receive the work of the College (i.e., 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.).

For the sake of clarity, this document refers to those that invest into the work of the College (staff, faculty, coaches, and administrators) and those that directly receive the work of the College (i.e. students) as *stakeholders*, which should be view as synonymous with the terms constituent assemblies and campus community:

- 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[12]: Includes non-teaching, non-coaching[13], 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.

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[11] Mississippi State University Faculty Handbook

[12] In recognizing staff as a discrete campus constituency, the College endorses the formation of a Staff Assembly, comprised of all non-classified staff (not assigned as faculty, coach, or administrator), in order to represent staff in matters of shared governance. The primary role of this body is to 1) appoint members to participate in governance committees; 2) collect, evaluate, and disseminate information of interest to the membership; and 3) promote professional development for its membership. The Staff Council is led by the Chief of Staff.

[13] By Action of College Council (September 2022): The Council clarified that non-coaching staff included the Athletic Trainer, SID, Associate AD, and Athletic Director, if none of these positions were also serving as a coach and voting as a member of that constituent group.

- 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 the President and 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.
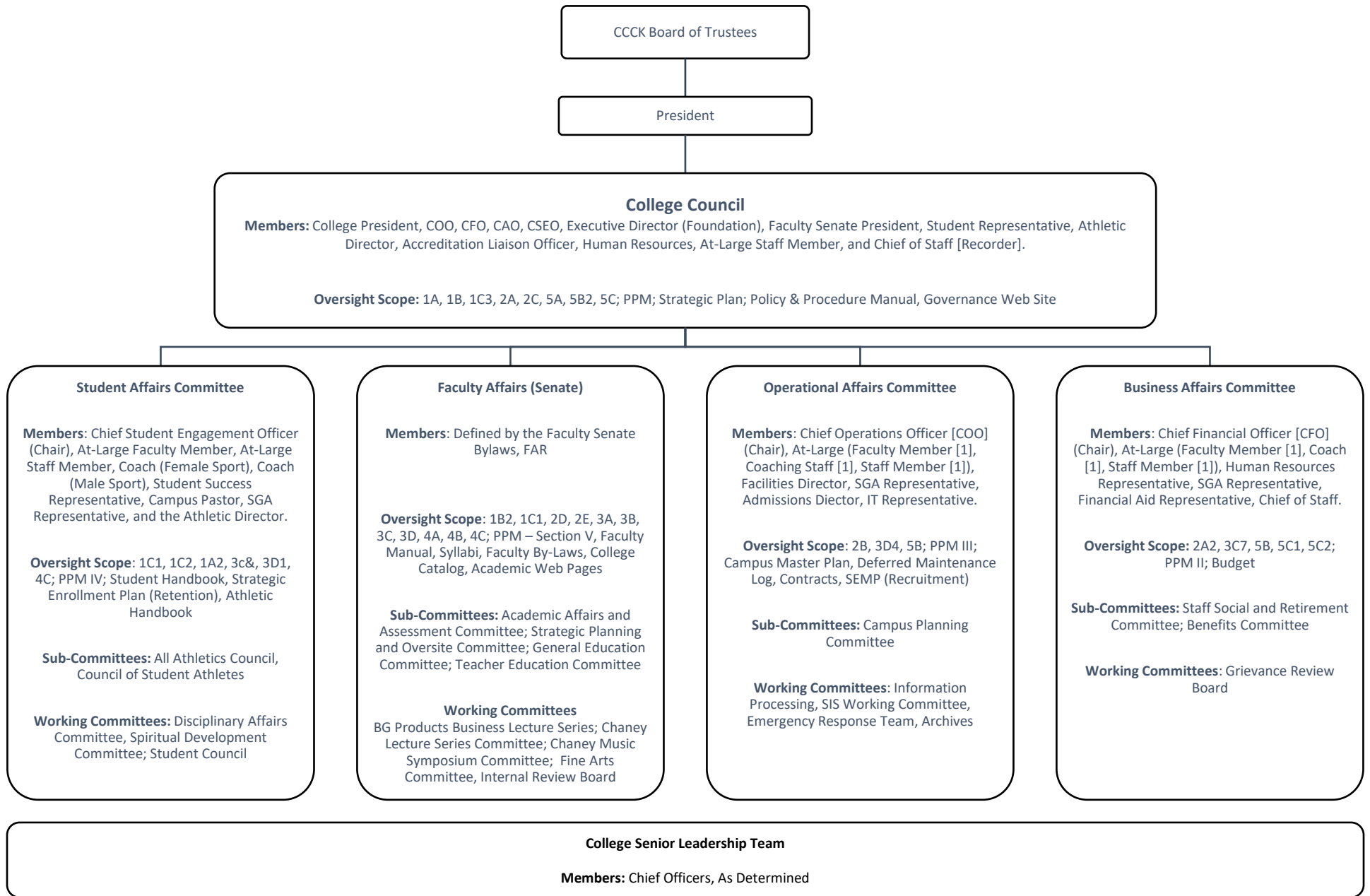
GOVERNANCE STRUCTURE

A primary purpose of this governance system is to provide an organized forum for internal stakeholder groups (e.g. constituent assemblies, committees, etc.) to remain informed about and involved in the work of the College, with a specific focus on maintaining avenues that will allow 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 Governance Committees, and individual Constituent Assemblies. Official recommendations and decisions are transmitted through the College Council, which serves as the chief representative body of the College.

- **Governance Committees:** The role of each Governance 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 Governance 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 Governance Committees, as well as prepares its own formal recommendations for consideration by the President and individual Governance 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 (https://www.centralchristian.edu/council/).
- **College Senior Leadership Team:** The College Senior Leadership 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 College Senior Leadership Team primarily serves to advise the President and to represent Presidential priorities to the campus community.

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

GOVERNANCE ORGANIZATIONAL CHART

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│  CCCK Board of Trustees │
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│        President        │
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College Council

Members: College President, COO, CFO, CAO, CSEO, Executive Director (Foundation), Faculty Senate President, Student Representative, Athletic Director, Accreditation Liaison Officer, Human Resources, At-Large Staff Member, and Chief of Staff [Recorder].

Oversight Scope: 1A, 1B, 1C3, 2A, 2C, 5A, 5B2, 5C; PPM; Strategic Plan; Policy & Procedure Manual, Governance Web Site

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Student Affairs Committee

Members: Chief Student Engagement Officer (Chair), At-Large Faculty Member, At-Large Staff Member, Coach (Female Sport), Coach (Male Sport), Student Success Representative, Campus Pastor, SGA Representative, and the Athletic Director.

Oversight Scope: 1C1, 1C2, 1A2, 3c&, 3D1, 4C; PPM IV; Student Handbook, Strategic Enrollment Plan (Retention), Athletic Handbook

Sub-Committees: All Athletics Council, Council of Student Athletes

Working Committees: Disciplinary Affairs Committee, Spiritual Development Committee; Student Council

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Faculty Affairs (Senate)

Members: Defined by the Faculty Senate Bylaws, FAR

Oversight Scope: 1B2, 1C1, 2D, 2E, 3A, 3B, 3C, 3D, 4A, 4B, 4C; PPM – Section V, Faculty Manual, Syllabi, Faculty By-Laws, College Catalog, Academic Web Pages

Sub-Committees: Academic Affairs and Assessment Committee; Strategic Planning and Oversite Committee; General Education Committee; Teacher Education Committee

Working Committees
BG Products Business Lecture Series; Chaney Lecture Series Committee; Chaney Music Symposium Committee; Fine Arts Committee, Internal Review Board

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Operational Affairs Committee

Members: Chief Operations Officer [COO] (Chair), At-Large (Faculty Member [1], Coaching Staff [1], Staff Member [1]), Facilities Director, SGA Representative, Admissions Diector, IT Representative.

Oversight Scope: 2B, 3D4, 5B; PPM III; Campus Master Plan, Deferred Maintenance Log, Contracts, SEMP (Recruitment)

Sub-Committees: Campus Planning Committee

Working Committees: Information Processing, SIS Working Committee, Emergency Response Team, Archives

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Business Affairs Committee

Members: Chief Financial Officer [CFO] (Chair), At-Large (Faculty Member [1], Coach [1], Staff Member [1]), Human Resources Representative, SGA Representative, Financial Aid Representative, Chief of Staff.

Oversight Scope: 2A2, 3C7, 5B, 5C1, 5C2; PPM II; Budget

Sub-Committees: Staff Social and Retirement Committee; Benefits Committee

Working Committees: Grievance Review Board

College Senior Leadership Team

Members: Chief Officers, As Determined

COMMITTEE STRUCTURE

The Role of the Committee

Committees play a vital role in the College's governance process. Through representational membership, committees help ensure that deliberations and decisions benefit from diverse input, reflecting the thoughts, ideas, and opinions of the campus community.

It is the role of committees to assist in the work of the College. Each committee is empowered to act within the authority stipulated herein. Some committees are advisory in nature and are primarily employed to provide counsel or serve as a means through which specific issues or appeals may be addressed.

The College broadly recognizes three types of committees:

- Governance Committees: These are standing committees that work with the College Council to make recommendation, decisions, and to take action on behalf of the College, within the scope of its purpose.
- Standing Sub-Committees: These are standing committees that fall under the oversight of a Governance Committee. These committees meet regularly, have a specific scope, and are empowered to submit recommendations to its principal Governance Committee. Typically, the leadership of these committees are assessed and established on an annual basis, under the guidance of the principal Governance Committee or Operational Officer that established the sub-committee.
- Working Committees: These are standing or ad hoc committees that have a specified scope and tend to be limited by time or topic. As such, the Chair will call the members together at appropriate times in order to respond to specific needs of the Governance Committee. Membership may be pre-defined or defined at such time the working committee is formed. In some cases, the decisions of the working group are terminal, being reported to the appropriate Governance or Standing Sub-Committee, but not necessarily needing any action, unless otherwise determined (i.e. Disciplinary Affairs, IRB, Staff Social, etc.).
  - o This category also includes special joint or coordinating committees, which assist the collaborative process by acting as a link between two or more committees and joins or coordinates their actions together. Such a committee would normally be composed of representatives from the other committees whose activities it is coordinating or be formed from representatives of the campus community to address a specific topic or concern.

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 Governance 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.[14][15]

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, guarding and preserving the participatory decision-making processes. The College Council, in 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. The College Council also serves as the representative assembly through which operational concerns may be brought forward and discussed, since the presence of the Chief Officers allow for cross-functional consultation and deliberation.

Actions of the College Council, in concurrence with 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).

Oversight Scope: 1A, 1B, 1C3, 2A, 2C, 5A, 5B2, 5C; PPM; Strategic Plan; Policy & Procedure Manual, Governance Web Site

Members: College President, COO, CFO, CAO, CSEO, Executive Director (Foundation), Faculty Senate President, Student Representative, Athletic Director, Accreditation Liaison Officer, Human Resource Officer[16], At-Large Staff Member, and Chief of Staff [Non-Voting Recorder].

The College Council is chaired by the President, who is a non-voting member.

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

STANDING GOVERNANCE COMMITTEES

Collectively, the committees represent the functional bodies responsible for addressing and recommending proposals within their specified scope of work. The role of each 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 committee reviews

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[14] Executive Team Oversight Scope: 1A, 1B, 1C, 2A, 2C; PPM I

[15] 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.

[16] Added in 2022 by action of the College Council

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 Standing Governance 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 Standing Governance Committees

- Student Affairs Committee (SAC)
  - The EAC provides oversight of policies and procedures related to the campus life ecosystem, including campus life, athletics, spiritual life, residential life, and student leadership, with specific concern for student success, retention, and persistence. This includes collaborating with the All Athletic Council to review policy and process that advance the success of student athletes.
  - EAC Membership: Chief Student Engagement Officer (Chair), At-Large Faculty Member, At-Large Staff Member, Coach (Female Sport), Coach (Male Sport), Student Success Representative, Campus Pastor, and the Athletic Director.
    - Oversight Scope: 1C1, 1C2, 1A2, 3c&, 3D1, 4C; PPM IV; Student Handbook, Strategic Enrollment Plan (Retention), 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 Membership: Chief Operations Officer [COO] (Chair), At-Large (Faculty Member [1], Coaching Staff [1], Staff Member [1]), Facilities Director, Admissions & Marketing Director, IT Representative.
    - Oversight Scope: 2B, 3D4, 5B; PPM III; Campus Master Plan, Deferred Maintenance Log, Contracts, SEMP (Recruitment)
- Business Affairs Committee (BAC)
  - The BAC provides fiscal and human resource oversight. Fiscally, the committee ensures that budget development and resource allocation remain consistent with agreed-upon institutional priorities and known resources. This includes monitoring fiscal management and advocating controls that enhance budget alignment, as well as reviewing and recommending modifications in tuition and aid. In addition, this committee address employee interests (i.e. benefits, morale, professional developments, benevolence oversight, personnel management, etc.).
  - BAC Membership: Chief Financial Officer [CFO] (Chair), At-Large (Faculty Member [1], Coach [1], Staff Member [1]), Human Resources Representative, Financial Aid Representative, Chief of Staff.
    - Oversight Scope: 2A2, 3C7, 5B, 5C1, 5C2; PPM II; Budget
- Faculty Affairs Committee [Faculty Senate] (FAC)
  - The FAC (Faculty Senate) is charged with the 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, in alignment with its vision, mission, and strategic direction.
- FAC: General membership as defined by the Faculty Senate bylaws and the FAR.
  - Oversight Scope: 1B2, 1C1, 2D, 2E, 3A, 3B, 3C, 3D, 4A, 4B, 4C; PPM – Section V, Faculty Manual, Syllabi, Faculty By-Laws, College Catalog, Academic Web Pages

Unless otherwise stated or stipulate, At-Large members are assigned as follows:

- Administrative appointments are made by the College President
- Faculty appointments are determined through the Faculty Senate
- Staff Appointments are made by consensus of the staff, as facilitated by the Chief of Staff
- Coaching appointments are determined through the Council of Coaches
- Student appointments are determined by the Student Government

In order to ensure broad representation, individuals should only participate on one committee, unless participation is compulsory (ex-officio) or if the additional assignment is related to a limited role in a working or ad hoc committee. The goal is to maximize representation by spreading responsibility out over the width and breadth of the campus community. The Office of the President will review committee membership, requesting that constituent groups reconsider an appoint if the individual is serving on multiple committees.

Committee Chairs may petition the appropriate constituent body to modify an appointment if in the view of the committee the assigned individual is unable to fulfill the intent of his or her representative role (i.e. inconsistent attendance, conflicting roles, meeting conflicts, etc.).

The Senior Leadership Team (Cabinet)

By the nature of their positions, the President and Chief Officers constitute the senior officers of the College, and typically include[17]:

- **Chief Operations Officer (COO):** The Chief Operations Officer serves as the principal executive officer tasked with overseeing the day-to-day operational functions of the College. The COO works closely with the President and the CFO concerning admissions, marketing, infrastructure, information security, technology, contractual obligations, campus security, campus planning, grounds, and physical plant. This position reports directly to the President.
- **Chief Financial Officer (CFO):** The Chief Financial Officer serves as the principal executive officer responsible for the planning, implementation, management, and control of all financial operations of the College, including Bookstore, Mailroom, Financial Aid, and Auxiliary Enterprises. This position reports directly to the President.
- **Chief Academic Officer (CAO):** The Chief Academic Officer serves as the principal executive officer overseeing all academic affairs. In conjunction with the deans, department chairs, program directors, and general faculty, the Chief Academic Officer administrates the academic services of the College. This

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[17] At the discretion of the President, the Executive Director of the CCCK Foundation may also be recognized: The Executive Director is formally employed through the CCCK Foundation and is responsible for fundraising, planned giving, and alumni services. The position provides data concerning bequests, annuities, charitable contributions, restricted projects, scholarships, capital campaigns, and anticipated income forms, wills, and trusts. The position reports directly to the Foundation Board, but has a voice in the general administration.

includes the development, oversight, assessment, and modification of curriculum, learning venues, faculty oversight, research pursuits, and other academic prerogatives. This position reports directly to the President.

- **Chief Student Engagement Officer (CSEO):** The Chief Student Engagement Officer is responsible for student welfare including Retention, Athletic Affairs, Discipline, Residential Life, Student Government, Campus Life, Campus Ministries, and supporting Student Success Initiatives. This position reports directly to the President.

In addition to these individuals, the President may also include additional directors or supervisors (e.g. Athletic Director, Admissions Director, Marketing, etc.), in alignment with the operational concerns of day-to-day matters. This group is formally called the College Senior Leadership Team.

Oversight Scope

The College Senior Leadership Team provides redundancy to strategic document assessment. As such it also provides oversight and input to such documents as:

- Strategic Plan
- Policy & Procedures
- College Catalog
- Assurance Argument
- Strategic Enrollment & Management Plan
- Integrated Planning and Governance Manual
- Required Audits
- Web Page

FACULTY (FACULTY SENATE) GOVERNANCE INFLUENCE

As an educational institution, the governance structure embraces both the historical collegial governance model and the role of 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 divisions, 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 Governance 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})[18]:

- Curricular oversight, including program approval and modification, oversight of prerequisites, general education requirements, and assessment of student achievement
- Degree and certificate requirements, including residency and graduation requirements, rigor, and assessment
- Academic calendar, as it pertains to the number of weeks of instruction, term lengths, and structure
- Grading policies and expectations
- Standards or policies regarding student preparation and success, including programmatic specific admissions requirements, language expectations, and transferability of credit
- 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
- Regulations governing student academic discipline and conduct
- Assessment of faculty, academic programs, and individual offerings
- Other academic and professional matters as mutually agreed upon and codified in this Governance Manual.

Other committees, constituent groups, and individuals may bring recommendations and proposals directly to the Faculty Senate concerning such matters. However, the President will look to the Faculty Senate to formalize and finalize any actions before being considered by the College Council. Ordinarily, the recommendations (decisions) of the Faculty Senate will be *supported* by the College Council and *affirmed* by the College President and/or Board[19], with adverse rulings only occurring 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.

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[18] 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}].

[19] The **Decision Making Matrix** provides a working table illustrating processes related to ratification of 10^{+1} decisions.

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 confer with the Chief Academic Officer, who will assist in an effort to identify any faculty related issues, concerns, or suggestions pertaining to the topic. As appropriate, and as invited to do so, the President may also interact with the Faculty Senate President, the College Council, and other appropriate constituent groups to help enhance communication and clarify the purpose and effect of modifications being considered. The goal is to develop a consensus about the merits of the rationale for the proposed topic, including its nature and scope.

Following appropriate consultation, the Faculty Senate may present recommendations, paving the way for the President, in conjunction with the Chief Academic Officer, to make a decision about whether or not an action will be implemented, and if so, which option among those identified, is best for the College.

DECISION MAKING PROCESS

College Council Response

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

- **Support**: This action serves as a ratification or endorsement of a decision, which having been duly made by an Affairs Committee and forwarded to the College Council, is delivered to the College Council for ratification. The decision of *Support* is forwarded on to the College President for final consideration. This action may include comments of support or opinion that the College Council deems necessary. *Largely reserved for 10+1 decisions.*
- **Approve**: This action indicates a *decision* made by the College Council. This may include approval of recommendation made by an Affairs Committee, an internal motion of the Council, or a recommendation made directly to the Council by a Constituent Group or individual. The decision of *Approve* is forwarded on to the College President for final consideration. This action may include comments of support or opinion that the College Council deems necessary.
- **Confer**: This action pauses presidential consideration of a recommendation, providing time for the College Council to work with the appropriate body to alter, amend, or otherwise adapt the recommendation or decision in order to receive further consideration.
- **Recommend**: This action is specifically reserved for decisions or recommendations that the College Council has some concern or alternate perspective, and has been unable to reach agreement with the representative body bringing forth the recommendation or decision. In choosing this action, the College Council must provide a recommended action and statement(s) of perspective before sending the item on to be considered by the College President.

Decisions (actions) of the College Council will be recorded the minutes of the College Council, which are available on the College Council website. The website will designate if minutes have been approved.
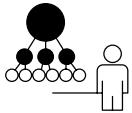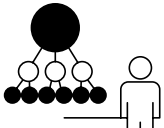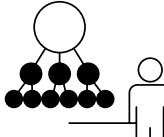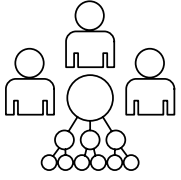
Presidential Response

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

- **Affirm**: This action is taken largely in response to *Supported* or *Approved* actions taken by the College Council, which have been forwarded to the College President for consideration.
  - When, by interpretation of the President or according to Board policy or limitation, the action must be considered by the Board before official action may occur, affirmation by the President may be withheld until the Board can be consulted.
- **Refer:** 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, a copy of the ruling will be sent to the President of the Faculty Senate. This action will also be reported to the College Council.
- **Decline:** Reserved as an option of last resort, the President, having exhausted the aforementioned referral process, may choose to decline an action recommended for approval. This action does not terminate the deliberation process. Declined actions may be reconsidered or leverage the *resolution process*.

Decisions (actions) of the President will be recorded in upcoming agendas and recording in minutes of the College Council. College personnel can refer to these documents for appropriate implementation.

Decision & Communication Flow Overview

The following provides an illustrative overview of how business and communications are designed to flow. This is specifically related to governance (i.e. policy and procedures). Operational communication relies on the Organizational Structure.

Group	Authority	Business	Communication Process
College Constituents	Decisions focused on Operational or Job-Related need.	Recommendations come from individuals or groups.	Representative members report back decisions and present topics under consideration for feedback.
Governance Committees [Faculty Senate, BAC, OAC, SAC]	General: Decisions limited to specific scope; Committee or Group Operations and Procedures; Recommendations (Campus-Wide) Faculty Senate: 10+1 Deference	**Governance Committees** deliberate, review, and recommend actions to College Council. 10+1 decisions are forward to the College Council.	Representatives receive updates, decisions, and points of consideration. Minutes are public.
College Council	Decisions having broad (campus-wide) impact; Decisions needing broad input; Strategic Planning, Assessment, Budget, Policies & Procedures, Input into Presidential Hiring; Campus Communication	**General:** College Council Declines or Endorses for Presidential Review **Faculty Senate (10+1)**: College Council reviews Faculty Senate decisions and recommendations. Affirms or refers actions to the College President.	Council representatives are responsible to report to committees and constituents. Minutes are public.
President	Final review of decisions related to Operations, Authority, Curriculum, Policy & Procedure, Hiring and Dismissal, Compliance with Board Mandates, Contracts & Agreements, Regulatory Compliance, Budget; Athletics	President *approves* College Council recommendation and actions, refers issues back to appropriate body, or declines (resolves). Some actions are referred to the BOT for *action* or *affirmation*.	Board and Presidential decisions/actions are reported to the Council, and when appropriate to the entire College Community.
Board of Trustees	Policies, Presidential Hiring and Review, Risk Management Fiscal Oversight, Delegation of Authority, Board Operations, Policy, and Procedures, Outcome Assessment	Decisions requiring Board action are added to the agenda. Decisions not requiring Board action are recorded for Board review. Presidential dissent, supported by 2/3(+1) of the Faculty are referred to the Executive Committee.	Decisions from Board flow to the President.

10[+1] deference relates to those issues upon which the President of the College relies on the Faculty Senate to provide direction, oversight, policy, and assessment. As such they are viewed as *faculty matters*. The specific issues are articulated in the Governance Manual.

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 to address the discordance.

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 of the dissent. All documents created in this process will be archived on the College Council webpage. 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, for the record. As the President maintains a seat on the Council, he or she may also provide a rationale directly to the College Council. In response, the College Council may modify its 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 Senate.

The College Council is not empowered to rule against decisions that the Faculty Senate are empowered to make. Instead, the College Council may choose to attach concerns or positions to the decision, 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 in order to reach a negotiated alternative, before forwarding a matter on for Presidential consideration.

In response, the Faculty Senate may provide a revised motion to the College Council. They may also seek to reaffirm their original action through a vote of no less than two-thirds of all voting members of the Faculty Senate. Thereupon, the Faculty Senate President may refer the matter directly 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 an action made by the Faculty Senate, the Faculty Senate may request that the President provide a response (verbal or written) designed to help the Faculty understand the reason for such action. This document or transcript, verified by the President, should be entered into the official Faculty Senate record.

If after considering the dissent, the Faculty Senate again reaffirms the action (as affirmed by no less than three-quarters of full faculty assembly), the Faculty Senate can choose to refer their action to the Executive Team of the Board of Trustees for possible consideration. It will be the sole discretion of the Board Chair if such action will be considered and all communication will occur through the President of the College, unless otherwise decided by the Board Chair, or through an action of the Board, in keeping with the policies set forth in the Board Governance Manual.

Decision Making Matrix

The following tables illustrate the individuals and groups who *may* serve as the primary influencers and decision-makers for each related concern. This table is largely meant to be descriptive, not prescriptive, as there are nuisances to some processes that are too difficult to illustrate here. It is also not meant to be comprehensive. New items may be added as clarification of processes provide opportunities to assess and identify procedures.

As is true for nearly all decisions, the design of the governance structure is meant to allow every constituent group, committee, and council the ability to weigh in on issues, 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 • 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, Student 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, Student 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)	College Senior Leadership 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	Student 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; Student Affairs Committee; Title IX Coordinator
Dismissal of Students, Academic	Chief Academic Officer
Dismissal/Suspension of Students, Conduct	Student 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	Business Affairs Committee
Graduation Requirements	Registrar, Faculty Senate, Chief Academic Officer
Grant Approval Process	Executive Director – CCCK Foundation
Hiring (Staff)	Hiring Committee, Office of Human Resources. President,
Hiring (Faculty)	Hiring Committee, Chief Academic Officer, President
Hiring (Adjuncts)	Academic Departments and Programs. Chief Academic Officer
Judicial Affairs and Student Discipline	Student Affairs Committee
New Student Orientation	Student Life Office
Public Safety	Operational Affairs Committee
Information Security	Operational Affairs Committee
Publications Style and Content	Operational Affairs Committee
Residence Halls, Operation of	Student Life Office
Space Allocations	Registrar, College Senior Leadership Team, Operational Affairs Committee
Space Naming	Donor, Foundation, College Senior Leadership Team, President
Strategic and Long-range Planning	Campus Community, College Council, College Senior Leadership Team, President
Student Programs	Student Life Office
Tuition and Room and Board Charges	Student Affairs Committee & Business Affairs Committee
Weather-related Closings	Chief Strategic Operations Officer

Curricular & Academic Decision Making Matrix

The following table illustrates how curricular and academic concerns are addressed and communicated. These actions largely flow out of the Faculty Senate, thus the Faculty Manual illustrates those process and decisions that precedes action by the Faculty Senate. This chart represents processes following action taken by the Faculty Senate, most of which fall under 10^{+1} guidance, and are therefore viewed as topics of concern that emanate from the Faculty Senate. In most cases the actions of *Support* & *Affirm* are largely a matter of form. Those that require *Approve* from the College Council are a matter of approval.

	Faculty Senate	College Council	President of the College	Board of Trustees
Curriculum				
Course Level Actions (i.e. name, description, hours, level, prerequisite, etc.)	Approves	Notified	Notified	Notified
Change Program Title	Approves	Supports/Confers/Recommends	Affirms/Refers/Declines	Affirms/Refers Back
New or Altered Policy (Academic)	Approves	Supports/Confers/Recommends	Affirms/Refers/Declines	Affirms/Refers Back
New or Altered Policy (Institutional)	Approves	Approves/Confers/Recommends	Affirms/Refers/Declines	Affirms/Refers Back
Modify Degree Requirement	Approves	Supports/Confers/Recommends	Affirms/Refers/Declines	Affirms/Refers Back
New Course	Approves	Supports/Confers/Recommends	Affirms/Refers/Declines	Affirms/Refers Back
Drop Course (without altering degree)	Approves	Notified	Notified	Notified
New Degree	Approves	Approves/Confers/Recommends	Affirms/Refers/Declines	Approve/Deny
New Major	Approves	Approves/Confers/Recommends	Affirms/Refers/Declines	Affirms/Refers Back
Drop Degree	Approves	Approves/Confers/Recommends	Affirms/Refers/Declines	Approve/Deny
Drop Major	Approves	Approves/Confers/Recommends	Affirms/Refers/Declines	Affirms/Refers Back
New Minor	Approves	Supports/Confers/Recommends	Affirms/Refers/Declines	Affirms/Refers Back
Drop Minor	Approves	Notified	Notified	Notified
Add Emphasis/Concentration (No new classes)	Approves	Notified	Notified	Notified
Drop Emphasis/Concentration	Approves	Notified	Notified	Notified
Pilot Course	Approves	Notified	Notified	Notified
Programmatic				
Programmatic Admission (Modifications)	Approves	Supports/Confers/Recommends	Affirms/Refers/Declines	Affirms/Refers Back
Course Schedule (Number of Hours/Days of the Week)	Approves	Supports/Confers/Recommends	Affirms/Refers/Declines	Affirms/Refers Back
Course Schedule	REGISTRAR	No Action	No Action	No Action
Credentialing (Policy)	Approves	Supports/Confers/Recommends	Affirms/Refers/Declines	Affirms/Refers Back
Credentialing (Sign-off)	No Action	No Action	No Action	No Action
Administrative				
Faculty Handbook Modifications	Approves	Supports/Confers/Recommends	Affirms/Refers/Declines	Affirms/Refers Back
Graduation Requirements	Approves	Supports/Confers/Recommends	Affirms/Refers/Declines	Approves/Deny
Academic Calendar**	Approves	Supports/Confers/Recommends	Affirms/Refers/Declines	No Action
Credentialing Policy	Approves	Supports/Confers/Recommends	Affirms/Refers/Declines	Affirms/Refers Back

**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 an acceptable academic calendar to College Council, who consider recommendations for start and end dates, holidays and breaks, and other possible considerations.

THE COLLEGE COUNCIL: GOVERNING RULES

Officers

The President of the College serves as the Chair of the College Council, with the Chief of Staff serving as the Secretary to the Council. The President has a voice, but no vote.

Duties of the Chair
- Schedule and preside over the meetings of the College Council
- Review minutes of the College Council, prior to distribution

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.
- Maintain a public posting of Council actions and minutes.

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 Secretary, shall provide the date, time, and location of each meeting. These will be recorded on the College Calendar.

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.

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, unless the conclusion of the days occurs on a weekend or holiday. If so, the meeting must occur on the first full business day following.

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 two business 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.

Proxy voting shall be permitted if the proxy vote is registered via email (time stamped) with the Secretary no less than 24 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 Recording Secretary, shall create an agenda to be determined no less than 72 hours (or three business days) 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 Secretary, may refer proposed agenda items to a Governance 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 a Governance 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 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 Governance Committees or establish a new Governance Committee if ratified by the constituent assemblies.

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

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. At such time the committee is charged to review its purpose, jurisdiction, and reporting relationships in an effort to ensure that all committee members understand their role.

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.

GOVERNANCE COMMITTEES: GOVERNING RULES

Officers

Each Steward Affairs Committee is chaired by the Chief Officer aligned with the work of the Committee, except in the case of Faculty Affairs (Faculty Senate), which is chaired by the Faculty President.

- Student Affairs: Chief Student Engagement Officer
- Operational Affairs: Chief Operations Officer
- Business Affairs: Chief Financial Officer
- Faculty Affairs (Faculty Senate): Faculty Senate President

It is the primary duty of the Chair to 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 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 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.

A committee speaks as a unit, through its actions. All discussions, individual statements, voting records and internal workings should be treated as privileged. A committee member who divulges such elements of deliberation may undercut the confidence of the other committee members and could hurt the work of the group. At the same time, actions of the committee are public information. Committee members will need to use wise discretion, balancing the role of being a member of a committee while also be a representative of a larger body.

Guidelines for Participation

Recognize the value of shared governance, which relies on broad input from diverse members. Each committee is 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 consider, deliberate, debate, and confer in order to fully appraise issues before making a decision or declaration;
- The responsibility to cooperate with colleagues despite theological, philosophical, political and pedagogical differences;
- The responsibility to prepare for meetings in advance (reading relevant materials, consulting with constituencies, and researching issues on the agenda);
- The privilege to act in good faith and work for the common good;
- The privilege of attending and participating;

- The obligation to treat others with dignity and respect.
- The obligation to represent constituent concerns with integrity, even when such concerns differ from personal preferences.

Meetings

Regular Meetings

The Chair is required to convene the committee, no less than two times each residential semester. The Chair will work with members of the committee to choose a time that allows for full participation of all members, and 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[20]. Committee documents include: agendas, meeting notes, and supporting documents.

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 Governance 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.

Due Notice

No special meeting of a Governance Committee 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.

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[20] Preferably within one week of the meeting. Sooner if deliberations or decisions have consequential, meaningful, or far-reaching affect.

Business of the Governance Committee

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

Parliamentary Authority

Governance Committees 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.

Annual Review

Each Governance Committee and all associated committees (standing, ad hoc, etc.) are charged to annually review purpose, jurisdiction, and reporting relationships in an effort to ensure that all committee members understand their role.

Committees

Standing Committees

Governance Committees 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 Governance Committee to which it is assigned. As such, they are reserved for explicit business of the SAC, freeing up the SAC to remain focused on other matters. Actions of a Standing Committee must be ratified by the aligned Governance Committee before being consider by the College Council.

A standing committee may request a member or subgroup to research an item or issue under consideration. In such cases, the individual or group may need to meet with an appropriate constituent group to gather data or opinion. In these instances, the representative(s) should make sure that the issue is under consideration only, that the committee is trying to determine the optimum procedure, and that all information will be used only to further the work of the College. Committees may enlist the insight of others by having them attend meetings, though only those assigned to the committee may vote on the business of the committee.

Ad Hoc Committees

As appropriate to the work of the Governance Committee or Sub-Committee, ad hoc committees may be established. The purpose, scope, and duration of the ad hoc committee must be specified. 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 respective sponsoring committee. Ad hoc committees are not recognized as standing committees and therefore can only make recommendations, unless otherwise specified.

OTHER COMMITTEES

The following list represents *known* sub and working committees that have been incorporated into the work of the Institution. They are referenced here to provide clarity concerning scope, makeup, and relation to the overall Governance Structure. Other committees may be added to this list by action of the College Council.

Academic Affairs and Assessment Committee [Faculty Senate]

This Faculty Senate sub-committee serves as the initial review board for curricular considerations. As such, it evaluates and makes recommendations to the Faculty Senate concerning curricular modifications. In addition, this committee advises and operationalizes the assessment of academic achievement.

Members: As defined by the Faculty Senate

All Athletics Council [Student Affairs]

The primary focus of the Council of Coaches is to address operational concerns of the athletic staff and the welfare and success of all student-athletes.

Members: Athletic Staff (AD, Coaches, Trainers, SID, FAR, etc.)

Council of Student Athletes [Student Affairs]

The Council of Student Athletes is a representative body providing an avenue through which the concerns and interests of student athletes may be addressed. As such, the *council* provides an avenue through which student-athletes can enhance civic leadership skills with a primary focus on enhancing the well-being of student-athletes, providing a vehicle through which athletic student-athletes can address issues regarding the management, operation, and rules that govern the athletic department and programs, and participate in the overall governance of the College as a whole.

Members: Athletic Director (ex-officio); Senior Woman Leader (ex-officio); One Representative (per team), as nominated by the Coach, has a 3.00 GPA or higher, is in good standing with the Student Life Office, and is a professing Christian.

General Education Committee [Faculty Senate]

This Faculty Senate sub-committee establishes and reviews the definition, criteria, and learning outcomes for general education; review syllabi and recommends to the Faculty Senate courses approved to satisfy the College's general education requirements; and facilitate on-going review, assessment, and modification of the College's general education curriculum.

Members: As defined by the Faculty Senate

Staff Social & Retirement Committee [Business Affairs]

Empowered to plan social events and recreation for the staff; the purchasing of and presentation of remembrances for staff upon special occasions and remembrances, including retirement for faculty and staff. This committee recommends dues to the Business Affairs Committee.

Members: First Lady, Chief of Staff, At Large Member(s)

Strategic Planning and Oversite Committee [Faculty Senate]

> This Faculty Senate sub-committee serves to represent faculty interest related to strategic and integrated planning, ensuring the integrity of the academic program in alignment with the Strategic Plan, Budgeting, and Mission. Primarily, the committee assesses alignment of academic programming with the Strategic Plan and Outcomes. It makes recommendations to the Faculty Senate, based on data analysis, concerning strategic feasibility, departmental budgeting, resource allocation, programmatic sustainability, faculty remuneration, faculty benefits, and other budgetary matters.

> **Members**: As defined by the Faculty Senate

Working Committees

Admissions Review Committee [Student Affairs]

> Determine acceptance or non-acceptance of incoming freshman/transfer students who do not meet standard admissions policies.

> **Members**: CSEO, Registrar, Academic Center Representative and the Director of Admissions & Marketing

Benefits Committee [Business Affairs]

> This committee reviews and considers current and future employee benefit programs. The committee is empowered to suggest modifications to current plans and suggest alternative plans. The committee may be called upon to conduct research on behalf of the President or CFO.

> **Members**: As defined by the Chief Financial Officer

BG Products Business Lecture Series Committee [Faculty Senate]

> Plan the lecture series for each academic school year in the area of business.

> **Members**: As defined by the Faculty Senate

Campus Planning Committee [Operational Affairs]

> Serving the Operational Affairs Committee, this working group helps coordinate the planning process for any new or major renovating construction projects on the campus; coordinate and determine the selection of architect and construction firms for any new or major project on campus; and recommends for final authorization of any new building or major renovation or project.

> **Members**: As defined by the Chief Operations Officer

Chaney Lecture Series Committee [Faculty Senate]

> Plan the yearly lecture series which can be both a chapel and/or a classroom speaker combination.

> **Members**: As defined by the Faculty Senate

Chaney Music Symposium Committee [Faculty Senate]

Plan the Music Symposium for each academic calendar year.

Members: As defined by the Faculty Senate

Disciplinary Affairs Committee [Student Affairs]

Responsibility for the enforcement of college policies governing student life as found in the Student Handbook and Student Life section of the Catalog and the sanctioning of appropriate discipline. The DAC also serves as an appellate committee for student grievances not otherwise associated with the student discipline process.

Members: As defined by the Chief Student Engagement Officer

Emergency Response Team [Operational Affairs]

Responsible for immediate response of any campus emergency.

Faculty Appeals

Special commission designated by the Chief Academic Officer to address appeals made by faculty who have been non-renewed, terminated, or are appealing an issue concerning a violation of rights, representation, or process.

Members: Minimum of three members appointed by the Chief Academic Officer, one of which should represent the department in which the appealing faculty member was associated.

Fine Arts Committee [Faculty Senate]

Responsible for keeping the mission of CCCK; for creating and developing and implementing goals/plans; fiscal responsibility; and cooperation and partnership regarding activities and the calendar within the Fine Arts, the College, and the local community.

Members: As defined by the Faculty Senate

Grievance Review Board [Business Affairs]

This committee is convened by the Office of Human Resources to hear appeals concerning grievances filed and investigated by the Office of Human Resources.

Members: Appointed by the President, as needed

Information Processing [Operational Affairs]

Meets to discuss issues related to information processing.

Members: Chief Operations Officer (Chair), Faculty Rep, IT Rep, Registrar, SID, Academic Rep, Admissions Rep, Student Rep from SGA, and Director of Learning Center

Institutional Review Board [Faculty Senate]

This committee serves as the ethical review committee charged to approve, monitor, and review all research associated with faculty, staff, or student research. They serve as the permission granting body concerning all research and may mandate modifications or disapprove research efforts. Any research project must receive endorsement by this body before proceeding.

Members: Appointed by the Faculty Senate, which may include qualified staff who are not

formal members of the Faculty Senate. All appointees are to have earned a regionally accredited research based doctoral degree.

Teacher Education Committee [Faculty Senate]

Review Kansas State Department of Education guidelines and certify viability of the program and to assist in managing the Central Education Department. Recommendations are considered by the Academic Affairs and Assessment Committee.

Members: As defined by the Faculty Senate

Student Progress Review Committee

Primarily serves as an academic progress review committee, though may also include any topic related retention, student success, or enhancement of persistence and student performance. Also serves as the committee to address Satisfactory Academic Progress (SAP), including the consideration of SAP appeals.

SIS Working Committee [Operational Affairs]

Meets regularly to address concerns and development of the student information system (SIS). Topics include updates, enhancements, trainings and general orientation to the campus community.

Members: Registrar, Financial Aid Representative, IT Representative, Admissions Representative, Business Office Representative, Business Office Representative, Faculty Representative, Student Services Representative, and Advancement Representative.

Spiritual Development Committee [Student Affairs]

The scope of this committee aligns with the role and function of a "Pastor's Cabinet" as outlined in the *2019 Free Methodist Book of Discipline*. As such, its primary role is to advise Student Life in its work to promote the spiritual formation of the student body.

Members: Chief Student Engagement Officer (Chair), Campus Pastor, Coach Representative, Faculty Representative, and a Staff Representative.

# Assessment, Integrated Planning, & Budgeting

ASSESSMENT

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 liner fashion.
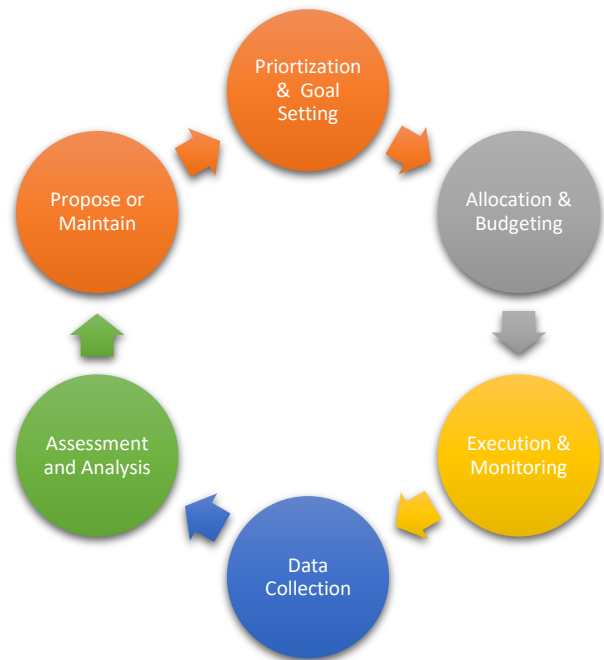
Assessment

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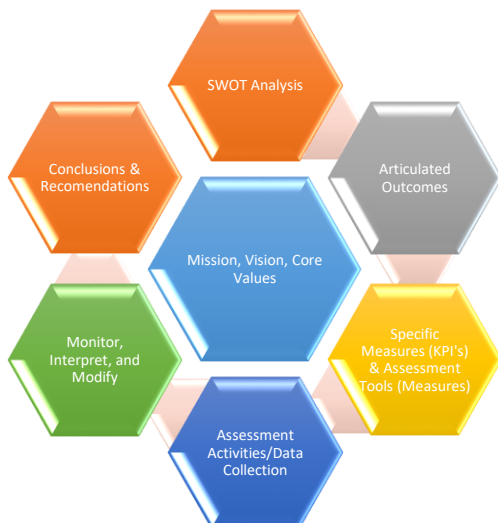
measure the effectiveness of the College in producing its articulated outcome(s). It further provides the data through which the College can plan and budget in order to ensure outcomes are provided the support and review needed for achievement.

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 process illustrated to the left as a way to visualize the entire assessment (Assessment Model)

Closely aligned to the Assessment Model, the College also references 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 institutional advancement and create silos of improvement.

The Impact Model serves as another 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*.

Broadly speaking, the College primarily monitors two type of outcomes, as 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.

Direct - Assessment (upward arrow)

Major Field Tests	Exit Surveys
Portfolios	T.I.G.E.R.S
Audits/Financials	Polls/Surveys
CCTST (Critical Thinking)	Questionnaires
Placement Stats	Alumni Survey
Pre/Post Tests	Perception Survey
STI / Spirit Pulse	NSSE/SSI
M-GUDS	

Indirect - Evaluation (downward arrow)
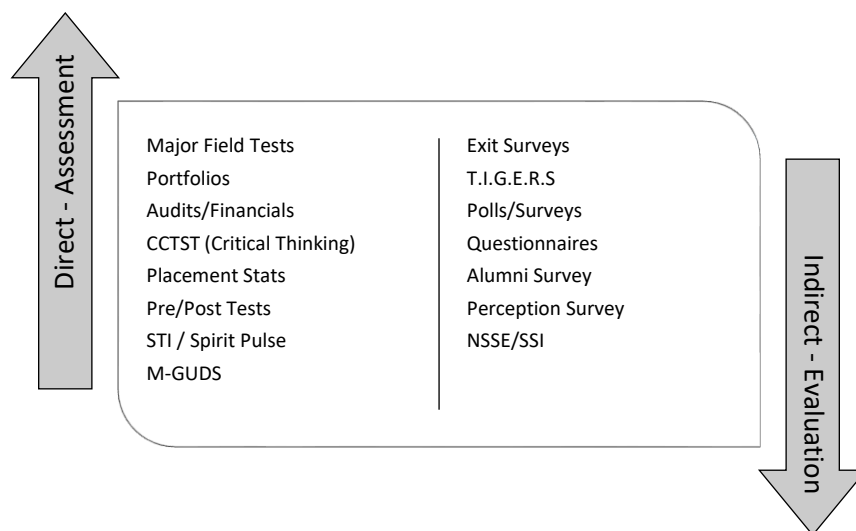
There are a number of different data points that Central Christian College has identified as important to the assessment process. These are illustrated in the table below.

Points of Assessment	Student Status			
	Pre-Enrollment	Enrollment		Post-Enrollment
		Course Related	Enrollment Related	

Assessment Instrument & Tools	• Demographics
	• H.S. GPA
	• ACT/SAT
	• Placement Tests
		• Assignments
		• Attendance
		• First Year Seminar (Grade)
		• Major Related Grade
		• Final Grades
			• CCTS
			• GPA
			• Retention
			• Internships
			• Senior Essay
			• Exit Survey
			• Capstone Projects
			• Faculty Performance (TIGER)
			• SAP
			• NSSE/SSI
				• Alumni Survey
				  o Salary
				  o Graduate Entry
				  o Major Persistence
				  o 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[21]. 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 this process is to provide a means through which each program of study 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 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 non-academic areas of the College. To assist in this process and ensure continual assessment remains a priority throughout the College, each Governance Committee, the College Senior Leadership Team, and the College Council is responsible for specific aspects of the Assurance Argument. Under the direction of the Office of

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[21] In cases where a program or department also maintain specialized accreditation, by permission of the Academic Office, the specialized accreditation report may be used in lieu of the standard quadrennial required internally, as long as any missing components are addressed.

Institutional Effectiveness, each body engages in assessment work, updating the Assurance Argument as it participates in the assessment process.

Budget

An Overview of CCCK's Budgeting
Philosophy and Process

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 Governance 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 balanced fixed costs and aspirational initiatives. This allows the budget to serves 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, PPBS[22], 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.

Roles

Building on the shared governance model articulated herein, constituents representing the entire campus community participate in the budget process – in a number of varied and similar ways. The very fact that this budgeting discussion is found in a governance document is to amplify the role that governance and planning play in the overall fiscal health of the institution. Budget is an outcome of every informal and formal discussion. It is a reflection of committee meetings and decisions. This is true because the work of the College, represented in the governance structure, provides the assumptions that drive budget development and management.

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.

It is important to appreciate that, at any time, the College is always in some phase of budget preparation. By the nature of the process, the college budget cycle is both forward looking (as it prepares a new budget) and evaluative (as it operates its current budget). Recognizing that it is the audit that truly ends a budget cycle, an institution could be working through three different fiscal years at any time (the past, present, and future). Seen in this way, an annual budget can have a lifecycle of 36 months or more, even greater with a capital budget.

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[22] Planning, Programming, Budgeting System

Early in the process the BAC and the College Senior Leadership 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 sent to the College Council for review, revision, and final recommendation to the Office of the President. This proses 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.

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

Task	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
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

Task	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
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

Task	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
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											█	░

INTEGRATED PLANNING MATRIX BY DATE

Cyclical Overlap	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
	Set Goals	Budget Preparation	Budget Prioritization & Development					Resource Allocation		Audit & Monitoring		
	Assessment & Review – Academic						Assessment & Review - Institutional			Strategic Planning & Development		

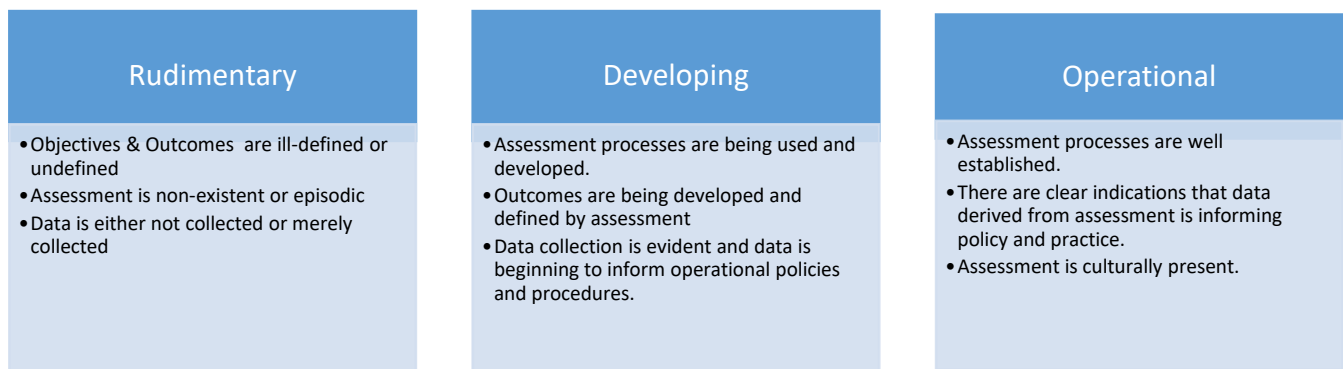| **Academic Assessment**	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
OIE distributes Departmental Summary Reports and Data Book.	■											
Faculty Review Data and Student Learning Outcomes	■											
SWOT Analysis & Setting of Annual Priorities	■											
Faculty present data-informed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

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.

Rudimentary	Developing	Operational
• Objectives & Outcomes are ill-defined or undefined • Assessment is non-existent or episodic • Data is either not collected or merely collected	• Assessment processes are being used and developed. • Outcomes are being developed and defined by assessment • Data collection is evident and data is beginning to inform operational policies and procedures.	• Assessment processes are well established. • There are clear indications that data derived from assessment is informing policy and practice. • Assessment is culturally present.

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 to better illustrate the interplay between assessment, planning, governance, and budgeting.