



**HARTNELL
COLLEGE**

Governance Handbook

Hartnell Community College District

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COUNCILS AND SUBCOMMITTEES

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

Hartnell College Council

- Subcommittee: Accreditation
- Subcommittee: Data Governance Group

Equity Assurance

- Subcommittee: EEO/Diversity
- Subcommittee: Professional Development

Institutional Resources

- Subcommittee: Advancement Committee
- Subcommittee: Safety Committee

Student Success Council

- Subcommittee: Strategic Enrollment Management

Technology Learning Support

COUNCIL CHARGES, OVERSIGHT, AND RESPONSIBILITIES

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

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

Equity Assurance Council (EAC)- Working collaboratively with other councils and committees, the Equity Assurance Council uses external and institutional research to create, promote, and implement initiatives that support learning and working environments free from classism,

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

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

Student Success Council (SSC) - Working collaboratively with other councils and committees, recommends and supports policies, initiatives, and strategic planning that shape the student learning experience and post-graduation success. Prioritizes the development of structures and practices that foster the delivery of high-quality academic and learning support programs that contribute to student success and the quality of campus life.

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

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

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

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

In accordance with AP 2510, council recommendations will normally be accepted by the superintendent/president. Only in exceptional circumstances and for compelling reasons will a recommendation not be accepted. If a recommendation is not accepted, the

superintendent/president shall promptly communicate the reason to the appropriate council in writing.

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

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

MEMBERSHIP

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

Councils have membership reflecting equal representation between administrators, faculty, and classified professionals. Council membership is designed to best serve each council's focus.

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

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

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

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

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

All council subcommittees should include representation from all four groups (administrators,

classified professional, faculty, and students).

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

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

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

NOTE: At the May 9, 2025 meeting, the HCC approved the merging of the Academic Affairs Success and Student Affairs Success Councils, to be named the Student Success Council. The approval included the membership of six faculty, six administrators, six classified professionals, and four student representatives.

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

HARTNELL COLLEGE COUNCIL

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

EQUITY ASSURANCE COUNCIL

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

INSTITUTIONAL RESOURCES COUNCIL

ADMINISTRATION	CLASSIFIED PROFESSIONAL	FACULTY
VP, Administrative Services	Confidential, CSEA, or L-39	Co-Chair, P. P. O. A.
Ex Dir., Facilities, Plan, Const. Mngmt.	Confidential, CSEA, or L-39	Library
Senior Director of Grants	Confidential, CSEA, or L-39	Any Meta Major rep
Interim Director, HSI Initiatives Strategic Initiatives	Confidential, CSEA, or L-39	Any Meta Major rep
Ex Dir., Fiscal and Auxiliary Services	Confidential, CSEA, or L-39	Any Meta Major rep

STUDENT SUCCESS COUNCIL

ADMINISTRATION	CLASSIFIED PROFESSIONAL	FACULTY
Vice President of Student Affairs	Confidential, CSEA, or L-39	Academic Senate Rep
Vice President of Instruction	Confidential, CSEA, or L-39	Academic Senate Rep
Dean of Enrollment Services	Confidential, CSEA, or L-39	Academic Senate Rep
Dean of Student Success	Confidential, CSEA, or L-39	Academic Senate Rep
Dean of Academic Affairs	Confidential, CSEA, or L-39	Academic Senate Rep
Dean of Academic Affairs	Confidential, CSEA, or L-39	Academic Senate Rep

TECHNOLOGY LEARNING SUPPORT COUNCIL

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

MEETING PROTOCOLS

(agendas, meeting format, frequency, and voting)

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

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

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

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

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

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

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

INITIATING AND MAINTAINING THE COUNCILS AND AD HOC COMMITTEES

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

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

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

Ad Hoc Committees

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

PARTICIPATORY GOVERNANCE COMMITMENT TO GUIDED PATHWAYS

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

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

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

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

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

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



COLLEGE COMMITMENTS, STATEMENTS, AND STRATEGIC PLANNING GOALS

Caring Campus Commitments

Ten-Foot Rule - Whenever a student or group of students is within ten feet of you and seems to need assistance take the initiative to approach them. Don't wait for them to approach you. Say hello, give your name and role on campus, smile, and use a positive tone. Have the knowledge to answer questions or be able to make a warm referral.

Nametags - Wear nametags so students know who to approach with questions. It is a small action that is an invitation for friendliness. It is a disarming gesture that personalizes and humanizes us, reducing psychological distance

Cross-Department Awareness - Maintaining detailed, accurate, and up-to-date directories to make correct and warm referrals is essential. It also is important to know what each department does. This eliminates being handed off from one person to another, which is a frustrating experience.

Warm Referrals - Making a warm referral ensures each student's needs are met and brings human relationships to what can easily be purely transactional. Call ahead so the recipient knows the student is coming, and give the student the name of who is expecting them. Walk the student to the office they need to get to or provide them with a map. Follow-up to ensure the student got there.

Welcoming Students - Focus on ensuring students feel welcome and belong at the college during different parts of the student journey.

Faculty Behavioral Commitments

Connect with students by name – Faculty commit to learning students' names, showing interest in their identities and experiences, and communicating that students belong in the course.

Be intrusive early and often – Faculty commit to monitoring engagement indicators and contacting students when signs of disengagement or struggle appear.

Meet one-on-one with students – Faculty commit to encouraging one-on-one conversations with students and demonstrating genuine care for their progress.

Hold high standards while offering flexibility – Faculty commit to clearly communicating expectations while providing appropriate support and flexibility.

Create a community of learning – Faculty commit to creating conditions for belonging, fostering peer interaction, collaboration, and shared learning.

Equity Statement

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

Vision Statement

If you could imagine the most perfect Hartnell College, what would that look like?

- A place where students receive the message every day that they belong, their ideas matter, and they bring worth to the community.
- A place where students build relationships and build their future.
- A place where students can give their all to their education and future without worry that something will stop their educational journey.
- A place where we dismantle self-imposed and societal barriers.
- A place of transformation, growing the thoughtful leaders of tomorrow.
- A place where dreams become possibilities.

Mission Statement

We advance social and economic justice through the transformative power of education.

Interpretive statement:

The Salinas Valley is one of the most expensive places to live in the United States, largely because of the significant disparities between income and costs of living. Compared to other mid-size cities, Salinas has the largest minority wage gap (49%) in the nation, resulting in high poverty rates in our region. Additionally, only about 35% of Salinas residents over the age of 25 have a college degree or credential; that percentage goes down to below 10% in some of our rural and outlying communities. These realities are at the heart of our “why.”

At Hartnell College, we know that post-secondary education is the lever that can propel the economic and social mobility of our community, and we understand how critical it is for us to reverse these educational and economic inequities. Our commitment is to provide high-value baccalaureate degrees, associate degrees, certificates, and transfer opportunities for our students, so they can achieve their career and academic goals, contribute to the economic and social vibrancy of our community, and become the leaders and changemakers of tomorrow.

2024-2027 Strategic Planning Goals

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

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

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

Goal 3: Maximize operational efficiency and effectiveness.

Goal 4: Implement fiscal health and sustainability practices.

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

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

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

Values

Our core values reflect our deeply ingrained beliefs that guide everything we do. When we practice these values, we put students first.

Education. We believe it is important to state explicitly that education is our highest value, and is the reason why we are here. We believe wholeheartedly that education is fundamental to achieving personal and economic advancement, equity, sustainability, and community vibrancy.

Connection. We know that feeling connected fosters a sense of belonging and comunidad. Connection helps us build and maintain trust, improve communication and collaboration, strengthen relationships with each other, and grow a strong community of care.

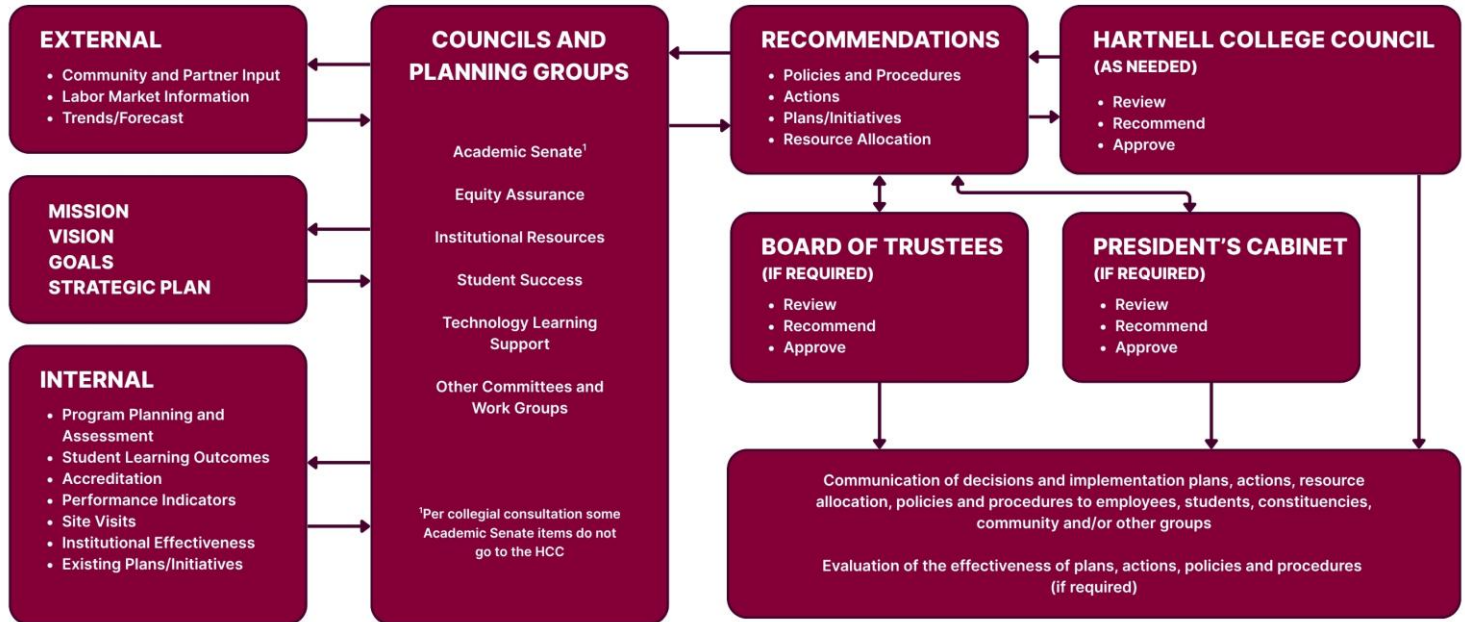
¡Sí se puede! The one phrase that rallies our community is “¡sí se puede!” For all of us - students, employees, and community members - this statement is a unifying call to action, reminding us that change is possible through collective effort and solidarity.

Cultural Wealth. We embrace all of our students, employees, and community members for who they are, and we value the rich cultural assets they bring to us. Our students come to us and make us better, and they go out and make the world better.

Impact. What we do matters to our students and to our community. Wherever we sit, we all play a critical role in advancing equity, post-graduation success, and economic and community vibrancy. We believe that impact is what truly drives change.

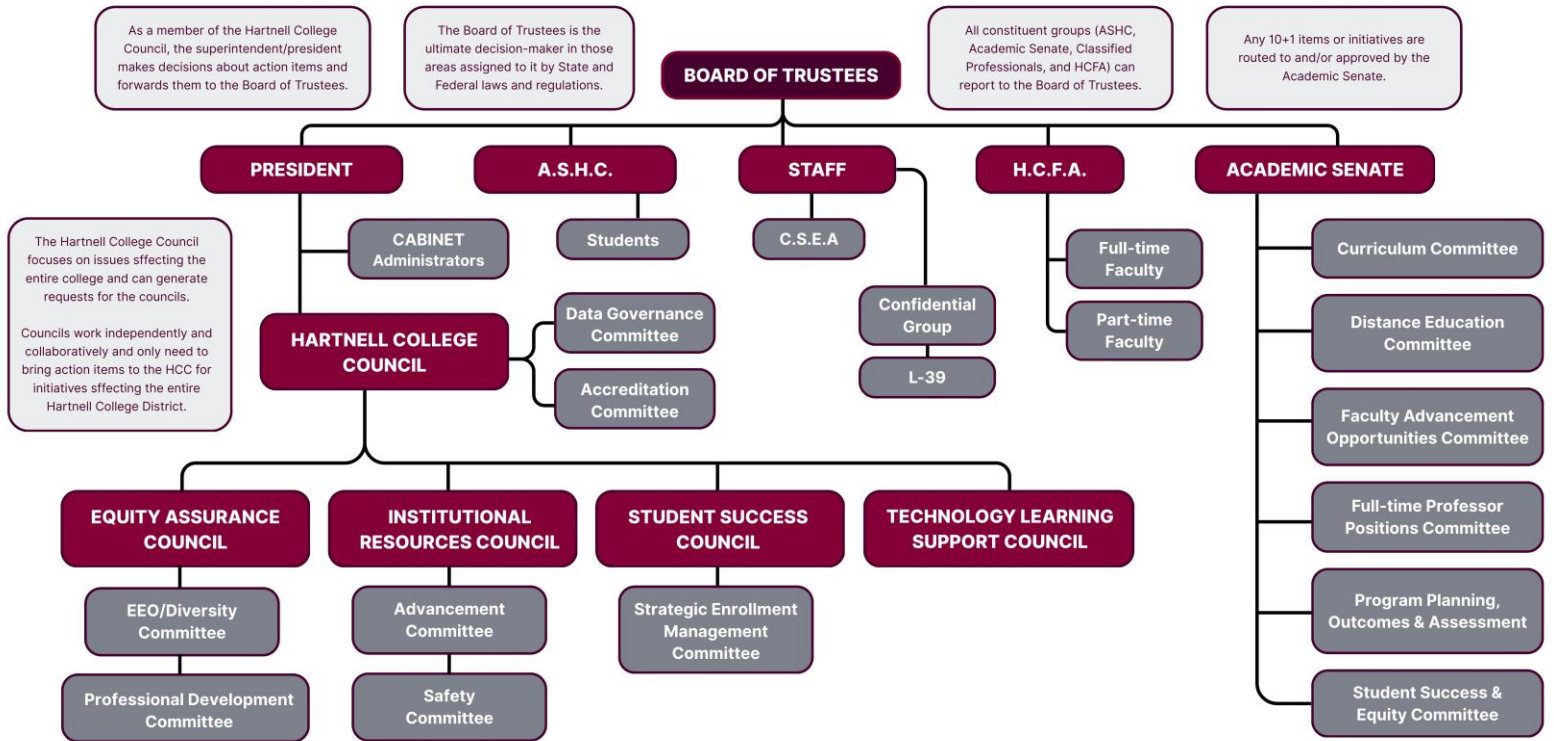
HARTNELL COMMUNITY COLLEGE DISTRICT

Governance and Decision-Making Model



HARTNELL COMMUNITY COLLEGE DISTRICT

Organizational Chart of Constituent Groups and Participatory Governance Structure



HARTNELL COLLEGE COUNCIL

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

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

GOALS

- Continue to review the governance structure
- Ensure councils have established and are carrying out their goals
- Review governance council subcommittees structures
- Review Chapter 3000 BP/APs and identify which councils should review
- Review BPs under older structure and make recommendations to either delete, transition to statewide system as BP or AP or OM.

EQUITY ASSURANCE COUNCIL

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

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

GOALS

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

INSTITUTIONAL RESOURCES COUNCIL

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

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

GOALS

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

STUDENT SUCCESS COUNCIL

ADMINISTRATION	CLASSIFIED PROFESSIONAL	FACULTY
Vice President of Student Affairs	Confidential, CSEA, or L-39	Academic Senate Representative
Vice President of Instruction	Confidential, CSEA, or L-39	Academic Senate Representative
Dean of Enrollment Services	Confidential, CSEA, or L-39	Academic Senate Representative
Dean of Student Success	Confidential, CSEA, or L-39	Academic Senate Representative
Dean of Academic Affairs	Confidential, CSEA, or L-39	Academic Senate Representative
Dean of Academic Affairs	Confidential, CSEA, or L-39	Academic Senate Representative

Student Success Council - Working collaboratively with other councils and committees, supports policies, initiatives, and strategic planning that shape the student learning experience and post-graduation success. Prioritizes the development of structures and practices that foster the delivery of high-quality academic and learning support programs that contribute to student success and the quality of campus life.

GOAL

- Recommend and advocate for the adoption of evidence-based practices to assess and optimize the utilization, quality, and equitable delivery of all academic and learning support programs for students.
- Recommend high impact policies or initiatives that support the integration of workforce partnerships aligned to livable wage careers and employment.
- Support systematic integration of longitudinal post-graduation data (including employment status, salary benchmarks, bachelor degree attainment, and ongoing education status) to inform college practice and policy.
- Review, update, and recommend administrative procedures and board policies that pertain to student success in alignment with strategic goals.
- Revive the Strategic Enrollment Management Committee and for the Committee to provide regular updates to SSC.

TECHNOLOGY LEARNING SUPPORT

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

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

GOALS

- Develop a repository for tools and information on Accessibility (Web, PDFs, Canvas, ppt, etc).
- Develop the annual technology survey for staff and students.

SUBCOMMITTEES OF COUNCILS

EEO/Diversity Committee (A subcommittee of Equity Assurance Council)

ADMINISTRATION	CLASSIFIED PROFESSIONAL	FACULTY
Vice President of HR/EEO, Co-Chair	2 to be selected by Classified Professionals	Faculty, Co-Chair
Dean of Student Equity		Faculty
VP of Institutional Equity, Effectiveness, and Success		

Professional Development Committee
(A subcommittee of Equity Assurance Council)

ADMINISTRATION	CLASSIFIED PROFESSIONAL	FACULTY
VP of HR/EEO, Co-Chair	5 to be selected by classified professionals	Faculty, Co-Chair
VP of Institutional Equity, Effectiveness, and Success		4 other faculty to be appointed by Academic Senate
Academic Dean		
Student Services Dean		
Director		

Accreditation Committee
(A subcommittee of Hartnell College Council)

ADMINISTRATION	CLASSIFIED PROFESSIONAL	FACULTY
VP, Institutional Equity, Effectiveness, and Success	Confidential, CSEA, or L-39	Academic Senate Representative
Vice President of Administrative Services (Lead)	Member representatives appointed by the classified professionals	Member representatives appointed by the Academic Senate
Vice President of Instruction (Lead)		
Other member representatives appointed by the superintendent-president		

Data Governance Committee
(A subcommittee of Hartnell College Council)

ADMINISTRATION	CLASSIFIED PROFESSIONAL	FACULTY
Director of Institutional Research, Chair	Curriculum/Scheduling Analyst	PPA Specialist
Dean of Enrollment Services	Programmer Analyst	Faculty
Academic Dean	Admissions and Records Lead	
Executive Director of Fiscal and Auxiliary Services	Human Resources Specialist	
Director of Financial Aid	Human Resources Analyst	
	Institutional Data Analyst	
	Curriculum/Scheduling Specialist Lead	

Advancement Committee
(A subcommittee of Institutional Resources Council)

ADMINISTRATION	CLASSIFIED PROFESSIONAL	FACULTY

Safety Committee
(A subcommittee of Institutional Resources Council)

ADMINISTRATION	CLASSIFIED PROFESSIONAL	FACULTY

Strategic Enrollment Management Committee
(A subcommittee of Student Success Council)

ADMINISTRATION	CLASSIFIED PROFESSIONAL	FACULTY

2026-27 MASTER MEETING CALENDAR – College Councils and Committees

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	9-11am: Diversity/EEO Cmte 3-5pm: Accreditation	8:30-12pm: Cabinet	9-11am: Student Affairs Leadership Team	9-11am: Deans Meeting 2:40-4:40pm: Curriculum	9-11am: Institutional Resource Council 11-1pm: ASHC 11:15-12:45 pm: Student Success Equity Committee
2	3-5pm: Program Planning Outcomes Assessment 9-10:30am: One Hartnell Steering Team	8:30-12pm: Cabinet 3-5pm: Academic Senate	9-11am: Student Affairs Leadership Team 3-5pm: DE Committee	9-11am: Deans Meeting 1-2pm SEAP Committee	9-11am: Student Success Council 11-1pm: ASHC 1-3pm: Hartnell College Council
3	9-10am Data Governance Cmte 3-5pm: Senior Leadership*	8:30-12pm: Cabinet	9-11am: Student Affairs Leadership Team	9-11am: Deans Meeting 2:40-4:40pm: Curriculum	9-11am Equity Assurance Council 11-1pm ASHC 11:15-12:45pm: Student Success Equity Committee 1-3pm: Technology Learning Support Council
4	2-4pm: Professional Development Committee 3-5pm: Program Planning & Outcomes Assessment 4-5pm: Faculty Advancement & Opportunities Committee	8:30-12pm: Cabinet 3-5pm: Academic Senate	9-11am: Student Affairs Leadership Team	9-11am: Deans Meeting	

*Denotes meeting date is adjusted due to Monday holidays

Pending schedule: Advancement, Safety, Strategic Enrollment Management

FT Professor Positions Committee meets in Fall



HARTNELL COLLEGE

[COUNCIL/COMMITTEE NAME]

[DATE, TIME]

[LOCATION]

[ZOOM LINK]

AGENDA

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

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

VISION STATEMENT: A place where dreams become possibilities.

MISSION STATEMENT: We advance social and economic justice through the transformation of education.

VALUES STATEMENT: Our core values reflect our deeply ingrained beliefs that guide everything that we do. When we practice these values, we put students first. Education, Connection, ¡Si se Puede! Cultural Wealth, Impact.



HARTNELL COLLEGE

[COUNCIL/COMMITTEE NAME]

MINUTES

[DATE/TIME/LOCATION]

MEMBERS	Constituent Group	Present	Absent
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			

Guests: (if any)

1. Call Meeting to Order

2. Approval of Minutes

3. [first agenda item]

4. Closing Comments/Adjournment

The meeting adjourned at ____ p.m.

NEXT MEETING(S)

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

VISION STATEMENT: A place where dreams become possibilities.

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VALUES STATEMENT: Our core values reflect our deeply ingrained beliefs that guide everything that we do. When we practice these values, we put students first. Education, Connection, ¡Si se Puede! Cultural Wealth, Impact.

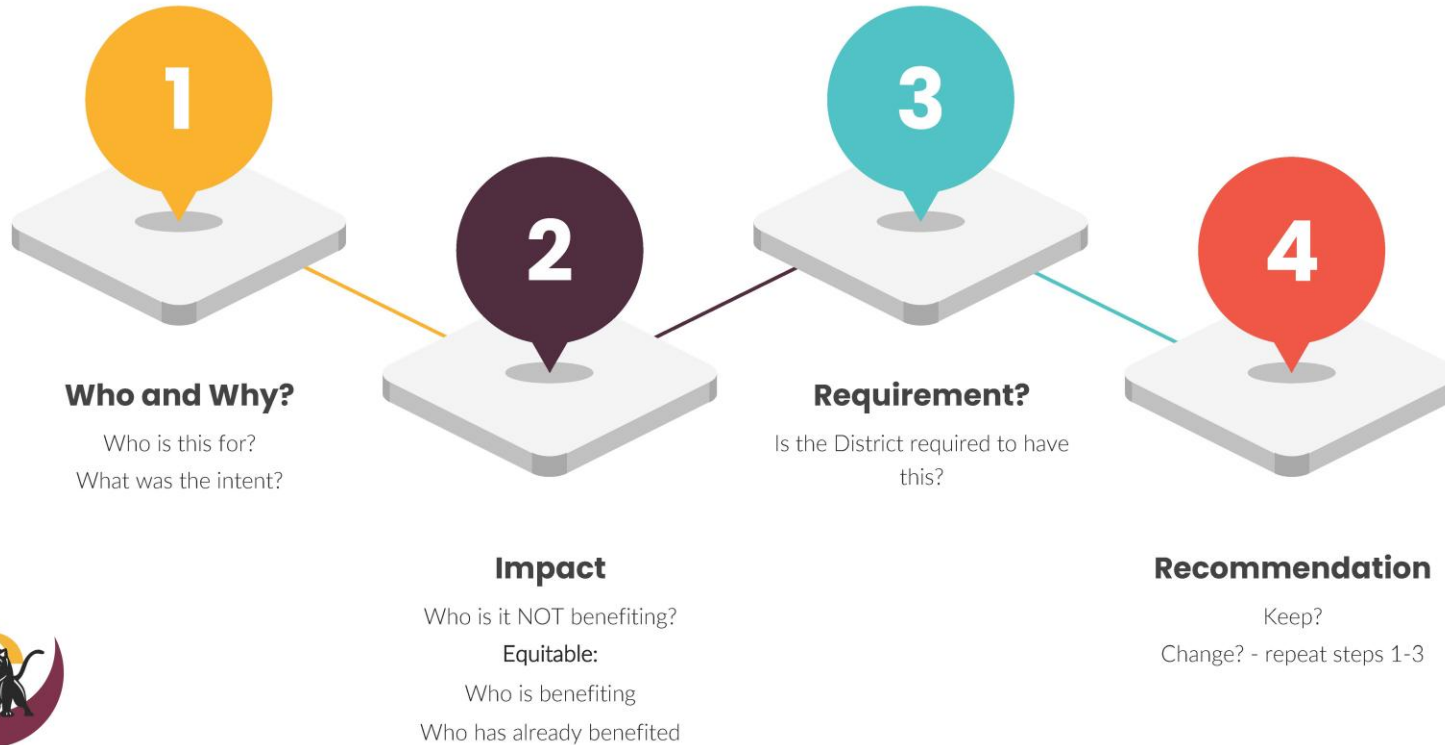
TASKS – [COUNCIL/COMMITTEE NAME]
ACADEMIC YEAR []

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

COMPLETED

	Task	Responsible Individual(s)	Date Assigned	Notes/Progress
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

HARTNELL COLLEGE POLICIES & PROCEDURES ASSESSMENT



HARTNELLCOLLEGE

MAY 17, 2023

HARTNELL COLLEGE - ASSESSMENT OF POLICIES AND PROCEDURES

#/Title - Policy or Procedure	Step 1: Audience Who is this for?	Step 2: Purpose What is this doing?	Step 3: Adverse Impact Who is this NOT benefiting? Explain why.	Step 4: Equitable Impact Who is this (has it) benefit(ing/ed)? Explain why.	Step 5: Requirement Does a governing body require the policy/procedure?	Step 6: Recommendation Keep? If there are accessibility issues specify, Change? Repeat steps 1 - 6, add new line, specify line #.	Responsible Party	Due Date	Completed
	Students				Yes Required by:	Keep Specify:			
	Employees				No	Change Repeat steps 1 -6. Line #			
	Students				Yes Required by:	Keep Specify:			
	Employees				No	Change Repeat steps 1 -6. Line #			
	Students				Yes Required by:	Keep Specify:			
	Employees				No	Change Repeat steps 1 -6. Line #			
	Students				Yes Required by:	Keep Specify:			
	Employees				No	Change Repeat steps 1 -6. Line #			
	Students				Yes Required by:	Keep Specify:			
	Employees				No	Change Repeat steps 1 -6. Line #			
	Students				Yes Required by:	Keep Specify:			
	Employees				No	Change Repeat steps 1 -6. Line #			
	Students				Yes Required by:	Keep Specify:			
	Employees				No	Change Repeat steps 1 -6. Line #			
	Students				Yes Required by:	Keep Specify:			
	Employees				No	Change Repeat steps 1 -6. Line #			
	Students				Yes Required by:	Keep Specify:			
	Employees				No	Change Repeat steps 1 -6. Line #			
	Students				Yes Required by:	Keep Specify:			
	Employees				No	Change Repeat steps 1 -6. Line #			
	Students				Yes Required by:	Keep Specify:			
	Employees				No	Change Repeat steps 1 -6. Line #			
	Students				Yes Required by:	Keep Specify:			
	Employees				No	Change Repeat steps 1 -6. Line #			
	Students				Yes Required by:	Keep Specify:			
	Employees				No	Change Repeat steps 1 -6. Line #			
	Students				Yes Required by:	Keep Specify:			
	Employees				No	Change Repeat steps 1 -6. Line #			
	Students				Yes Required by:	Keep Specify:			
	Employees				No	Change Repeat steps 1 -6. Line #			