| GCCC Internal Governance|

2022-2023

Contents

Table of Contents

Contents

Letter from the President for Garden City Community College

The intent of this publication is to clarify for administrators, faculty, staff, and students the decision making processes at Garden City Community College. It highlights the major decision making bodies on campus that are responsible for considering and evaluating initiatives as they move forward, always with the goal of ensuring we, as an institution, are living our Busters Values.

The guide describes the institution's relationship with external bodies such as the federal structures, the Kansas Board of Regents, and accrediting bodies such as the Higher Learning Commission; the roles of the Board of Trustees, the President, and Administrators; and reporting pathways for each of the three major divisions of the college. It also provides a deeper understanding of the various groups and committees on campus, their charge, their focus of authority and responsibility, and how they are held accountable for their work and their decisions.

As a way to help individuals explore how to get involved and make a difference at GCCC, this manual also provides guides for the responsibilities of committee Chairs, Vice Chairs, and members.

I am frequently reminded of the Ubuntu saying *I am because you are.* The college cannot function without its people. We are all responsible for the direction of the college. Our hope is this manual gives every member of the Buster Family an understanding of where they can get involved. GCCC is a place members can take their ideas and best practices and work to implement change and continuous improvement.

And remember. It's a great day to be a Buster.

Dr. Ryan J. Ruda

Dr. Ryan Ruda
President

GARDEN CITY COMMUNITY COLLEGE • 1919 • HOME OF THE BRONCBUSTERS •

Introduction to Garden City Community College

Mission, Vision, and Values

Our Mission, Vision, and Values help us understand *what* we do, *where* we aspire to be, and *how* we intend to conduct ourselves as we work to get there.

Mission: Garden City Community College exists to produce positive contributors to the economic and social well-being of society.

Vision: GCCC will be the premier education nexus of progress, providing world class learning in a dynamic environment. From here, you can go anywhere.

Values:

Bold Innovation

Unwavering Integrity

Service and Collegiality

Trust, Transparency, and Accountability

Empowered Creativity and Academic Freedom

Responsible Leadership

Student-Centered Focus

Humble, Hungry, Smart

The college also adheres to the Humble, Hungry, Smart philosophy promoted in Patrick Lencioni's *The Ideal Team Player*, copies of which can be requested through Human Resources.

Decision-Making Philosophy

The focus of our mission is student learning. As indicated by our values, the college needs the active participation of the entire campus community to effectively accomplish its mission. Our philosophy is that diverse perspectives make us stronger and lead to better decisions. This shared involvement:

- Does not always imply agreement
- Does not always require the same level of involvement by all participates at all times; and
- Places the ultimate responsibility for decisions with the President and the Board of Trustees.

Garden City Community College's existence and operation are based on our Mission, Vision, Busters Values, and Strategic Plan, and none of these can function without teamwork and the development of effective relationships between administrators, faculty, staff, and students.

Characteristics of Effective Decision-Making

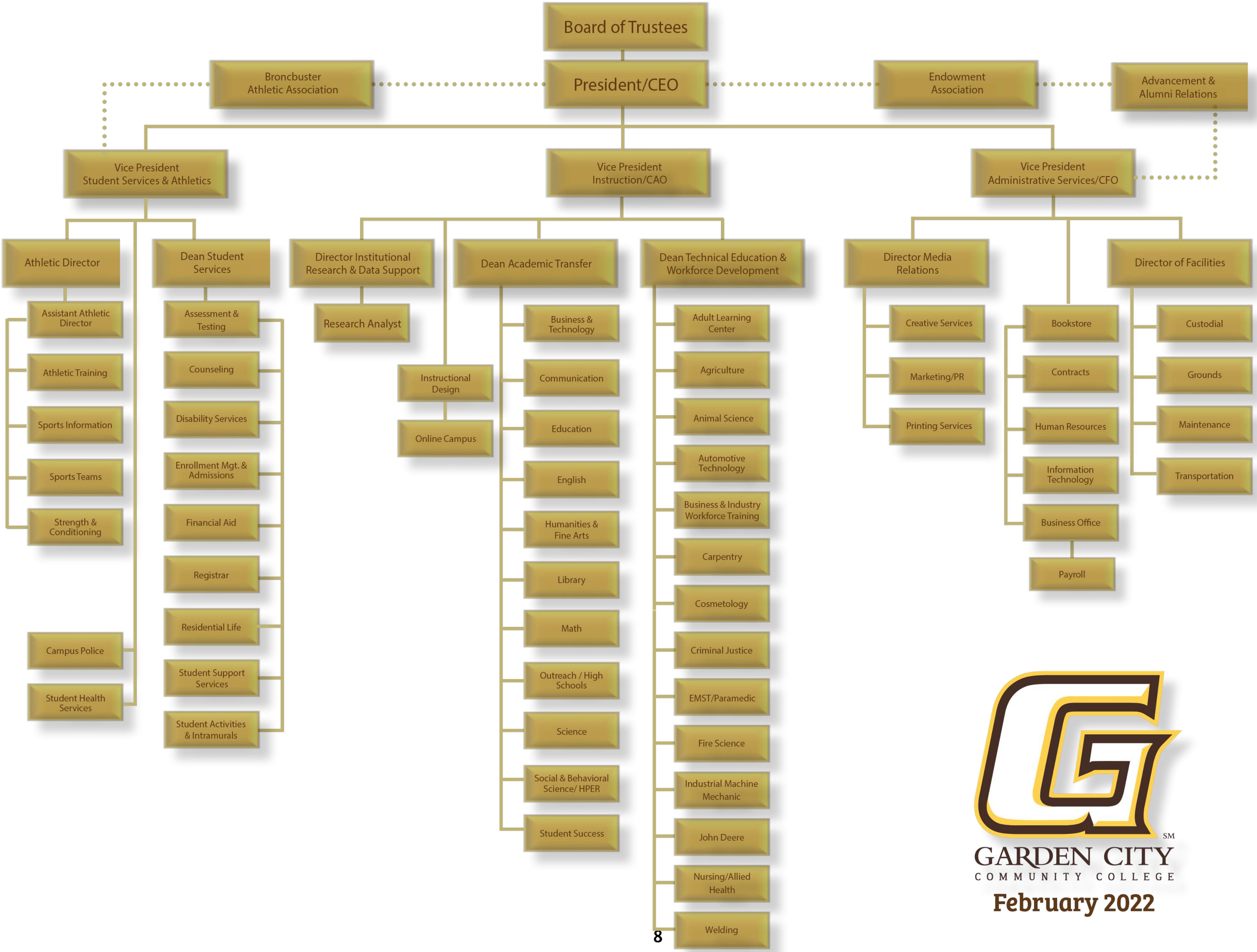
We believe that an effective decision making structure at Garden City Community College must have the following characteristics:

- It focuses the entire College on student learning;
- It provides the members of all campus constituencies – students, faculty, administration, and staff the ability to be involved, through their representatives, in the governance and future direction of the College;
- It facilitates the coordination of the work of the various groups to ensure that we collectively make the best decisions;
- It is clearly understood and provides clear pathways for involvement for the entire campus community;
- It ensures that everyone identifies with the mission of the college and assists in the professional growth of our faculty, staff, and students;
- It uses information from faculty, staff, students, and the community to drive the college's strategic direction;

- **It achieves an appropriate balance between decentralized and centralized decision making; ensuring the institution remains nimble and responsive to innovation and growth opportunities without sacrificing input and buy-in;**
- **It fosters continuous organizational improvement to evaluation outcomes and making changes to our structures and processes as needed;**
- **It is flexible and responsive – providing the College with the ability to develop and implement contingency plans to adjust to changing environments and to take advantage of unexpected opportunities;**
- **It ensures that the College remains responsive to community needs and accountable for its outcomes;**
- **It empowers decision-making at the levels held accountable for the outcomes of those decisions.**

Organizational Structure

The College administrative organizational structure provides the vehicle for effective communication, the implementation of decisions, and the support structure for the four areas of the campus. It clearly identifies channels of communication within and between work units. Organizational charts for the college are available on the GCCC website: https://www.gcccks.edu/about_gccc/default.aspx



GARDEN CITY COMMUNITY COLLEGE

February 2022

Governance Relationships

The decision making processes at Garden City Community College are intended to ensure that decisions are well-informed, support the effective and efficient functioning of the College, are made by those who are accountable for the results, and made the participation of those who can best contribute to their implementation. The ultimate objective is to support student learning.

There are four complementary processes which function within the college:

- **The general participatory governance process which reviews, develops, and recommends policies, procedures, and priorities for the College President and the Board of Trustees.**
- **The academic participatory governance process which provides faculty recommendations to the President with respect to academic and professional matters. Matters of curriculum are considered by the Curriculum and Instruction Committee, and other concerns are moderated by the Faculty Senate.**
- **The continuous improvement/assessment processes that help us learn about how we are operating as departments and programs, and how that knowledge is operationalized into our Strategic Plan and annual College Planning processes.**
- **The administrative/operational processes which deal with the day-to-day functioning of the college within established policies and procedures.**

In addition to these processes, there are also collective bargaining processes which deal with contractual matters and working conditions as defined by the collective bargaining law. These processes exist between the Board of Trustees and GC3 Educators and are described toward the end of this manual.

The Kansas Board of Regents

The Kansas Board of Regents shall establish “minimum standards” and local governing boards shall establish procedures “not inconsistent” with those minimum standards to ensure:

- **Faculty, staff, and students the right to participate effectively in district and college governance; and**
- **The right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.**

The Board of Trustees

It is understood by all segments of the College community that the Board of Trustees, as elected representatives of the community, is the final voice (subject to the laws and appropriate regulations of the State Legislature). As a matter of professional respect, the Board will, if it rejects or modifies a recommendation proposed by the participatory governance procedure, return to the participatory governance committee(s) its objections to the proposal. It does this through its designee – the President.

The President

The President is the official designee of the Board and is directly responsible to the Board. The President has the right to reject or modify any participatory governance decision. However, in the spirit of professionalism and collegiality, the President informs the respective group(s)/committee(s) of his/her objections (if any) to their recommendations.

Educational Administrators

The College is divided into three major divisions: Instructional Services, Student Services, and Administrative Services. Each area is represented by a Vice President who serves on President's Cabinet and who represents these areas while providing counsel and guidance to the President.

The Vice President for Instructional Services as the Chief Academic Officer, representing all matters related to teaching and learning at the College including curriculum, faculty, academic support services such as the library and tutoring, and non-credit education and workforce development.

Instructional Deans in this area include the Dean of Academics and the Dean of Technical Education and Workforce Development. These Deans work to manage the day-to-day operations of instructional areas.

The Vice President for Student Services represents student services such as Admissions, Advising, Financial Aid, and the Athletics arm of the college.

The Dean of Student Services works to manage the day-to-day operations of student services and serves as the Title IX Coordinator.

The Vice President for Administrative Services serves as the Chief Financial Officer, representing all matters related to campus finances including the Business Office. This VP also represents the administrative functioning of the College including Information Technology, Facilities, and Maintenance.

The organizational chart on the previous page provides a more detailed breakdown of reporting units within each of these three major divisions of the college.

Types of Groups

Councils

Councils serve as oversight and coordinating groups based on functions pertinent to the College's Mission Statement. Additionally, councils shepherd and foster a shared governance model and seek to increase communication across campus. Members may be elected or appointed to discuss, deliberate, and advise.

Standing Committees

This is defined as a group of people chosen to consider some matter or function in a certain capacity. At the College, committees normally have an ongoing purpose and a formal structure. Sometimes this purpose is to coordinate the actions of several other committees.

Standing committees are considered a permanent part of the institution's structure. They are charged with performing particular functions that are often essential to the operation of the institution. Members of a standing committee change when necessary. However, the purpose of the committee and its functions and duties generally do not change. Standing committees should keep thorough records of their activities. These files become a continuous record of the actives of the committees.

A standing committee may create a Sub-Committee of its own members.

Task Force

Task forces are groups established to work on a single defined task, activity, or specific problem. Task forces are short in duration (less than two years) and specific in focus. Task forces are ideal for identifying issues, collecting information, reviewing, and analyzing the information, and making recommendations to a committee. When it is time to think outside the box and brainstorm ideas, for example, how to create strategies for addressing the inequities of male students of color, a task force may bring together board members, institutional researchers, faculty, staff, funders, and representatives of the community to identify recommendations and action.

Often, but not exclusively, task forces are appointed by the President with a specific charge and deadline for receipt of the final report. Proposal to form a new task force may also come from faculty or staff who see a need to formally organize and focus on a specific topic. More information on proposing the creation of a new task force can be found under *Starting a New committee, Task Force or Work Group*. Once the recommendations of the task force have been received, the task force is foregone.

Definitions of Roles

Councils and committees should provide more specificity to the roles and responsibilities of their officers and members as well as how members are selected (elected, appointed, volunteer). For purposes of simplicity, councils, committees, and task forces in this section will be referred to collectively as 'committees'.

Generally, the key roles are as follows.

Chair

The role of the chair is to serve as a facilitator and to ensure that business which comes to the committee is dealt with appropriately. The chair is responsible for assisting the committee in reaching a fair decision, enabling business to proceed through the committee structure. The chair should be aware of the reporting lines of the committee and where it fits in the governance structure of the College. When selecting a chair, it should be a person enthusiastic about the committee's work and has the time to devote to the responsibilities.

Vice Chair

The vice chair assists the chair in the performance of their duties to facilitate the smooth operation of the committee. Additionally, the vice chair performs the duties of the chair when that person is unable or not available.

Member

Members serve on the committee to fulfill the mission assigned. Members are expected to regularly participate in committee meetings. Committee work is teamwork. Each member contributes their talent and expertise to the committee.

Ex-Officio Member

An ex-officio member is appointed by virtue of another position they hold within the governance structure. Ex-officio members may be voting or non-voting members. This should be spelled out in the committee's by-laws.

Secretary

The secretary is responsible for maintaining attendance records, preparing committee meeting minutes, and uploading these and other relevant documents to the committee's web page.

Committee Charters

The following pages provide an explanation of existing groups on campus, generally providing a charter or charge for each group.

Established Working Groups on Campus	
President's Cabinet	Council
College Council	Council
Faculty Senate	Council
Calendar Committee	Standing
Curriculum & Instruction Committee (C&I)	Standing
Marketing Committee	Standing
Student Learning Assessment Team (SLAT)	Standing
Core Curriculum Committee	Subcommittee of C&I
Developmental Education Committee	Subcommittee of C&I
Distance Education Committee	Subcommittee of C&I
Diversity, Equity and Inclusion	Subcommittee report to College Council
SEM Committee	Subcommittee report to College Council
Academic Review (Appeals)	Taskforce
Safety & Security Committee	Taskforce
GC3 Educators	Standing
DataCore	Standing

FACULTY SENATE:

Purpose: Faculty Senate members are elected from and by the faculty to provide leadership to faculty as a whole. Faculty Senate represents the faculty by acting as a liaison between faculty and administration/Board of Trustees. To that end, Faculty Senate representatives sit on College Council, attend Board of Trustee Meetings, and serve as ex- officio or members to other committees.

Mission: The Faculty Senate shall serve as a body of the faculty for the purpose of overseeing the rights, privileges, and interests of the teaching faculty by acting as a liaison with Administration and the Board of Trustees.

Accountability: College President, and the Board of Trustees Responsibilities:

- **A.** **Serve as a liaison between the faculty, the college administration, and the Board of Trustees. To further this goal, the Senate shall assign an observer to attend all open meetings of the Board of Trustees and the College Council. At the following meeting of the Faculty Senate, the observer shall present a brief written or oral report of pertinent actions and deliberations.**
- **B.** **Distribute copies of the minutes of Faculty Senate meetings via email and post minutes on the GCCC website.**
- **C.** **Make faculty appointments, in consultation with administration, to all standing and internal governance committees.**
- **D.** **Encourage and promote the professional development of faculty through collaboration with the Vice President of Instruction, Human Resources, Dean of Academics, Dean of Technical Education, and other entities on campus.**
- **E.** **Coordinate with the Vice President of Instruction on professional development funding and amounts that are granted for professional development and assist instructors through the application process. Faculty Senate will also perform initial approvals for professional development.**
- **F.** **Make all decisions which shall be necessary and proper for executing the foregoing responsibilities conferred by these guidelines on the Faculty Senate or any authorized officer or spokesperson thereof.**

Frequency: Meetings shall be set as voted upon by the committee at the beginning of the academic year.

Membership: The Faculty Senate shall consist of the Faculty Senate President, six Senators, one Alternate Senator, and three ex-officio positions (past Faculty Senate President, Vice- President of Instructional Services, and the President of GC3 Educators).

ARTICLE I – THE FACULTY SENATE

Section 1 – Organization

1. **The Faculty Senate shall consist of the Faculty Senate President, six Senators, one Alternate Senator, and three ex-officio positions (past Faculty Senate President, Vice- President of Instructional Services, and the President of GC3 Educators).**
2. **The six regular members of Faculty Senate shall be nominated and elected by and from the entire full-time teaching faculty. Nominations will be made in the first week of March, with elections to follow within a week. Faculty Senate will select the Senate Vice-President from Senate membership with the expectation that they will serve as President the following year. The Faculty Senate President will serve a one-year term.**

   Additional positions needing to be filled because of resignations from Faculty Senate will be filled by appointment until the next election. The Alternate Senator is expected to attend any regularly scheduled meeting of the Faculty Senate. The Alternate Senator will fill any vacated Senator position, and a new alternate will be appointed by Faculty Senate.
3. **In the event of any vacancy, the next ranking member will fill that position (i.e. Vice President for President, Senator for executive staff, Alternate Senator forSenator).**
4. **A majority of the Senators or their designated alternates will constitute the necessary quorum for a Faculty Senate meeting. Senate deliberations will be considered official only when completed during an official meeting and a quorum of voting Senators is present. (A "quorum" is defined as the number of Senators constituting a majority.)**
5. **Decisions by the Senate shall require a concurring majority vote of the Senators present. The President of the Faculty Senate shall not vote, except in the case of a tie.**
6. **The Senate may choose to go into Executive Session, during which time all Senators will convene, and all others will be asked to leave the Faculty Senate meeting. Executive Session may be called in one of three ways: 1) Executive Session may be declared on the agenda, either as listed or added; 2) Executive Session may be called for by a regular voting member of the Senate, after which a majority of the Senate may declare Executive Session; or 3) the President of the Senate may ask for a motion to go into Executive Session. After the motion is made and carried, Executive Session will be enacted.**

Section 2 – Duties and Responsibilities of the Faculty Senate

1. **The Faculty Senate shall serve as a body of the faculty for the purpose of overseeing the rights, privileges and interests of the teaching faculty. In this capacity, the Faculty Senate shall function as a consulting body to the College President and to the Board of Trustees.**
2. **No member of the Senate may act in the name of the Senate outside of the Senate meetings unless authorized to do so by the Senate. Senate members will hold matters affecting individual faculty members in confidence, discussing such matters only with parties involved.**
3. **Duties of new Faculty Senate members will officially commence at the beginning of the next fall semester; however, Faculty Senate recommends that these new members attend regularly scheduled meetings from the time they are elected in March.**
4. **Faculty Senate will develop annual goals that work in conjunction with Faculty Senate Bylaws. These goals will be updated and evaluated throughout the year.**

ARTICLE II – DUTIES OF SENATE OFFICERS AND MEMBERS

Section I – The President

The President of Faculty Senate will serve for one year from the time of appointment in the following capacities:

1. **Presiding at all Senate meetings.**
2. **Scheduling Senate meetings when business within its jurisdiction is pending.**
3. **Inviting (in consultation with Senate members) the College President, Vice Presidents, Deans, and Trustees to faculty forums in order to address faculty interests and concerns and preparing faculty questions for presentation/discussion during said forums.**
4. **Serving as a member of College Council and as an ex-officio member of other committees as requested by the Vice President of Instruction.**
5. **Reporting Faculty Senate business to the Board of Trustees at their monthly meetings.**

Section 2 – The Vice President

The Vice President of Faculty Senate will serve a minimum of one year in the following capacities:

1. **Performing duties in tandem with the President as needed.**
2. **Assuming the duties of the President in the event of a temporary or permanent vacancy of the President.**
3. **Serving as Faculty Senate representative on committees as requested by the Vice President of Instruction.**
4. **Coordinating Learning Communities.**

Section 3 – The Secretary

The Secretary of Faculty Senate will serve a minimum of one year in the following capacities:

1. **Keeping accurate written records of all meetings of the Senate.**
2. **Preparing a copy of the previous meeting's minutes for each Senate member (via email or hardcopy).**
3. **Distributing copies of the previous meeting's minutes to each full-time faculty member, administrative personnel, and involved party (via email) as well as post minutes on the GCCC website and in the Faculty Senate shell.**
4. **Managing Faculty Senate Finances.**
5. **Recording professional development expenditures and keeping a record of committee appointments.**

Section 4 – The Senators

All Senators (including executive staff) will serve for a minimum of two years in the following capacities:

1. **Attending Senate meetings regularly or designating the Alternate Senator to be a voting member for said meeting.**
2. **Serving on appointed committees of the Faculty Senate.**
3. **Soliciting expressions of individual interests and concerns from faculty members, to bring those concerns before the Faculty Senate, and, in turn, to share Senate findings with faculty members.**
4. **Offering advice and counsel to the Faculty Senate President.**

Section 5 – The Alternate

The Alternate of Faculty Senate will serve for a year (this year would count as the first year of a two-year term as a Faculty Senate member) in the following capacities:

1. **Attending Senate meetings regularly.**
2. **Voting in place of Faculty Senate member when requested.**
3. **Offering advice and counsel to the Faculty Senate President.**
4. **As a non-voting member, the Alternate cannot be appointed to any executive staff position.**

ARTICLE III – MEETINGS OF THE FACULTY SENATE

Meetings of the Faculty Senate will be scheduled at least once each month at a date, time, and place to be determined by the body. The Senate President will call special or emergency meetings when pertinent Senate business is pending.

ARTICLE IV – BYLAW REVISIONS

Bylaw revisions shall be presented to the Faculty Senate for discussion and tentative approval. Upon approval by the Faculty Senate, a copy of the bylaw revisions shall be emailed to each full-time faculty member for their review along with the date, time, and location of the next Faculty Senate meeting. Full-time faculty members desiring to comment on the revisions may contact one of the Faculty Senate members with their input or attend the Faculty Senate

meeting to be heard. Bylaw revisions shall require a majority vote of the Faculty Senate and will become active at the conclusion of the meeting in which the majority vote is taken.

***Definitions*:**

5. **Senator: a voting member of Faculty Senate. Senators serve two-year terms (see job descriptions in Article II).**
    a. **Alternate: non-voting member of Faculty Senate unless given leave to vote for another member (see job descriptions in Article II for term length).**
6. **Executive Staff: consists of the elected president, vice-president, and secretary (also referred to as Faculty Senate Officers).**
7. **Ex-Officio: former president and non-voting member of Faculty Senate.**

Mission

Garden City Community College exists to produce positive contributors to the economic and social well-being of society.

Vision

GCCC will be the premier educational nexus to progress, providing world class learning in a dynamic environment. From here, you can go anywhere.

Values
Bold innovation
Unwavering Integrity
Service and Collegiality
Trust, Transparency, & Accountability
Empowered Creativity & Academic Freedom
Responsible Leadership
Student-centered focus

Curriculum and Instruction Committee (Garden City Community College)

Article I – Purpose, Focus and Objectives

Purpose: The Committee will support the mission of the College by overseeing the curriculum of the institute. Its duties will include review and approval of new courses and programs, approval of course updates including the activation of inactive courses, and access transferability and the need for new courses. They are also responsible for standardizing the syllabus format and keeping records of approved courses. All Committee responsibilities and actions shall be handled in conjunction with the Vice President of Instruction and Student Services.

Focus: Ensure high-quality, relevant instructional offerings, and create an atmosphere of excellence for our students. Focus will be on the need for the class, transferability, credit or non-credit, and justification for class hours.

Objectives: The objectives of the Committee shall be:

1. **To review, develop, and recommend new and/or modified curriculum policies as needed.**
2. **To serve as an academic forum to consider and act upon proposals for credit-producing learning experiences as well as major academic and technical/work force programs and specializations.**
3. **To determine if the proposals is in accordance with the College's Mission Statement priorities, and policies of the College.**
4. **To determine if the proposal will fulfill a need.**
5. **To determine if the proposal has realistic, consistent, and measurable objectives, and evaluation procedures.**
6. **To determine if the proposal is housed in the appropriate college or area.**
7. **To determine if the level (of a course proposal) is in keeping with the content, objectives, and prerequisites stated in the proposal, and in relationship toother offerings.**
8. **To determine if the title and catalog description is descriptive of the content and objectives of the proposal.**
9. **To determine if the proposal results in unnecessary overlap or duplication with existing offerings.**
10. **To determine if the proposal results are desirable from an instructional viewpoint relative to quality and its relationship to other offerings.**

11. To encourage a trans-disciplinary approach to curriculum and instructional growth.
12. To promote academic excellence and educational opportunity and encourage use of appropriate standards throughout the curriculum.

Article II – Members and Membership

Section 1: The Curriculum and Instructional Committee will consist of six voting members: Two from Academic, two from Technical, one from Registrar's office, and one at large Faculty member. The President of Faculty Senate, Financial Aid office, the Director of Counseling, Dean of Tech Ed and Workforce Development, Instructional Dean, will all hold Ex-Officio positions.

Fiscal Year 2020-2022 Membership:

Technical Faculty Larry Pander (chair)
Devin Wackerla Academic Faculty
Michael Knutson At Large
Amy Waters
Karen Adams
Registrar's Office Nancy Unruh

Ex-Officio Positions will be filled by perspective offices mentioned above.

Section 2: Term: The membership will begin 9/26/2017, with each member serving for 3 years, with 2 members appointed each year on a rotating basis. New members will be selected by Faculty Senate

Section 3: Voting: Each member is entitled to one vote on each matter submitted to a vote of the Membership

Section 4: Member Responsibility:

1. To attend all meetings
2. To review all materials submitted before the meeting.
3. To serve as need on curriculum subcommittees when assigned so by the chair.
4. Give a high consideration to the mission of the college and it's students when making decisions regarding committee business.

<u>Section 5:</u> **Authority: The Committee shall report to Vice President for Instruction and Student Services.**

<u>Section 6:</u> **Meetings: For the first year, the C&I Committee will meet on a monthly basis after the first year the Committee will meet on an as needed basis to review and approve new course curriculums. And review policies and procedures which involve Academic and Technical Programs**

Article III – Officers

<u>Section 1:</u> **The officers of the C&I Committee will be Chair, Vice-Chair and Secretary. The Committee members will select the officers for the year.**

<u>Section 2:</u> **The immediate past Chair will serve as ex-officio member of the Committee, to assist the new Chair.**

<u>Section 3:</u> **Any officer may be relieved of his or her duties by a two-thirds vote at any meeting where a quorum of C&I committee members are in attendance.**

<u>Section 4:</u> **The Term of Office will be two years and may be extended as needed.**

<u>Section 5:</u> **The officers will be elected prior to May 1st and duties will begin immediately post-election.**

<u>Section 6:</u> **In the case of an unplanned vacancy in the officers, the remaining members of the Committee shall appoint the officers for the unexpired portion of the term.**

Article IV – Duties of Committee Officers

<u>Section 1:</u> **The Chair will be responsible for the progress and work of the C&I Committee and will provide an Agenda to notify all interested parties of upcoming meetings. He or She will also work directly with VP of instruction regarding C&I matters. The Chair will also serve as an ex-officio member of Faculty Senate.**

<u>Section 2:</u> **The Vice-Chair will preside in the absence of the Chair and will perform any duties of the Chair should he or she not be able to.**

<u>Section 3:</u> **The Secretary will keep a careful record of the proceedings of all meetings, and post minutes to the web within a reasonable time frame. He or she will, as directed by the Chair, carry on the correspondence pertaining to the affairs of the C&I Committee. The Secretary will preserve a file of all records, letters of value to GCCC Curriculum Committee, which are to be transferred to his or her successor at the close of his or her term. The Secretary will record all legally adopted amendments to the Articles of the bylaws.**

Article V – Quorum

In order for the Committee to act there must be a majority of the Committee. A quorum of the Committee shall be a majority of the members present at a meeting called for the purpose of a vote. ½ of voting Members +1

Article VI – Amendments

<u>Section 1:</u> **The bylaws may be amended by a two-thirds vote of the quorum after the amendment(s) has/have been sent to the members at least 2 weeks before the next scheduled GCCC Curriculum Committee membership meeting or at least 72 hours before a special meeting called for that purpose.**

<u>Section 2:</u> **The Secretary will make available, to all members, a copy of the latest edition of the bylaws at the first meeting of each year.**

4

Final 9/26/17 LP

Reviewed 3/11/20. LP

Reviewed 1/26/21. LP

Marketing Committee

Primary Charge: To successfully promote Garden City Community College, assist with recruiting efforts, and ensure a positive image for our community.

Accountability: (who does the group report to)

The Marketing Committee reports to the College Council.

Responsibilities:

The Garden City Community College Marketing Advisory Committee is a collection of individuals who bring unique knowledge and skills which augment the knowledge and skills of Marketing & Public Relations/Print Department in order to more effectively guide the department. The advisory committee does not have formal authority to govern the department, but rather serves to make recommendations and/or provide key information and materials to the department. The advisory committee plays an important public relations role as well as providing department staff with a fresh perspective on programmatic issues.

Frequency:

Quarterly

Membership:
Melody Brooks, Director of Media Relations
Cecilia Miller, Social Media & Design Coordinator
Stacey Carr, Transfer Education Faculty, Mass Media
Renee Harbin, Transfer Education Faculty, Marketing
Madilyn Rider, Public Relations Coordinator
Mark Scheopner, Print Production Manager
Sydnee Sassman, Staff, Admissions
Mike Pilosof, Staff, Media
Larry Jenkins, Technical Education Faculty

Mission

Garden City Community College exists to produce positive contributors to the economic and social well-being of society.

Vision

GCCC will be the premier educational nexus to progress, providing world class learning in a dynamic environment. From here, you can go anywhere.

Values
Bold innovation
Unwavering Integrity
Service and Collegiality
Trust, Transparency, & Accountability
Empowered Creativity & Academic Freedom
Responsible Leadership
Student-centered focus

Student Learning Assessment Team (SLAT) Committee Primary

Charge: (purpose)

The Student Learning Assessment Team's (SLAT's) purpose is to guide and manage institutional continuous improvement processes specific to student learning (course outcome assessment, program outcome assessment, general education assessment).

Accountability: (who does the group report to)

SLAT reports directly to the Vice President for Instructional Services (VPIS)

The work of SLAT also informs academic department functions and curriculum development.

Responsibilities:

The Student Learning Assessment Team (SLAT) is charged by the Vice President for Instructional Services (VPIS) with the following:

Development of assessment processes for courses and programs

Management of assessment processes for courses and programs

Analyze existing processes for continuous improvement

Communicate effectively and to multiple audiences the importance of continuous improvement processes and their role in the overall life cycle of the institution

office of VP of Institutional Effectiveness & Accountability with the responsibility to establish the process(es) used by the institution to evaluate the effectiveness of courses and programs. This responsibility specifically includes current processes listed in Appendix #1. Appendix #2 also lists other related assessment processes that go beyond the scope of, and therefore are not the direct responsibility of, the SLAT committee.

Frequency:

Meetings occur monthly or more frequently.

In order to ensure meetings move efficiently through ideas, meetings and decision making run by Robert's Rules of Order

Membership:

Membership of the committee will be made up of 5-7 full-time faculty members with an even distribution of faculty from technical and transfer areas.

The Assessment Coordinator Chair: Brian McCallum

Assessment Coordinator: Samantha Sanger

Transfer Faculty:	**Charles Marcy**
Transfer Faculty:	**Chris Turpin**
Transfer Faculty:	**Perla Salazar**
Transfer Faculty:	**Seth Kristalyn**
Technical Faculty:	**Gabe Winger**
Technical Faculty:	**Brandy Unruh**

New faculty membership of the committee will be constituted by:

• nominations made by the SLAT committee will be made in April of the current academic year for membership commencing the following academic year. The nominations will be made in consultation with Faculty Senate and the nominated faculty member's appropriate Dean.
• Individuals nominated by the SLAT committee will be ratified by the Vice President of Institutional Effectiveness & Accountability.

Terms of Service: 2 – 3 members per year will be appointed in April for a three year term. The term will commence with the academic year calendar beginning the following August.

Committee Chair: The committee chair will be selected at the first meeting of the academic year by the members of the SLAT committee from among those members with at least one year of service on the committee.

Committee Secretary: The committee secretary will be selected at the first meeting of the academic year by the members of the SLAT committee from among those members that have at least one year of service on the committee.

Resignation of Membership

A SLAT committee member desiring to resign the remainder of their appointment will follow the following process:

1. **Submit a letter of resignation to the SLAT committee.**
2. **The resignation letter will be recognized in the minutes of the SLAT committee.**
3. **The chair will forward the resignation letter to the VP of Institutional Effectiveness & Accountability for their approval.**
    a. **The appropriate dean (resigning faculty member's) and Faculty Senate will be notified upon approval of the resignation.**
4. **Resignation of committee member becomes effective upon approval by the VPIS**

Mission

Garden City Community College exists to produce positive contributors to the economic and social well-being of society. SLAT serves to facilitate, implement, and assist the faculty of GCCC in effective data-based assessment of course and programs. SLAT is comprised of Faculty who work with the VPIS and Assessment Coordinator to ensure that academic assessments generate effective data which that drives continuous improvement in all programs and courses at GCCC.

Vision

GCCC will be the premier educational nexus to progress, providing world class learning in a dynamic environment. From here, you can go anywhere.

Values

Bold innovation
Unwavering Integrity
Service and Collegiality
Trust, Transparency, & Accountability
Empowered Creativity & Academic Freedom
Responsible Leadership
Student-centered focus

Core Curriculum Committee

Primary Charge: To ensure that the core curriculum requirements at Garden City Community College meet the ever-changing educational needs of students as they prepare to become positive contributors to society through entrance into the workforce or transfer to continued education.

Accountability: reports to the Curriculum & Instruction Committee

Membership:

Co-Chair: Dean of Academics

Co-Chair: Dean of Technical Education & Workforce Development

Two Tech Ed faculty

Four Transfer faculty

Registrar

Director of Advising

Exec Dir of Student Services – as needed

Responsibilities:

Evaluate distribution requirements within each of the four degrees offered on campus Review which courses count within each category of the degrees

Develop overall philosophy of "core curriculum" for GCCC Implement a regular, systematic review of degree requirements

Recommend changes to the core curriculum requirements for all four degrees

Mission:

Garden City Community College exists to produce positive contributors to the economic and social well- being of society.

Vision:

GCCC will be the premier educational nexus to progress, providing world class learning in a dynamic environment.

VALUES:
Bold innovation
Unwavering Integrity
Service and Collegiality
Trust, transparency, & Accountability
Empowered Creativity & Academic Freedom
Responsible Leadership
Student-Centered Focus

Developmental Education Committee

Primary Charge (The What): To ensure that developmental education opportunities and requirements at Garden City Community College reflect best practices, promote equity, and support students on their path to completion

Accountability: reports to the Curriculum and Instruction Committee

Membership:

VPI—Chair:	**Marc Malone**
English Full-Time Faculty:	**Trish Keller**
Math Full-Time Faculty:	**Jonathan Whitacre**
Reading Full-Time Faculty:	**Holly Chandler**
Full-Time Technical Faculty:	**Larry Jenkins**
Full-Time Faculty at Large:	**Dru Sadler**
Full-Time Faculty at Large:	**Jean Ferguson**

At least one full-time faculty must also serve on Curriculum and Instruction.

Director of Student Success:	**Leslie Wenzel**

One member will serve as secretary, keeping minutes of meetings.

Responsibilities:

Remain current in literature on developmental education

Evaluate current developmental education initiatives

Recommend comprehensive reforms to systematize developmental education offerings for all students

Expand assessment of student learning in developmental courses Recommend changes to developmental placement option

Recruitment Committee (SEM)

Primary Charge: (purpose): To assist and guide in the recruitment of students from our community, service area, and beyond who embody our institutional values. To support and decrease barriers for students throughout the college admissions process. To continue improving, streamlining, and creatively recruiting and on- boarding students.

Accountability: (who does the group report to): reports to College Council

Responsibilities:

Advise admissions office in recruitment decisions
Assist in planning and execution of recruitment events
Remain current in best recruitment practices and activities
Reduce barriers for students during on-boarding process
To recruit and maintain students through first day of class

Frequency: Meets once a month

Membership:

• Director of Admissions	Sydnee Sassaman
• Assistant Director of Admissions	Samantha Garcia
• Admissions Representative	Kelsey Kilgore
• Director of Marketing	Melody Brooks
• Full-Time Marketing Employee	Cecilia Miller
• Full-Time Business Office Employee	Kim Harrison
• Full-Time Online Campus Employee	Vicky Reyes
• Full-Time Financial Aid Employee	Vanessa Rodriguez
• Full-Time Technical Faculty	Ryan Grubbs
• Full-Time Advisor	Rebekah Fitzpatrick
• Full-Time Athletics Employee	Mike Pilosof

Admissions Mission Statement:

The mission of the Garden City Community College Admissions Office is to attract and enroll students from our community service area, and beyond who embody our institutional values; to support students throughout the college admissions process; to connect students with the appropriate programs and service available for their specific needs; to provide the most accurate information in a timely manner for students to make appropriate decisions about their educational and/or career goals; and to motivate them to become active members and leaders within our campus, community, and society.

Mission

Garden City Community College exists to produce positive contributors to the economic and social well-being of society.

Vision

GCCC will be the premier educational nexus to progress, providing world class learning in a dynamic environment. From here, you can go anywhere.

Values
Bold innovation
Unwavering Integrity
Service and Collegiality
Trust, Transparency, & Accountability
Empowered Creativity & Academic Freedom
Responsible Leadership
Student-centered focus

Safety & Security Task Force

Primary Charge:

The Safety & Security Task Force exists to support planning, education and execution of campus safety and security functions. This mission was developed by the team members during the first meeting.

Accountability:

Reports to the President of Garden City Community College

Responsibilities: The responsibilities of the Safety & Security Task Force include strengthening the college's commitment to emergency preparedness, planning and response. Task Force members will also provide suggestions/strategies to the President of Garden City Community College on various issues impacting the safety & security of the campus.

Frequency:

The Safety & Security Task Force is activated by the President of Garden City Community College.

Membership:

Safety & Security Task Force	*UPDATED 11/15/2021*
Campus Police Chief	Rodney Dozier*
Vice President of Administrative Services/CFO	Karla Armstrong
Vice President of Instruction /CAO	Marc Malone
Vice President of Student Services	Colin Lamb
Dean of Physical Planning & Facilities Management	Craig Lurtz
Campus Nurse	Patricia Miller
Director of IT	Lance Miller
Department of Public Safety, Faculty	Brandy Unruh
Accommodations Director	Joy Savage
Department of Public Safety, Student	Vacant
President/CEO	Ryan Ruda (Ex-Officio)

11/15/2021Mission

Garden City Community College exists to produce positive contributors to the economic and social well-being of society.

Vision

GCCC will be the premier educational nexus to progress, providing world class learning in a dynamic environment. From here, you can go anywhere.

Values
Bold innovation
Unwavering Integrity
Service and Collegiality
Trust, Transparency, & Accountability
Empowered Creativity & Academic Freedom
Responsible Leadership
Student-centered focus

11/15/2021

GC3 Educators

Primary Charge: GC3 Educators represents the faculty bargaining unit of the college, and its primarily relationship is between the faculty and the Board of Trustees and its designated negotiations representatives.

Bylaws of GC3 Educators

(Garden City Community College)
Organization Date: January 29, 2015

Article I – Membership

Section 1: **All faculty of the college who are on a minimum of a nine-month teaching contract for Garden City Community College are members of GC3 Educators.**

Section 2: **The membership and fiscal year will begin May 1.**

Section 3: **Each member is entitled to one vote on each matter submitted to a vote of the members.**

Article II – Budget and Dues

Section 1: **Dues shall be paid annually unless a waiver is signed by a member declining dues. Dues will be determined by the GC3 Educators membership.**

Section 2: **Within the limitations of the budget, GC3 Educators will pay those expenses approved by the Board of Directors and of the officially chosen representatives for all workshops, conferences, and activities approved by the Board of Directors of the organization:**

a. **Interest Based Bargaining (IBB) Training**
b. **Due Process Training**
c. **Activities voted on by the GC3 membership**

Article III – Officers & Board of Directors

Section 1: **The officers of GC3 Educators will be President, Vice-President, Secretary and Treasurer. Any member of GC3 Educators is eligible to be an officer in GC3 Educators.**

Section 2: **The Board of Directors will include the above-named officers with the immediate past president serving as ex-officio.**

Section 3: **Any officer may be relieved of his or her duties by a two-thirds vote at any meeting where a quorum of GC3 Educators is in attendance.**

Article IV – Elections

__Section 1:__ The Term of Office will be two years.

__Section 2:__ The officers will be elected prior to May 1st and duties will begin immediately post-election.

__Section 3:__ In the case of an unplanned vacancy in the officers of the Board of Directors, said vacancy may be appointed by the Board of Directors for the unexpired portion of the term.

Article V – Duties of GC3 Officers

__Section 1:__ The President will be responsible for the progress and work of GC3 Educators and will call, notify all members of, and lead all meetings. The President serves as an ex-officio member of Faculty Senate.

__Section 2:__ The Vice-President will preside in the absence of the President and will perform any duties of the President should he or she not be able to.

__Section 3:__ The Secretary will keep a careful record of the proceedings of all meetings and of the meetings of the Board of Directors and make documented reports thereof to the membership. He or she will, as directed by the President, carry on the correspondence pertaining to the affairs of GC3 Educators. The Secretary will preserve a file of all records, letters of value to GC3 Educators, which are to be transferred to his or her successor at the close of his or her term. The Secretary will record all legally adopted amendments to the Articles of Incorporation and bylaws.

__Section 4:__ The Treasurer will receive all funds belonging to GC3 Educators, pay out the same as budgeted and on orders signed by the President, keep an itemized account of receipts and expenditures, keep an updated membership roster and give a written report of the same to the membership yearly.

Article VI - Committees

__Section 1:__ Duties of the Professional Negotiations Committee (Interest Based Bargaining (IBB) Members)

a. The Professional Negotiations Committee (IBB) will negotiate with the college President and/or Board of Trustees those matters that GC3 Educators deems important to the improvement of the educational profession. Furthermore, the committee will work within the framework of the Professional Negotiations (IBB) Agreement as accepted by the Board of Trustees and the GC3 Educators.

b. The Professional Negotiations Committee may attend workshops subject to the recommendation of the President and the Professional Negotiations (IBB) Chairman.

<u>Section 2</u>: Committee Membership

a. The committee is composed of divisional representatives according to the formula of one representative for each six (6) division members or major fraction thereof. Five (5) PN Committee members are automatically assigned by position held in GC3 Educators or Faculty Senate. Divisions who have members who are carry-over or automatic members shall reduce their representation equal.

1) Any division member may be a member of the committee; however, only GC3 Educators members may meet with the Board of Trustees representatives.

2) Those professional members who are members of more than one division may be listed in only one division for purposes of determining membership on the PNC.

3) Automatic Members

1) Past President of GC3 Educators
2) Past Faculty Senate Chair
3) President of GC3 Educators
4) President of Faculty Senate
5) Vice-President GC3 Educators

<u>Section 3:</u> Any other committees deemed necessary, or desirable, may be set up by the President, if approved by the Board of Directors or by the membership.

Article VIII – Quorum

Members are elected to the Board of Directors by the membership as a whole but between GC3 Educators full member meetings, the Board of Directors will make decisions for the good of the order. In order for the Board of Directors to act there must be a majority of the Board of Directors but not of the membership as a whole. Any action of the Board of Directors that exceeds an expenditure of $300 or addresses the ratification of the negotiated agreement, etc., will require a quorum of the membership and a vote by said membership in order for the action to proceed. A quorum of the bargaining unit shall be a majority of the members present at a meeting called for the purpose of a vote.

Article IX – Purchase of Services

The Board of Directors shall have the authority to investigate the purchase of services and the attainment of discounts for members such as liability insurance, legal service, and educational products. Any action taken by the Committee must comply with the requirements of Article VII.

Article X – Amendments

<u>Section 1:</u> The bylaws may be amended by a two-thirds vote of the quorum after the amendment(s) has/have been sent to the members at least 30 days before the next scheduled G C3 Educators membership meeting or at least 72 hours before a special meeting called for that purpose.

<u>Section 2:</u> The Secretary will make available, to all members, a copy of the latest edition of the bylaws at the first meeting of each year.

Distance Education Committee

Primary Charge (The What)

To monitor and support quality educational experiences offered through distance learning or blended learning and coordinate a vision of healthy enrollment growth in distance classes and programs.

Accountability

Reports to the Curriculum and Instruction Committee

People

- **Director of Instructional Design/Canvas Admin -- Chair**
- **Coordinator of Online Services**
- **Outreach Coordinator**
- **2 Full-Time Transfer Faculty**
- **1-2 Full-time Technical Faculty**
- **1 Part-Time Faculty**
- **Ex-officio: VPIS and Deans**

One member will serve as secretary, keeping minutes of meetings.

Responsibilities:

- **Review institutional processes, practices, and policies that affect distance or blended learning and make recommendations to the Curriculum and Instruction committee.**
- **Provide for the evaluation of quality instruction in distance and blended learning.**
- **Develop and prioritize initiatives to support growth in distance education.**
- **Create clear communication channels between a variety of stakeholders in distance education.**
- **Use institutional data in conjunction with other research to brainstorm potential avenues for growth and improvement of the distance and blended learning environments.**

Diversity, Equity & Inclusion (DE&I)

Primary Charge:
Purpose: The work of the Diversity, Equity, and Inclusion committee connects to the objectives of Access, Engagement and Completion outlined in the GCCC strategic plan.

Accountability:
College Council

Responsibilities:
Goals:

- **Create a safe, welcome, and engaged campus climate that fosters inclusivity**
- **Assess, analyze, and develop action steps to decrease achievement gaps**
- **Diversity, equity, and inclusion are integral to access, engagement, and completion**
- **Prepare students to thrive in a diverse, global environment**
- **Promote conversations across the campus community that protect all viewpoints**
- **Recommend goals and policies which increase access, engagement, and completion of diverse student bodies**
- **Develop a vision for diversity, equity, and inclusion for GCCC**

Definitions:

Diversity: Garden City Community College recognizes and values differences in (including, but not limited to) age, ethnicity, gender identity and expression, nationality, religion, sexual orientation, political perspective, socioeconomic status, citizenship, military status, persons with a mental health condition, status as an individual with a disability and first-generation student status that enrich our learning and working environment. It is the goal of the college to mirror the diversity of the communities in which we live and serve.

Equity: Garden City Community College fully embraces the core components of equity—fairness, impartiality, and objectivity—in all areas of governance requiring decision making, problem solving and dispute resolution. The college is committed to respect individuality, human dignity, and equality.

Inclusion: Garden City Community College intentionally strives to foster a culture that affords an opportunity for all constituents to feel welcome, included, and able to contribute to the overall success of the college. A climate of openness, trust, education, engagement, and celebration of differences lies at the core of Garden City Community College.

Updated 1/2021 (College Council)

Frequency:
Meetings shall be set as voted upon by the committee at the beginning of the academic year. The committee's first meeting of the month is designated as a "business" meeting. The committee's second meeting of the month is designated as a "word day" for small group goal work.

Membership:
The DE&I committee shall consist of employees across a broad spectrum of the campus. No campus area shall be represented twice. Each member will have their designated represented area on the roll call sheet. The committee will typically consist of co-chairs, one faculty and one staff member. Membership shall not exceed 15.

Mission
Garden City Community College exists to produce positive contributors to the economic and social well-being of society.

Vision
GCCC will be the premier educational nexus to progress, providing world class learning in a dynamic environment. From here, you can go anywhere.

Values
Bold innovation
Unwavering Integrity
Service and Collegiality
Trust, Transparency, & Accountability
Empowered Creativity & Academic Freedom
Responsible Leadership
Student-centered focus