

Participatory Governance

at the

College of Western Idaho

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TABLE OF CONTENTS

	<u>Page</u>
Introduction	1
Section 1: The College Culture	2
Philosophy of Participatory Governance	2
Roles of Faculty, Staff, Students, Administrators and Participation.....	3
Section 2: CWI Participatory Governance Flow Chart	6
Section 3: Type and Structure of Groups That Develop Recommendations.....	7
Types of Groups	7
Membership in College Groups	8
Approval Process for College Groups	8
Charters for CWI Groups.....	9
Section 4: CWI Strategic Planning Process.....	18
Section 5: Milestones for the Strategic Planning and Budgeting Process.....	24
Appendix I: Faculty Senate Constitution and Bylaws http://cwidaho.cc/downloads/faculty-senate/Faculty_Senate_Constitution.pdf	
Appendix II: Staff Senate Bylaws https://mycwi.cc/committees/senate	
Appendix III: Student Senate Bylaws http://cwidaho.cc/current-students/student-government	

INTRODUCTION

PARTICIPATORY GOVERNANCE AT THE COLLEGE OF WESTERN IDAHO

The purpose of this document is to describe the structure and operating agreements for making decisions at CWI. These processes put into practice the mechanisms through which the voices of the College's constituent groups are heard in making decisions.

This document describes the five primary facets of the College decision-making process:

- Section 1: The College Culture
- Section 2: CWI Participatory Governance Flow Chart
- Section 3: Type and structure of groups that develop recommendations
- Section 4: College planning and assessment
- Section 5: Milestones for the Strategic Planning and Budgeting Process

The contents of this document represent the collegial consultation structure and procedures that have been agreed upon by the faculty and administrative representatives of CWI.

SECTION 1

THE COLLEGE CULTURE

The College culture impacts decisions in both formal and informal ways. The following points describe the philosophy and practices that define the operating agreements of CWI processes.

PHILOSOPHY OF PARTICIPATORY GOVERNANCE

Participatory governance at the College of Western Idaho is achieved in the spirit of cooperation, collaboration and collegiality. It promotes the vision and values of the College and ensures their achievement through policies and procedures, via a structure of governance groups, councils, and committees that have effective processes of planning, implementation, and evaluation.

Culture of Inclusiveness

Everyone who will be impacted by a decision is encouraged to be involved in shaping the recommendations. Inclusiveness can educate constituents on issues and current proposed solutions. It can also lead to consensus. As issues are brought forward, each of the constituent groups needs to be aware of how the issue may impact other groups and seek input from them.

To facilitate inclusiveness, the schedule for committee meetings is posted on myCWI. Committee meetings are open to all members of the campus community, unless otherwise stated. In addition, committee minutes are posted on myCWI. Other means of communication, such as campus wide emails and open discussion meetings are used to disperse information on current issues and decisions. A State of the College address is given during in-service and college-wide roundtables are hosted by CWI administrators each semester.

Culture of Collaboration

In order to work collaboratively in the decision making process, the college promotes collegiality, understanding that we are united in a common goal of success of the College. We must work with respect for one another's roles and opinions. As such, college-wide committees are typically composed of representatives from faculty, staff, students and administration.

Sharing ideas and information is valued. Whether in open meetings or committee meetings, ideas, suggestions or questions should be allowed without criticism in the earliest stages. This allows for divergent views to be fully explored and thoughtfully considered. Once all constituencies have had an opportunity to make recommendations, then the process towards consensus can begin.

Culture of Transparency

Transparency promotes accountability and provides information. All affected groups should be aware of issues as they arise and of the various proposed solutions. When a final decision has been made, the decision and the justification for the reason are distributed to all those affected by it. Having a transparent decision making process can only further trust between constituencies, which will continue to build a culture of inclusiveness and collaboration.

Culture of Safety

The College is a safe environment in which everyone feels safe to voice their opinions, to seek assistance, to fail, and to learn how to move on from failure.

Culture of Responsibility

All members of the College are held responsible to their specific duties: to be prepared for one's position, to participate, to communicate effectively and to act respectfully toward others, and be accountable both individually and to the College.

ROLE OF FACULTY, STAFF, STUDENTS AND ADMINISTRATORS

Decisions at CWI are made utilizing the philosophies of participatory governance. Members of the College community have the authority and responsibility to make recommendations in matters appropriate in scope to their roles in the College. The scope for each constituent group as outlined below is derived from the Idaho Code of Regulations, the CWI Board Policies, Faculty Senate Constitution, Staff Senate Bylaws, ASCWI Constitution, and the Northwest Accreditation Commission standards.

Role of Faculty

Full-time and adjunct faculty members are provided with opportunities to participate in the decision making process at CWI regarding issues that will affect them.

For purposes of College governance, faculty members are represented by the Faculty Senate. CWI's Faculty Senate was formed to represent the faculty in making recommendations to the College administration on instructional and professional matters, which are specifically defined as:

- curriculum, including establishing prerequisites and placing courses within disciplines,
- degree and certificate requirements,
- grading policies,
- standards or policies regarding student preparation and success,
- College governance structures, as related to faculty roles,
- faculty roles and involvement in accreditation processes, including self-study and annual reports,
- policies for faculty professional development activities,
- personnel policies that concern faculty including faculty workload and expectations of faculty,

- appoint Association representatives to serve on all appropriate College committees and arrange for representation at any appropriate meeting or function, and
- other instructional/professional matters, mutually agreed upon between the College president and the Faculty senate.

The President of CWI agrees to function with the Colleges' Faculty Senate in instructional and professional matters in a collegial manner, which means that faculty and administrators will work in good faith to reach agreement on instructional and professional matters. In instances where mutual agreement with the Faculty Senate is not reached, the President commits that his/her decision will be based on a clear and substantive rationale.

Role of Staff

All regular, benefit-eligible college staff are provided with opportunities to participate in the decision making process at CWI regarding issues that will affect them.

For purposes of College governance, staff members are represented by the **Staff Senate**. CWI's Staff Senate was formed to represent the staff in making recommendations to the College administration. Staff Senate will:

- have general supervision of the affairs of the Staff Association between general meetings;
- prepare recommendations to be brought before the Association;
- recommend committees to the Staff Association; and
- appoint Association representatives to serve on all appropriate College committees and arrange for representation at any appropriate meeting or function;

Role of Students

The students at the College of Western Idaho are provided with opportunities to participate in the decision making process at CWI regarding issues that will affect them. For the purpose of College governance, students are represented through the Associated Students of CWI.

Students may make recommendations to College administration in areas that have a significant effect on students, such as:

- grading policies,
- codes of student conduct,
- academic disciplinary policies,
- curriculum development,
- courses or programs that should be initiated or discontinued,
- processes for institutional planning and budget development,
- standards or policies regarding student preparation or success,
- student and Learning Services planning and development,
- student fees within the authority of the District to adopt,

- any other matter that the College administration determines will have a significant effect on students, and
- appoint student members to college committees, task forces, or other groups dealing with the issues listed above.

Role of Administrators

Drawing from job descriptions approved by the Board of Trustees for each administrative position, and in addition to the supervision of budgets, personnel, and related operational responsibilities, College administrators are responsible to:

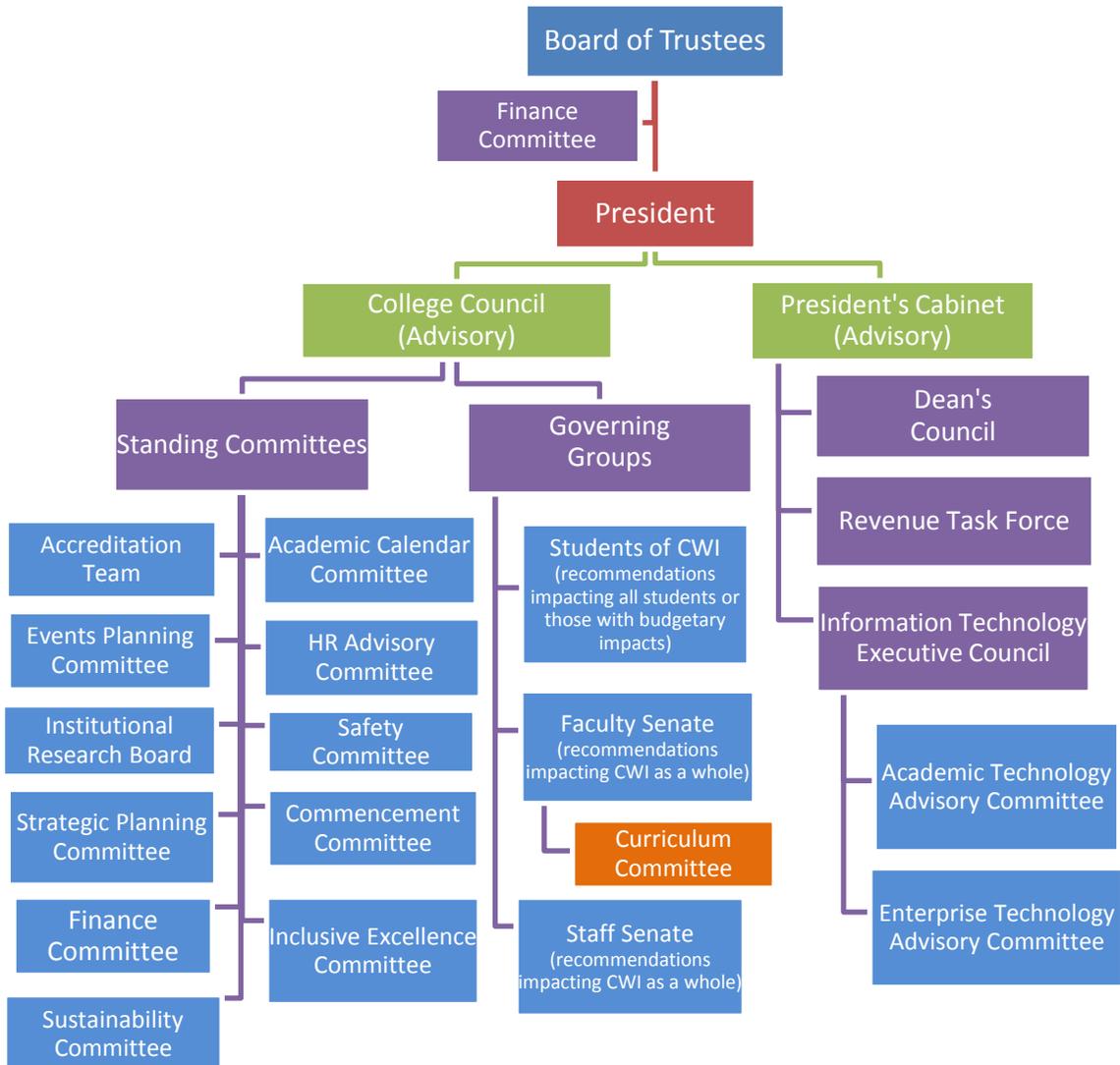
- provide leadership and expertise in assessing, identifying, formulating, and aiding in implementing the overall academic direction for the College,
- plan, organize, direct and evaluate the activities of the College pursuant to College mission and goals as set forth by the Board of Trustees,
- report on College achievement of College goals,
- plan and recommend the instructional and student services programs, College budget, and organizational structure of the College,
- prepare and maintain an educational master plan and support institutional research related to student learning, development, and outcomes,
- remain current on emerging services, methodologies, and technologies relevant to the College's educational programs and student services,
- establish and maintain liaisons with business and community representatives as participants in the planning, development and modification of curriculum and programs,
- serve as a resource to, and collaborate with, faculty, staff, and students in developing, coordinating, and evaluating the College's programs and services,
- ensure that the College's educational programs and student services comply with the state and federal regulations, accreditation standards, College policies, and articulation agreements, and
- promote the appropriate inclusion of students, faculty, and staff in participatory decision-making processes.

Role of Partnership

The College adopts an approach which embraces partnerships in order to benefit from opportunities provided by working with entities outside of the College. In many cases these opportunities would only exist or would only be affordable by entering into partnerships. These possible partners include businesses, K-12 districts, other Colleges and universities, state agencies, and non-profit organizations.

SECTION 2

CWI PARTICIPATORY GOVERNANCE FLOW CHART



SECTION 3

TYPE AND STRUCTURE OF GROUPS THAT DEVELOP RECOMMENDATIONS

The participatory governance process at CWI is grounded in respect for the roles and scope of authority of each of the College's constituencies. This is most clearly demonstrated by committee members' understanding and acceptance that their work is a recommendation to a specific person or group.

At CWI, groups that contribute recommendations to the decision-making processes are organized into three categories based on the group's responsibilities and their source of authority. The groups in all three categories are essential to the involvement of the College community in making decisions and being informed about issues of College-wide importance.

TYPES OF GROUPS

Governance Groups

Governance groups are those whose authority is derived through representation of their constituency.

- Senates: The Faculty, Staff, and Student Senates are senates-of-the-whole, meaning that their membership includes all members of the faculty, staff, or students. Therefore, their voices are heard in College conversations through their representatives who are elected by the respective Senate group. .
 - Standing Senate Committees: In addition to the Senate officers, each Senate may authorize standing committees to execute their responsibilities.

Advisory Committees/Councils

Advisory committees are formed at CWI as a venue for College-wide conversations on topics chosen by the College as important and worthy of concentrated College-wide focus. These groups are charged by the College President to perform specific functions that benefit the College community.

- President's Cabinet
- College Council

Standing Committees

Standing Committees are formed at CWI to do assigned work on an ongoing basis that are college-wide in scope. These committees are charged by Governance Groups or an Advisory Committee/Council. Examples include:

- Accreditation Team
- Enterprise Application Advisory Group
- HR Advisory Committee
- Institutional Research Board
- Safety Committee

Project Groups

Project groups are formed at CWI to complete a specific task that has College-wide impact and benefits the College community. Examples include:

- Multi-cultural Day
- Language and Arts Spring Symposium

MEMBERSHIP IN COLLEGE GROUPS

College groups are populated through various methods contingent on the source of authority on which the group is based.

- **Governance Groups:** Faculty, Staff and Student Senates - each group elect their representatives and officers.
- **Advisory Committees/Councils:** Membership in these committees/councils may be voluntary or appointed based on position. These committees are generally representative of the College constituencies most appropriate to the charge of the group.
- **Standing College Committees:** Membership in these committees is on a voluntary basis. These committees include representatives from the College appropriate to the charge of the group.
 - Faculty members are appointed by the Faculty Senate President.
 - Administrators are appointed by the President or appropriate Vice President.
- **Project Groups:** Membership is voluntary.

APPROVAL PROCESS FOR COLLEGE GROUPS

Governing Groups

- Recommendations having a college-wide impact are made to College Council.
 - If favorable vote occurs, recommendation is forwarded by Council to President.
 - President's decision is communicated to the Council as well as the governing group.
 - If unfavorable vote occurs, the Council returns recommendation to governing group with explanation.

Advisory Groups

College Council

- Recommendations are made to the College Council.
 - If favorable vote occurs, recommendation is forwarded by College Council to President.
 - President's decision is communicated to the Council as well as the governing group.
 - If unfavorable vote occurs, Council returns recommendation to Advisory Group with explanation.

President's Cabinet

- Recommendations are made to President's Cabinet.
 - If favorable vote occurs, recommendation is forwarded by President to Board of Trustees, if necessary.
 - President's decision is communicated to the initiating group.
 - If unfavorable vote occurs, President returns recommendation to initiating group with explanation.

Standing Committees

- Recommendations are made to College Council
 - If favorable vote occurs, recommendation is forwarded by College Council to President
 - President's decision is communicated to the Council as well as the initiating group.
 - If unfavorable vote occurs, Council returns recommendation to initiating group with explanation.

Project Groups

- Recommendations are made to originating group.

CHARTERS FOR CWI GROUPS AND COMMITTEES

Charters for Advisory Groups

President's Cabinet

Charter: The purpose of the President's Cabinet is to:

- execute Board of Trustee directives,
- develop and monitor implementation of the Strategic Plan,
- create and review policies to present to the Board of Trustees,
- recommend agenda items for the Board of Trustee meeting,

- finalize budget recommendations for the Board of Trustees,
- conduct multi-year and on-going planning for the College,
- discuss issues and make decisions for the College, and
- share information across functions.

Membership: Membership is appointed by the College President.

Chair: College President

Members:

Executive Vice President, Instruction and Student Services
 Vice President, Finance and Administration
 Vice President, Resource Development
 Assistant Vice President, Academic Affairs
 Executive Director, Human Resources
 Dean, Enrollment and Student Services
 Dean, Professional Technical Education
 Chief Information Officer
 Executive Assistant to the President

Meetings: The President’s Cabinet meets weekly.

College Council

Charter: The College Council is structured to serve as a recommending body to the College President and is primarily responsible for overseeing the vision, mission, core themes and long-term direction of the entire college. In all its actions, the Council must place the highest value on building communication and trust within the entire college community.

Although the authority to make decisions for the College rests with the College President, great responsibility lies with the recommending bodies to provide the President with the information needed to make the decisions that are in the best interest of the College and its most valuable asset – our students.

Areas of emphasis for the Council are the following:

- serve as a recommending body to President,
- factor the college goals into all recommendations,
- evaluate the effectiveness of the participatory governance process,
- provide a conduit for receiving and disseminating information college-wide,
- communicate interests and concerns of constituency groups,
- participate in the college’s planning process, and
- ensure that the college meets accreditation standards.

Members from the various constituent groups bring items of college-wide concern to the College Council through their representative or through the appropriate standing committee. When items are brought from committees or constituent groups to the Council, the proposal will either be accepted or rejected. If the proposal is rejected by the Council, a written explanation will be provided. If the proposal is approved, it will be forwarded to the President with a recommendation to approve.

Similarly, once an item has reached the College President, the President has the same options as College Council. The President will notify the Council of his/her decision and rationale in writing. Council will relay communication from the President to the proposing constituent group.

Standing Committees

The current Standing Committees and Governing Groups that submit recommendations to the College Council are:

- Academic Calendar Committee
- Accreditation Steering Committee
- Commencement Committee
- Curriculum Committee
- Deans Council
- Enterprise Applications Advisory Committee
- Finance Committee
- HR Advisory Committee
- Inclusive Excellence Committee
- Institutional Research Board
- President's Cabinet
- Revenue Task Force Committee
- Safety Committee
- Strategic Planning Committee
- Sustainability Committee

Governing Groups

- Associated Students of CWI
- Faculty Senate
 - Curriculum Committee
- Staff Senate

Membership: Members are appointed by the President.

Chair: Two members of the College Council will be elected as Co-chairs with the stipulation that each person must come from a different constituency. Co-chairs will be elected to one year terms.

Members:

Two (2) Vice Presidents: selected by President's Cabinet

Two (2) Faculty Representatives: President of Faculty Senate plus another faculty representative is selected by Faculty Senate (One PTE and One Academic Affairs) (2 year term)

One (1) Adjunct Faculty Member: selected by the Faculty Senate (2 year term)

Two (2) Assistant Deans: One PTE and One Academic Affairs (selected by appropriate Assistant Dean group) (2 year term)

Two (2) Staff representatives: selected by the Staff Senate (one hourly employee and one exempt employee) (2 year term)

Two (2) Students: selected by the ASCWI Government (1 year term) One from Canyon County and One from Ada County)

Ex-Officio Members: All Vice Presidents and the Assistant Vice President that are not voting members; Executive Director, Financial Services; Executive Director, Human Resources; Chief Information Officer; Executive Director, CWI Foundation; Executive Director, Workforce Development; Executive Director, Communications, Marketing and Advancement; and Dean, Enrollment and Student Services

Meetings: The College Council meets monthly.

Charters for Standing Committees

Please refer to College Council site on MyCWI for complete listing of committees and charters.

SECTION 4

SECTION 4 AND 5 OF THIS DOCUMENT ARE PROVIDED THROUGH THE PLANNING AND ASSESSMENT OFFICE. THESE SECTIONS WILL BE REVIEWED AND REFINED AS THE PROCESS IS FURTHER DEFINED.

COLLEGE OF WESTERN IDAHO STRATEGIC PLANNING PROCESS

Summary

College of Western Idaho is committed to engaging in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. As such, a strategic planning process has been created to move the college toward a commonly accepted set of goals, objectives, and performance measures that are the basis for evaluation of effectiveness and accountability to both internal and external constituencies. The strategic planning process provides an opportunity for the faculty and staff to be more thoughtful about desired outcomes of the work they do. This is accomplished through the Plan for Collaborative Strategic Objective, a process of planning goals, prioritizing them, developing baseline measures, setting targets, and establishing benchmarks by which assessments of progress can be made.

Philosophy

The Plan for Collaborative Strategic Objective (PCSO) process was developed in response to a commitment born out of the 2010 approved Comprehensive Strategic Plan and the results of the NWCCU visit. CWI subscribes to the philosophy that work on the Strategic Plan never ends, as such; CWI has committed to consider the Strategic Plan as a living document that must be continually monitored, reviewed, updated and changed as circumstances dictate. To address this commitment, PCSO was developed to elevate at every rank of the institution, the college's greatest resource, its PEOPLE, and recognize the importance of continual professional growth opportunities for faculty, staff, and administration.

This process is meant to focus on improvement at the INDIVIDUAL and Division level and therefore, its success rests with the enthusiasm, implementation, and direction of the DIVISION LEADER.

Process

The yearly PCSO process provides an opportunity to plan for personal and professional growth, development at the individual and Division levels, teambuilding and feedback, and "continual campus improvement." The Individual Objective Plans (IOPs) of faculty and staff working in the Division are prioritized and merged into a Division Objective Plan (DOP) that becomes a Division professional growth plan. This is done to improve the quality of the Division by developing its most valuable assets, its PEOPLE (administration, staff, faculty, etc.). The Division Objective Plan in turn becomes the foundation for the Unit Objective Plan (UOP).

Division Objective Plans are guided by the College's Strategic Plan and unit/division goals and objectives. DOPs also include the Division's operational budget proposals for the next fiscal year. Both Division and Unit plans should reflect how the Division or Unit intends to contribute to the institution's mission, vision, and strategic goals and objectives. Critical goals and objectives of the unit/division and continuous improvement should be integrated into the plan. Other areas such as curriculum, personnel, facilities, outcomes, projected (3-5 years) budgetary considerations, etc. can also be integrated into the DOP by Division Leaders.

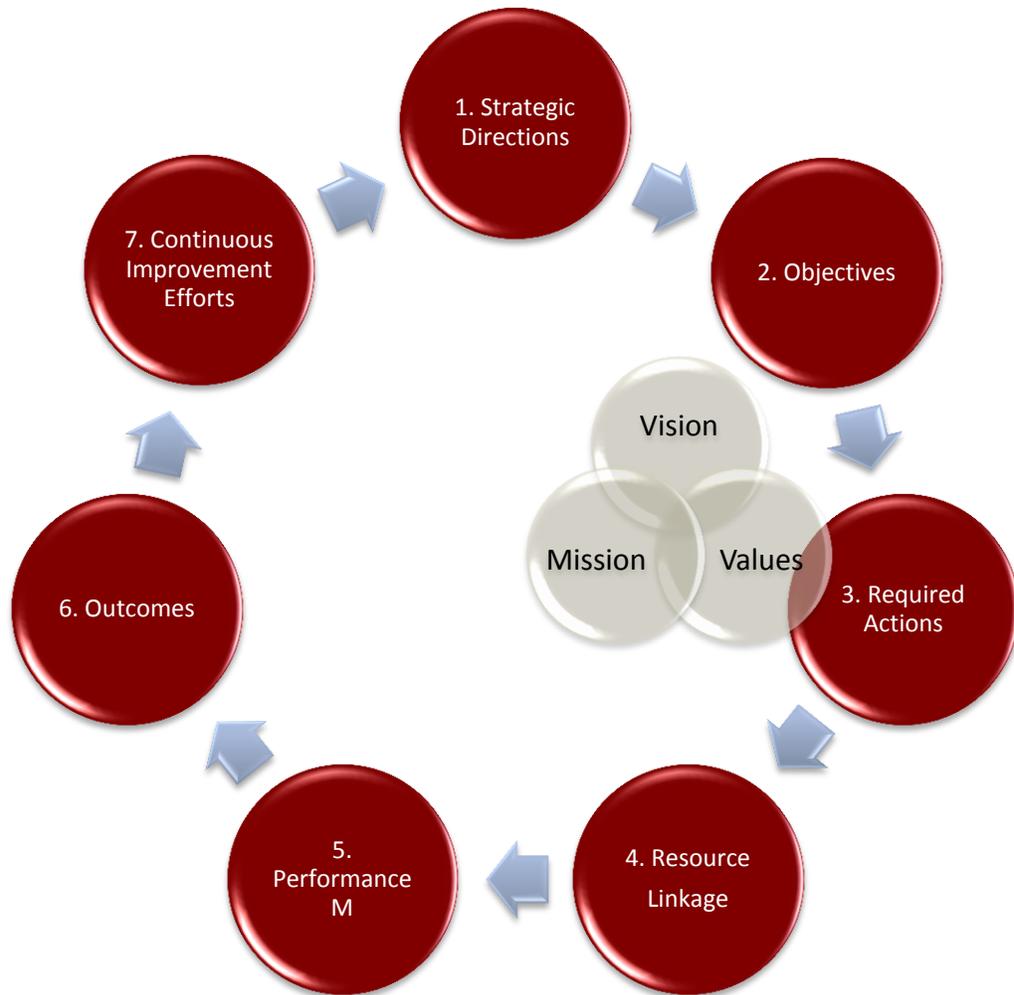
The IOP/DOP/UOP process is an annual process. The process is guided by the Strategic Plan and is a bottom up process that provides for involvement and input from faculty and staff.

1. Consult the Planning Calendar to ensure that you are familiar with the planning timeline.
2. Unit/Division/Department leaders review the College's Strategic Plan and share with employees the purpose and process of the IOP, DOP, and UOP.
3. Leaders distribute applicable forms and discuss the timeline.
4. Leaders collect IOPs and, as feasible and necessary, meet with employees individually or as a group to discuss their Objective plans.
5. Based on IOPs and guided by the institution's Strategic Plan and unit/division goals and objectives, Division leaders start developing DOPs.
6. Schedule a meeting time to seek input and discuss the draft DOP.
7. Submit (in electronic format) the DOP to immediate supervisor by agreed upon due date.
8. DOPs make their way up to vice presidents, which then a UOP is created.
9. Feedback, feedback, feedback! This step is very important. Periodically consult with your staff to determine their progress on IOPs and provide feedback on their progress.

Goals & Strategy

Goals:

1. Create intentional linkages between planning, budgeting, assessment, accreditation and continuous improvement, as shown in the diagram below.
2. Invite a culture of planning from all levels of the Institution.



Definitions:

Hierarchal Levels

Unit: Vice President Level

Example: Finance and Administration, Instruction and Student Services, Resource Development

Division

Example: Business Office, Human Resources, etc.; E&SS, Library, PTE, etc.; IT, Facilities, Marketing and Communications, etc.

Department

Example: Payroll, Budget Office, etc.; Admissions, Drafting, Languages and Arts, etc.; Enterprise Application Services, Security, HVAC, EMS, etc.

Objective Plans

Individual Objective Plan (IOP) - A professional objective plan for the INDIVIDUAL. This plan may encompass both short term* and long term** goals. These goals should be realistic for the timeframe indicated and through their accomplishment should strengthen and improve the Division/Unit mission.

Examples of short term goals might be: (1) to revise and update lecture notes for a course (individual initiative), (2) to be more cordial and positive to students when greeting or talking to them (individual initiative), and (3) to learn a new method of delivery and teach it to Unit members (Unit prioritized and funded OR grant funded).

Examples of long term goals might be: (1) acquiring the skills and resources to develop a new class or program that supports the Unit's goals and objectives (Unit operational budget), and (2) planning for a sabbatical (institutional funding).

Division Objective Plan (DOP) - A professional objective plan for the DIVISION. Utilizing the Individual Objective Plans, the Division should develop a realistic Division Plan. This Division Plan should be functionally part of the Unit's "goals and objectives" that specifically address professional growth priorities of the Division. Again, emphasis and prioritization should be the development of the PEOPLE resources instead of facilities, equipment, etc. that can be addressed within the Unit's goals and objectives.

Examples of a Division growth activity might be: (1) to send (name) to a conference on Universal Design and uses of Internet - then have this person conduct a training workshop on Universal Design, and (2) to acquire a set of training videos for maintenance personnel on safety in the work place, or updated information on new technology currently used on campus.

Unit Objective Plan (UOP) - A professional objective plan for the UNIT. Utilizing the Division Objective Plans, the Unit should develop a realistic Unit Plan. This Unit Plan should be functionally part of the Unit's "goals and objectives" that specifically address professional growth priorities of the Unit. At this level emphasis and prioritization should be resources relevant to facilities, equipment, etc. that can be addressed within the Unit's goals and objectives.

Examples of a UNIT plan might be: CWI shuttle service, new program, or a new bookstore.

Strategic Planning Terminology

1. Continuous Improvement Efforts- Implementing continuous improvement efforts completes the planning cycle, and demonstrates an institutional commitment to acting upon data and assessment results in ways that enhance the educational environment.
Example: The Assistant Vice President, Enrollment & Student Services will continue to look for opportunities to partner with Universities to acquire transfer admission guarantees.

2. Goals - Defines what needs to be accomplished to assist the INSTITUTION in accomplishing its mission, goals, and objectives (as outlined in its Strategic Plan). Therefore, the goals should effectively tie into one or more institutional strategic goal and objective (**also known as Board Priorities**). Goals can be short term or long term.
 - a. ***Short term goals:** (1) can be accomplished within a year's time, and (2) can be accomplished through individual initiative and usually will need no outside resources (funding) to achieve. If funding IS needed to accomplish a short-term goal, it will usually need to be prioritized by the UNIT as currently important to the Unit, and will need to be funded from the Unit's next fiscal year's OPERATIONAL BUDGET, dependent on the budget.
 - b. **** Long term goals:** (1) usually will require Unit or institutional funding support, (2) should NOT be expected to be funded within the CURRENT FISCAL YEAR, and (3) perhaps, if the goal becomes an institutional priority because other Units have similar needs or it addresses a strategic initiative, it may be funded through future strategic planning monies, dependent on the budget.
 - c. Other avenues for funding activities may include: (1) external grants (federal, state, or private), (2) legislative appropriations, and (3) a rich aunt or other enthusiastic benefactor!
3. Objectives- Objectives are strategic targets that provide pathways and mechanisms to achieve each strategic direction. These objectives are especially powerful when paired together to accomplish the strategic directions.

Example: Develop a transfer admissions guarantee program with universities.
4. Outcomes- Communicating and analyzing outcomes is an essential component of effective planning. Measuring and understanding outcomes helps to identify areas of accomplishment and areas where continuous improvement is necessary.

Example: CWI has 1 additional contract with University of Idaho acquired during AY 09/10, for a total of 5 contracts.
5. Performance Measures- Measures define factors the institution needs to benchmark and monitor. Assessment techniques provide the mechanism for measuring and evaluating the defined factors to evaluate progress or impact. Indicators specify what is measured and assessment techniques detail how and when it will be measured.

Example Indicator: # of actual transfer admission guarantee contracts CWI has received.
6. Required Actions- Each objective corresponds with specific actions or tasks that are necessary to achieve the objectives. Required actions are associated with a timeframe for completion and a planning coordinator who oversees implementation of each action.

Example 1: Assistant Vice President, Enrollment & Student Services meets with counterparts at Boise State University to develop an agreement that CWI students who complete the set of courses specified by Boise State University will be admitted to the University.

Example 2: CWI offers students a total of five transfer admissions guarantees.

7. Resource Linkage- Linking resources to each required action helps ensure the sustainability of the planning process and accomplishment of the actions. Creating intentional linkages between resources and planning demonstrates an institutional commitment to the process.

Example: FY 12: \$1,000 (allocation for software to track transfer admissions guarantees)

8. Strategic Directions- The centerpiece of our strategic planning efforts is the ongoing development and implementation of our "strategic directions." The strategic directions are broad, significant goals that guide the institution's planning, budgeting, benchmarking, and assessment activities.

Example: Board Priority 1: Structure Student Success

SECTION 5

SECTION 4 AND 5 OF THIS DOCUMENT ARE PROVIDED THROUGH THE PLANNING AND ASSESSMENT OFFICE. THESE SECTIONS WILL BE FURTHER REVIEWED AND REFINED AS THE PROCESS IS FURTHER DEFINED.

MILESTONES FOR THE STRATEGIC PLANNING AND BUDGETING PROCESS

The following milestones will be implemented to ensure the success of the Strategic Planning Process.

Item / Objective	Audience	Timeline
<ul style="list-style-type: none"> • Environmental Scan • Public Phone Survey (every 3 years) • Public Meeting (every 3 years) • TAC Survey (every 3 years) • Student Satisfaction Survey • Employee Satisfaction Survey • Economic Forecast 	<ul style="list-style-type: none"> • All Constituents 	March / April
Strategic Planning Cycle Begins		
<p>Annual Assessment Summit (AAS)</p> <ul style="list-style-type: none"> • In a roundtable discussion format, synthesize Environmental Scan data and provide a forum for College community to report on projected goals and accomplishments from previous fiscal year. 	<ul style="list-style-type: none"> • President’s Cabinet • College Council • Planning Committee • Invited guests 	May
<p>Launch Strategic Planning for New FY</p> <ul style="list-style-type: none"> • FY Strategic Planning portal • Process • Results of AAS • Planning and Budget forms 	<ul style="list-style-type: none"> • All constituents 	June
<p>Trustee update</p> <ul style="list-style-type: none"> • Drive awareness 	<ul style="list-style-type: none"> • Board of Trustees 	July
<p>Budget Office Issues Assumptions</p>	<ul style="list-style-type: none"> • All Constituents 	July / August
<p>Division / Unit Progress Reports Due</p>	<ul style="list-style-type: none"> • All Constituents 	August 31 st

Item / Objective	Audience	Timeline
Objective Planning Formalized <ul style="list-style-type: none"> Individual Objective Plan (IOP) Division Objective Plan (DOP) Unit Objective Plan (UOP) 	<ul style="list-style-type: none"> Current CWI employees Current CWI students 	Due by September 30 th
Planning Committee Convenes <ul style="list-style-type: none"> Review UOPs and determines any additional resources needed. Synthesizes results of surveys, Annual Assessment Summit, Progress Report Outcomes, IPM and correlates to Board Priorities. 	<ul style="list-style-type: none"> Planning Committee 	October / November
Trustee update <ul style="list-style-type: none"> Drive awareness 	<ul style="list-style-type: none"> Board of Trustees 	November
Planning Symposium <ul style="list-style-type: none"> Review UOPs, results from Planning Committee and budgetary discussions in support of recommending a priority list of UOPs. 	<ul style="list-style-type: none"> President's Cabinet College Council Planning Committee 	November / December
Planning Committee <ul style="list-style-type: none"> Refines and/or updates documentation of UOPs and prepares a recommendation to College Council. 	<ul style="list-style-type: none"> College Council Planning Committee 	December
College Council <ul style="list-style-type: none"> Votes on recommendation from Planning Committee. 	<ul style="list-style-type: none"> College Council 	January
Presidential Review <ul style="list-style-type: none"> Of the recommendation from College Council. 	<ul style="list-style-type: none"> President 	January
Trustee update <ul style="list-style-type: none"> Drive awareness 	<ul style="list-style-type: none"> Board of Trustees 	January
Budget	<ul style="list-style-type: none"> Budget Office 	February

Item / Objective	Audience	Timeline
<ul style="list-style-type: none"> • Identify revenue assumptions • Identify potential areas for increase or decrease. 	<ul style="list-style-type: none"> • College Council 	
<p>Board of Trustee Review</p> <ul style="list-style-type: none"> • Offers recommendations if needed, and ultimately approves new plan. 	<ul style="list-style-type: none"> • Board of Trustees 	February
<p>Budget</p> <ul style="list-style-type: none"> • Detailed budget development • Communicate directives • Departments / Divisions prepare initial Requests • Decisions made relating to priorities 	<ul style="list-style-type: none"> • All constituents 	March
<p>Board of Trustee Final Review (if needed) Offers recommendations if needed, and ultimately approves new plan.</p>	<ul style="list-style-type: none"> • Board of Trustees 	March
<p>Planning Office</p> <ul style="list-style-type: none"> • Publishes document on external website, MyCWI Portal, and State Board of Education. 	<ul style="list-style-type: none"> • All Constituents 	March
<p>Budget</p> <ul style="list-style-type: none"> • Refine assumptions • Finalize PTE budget • College Council review tentative budget 	<ul style="list-style-type: none"> • Budget Office • PTE • College Council 	April
<p>Environmental Scan</p> <ul style="list-style-type: none"> • Public Phone Survey (every 3 years) • Public Meeting (every 3 years) • TAC Survey (every 3 years) • Student Satisfaction Survey • Employee Satisfaction Survey • Economic Forecast 	<ul style="list-style-type: none"> • All Constituents 	March / April

Item / Objective	Audience	Timeline
Budget <ul style="list-style-type: none"> • New FY budget is communicated to Budget Officers 	<ul style="list-style-type: none"> • Budget officers 	May
Annual Assessment Summit <ul style="list-style-type: none"> • Kicks off the new FY strategic planning cycle (start again at the top). 	<ul style="list-style-type: none"> • 	May