

# SAN DIEGO MESA COLLEGE

## Governance Handbook

How Decisions Get Made at San Diego Mesa College



2023-24

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SIGNATURE PAGE

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San Diego Mesa College President  
Signature Dr. Ashanti Hands

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Andrew Hoffman  
Academic Senate President  
Signature Andrew Hoffman

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Sahar Mona King  
Classified Senate President  
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Ixchel Valencia Diaz  
Associated Student President  
Signature Ixchel Valencia Diaz

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# Chapter 1: Introduction

## Forward from the President and Shared Governance Leaders

San Diego Mesa College's institutional governance structure encourages the process of independent and critical thinking based on good observation, questioning, and research protocols. This governance process is participatory, meaning that all vested interest groups or individuals have the opportunity to voice opinions. When decisions are formulated based on these inclusive standards, the College benefits from the creativity and brilliance of participating groups.

The Mesa College administration is represented in institutional governance through membership on the Deans' Council, leadership of the schools, and representation on the President's Cabinet and other participatory governance committees.

The faculty are represented in institutional governance through the Academic Senate and its committees, President's Cabinet, school meetings, and other participatory governance committees. The Academic Senate has purview over "academic and professional matters" including curriculum, grading, among other areas as established in the 1988 legislation The Community College Reform Act. In addition, the faculty exercises a voice in academic program, curricula, and faculty personnel through committees such as Student Services Council, Curriculum Review Committee, Academic Affairs Committee, Program Review Committee, and through the faculty hiring process.

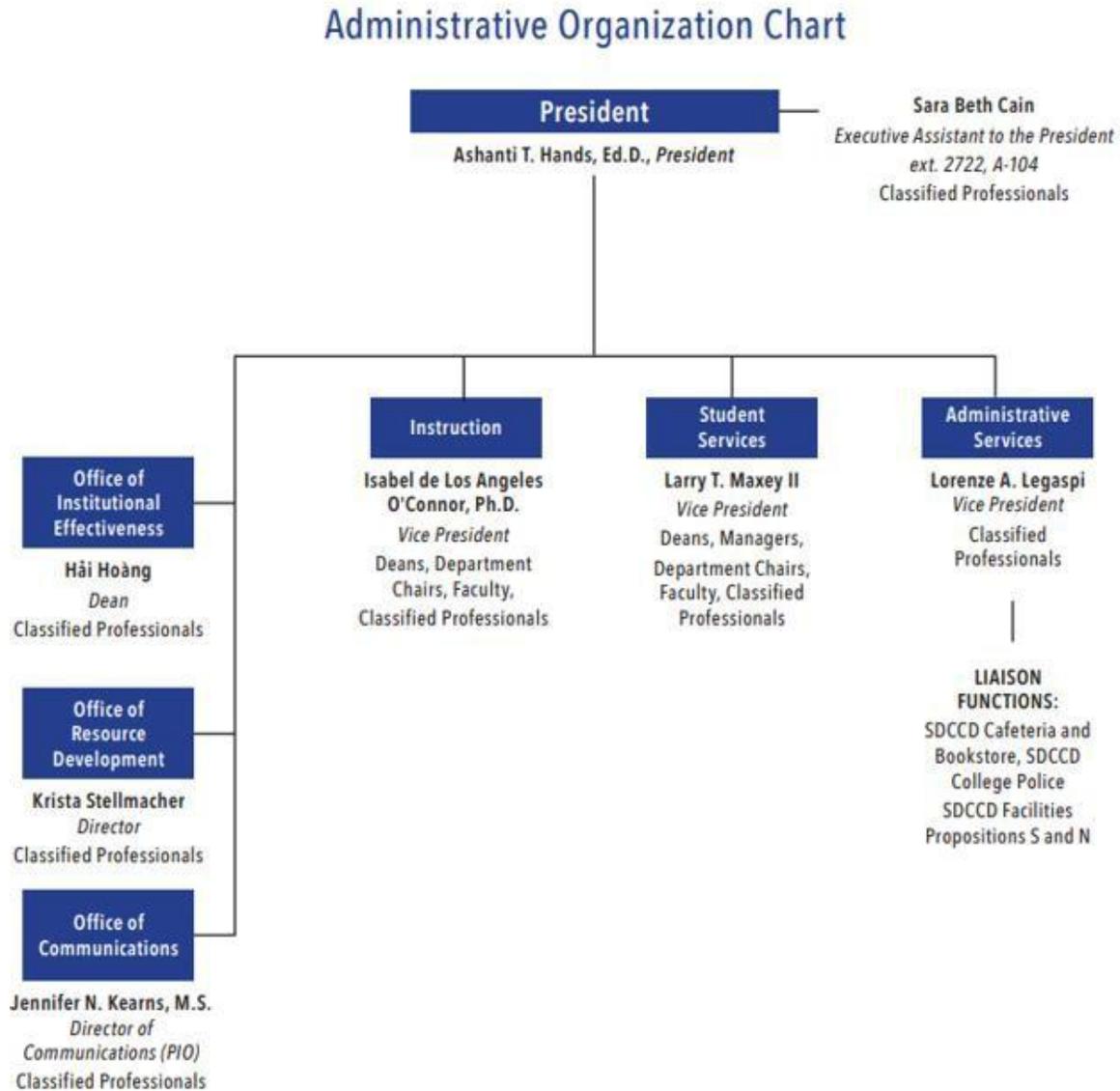
Classified Professionals are represented in institutional governance through various channels, including the Classified Senate, Classified Professional Learning, President's Cabinet, the Classified Equity Taskforce, Mesa Pathways, Student Equity, HSI, Promise, the Mesa Foundation, school meetings, hiring committees, other participatory governance committees, as well as through accreditation, institutional effectiveness, resource allocation, outcomes assessment, strategic planning, and the Mesa Student Services Council. Additionally, Classified Professionals have a voice in the District Governance Committee (DGC) through representation from Mesa College.

The Associated Students (AS) is the representative body of the students in the participatory governance process at Mesa College. The Associated Students President and Vice President represent students on the President's Cabinet. Student participation in campus affairs is also strengthened by membership on many college committees. The AS provides students with practical leadership experience in the areas of budget/financial planning, parliamentary procedures, and in the development of programs and services which are designed to meet student needs.

The active Mesa College community contributes diverse perspectives to our discussions, fostering enriching conversations. Our primary emphasis is on the success of our students, and we strive to

create an environment conducive to their achievements. This shared objective exemplifies equity, inclusion, diversity, and justice in practice, making Mesa College an excellent place for work, teaching, and learning.

## Organizational Charts





DL Update Contacts: Managers / Supv: Patty Lopez AFT OT & Faculty: Jim Mahler  
 Mesa College: Patty Lopez Faculty (cont/adj): Mita  
 Mesa SS / Mesa SS Class: Trina Mesa Classified: Marco

VICE PRESIDENT, STUDENT SERVICES 14-401 619-388-2678 / Fax 5989

Larry Maxey, Vice President, Student Services

Trina Larson, Admin. Assistant V Charlie Lieu, College Technical Analyst 14-405, 2527



STUDENT AFFAIRS		STUDENT DEVELOPMENT   14-401   388-2896   ACAD UNIT 2208	
Victoria Kerba Miller, Dean		Alfonso Cox Cruzes, Ph.D., Dean	
Zelma Hernandez, Admin. Assistant IV (ACAD UNIT 2216)		Angie Aniba, Assistant IV	
Student Affairs	388-2899	14-408	
Commemoration, Scholarship Program, Campus Judicial Affairs/3200, Assoc. Students, Posting/Publishing, Student Activities, Student Clubs			
Claudia Perkins	Disc. Off. SOC, 904 Officer	2713	
Courtney Lee	SSA	2999	
Assessment	388-2718	14-201	
Jennifer Park	Acting Outreach/Assessment Coord	2632	
Amy Bettinger	SST	5816	
Associated Students	388-2903	14-409	
Isabel Valencia Diaz	AS President	2903	
Brianna Jeppson	AS Vice President	2903	
Financial Aid	388-2817	14-107	
Saul Galano	Director	2820	
Pilar Esteve-Rodriguez	Financial Aid Officer	2959	
Guadalupe Bueno	SSA: Apps A-D/ HUD & SS forms	2949	
Skyler Dennon	SSA: Web Data/Feed WS	2952	
David Tran	SSA: Apps / FF Liaison/R-Z	2951	
Daisy Monjeada	SSA: Apps / E-K	2946	
Vacant	SSA	3951	
Vacant	SAT/PA: Packaging		
Vacant	SSA	2957	
Louis Flores-Araza	SSA / Cal Grant Coord./L-Q	2964	
Suzana Kennemer	SAT/PA: Pack L-Q, PEH Coord	2928	
Tali Hernandez	SAT/PA: Pack R-W/SSA	2953	
Julissa Samano	SAT/PA: A-Z/ Direct Loan Coord	2950	
Cecilia Valdez	SAT/PA: E-K - R2TA Coordinator	2956	
Outreach/Comm Rel	388-2230	14-101	
Jennifer Park	Acting Outreach/Assessment Coord	2632	
Cesar Gavira	SST	2610	
Student Health Services	388-2774	14-209	
FACULTY			
Suzanne Khambata	FNP, Student Health Director	2345	
Derrick White	LMFT, Mental Health Coordinator	2377	
Maria Aurora San Pedro	LMFT, Adjunct	2774	
Laura Williams	DRP, Adjunct	2774	
Laura Milligan	Asst. Prof. FNP	2774	
Colvin Wong	MD, Adjunct	2774	
Monica Woodruff	Reg. Assoc. MFT, Adjunct	2774	
Arlanca Escobar	LPCC, Adjunct	2774	
Ashley Hunt	ASW, Adjunct	2774	
Earline Glover	ARCC, Adjunct	2774	
Lauree Estrada	LMFT, Adjunct	2774	
Faithen Farnisher	RN, Adjunct	2774	
CLASSIFIED PROFESSIONALS			
Thanh-Thao (Mimi) Vu	SSA	2774	

STUDENT DEVELOPMENT   14-401   388-2896   ACAD UNIT 2208		STUDENT SUCCESS & EQUITY   14-401   388-5940   ACAD UNIT 2218	
Alfonso Cox Cruzes, Ph.D., Dean		Leticia A. Diaz, Dean	
Angie Aniba, Assistant IV		Lisa Huang, Admin. Assistant IV	
Admissions	388-2882	14-102	
Internal Number	388-2886	14-102	
Student Reg Help	388-2500	14-102	
Residency	388-2688	14-102	
International Students	388-2717	14-102	
Twaine Alvarez	Director, Admissions & Veterans/Records	2699	
Karina Sandoval	SS Supervisor I, Admissions	2687	
Jose Hueso	SS Supervisor I, Veterans/Records & VSC	2827	
Jocelyn Weiringer	SSA, General	5703	
Michelle Tannous	SSSA, Residency	5704	
Francisco Blas	SST, Allied Health	2684	
Helena Hubbard	SSSA, General, Verification	5701	
Elizabeth Jones	SSSA, General, Dual Enrollment	2682	
Armando Masco	SSSA, General, Petitions	5707	
Rodrick Brison	SSA, General, FAST Track, MET	5711	
Mia Zeukles	SSA, General, Dual Enrollment	5702	
Victoria Vela	SSSA, General, ACP/CCAP	5709	
Lauren Beltran	SSA (50%), International	2717	
Trung Huynh	SST, Residency	5712	
Vacant	SSA		
Jose Aranda	SST, Residency, International	5705	
Counseling & Orientation	388-2872	14-303	
Internal Number	388-2538	14-303	
Cynthia Rico	Chair	2471	
Andrew Tarjueguito	SS Supervisor I	2779	
Gabriel Adona	Teacher, Education	2537	
Marisa Allono	Mesa Pathways Co-Lead	2750	
Kristy Carson	Career Center/Co-Coord.	2473	
Nicholas DeMeo	Allied Health	2688	
Adrienne Aeria Dines		2088	
Adam Eriensbusch	Premise Support	2663	
Patricia Guavara	ESPIVA/UNAP/PSI Faculty Mentor Coord.	5009	
Terrence Hale	International Student Coun.	2782	
Anne Hedeikin	Transfer Center Coordinator	5015	
Ramiro Hernandez	ERP Liaison	2532	
Guillermo Marrujo	ERP Liaison	2420	
Laura Mathis	MET	2533	
Valerie Pajares-Herrera	Premise Lead Counselor	5010	
Kari Parker	Financial Aid Liaison/Appeals	2473	
Kirsten Pogue-Cely	SODOCCA Intern Coordinator	5977	
Anthony Reuss	Honors	2674	
Cynthia Rico	Chair/General/Transfer/Career/PERG	2471	
Patricia Rodriguez	STEM Conexiones/MESA Prg	5013	
Raul Rodriguez	Puente	2489	
Raquel Sojourner Worlds	Couns. Career Center Coord	5921	
Judy Sunday	CDME	2783	
Michael Temple	Student Athletes (MAAP)	2536	
Jillian Ventrone	Veterans	2413	
PRO BATA FACULTY			
Shirley Flor		2538	
Leroy Johnson		2538	
David Navarro		5008	
Jim Vales		2538	
ADJUNCT FACULTY			
Fabrizio Bessa	DERER Program	5004	
Alison Do		2538	
Vanna Javous		5004	
William Mastus		2538	
Masuma Mohammadi		5005	
Jordan Nash	UNODA	2538	
David Navarro	MAAP Support	5008	
Marc Pinedera	Wellness Support for VA students	2538	
Ana-Victoria Sanchez-Diez		2538	
Alfrah Saleh		2538	
Diana Soqui		2538	
Ana-Victoria Sanchez-Diez		2538	
Emberly Williams-Kee		5006	
CLASSIFIED PROFESSIONALS			
Claudine Castagna	SSA	5763	
Rovana Martinez	Sr. SSA	2620	
Justin Rapolla	SSA	2624	
Emilia Renner	SST	5066	
Abimael Rosario	SST	2599	
TRANSFER, CAREER, EVALUATIONS			
Transfer	388-2473 (4)	14-306	
Career	388-2777 (4)	14-306	
Evaluations	388-2680	14-306	
PILGRIM & CLASSIFIED PROFESSIONALS			
Anne Hedeikin	SS Supervisor I	2778	
Couns. Transfer Center Coord		5015	
Raquel Sojourner	Couns. Career Center Coord	5921	
Kristy Carson	Couns. Career Center Coord	2473	
Mary Garcia & Izzi Washie	Aj Counselor	2473	
Maci Gerber	Aj Counselor	2473	
Ving Thao	Aj Counselor	2473	
Celine Ahearn	SST, Evaluations	5040	
Vacant	SSSA, Transfer	2596	
Alyana Woods	SSA, Evaluations	2594	
Walter Wager	SSSA, Career	5975	
Darcy (Dorcas) Flores	SSA, Transfer	2984	
Veterans & Records	388-2805	14-102	
Jose Hueso	SS Supervisor I	2805	
Laura Arellano Rodriguez	SST, Vet Certifying Official	2805	
Ha "Helen" Dinh	SSA, Records, Transcripts	2805	
Adrian Tarjueguito	SST, Vet Certifying Official	2805	
Dustin Zankle	SSSSA, Records	2805	
Veterans Success Center	388-2885	K-103-104	
Jose Hueso	SS Supervisor I	2805	
Jordan Agricola	Admn Tech	5561	
AWANZA, PIN, CRUISE	388-2757	14-203	
Agustin Rivera, Jr.	SSSO	5991	
Alexi Balaguer	SSSA	5742	
CaWORKS	388-2709	14-410	
Greco Ramezuelo	Aj Counselor/Coordinator	2709	
Van Pham	Aj Ca/WORKS Counselor	2709	
Alondra Gomez	Aj Ca/WORKS Counselor	2709	
Veronica Corral	Aj Ca/WORKS Counselor	2709	
DISPS	388-2780	14-405	
Test Proctoring	388-2780	14-404A	
High Tech Center	388-2899	LRC 110	
Enka Haginbotham	DISPS Coordinator/Chair	2780	
Isaac Arpuelles-Barra	DISPS Counselor	2700	
Fernando Barrientos	Aj DISPS Counselor	2700	
Rebelah Corrales	DISPS Counselor	2700	
Joe Pritchett	Aj DISPS Counselor	2700	
Sandy Rickelton	Aj DISPS Counselor	2700	
Elizabeth Wille	DISPS Counselor	2700	
Brianna (Bree) Kennedy	Aj DISPS Counselor	2700	
Malissa Williams	DISPS Counselor	2700	
CLASSIFIED PROFESSIONALS			
Allison Crakes	IA/LR DISPS Test Proctor	2700	
Eric Escalante	IA/LR Test Proctor	2726	
Manly Jacobo	Administrative Tech	2726	
Peter Mansal	IA/LR Alternate Media	2893	
Elizabeth Mora	SSSA	2700	
Autumn Woodruff	SSSA	2700	
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Peter Mansal	IA/LR Alternate Media	2893	
Elizabeth Mora	SSSA	2700	
Autumn Woodruff	SSSA</		

# SAN DIEGO MESA COLLEGE

## Administrative Services

Lorenzo Legaspi, Vice President  
 Catherine Cannock, Administrative Assistant V  
 x 2990 RM: A - 102  
 Spring 24

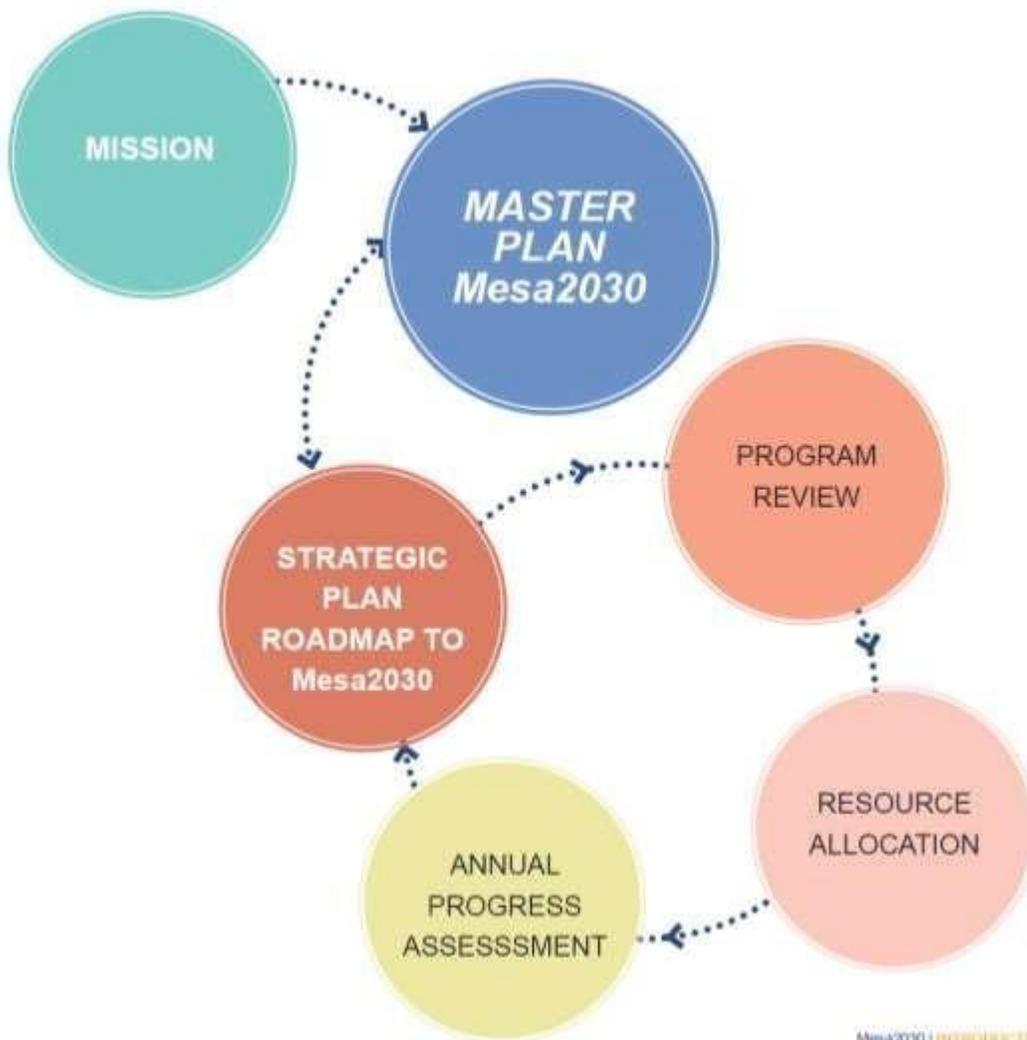
Business Services	Instructional Computing	Student Accounting Office	Print and Mail	Administrative Services
The Business Services Office oversees budget, requisitions, travel, revolving, cash reimbursement, and invoice payments. They also provide training on purchasing, travel, and budget related requests.	The Instructional Computing Office oversees classroom computers, laptops and software maintenance, instructional computing, server and network oversight, and student and employee pay - for - print.	The Student Accounting Office coordinates the collection of fees and provided related services to students. They process refunds for classes dropped on refund deadlines and handle distribution of financial aid checks for pick - up. They process monthly and semester bus and tolley passes and accept payments for financial holds, parking permits, deferrals, third party transactions, financial aid repayments, and child care fees. They maintain records for scholarships, associated students, clubs, agencies and fiduciary trust accounts.	The Print and Mail Office oversees black and white printing, color printing, large format printing , and the mail system oversight.	Administrative Services is led by Vice President Legaspi and provides critical support and oversight for all business operations of campus. They serve as the hub of all business transactions, reporting and information and are comprised of all of the offices listed on this directory.
Erica "Patty" Garcia Director of Administrative Services x 2771 A - 102	Kevin Branson Supervisor x 2861 MC - 215	Lynn Dang Accounting Supervisor x 2704 14 - 106	David Fierro Director of College Technology x 2764 MC - 215	Lorenzo Legaspi Vice President x 2990 A - 102
Rosa Mejia Senior Accounting Technician x 2771 A - 102	Bao To Network Specialist x 2982 MC - 215	Nathan Talo Senior Accounting Technician x 2704 14 - 106	Leanne Kunkee Production Services Assistant x 2875 MC - 215	Catherine Cannock Administrative Assistant V x 2990 A - 102
Virginia "Virgie" Enriquez Administrative Technician x 2771 A - 102	Tarina Jahori Instructional Lab Technician - CS x 2802 MC - 215	Zad Schultz Accounting Technician x 2704 14 - 106	Rocio Sandoval Digital Color Technician x 2415 MC - 215	Ruben Limon Digital Color Assistant x 2868 MC - 215
Business Office Support	Technology Planning	Events and Operations	Shipping and Receiving	
The Business Support Office assists the campus in the hiring of contract, NANCE, adjunct, interns and volunteers and questions about employment and payroll. Each of the technicians oversees certain departments.	The instructional computing Office oversee AV set ups, classroom AV maintenance, phone system oversight, instructional equipment and testing.	College Events and operations oversees special events, construction, safety, security, inventory, facility use, rental program, facility maintenance, planning, and operations. They also negotiate contracts.	The Shipping and Receiving Office oversees the campus supply inventory. They are the major hub for all deliveries and disbursements. They assist with purchasing and receiving for supplies and equipment and support major events.	
Marco Chavez Business Support Supervisor x 2746 A - 101	Michael Davis Supervisor x 2510 MC - 215	Minh Thu Duong Senior Account Clerk x 2704 14 - 106	Jacqueline Collins Director College Events & Operations x 2554 LR 439	Frank Fernandez Shipping and Receiving Supervisor x 2555 MC - 124
Bobby Vang Administrative Technician x 2746 A - 101	Carlos Wales Instructional Lab Technician - Media x 2656 MC - 215	Isabel Truong Senior Account Clerk x 2704 14 - 106	Giovanni Garcia Events Coordinator x 5881 LR 439	Arthur James Stockroom Clerk I x 2761 MC - 124
Ellen Engels Administrative Technician x 2764 A - 101	Nhon Tran Instructional Lab Technician - CS x 2602 MC - 215	Albina Osoikina Project Assistant x 2704 14 - 106	Anabel Pulido Project Analyst x 5881 LR 439	Mckinley Fitzpatrick Project Analyst x 2761 MC - 124
Tram Anh Dinh Administrative Technician x 2746 A - 101			Mathew Fay Safety Coordinator x 2763 MC - 219AJ	

# Chapter 2: Integrated Planning

This chapter explains how the components of planning link to one another in a cycle of evaluation, development of goals and objectives, program review, resource allocation, and assessment. The implementation of these planning processes demonstrates institutional effectiveness and the college’s cycle of continuous quality improvement. A college-wide focus on students is maintained and reinforced by ongoing assessment of student access, equity, and success.

## Cycle of Integrated Planning

Following is an outline of each component in San Diego Mesa College’s processes for Integrated Planning, such as the purpose and timeline.



# Integrated Planning Components

## Mission

San Diego Mesa College is a comprehensive community college committed to equity, access, and success. We honor those commitments as a diverse community of faculty, students, professional staff, and administrators who collaborate to foster scholarship, leadership, innovation, and excellence in an inclusive learning environment. By promoting student learning and achievement that leads to degrees and certificates, transfer, workforce training, and lifelong learning, we empower our students to reach their educational goals and shape their future.

**Vision:** To be the leading college of equity and excellence, educating students to shape the future

## Purposes

*ACCJC Standard I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.*

**In compliance with** ACCJC Standard I.A.1., 2., 3., 4.

## Development/Review Process

Planning and Institutional Effectiveness Committee reviews the mission and current data, such as an equity analysis and projected changes in population demographics and labor market opportunities.

Based on the review, the Planning and Institutional Effectiveness Committee either recommends changes to the mission or affirms the current mission.

Academic Senate, Classified Senate, Associated Student Government, and President's Cabinet provide feedback on the Planning and Institutional Effectiveness Committee's recommendation, including suggested revisions as warranted.

Planning and Institutional Effectiveness Committee reviews suggested edits and prepares a final draft for approval.

## Timeline

Every five years as a first step in the development of the college's Strategic Plan

## Initiated by

Planning and Institutional Effectiveness Committee

## Drafted by

Planning and Institutional Effectiveness Committee

**Recommended to** President and President's Cabinet

**Links to Other Plans**

- [Master Plan](#)
- [Strategic Plan](#)
- [Program Review](#)

**Resource Allocation**

- [\*Budget and Allocation Recommendation Committee \(BARC\)\*](#)
- [\*Faculty Hiring Prioritization Committee \(FHPC\)\*](#)
- [\*Classified Hiring Prioritization \(CHPC\)\*](#)
- [Technology Plan](#)

# Master Plan: Mesa2030

## *Visioning Ten More Years as the Leading College of Equity and Excellence*

<b>Purposes</b>	<p><i>ACCJC Standard I.B.9. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.</i></p> <p>Chart the college’s long-term course toward accomplishing its mission, which describes the college’s aspirations for student equity, access, and success</p> <p>Engage constituent groups in a dialogue about the future</p> <p>Identify current and anticipate future challenges and opportunities in the college’s instructional and student services programs, site, and facilities</p> <p>Connect educational needs to site and facilities improvements</p> <p>Project the college’s growth over the next decade</p> <p>Inform the public of the college’s intentions about instructional programs, support services, and facilities improvements</p>
<b>In compliance with</b>	<p>California Code of Regulations Title 5 § 51008 ACCJC Standard I.B.9. ACCJC Eligibility Requirement 19.</p>
<b>Development/Review Process</b>	<p>San Diego Mesa College conducts internal and external scans to compare its performance and its existing conditions to its mission.</p> <p>Based on that data and comparison, the college identifies its current strengths and weaknesses and develops college-wide goals that address human, physical, technology, and financial resources.</p> <p>The Academic Senate, Classified Senate, Associated Student Government, and President’s Cabinet provide feedback, including suggested revisions as warranted.</p>
<b>Timeline</b>	<p>2020 and every ten years thereafter</p>
<b>Initiated by</b>	<p>President’s Cabinet</p>

**Drafted by** Master Planning Task Force appointed by Planning and Institutional Effectiveness Committee

**Recommended to** Planning and Institutional Effectiveness Committee  
President and President's Cabinet  
Chancellor and Board of Trustees

**Links to Other Plans**

- [Strategic Plan](#)
- [Program Review](#)

Resource Allocation

- [\*Budget and Allocation Recommendation Committee \(BARC\)\*](#)
- [\*Faculty Hiring Prioritization Committee \(FHPC\)\*](#)
- [\*Classified Hiring Prioritization \(CHPC\)\*](#)
- [Technology Plan](#)

# Strategic Plan: Roadmap to Mesa2030

The Roadmap to Mesa2030 will prioritize the first five years of the Mesa2030 Master Plan. Included are Strategic Objectives and College wide Progress Measures organized around the 5 goals outlined in the Mesa2030 Comprehensive Master Plan. The Strategic Objectives will be supported by our annual planning and resource allocation processes, including connection to department and unit plans and larger campus efforts.

## Purposes

*ACCJC Standard I.B.9. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.*

As the college's short-term plan, the Strategic Plan establishes Strategic Objectives that:

Establish the college's priorities for the next five (5) years

Describe how the college intends to accomplish the goals identified in Mesa2030

Provide a framework for all other short-term plans, such as the Technology Plan, Program Review, grants, and Student Equity Plan

Provide criteria for the allocation of human and fiscal resources for both general and categorical funds, such as Strong Workforce and Perkins

**In compliance with** ACCJC Standard I.B.9.

## Development/Review Process

The Planning and Institutional Effectiveness Committee appoints a Strategic Plan Task Force.

The Strategic Plan Task Force relies on the current strategic plan and progress reports to draft the next Strategic Plan, which includes measurable outcomes and methods of assessing Mesa2030 Goals and Strategic Objectives.

The Strategic Plan Task Force presents draft to the Planning and Institutional Effectiveness Committee, who adopts the draft and makes a recommendation to President's Cabinet on the final draft.

The Academic Senate, Classified Senate, Associated Student Government, and President’s Cabinet provide feedback on the Planning and Institutional Effectiveness Committee’s recommendation, including suggested revisions as warranted.

Planning and Institutional Effectiveness Committee presents the final draft of the Strategic Plan to President’s Cabinet.

<b>Timeline</b>	Five-year cycle <b><i>Roadmap to MESA2030: <a href="#">2021-26</a></i></b> <b><i>Roadmap to MESA2030: 2026-30</i></b>
<b>Initiated by</b>	Planning and Institutional Effectiveness Committee
<b>Drafted by</b>	Planning and Institutional Effectiveness Committee
<b>Recommended to</b>	Planning and Institutional Effectiveness Committee President and President’s Cabinet

#### **Links to Other Plans**

- [Program Review](#)

#### Resource Allocation

- [Budget and Allocation Recommendation Committee \(BARC\)](#)
- [Faculty Hiring Prioritization Committee \(FHPC\)](#)
- [Classified Hiring Prioritization \(CHPC\)](#)
- [Technology Plan](#)

## **Program Review**

At San Diego Mesa College, faculty, staff, and administrators have a responsibility to our students to continuously improve the teaching and learning process based on our mission and values. To that end, program review serves as a process and mechanism to facilitate continuous improvement of teaching and learning at Mesa College. The purpose of program review is to assess the effectiveness and viability of a given institutional unit. Program review provides an opportunity for each institutional unit to collect and analyze data, identify opportunities for improvement, plan ahead, and request resources.

<b>Purposes</b>	<i>ACCJC Standard I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning.</i>
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*The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality.*

*Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.*

Evaluate the effectiveness of programs and services in supporting student equity, access, and success

Analyze department-specific disaggregated outcomes data to identify equity gaps and programmatic areas of concern

Develop Action Plans, including the need for fiscal and human resources, to address equity gaps and identified concerns and improve programs and services

Link Departments, Programs, and Disciplines Action Plans to the Mesa2030 Goals and Strategic Objectives

**In compliance with** ACCJC Standards I.B.5., I.B.9., II.B.16., II.B.3., II.C.1.

### **Development/Review Process**

Program Review is completed annually. Refer to the Program Review website at <https://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/archives.shtml> for current processes for preparing and reviewing Program Reviews

Program review includes the analysis of department-specific assessments, including data on student success and equity, enrollment, Full-Time Equivalent Students [FTES], program outcomes, and external factors, such as labor market projections

**Timeline** Annually

**Initiated by** Program Review Steering Committee in consultation with Planning and Institutional Effectiveness Committee, Faculty Hiring Prioritization Committee, Classified Hiring Prioritization Committee, and the Budget Allocation and Recommendation Committee

**Recommended to** President and President's Cabinet

## Links to Other Plans

- [Master Plan](#)
- [Strategic Plan](#)

## Resource Allocation

- [Budget and Allocation Recommendation Committee \(BARC\)](#)
- [Faculty Hiring Prioritization Committee \(FHPC\)](#)
- [Classified Hiring Prioritization \(CHPC\)](#)

# Resource Allocation

The Mesa College Budget and Allocation Recommendation Committee (BARC) is a representative committee to be appointed through the shared governance process by its constituent groups. It is designed to engage on focused work in the development of principles, recommendations and priorities for Mesa College's General Fund Unrestricted Budget. Recommendations will be brought directly to President's Cabinet.

The Classified Hiring Prioritization (CHP) Committee is a function of Institutional Planning at San Diego Mesa College. This purpose of the CHP Committee is to review classified personnel requests made during the Program Review process.

The Faculty Hiring Prioritization (FHP) Committee is a function of Institutional Planning at San Diego Mesa College. This purpose of the FHP Committee is to review the faculty requests made during the Program Review process. Programs can request a new faculty member be hired.

## Purposes

*ACCJC I.B.9. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality.*

*Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.*

Directs resources to support/fund the college's priorities expressed in the Mesa2030 Goals, Strategic Objectives, and Program Review Action Plans

**In compliance with** ACCJC Standard I.B.9.  
ACCJC Standard III.D.2.

## Development/Review Process

Departments, disciplines, and programs identify and prioritize needed resources that promote equitable outcomes for students through Program Review Action Planning.

The primary criterion in prioritizing resource requests is alignment with Mesa2030 Goals and Strategic Objectives.

Funding priorities are established by committees (e.g. Faculty Hiring Prioritization, Classified Hiring Prioritization, Budget Allocation Recommendation Committee, etc.) that recommend expenditures from both general and categorical funds.

Funding priorities are presented to the Planning and Institutional Effectiveness Committee and the President's Cabinet.

All recommendations are forwarded to the President for final determination.

**Timeline**

Annually

**Initiated by**

Requests are initiated by departments, disciplines, and programs through Program Review

Requests are prioritized by committees, such as the Faculty Hiring Prioritization Committee, the Classified Hiring Prioritization Committee, and the Budget Allocation and Recommendation Committee

**Recommended to** Planning and Institutional Effectiveness Committee  
President and President's Cabinet

**Links to Other Plans**

- [Master Plan](#)
- [Strategic Plan](#)
- [Program Review](#)

## Annual Progress Assessment

**Purposes**

ACCJC Standard I.3.C. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

Inform internal and external communities about the college's progress in achieving Mesa2030 Goals and Strategic Plan Objectives

**In compliance with** ACCJC Eligibility Requirement I9.  
ACCJC Standard I.C.3.

### **Development/Review Process**

Strategic Plan establishes College-wide Progress Measures.

Office of Institutional Effectiveness prepares dashboards to report status of the College-wide Progress Measures.

Planning and Institutional Effectiveness Committee uses the dashboards to compile a College-wide Progress Report that includes quantitative and/or qualitative data specific to each Mesa2030 Goal.

Planning and Institutional Effectiveness Committee presents the draft *Annual Progress Assessment* to the Academic Senate, Classified Senate, Associated Student Government, and Presidents' Cabinet for feedback.

Planning and Institutional Effectiveness Committee revises the draft as warranted by the feedback and submits the final *Annual Progress Assessment* to the President.

*Annual Progress Assessment* is distributed College-wide and Departments, Disciplines, and Programs use the report to inform/revise Program Review Action Plans.

**Timeline** Annually

**Initiated by** Planning and Institutional Effectiveness Committee

**Recommended to** President and President's Cabinet

### **Links to Other Plans**

- [Master Plan](#)
- [Strategic Plan](#)
- [Program Review](#)

## Multi-year Planning Calendar

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Master Plan	Data collection from program review for Educational Master Plan 2019-2025	Write EMP; set strategic goals	Complete New Master Plan	Mesa2030 Year 1	Mesa2030 Year 2	Mesa2030 Year 3
Strategic Planning	Annual Scorecard Analysis; Evaluation; revisit Mission	Annual Scorecard Analysis	Complete New Strategic Plan	Roadmap Year 1	Roadmap Year 2	Roadmap Year 3
Accreditation	Workgroup activity; Annual Report	Workgroup activity; Annual Report	Mid-cycle/ Annual Report	Annual Report; develop workgroup & timeline	Write ISER	March 2024- ACCJC visit
Program Review	Comprehensive Program Review	Annual Update	Annual Update	Develop New Cycle connected to Mea2030 and Roadmap	NEW CYCLE Year 1	Annual Update
Outcomes Assessment	20% of CLOs Assessed; focus on AUOs	20% of CLOs Assessed; mid-cycle report	20% of CLOs Assessed	20% of CLOs Assessed; Transition to Canvas	NEW CYCLE Year 1	20% of CLOs Assessed
Institutional Learning Outcomes	Mapping and Exit Survey; theme = global consciousness	theme = Information literacy	Revisit ILOs; theme = critical thinking	Integration with Pathways  theme = professional and ethical behavior	theme = communication	
Governance	Develop and administer Self-Evaluation Survey	Analyze results & Develop recommendations	Implement recommendations	Assess Implementation  Administer Survey for new cycle	Analyze results & Develop recommendations	Implement recommendations
Baccalaureate Pilot	Annual report	Annual report	Annual report	Annual report	Annual report	SB1406; sunset 2026?

## Annual Integrated Planning Calendar

The Annual Integrated Planning Calendar includes the annual tasks for major governance and operational groups on campus and is updated by the Planning and Institutional Effectiveness Committee. For access to the most recent version please visit the [Planning and Institutional Effectiveness website](#).

# Chapter 3: Governance

## Participatory Governance Defined

At San Diego Mesa College, participatory governance permits all stakeholders (faculty, students, classified professionals, and administration) the opportunity to take part in the decision-making process. This process includes collegial consultation and dialogue resulting in suggestions and recommendations that are strongly considered. It is believed that the diverse expertise and experience of faculty, students, classified professionals, and administration provide essential contributions to the institution's ability to make sound decisions with the best available information. As a large organization, it can take time to make key decisions, and we need deliberate and informed dialogue opportunities to do so.

Participatory governance is not a simple matter of committee consensus, nor does it mean that every constituency gets to participate at every stage. No constituency exercises complete control over the process. It is a much more complex, delicate balance between faculty/classified professionals/student participation in planning and decision-making processes on one hand and administrative accountability on the other. The various stakeholders participate in well-defined parts of the process. The key to genuine, successful participatory governance is authentic communication.

### The Benefits of Participatory Governance

- Expertise and Analytical Skills of Many
- Understanding of Objectives/Decisions
- Commitment to Implementation
- Leadership Opportunities
- Promotion of Trust and Cooperation
- Opportunity for Conflict Prevention and Resolution
- Less Dissent
- Transparency

## Who Is Involved with Participatory Governance?

Faculty, students, classified professionals, and administrators are involved, through their respective senates and councils and through representation on governance committees.

### FACULTY

Faculty are involved directly with “academic and professional matters” defined in the **Title 5 California Administrative Code 53200 as follows:**

- Curriculum - including establishing prerequisites and placing courses within disciplines and assessment of student learning;
  - Degree and certificate requirements;
  - Grading policies;
  - Educational program development;

- Standards of policies regarding student preparation and success;
    - District and 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;
    - Processes for program review;
    - Processes for institutional planning and budget development; and other academic and professional matters as mutually agreed upon between the Board of Trustees (Board) and the Academic Senate.

For each of these items, the Academic Senate faculty agree to consult collegially. Consult collegially means that the district board shall develop policies on academic and professional matters through either of the following:

Rely primarily upon the advice and judgment of the Academic Senate, OR

The governing board, or its designees, and the Academic Senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

An asterisk (\*) indicates that the SDCCD will rely primarily upon the advice and judgment of the Academic Senate, as per BP2510. For those items with no asterisk, the governing board or its designees shall reach mutual agreement.

## STUDENTS

### **Title 5 §51023.7**

**(a) The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following:**

Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.

Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.

For the purpose of this Section, the governing board shall recognize each associated student organization or its equivalent within the district as provided by Education Code

Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made, after consultation with designated parties, by the appropriate officially recognized associated student organization(s) within the district.

**(b) For the purposes of this Section, district and college policies and procedures that have or will have a "significant effect on students" includes the following:**

- (1) grading policies;
- (2) codes of student conduct;
- (3) academic disciplinary policies;
- (4) curriculum development;
- (5) courses or programs which should be initiated or discontinued;
- (6) processes for institutional planning and budget development;
- (7) standards and policies regarding student preparation and success;
- (8) student services planning and development;
- (9) student fees within the authority of the district to adopt; and
- (10) any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

**(c) The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and classified professionals. CLASSIFIED PROFESSIONALS**

Classified Professionals includes non-supervisory classified staff, supervisory classified staff, management classified staff, and NANC/part-time employees.

**Title 5 §51023.5**

**(a) The governing board of a community college district shall adopt policies and procedures that provide district and college classified professionals the opportunity to participate effectively in district and college governance. At minimum, these policies and procedures shall include the following:**

Definitions or categories of positions or groups of positions other than faculty that comprise the classified professionals of the district and its college(s) that, for the purposes of this Section, the governing board is required by law to recognize or chooses to recognize pursuant to legal authority. In addition, for the purposes of this Section, management and non-management positions or groups of positions shall be separately defined or categorized.

Participation structures and procedures for the classified professional positions defined or categorized. In performing the requirements of Subsections (a)(1) and (2), the governing board

or its designees shall consult with the representatives of existing classified professional councils, committees, employee organizations, and other such bodies. Where no groups or structures for participation exist that provide representation for the purposes of this Section for particular groups of classified professionals, the governing board or its designees, shall broadly inform all classified professionals of the policies and procedures being developed, invite the participation of classified professionals, and provide opportunities for classified professionals to express their views.

Classified professionals shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with classified professionals, have or will have a significant effect on classified professionals.

Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting classified professionals until it has provided classified professionals an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.

The policies and procedures of the governing board shall ensure that the recommendations and opinions of classified professionals are given every reasonable consideration.

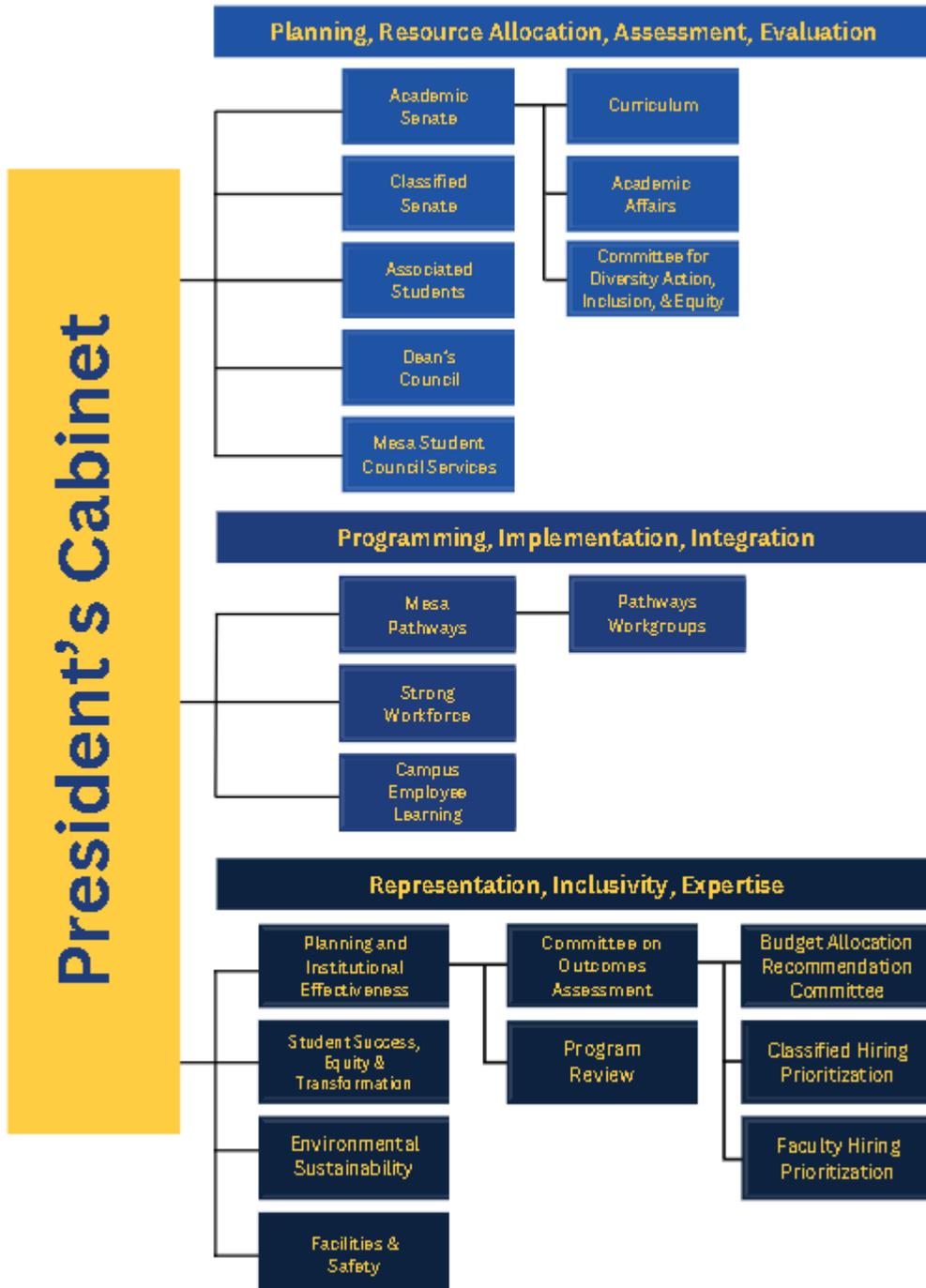
The selection of classified professional representatives to serve on college and district task forces, committees, or other governance groups shall, when required by law, be made by those councils, committees, employee organizations, or other classified professional groups that the governing board has officially recognized in its policies and procedures for classified professional participation. In all other instances, the selection shall either be made by, or in consultation with, such classified professional groups. In all cases, representatives shall be selected from the category that they represent.

**(b) In developing and carrying out policies and procedures pursuant to Subsection (a), the district governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. In addition, in order to comply with Government Code Sections 3540, et seq., such procedures for classified professionals' participation shall not intrude on matters within the scope of representation under Section 3543.2 of the Government Code.**

In addition, governing boards shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this Section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between classified professionals and exclusive representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to classified professionals pursuant to these regulations.

# Mesa Governance Structure

Below is a chart showing the general organization of the governance and operational committees on campus and how they connect to the President's Cabinet. On the right-hand side is a brief description of the role and broad contributions the group makes to the overall Governance process.



# Committee List

The committee list at San Diego Mesa College is updated annually by the Planning and Institutional Effectiveness Committee in consultation with Committee Chairs through completion of the Governance Handbook Response Survey. For most recent version, please see the list [here](#).

## Governance Terms

### Committee

A group of persons elected or appointed to perform some service or function, as to investigate, report on, or act upon a particular matter. A committee only has power as assigned by its appointer.

### College Governance Committee

A group of persons elected or appointed to perform some service or function, whose recommendations ultimately will be made to the President's Cabinet and President.

### Operational Committee

A group of persons elected or appointed to carry into effect the work of the college based on recommendations or ideas that have been approved through the governance process.

### Subcommittee

A subdivision of a committee usually organized for a specific purpose.

### Task Force

A temporary work group comprised of individuals with specified knowledge for the purpose of accomplishing a definite objective, with the expectation that the group will disband when the objective has been completed.

Task Force objectives are often time sensitive, and as such will need to move expeditiously to complete identified objectives on behalf of the college. The college relies on the Executive Leadership of each constituent group to appoint members to a Task Force to meet their objectives in a timely manner.

### Advisory Committee

A committee established for a specific discipline that is comprised of discipline faculty and members in their field of expertise outside the institution.

### Steering Committee

The steering committee is a body responsible for guidance, policy and direction within an organization.

# Resources & Tools

## Committee Membership

Committee Membership is outlined for each Participatory Governance Group as to the number of representatives from each constituent group. Members are appointed by their respective constituent group as follows:

- Faculty (includes Associate Faculty, where specified): Academic Senate
- Students: Student Government Association
- Management: President/Vice Presidents
- Classified (includes Supervisory and Confidential): Classified Senate

Committees may also contain resource and/or non-voting members based on need and can be invited to participate by consensus of the committee.

## Committee Templates

All meeting agendas, minutes, notes, and documents should reside on the Committee's website and should remain current throughout the academic year.

Suggested Templates

### **Agenda:**

[Template1](#)

[Template2](#)

[Template3](#)

### **Minutes:**

[Template1](#)

[Template2](#)

[Template3](#)

## Webpage Guidelines

All committee/workgroup webpages should contain the following information:

- Purpose
- Responsibility and Reporting
- Lines
- Accountability
- Relationships
- Membership Composition
- Terms of Membership
- Goals
- Meeting Dates/Times
- Agendas
- Minutes
- Documents/Handouts
- Annual Outcomes

# Suggested Committee Organizational Tasks

## ANNUAL COMMITTEE PROCESS



GOVERNANCE 101  
[HTTPS://BIT.LY/MESAGOV101](https://bit.ly/mesagov101)

## Links to Additional Resources

Academic Senate for California Community Colleges Participating Effectively in District and College Governance <http://www.asccc.org/sites/default/files/FinalGuidelines.pdf>

Faculty Leadership Resources

<http://asccc.org/communities/local-senates/leadership-resources>

The Meeting Process <http://asccc.org/sites/default/files/meeting%20process%20second.pdf>

Meeting Roles and Responsibilities <http://asccc.org/sites/default/files/meeting%20roles%20third.pdf>

SDCCD Administrative and Governance Handbook.

<https://www.sdccd.edu/docs/District/employee/AdminGovHandbook.pdf>

Exactly What Is 'Shared Governance'? Gary A. Olsen, The Chronicle of Higher Education 7/23/2009 <https://www.chronicle.com/article/Exactly-What-Is-Shared/47065>

The Role of Research at Mesa College

[www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/](http://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/)

***Thank you to all of our contributors***

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# Governance Handbook 2023-2024 -02-09-2024

Final Audit Report

2024-02-13

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