

**CAROLINAS COLLEGE OF HEALTH SCIENCES
POLICY AND PROCEDURE**

Section I - Administrative

SUBJECT: DECISION MAKING

REVIEWER(S): President
Dean of Assessment and General Studies

Related Policies/Procedures to Consult:

Academic Program and Curriculum Development (Sec. I)

I. POLICY

The purpose of this policy is to provide guidance for a college decision-making process that ensures decisions are data-based, reflect broad discussion, and involve systematic implementation and evaluation. Decisions that have the potential to affect multiple entities at the college are made with the informed input of all impacted individuals and/or groups. This process provides a meaningful opportunity for all college groups to contribute to the college's daily operations and success in an involved, respectful and collaborative fashion. It is recognized that some decisions come as mandates from either internal or external bodies. In those cases, broad-based discussion and approval of a decision may not be possible, but broad-based communication of the change is expected.

College leadership reviews, recommends and decides on proposed changes based upon the informed input of other affected units and/or departments. Similarly, the college values student participation and involvement, so students have the opportunity to review or be consulted on issues that have significant impact on them. The college community can, therefore, work together and support each other in their mutual efforts to advance the mission and vision of the college.

Three basic tenets guide the decision-making process:

- 1) **Collegiality:** To foster a positive working relationship between colleagues, informed and inclusive decision making occurs, based on an understanding and respect for individuals' expertise.
- 2) **Transparency:** Open lines of communication between and among all members of the college community help ensure that all persons understand the decision-making process, who is involved in this process and why, who has power to propose and approve changes, and what the proper channels are for making decisions.
- 3) **Accountability:** Effective implementation, communication and evaluation encourage participation and promote responsibility of those involved in the process.

The types of decisions that are a part of this process include, but are not limited to:

- College mission and vision
- Strategic Planning and evaluation
- Academic calendar
- Curriculum development
- Courses or programs that may be changed, implemented, or discontinued
- Degree, diploma and certificate requirements
- Continuing education program development
- Procedures for academic program review
- Grading policies
- Policies and procedures for hiring, evaluating and developing faculty and staff
- Standards and policies impacting student preparation and success
- Codes of student conduct
- Academic disciplinary policies
- Student fees and tuition
- Budget requirements and priorities
- Physical plant and facilities planning

Philosophically, the college seeks to allow decisions to be made at the lowest level practical, but great care is taken to assure decisions are well informed by a variety of constituents so that all possible implications and effects are considered.

II. PROCEDURE

Proposed changes are communicated to the approval body using the Decision-Making Checklist and form. The Decision-Making Flowchart can be used for guidance in determining whether completion of the checklist and form is required. If completion of the form is not required, the remainder of the form is used as a guideline for the decision-making process.

STEP 1 - Initial Assessment of Change

- a. Proposed changes may originate at any level within the college. Proposals are presented to the appropriate department dean or director and are considered for review. Department deans and directors facilitate the proposal and review process by communicating with impacted departments, determining appropriate approval bodies and presenting relevant information when needed.
- b. Using the Decision-making checklist and form, the individual/group recommending the change (hereafter referred to as originating body) completes sections I-IV of the form to determine whether approval for the proposed change is necessary. If Section III includes other departments/programs and/or Section IV indicates resources are needed, the originating body completes the remainder of the form by following Steps 2 - 6 below.
- c. If no other departments are impacted by change and no resources are needed, the originating body uses the remainder of the checklist and form as a guideline for implementing, communicating and evaluating the change.

STEP 2 - Determine Approval Body for Requested Change

- a. Proposed changes, not being of the same value, may not follow the same steps for approval. The dean or director for the department from which the proposal originated should aid in identifying the appropriate approval steps.
- b. Most proposed changes are approved by one of two decision-making bodies:
 - College Curriculum Committee: Responsible for evaluating and making decisions on requests for changes to curricula/master plans, graduation requirements, and progression criteria. Membership includes president, provost, dean of student services and enrollment management, dean of business, finance and technology and all academic program deans and directors.
 - Leadership Team: Responsible for evaluating and making decisions on requests for changes to administrative and college-wide practices and policies. Membership includes president, provost, dean of student services enrollment management, dean of business, finance and technology, continuing education director and all academic program deans and directors.
 - If the appropriate approval body is uncertain, the originating body submits the proposed change to the leadership team.

STEP 3 - Rationale and Support for Change

- a. All remaining sections of the checklist and form should be completely filled out, including:
 - Describing the proposed change, including the rationale for the request and any data to support the need for the change.
 - Describing input received from all those affected groups listed in Section III of the checklist and form.
 - Listing the anticipated expenditures and revenue which may be encountered if the proposed change is approved.
 - Describing how the change is related to the institutional and strategic goals of the college.
 - Explaining opportunities for synergy and collaboration with other CHS entities.
 - Prior to submitting the completed checklist and form, discuss the implementation and communication plan with impacted groups. In addition, discuss the evaluation plan with the dean of assessment and general studies. Implementation, communication and evaluation plans are included in the completed form.

STEP 4 - Seek approval for proposed change

- a. The originating body submits a completed checklist and form, with any supporting documentation, to the approval body at least two weeks prior to the anticipated review and approval date.

- b. In the two-week time period prior to approval, members of the approval seek input on the decision from the departments and/or programs that they represent to be shared while discussing the proposed change. Members of the approval body are expected to vote in a manner that is reflective of the general consensus of the group that they represent.

STEP 5 - Proposed change review and approval

- a. The approval body reviews the proposed change and communicates the results of the review (e.g., approved, not approved, deferred) in a timely fashion.
- b. If the approval body disagrees with the proposed change, the originating department receives the following feedback: (a) notification that the change was not approved, (b) specific feedback as to why it was not approved, and (c) suggestions for modifications, if applicable.

STEP 6 - Implement, communicate and evaluate change

- a. Action steps, responsible individuals, and deadlines included in the checklist and form are monitored. Completed tasks are noted in the checklist and form.
- b. The institutional research associate requests input from the originating body regarding the outcome of the evaluation plan until all deadlines are met. Updates on pending evaluations plans are reported to the quality improvement committee on a quarterly basis.

The Decision-making policy will be reviewed and/or updated annually.

III. APPROVAL

Name: _____

Title: President

Date: _____

DECISION-MAKING FLOWCHART

