WEST HILLS COLLEGE
COALINGA

Participatory Governance and Integrated Planning Manual

2014

Mission

West Hills College Coalinga is committed to Inspiring learners for success by ensuring students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning. The college fosters its students' ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.

Vision

West Hills College Coalinga is committed to the relentless pursuit of student success.

Core Goals

1. Improve success, retention and persistence of all students by improving transfer rates and the number of certificates and degrees awarded.

2. Increase enrollment by recruiting students locally and internationally via responding directly to the current and projected demographic and global economic trends

3. Support and strengthen Career Technical Programs through research and sustained interaction with the business community.

4. Develop new and strengthen existing external collaborative relationships and partnerships.

5. Advance a learning college culture that promotes a passion for learning, builds leadership and civic engagement across all stakeholder groups.

6. Provide new and expanded opportunities for faculty and staff development which support an atmosphere of excellence in academics and student support services.

Contents

Introduction

West Hills College Coalinga's Participatory Governance and Integrated Planning Manual documents the college's decision-making processes and governance structure which emphasizes the contributions students, faculty, staff, and administrators make towards the institution's fulfillment of its mission, vision, and goals. West Hills College Coalinga supports the philosophy that the inclusion of differing perspectives in decision-making and leadership are essential for effective institutional planning and continuous quality improvement.

College processes have been established to provide for the effective participation of faculty, staff, administrators, and students in order to engage a robust, college-wide dialog which focuses on solving complex problems that address student needs and the institution's relentless pursuit of student success. Each constituency group, committee, and council is encouraged to hold regular meetings where issues are discussed and information conveyed. Staff, faculty, administrators, and student representatives on each committee or council convey information to and from their constituency groups in order to provide feedback and input at all levels. Discussions on significant issues are often presented bi-annually at the President's Forum and at all college meetings.

The Classified School Employees Association, Academic Senate, and Associated Student Body have procedures in place to select representatives to serve on campus and district decision- making committees. Representatives from each constituency group are voting members on every campus committee, including the College Planning Council, Strategic Planning meetings, and Educational Master Planning meetings. The College Planning Council serves as the top-tier decision-making committee on campus and makes formal recommendations on policies, procedures, and budgetary allocations to the Board of Trustees and the Chancellor.

History

In June of 2012, West Hills College Coalinga underwent a major leadership change when the President, Vice President of Educational Services, and Vice President of Student Services all went on to pursue their careers at other institutions. This massive leadership change provided an opportune time for the new leadership, faculty, staff, and students to review and re-imagine integrated planning and the college's governance structure and to further address the college recommendations from the ACCJC. Initially, informal discussions regarding budget allocation and program review began to surface among faculty and staff in fall of 2012. In response to these discussions, the issue was put on the duty day agenda in January 2013. Led by the Vice President of Educational Services, an open dialog regarding the planning and decision-making structure occurred during that professional development time. In spring 2013, each committee conducted a self-assessment. In addition, the institutional research assistant also facilitated an evaluation among all committee participants to determine the effectiveness of the committee structure. A mixed methods approach was used in this evaluation process. Data collected from these evaluations, as well as college-wide discussions during President's forums, and professional development days, prompted the College Planning Council to re-envision the governance structure. Feedback was collected from all constituency groups, which resulted in revisions to the participatory governance and integrated planning structure. The College Planning Council approved these changes on November 14, 2103, with the revised structure to be implemented in January 2014. This manual reflects the re-envisioned participatory governance and integrated planning structure.

Role and Responsibilities of the Governing Board, Chancellor, and President

California Education Code, Division 7 EC§ 70902 defines the Role of the Board of Trustees. "Every community college district shall be under the control of a board of trustees, herein referred to as the 'governing board.' The governing board for each community college district shall establish, maintain, operate, and govern one or more community colleges in accordance with the law." California Education Code §70902(d) states, "the governing board of a community college district, by majority vote, may adopt a rule delegating the power to the district's chief executive officer or any other employee or committee as the governing board may designate." The West Hills Community College District Board of Trustees empowered the district chancellor as their

designee in Board Policy 2430 (approved November, 18, 2003). As stated in Administrative Procedure 2431, "The district is represented by the Chancellor and each college is represented by a President. Working in partnership with the colleges and District governance processes, the Chancellor and the Presidents define policy standards for college operation which are recommended to the Board by the Chancellor for adoption."

Role and Responsibilities of College Constituent Representatives

West Hills College Coalinga's governance structure encourages representation from four constituencies: Students, Faculty, Staff, and Administration. Additionally, other individuals or groups not represented may be heard in any governance meeting by requesting and receiving permission from the chair to participate and/or have items added to the agenda. These requests may be sent directly to the West Hills College Coalinga President's office at 559-934-2200.

Primary responsibilities of representatives are as follows:

- Prepare for and attend all meetings.
- Communicate directly with constituency group in which the member is representing. This includes keeping respective constituency group informed of all agenda items and minutes. Representatives must also be prepared to vote on behalf of their constituency group.
- Contribute to informed decision-making by reviewing all required materials and resources.

Participatory Governance

California Education Code §70902 (b)(7) requires the Board of Governors to establish regulations to "ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

Constituency Groups

Academic Senate

The Academic Senate shall be the representative body of the West Hills Community College District , established for the purpose of participating in the decision-making process and to ensure faculty have the primary responsibility over academic and professional matters. The Academic Senate is comprised of a President, Vice President, and Secretary which make up the executive committee. One (1) Senator is voted on to represent each learning area. The learning areas have been developed by the Academic Senate. Learning Areas group related disciplines together so that faculty collaborates on all curriculum, program reviews, committee representation, and student learning outcomes. The learning areas are as follows:

- Allied Health: Emergency Medical Technician, Health Science, Psychiatric Technician
- Arts and Letters: Art, Communication, English, English as a Second Language (ESL), Guidance Studies, Performing Arts
- Career Technical Education (CTE): Administration of Justice (AOJ), Agricultural Industrial Sciences, Business, Computer Information Systems (CIS), Child Development
- Student Services Faculty: Counselors and Librarian
- Math/Science/Kinesiology: Biology, Geology, Math, Physical Science, Physical Education, Kinesiology, Intercollegiate Athletics
- Social Science: Geography, History, Humanities, Philosophy, Political Science, Social Science

The Academic Senate meets bi-monthly. Terms and other procedural information can be found in the Academic Senate by-laws.

Administration

Consisting of vice presidents, associate deans, coordinators, managers, and directors, President's Executive Cabinet is chaired by the college president. Meetings are held monthly to provide an opportunity for administrators across the campus to discuss issues pertinent to college decision-making and administrative duties, including accreditation, strategic planning, budget, and the review of policies and procedures.

Classified Staff

The California School Employees Association (CSEA) serves as the representative body for all classified employees of West Hills College Coalinga. Through this association, classified staff are represented in the college's governance and decision-making processes. CSEA meets monthly.

Students

The Associated Student Body (ASB) plans, organizes, promotes, sponsors, and finances student activities for all West Hills College Coalinga students, including students who attend classes at the college's North District Center in Firebaugh, CA. ASB represents students in the college's governance and decision-making processes. Further, ASB organizes special events for student enrichment. ASB meetings are held semi-monthly.

Integrated Planning

Purpose

West Hills College Coalinga's integrated planning process is a comprehensive and collaborative method for facilitating the college to efficiently achieve its mission and to progress toward the achievement of its goals. The following information outlines West Hills College Coalinga's integrated planning process in order to ensure college internal and external stakeholders are engaged in this comprehensive process towards identifying and prioritizing goals and the implementation required to achieve stated goals. Further, the process also recognizes the importance of the evaluation cycle in order to base future decisions on practical data. As such, West Hills College Coalinga embraces its integrated planning processes in order to make informed decisions about resource allocation. Results of the integrated planning process are documented in the college's strategic plan and educational master plans.
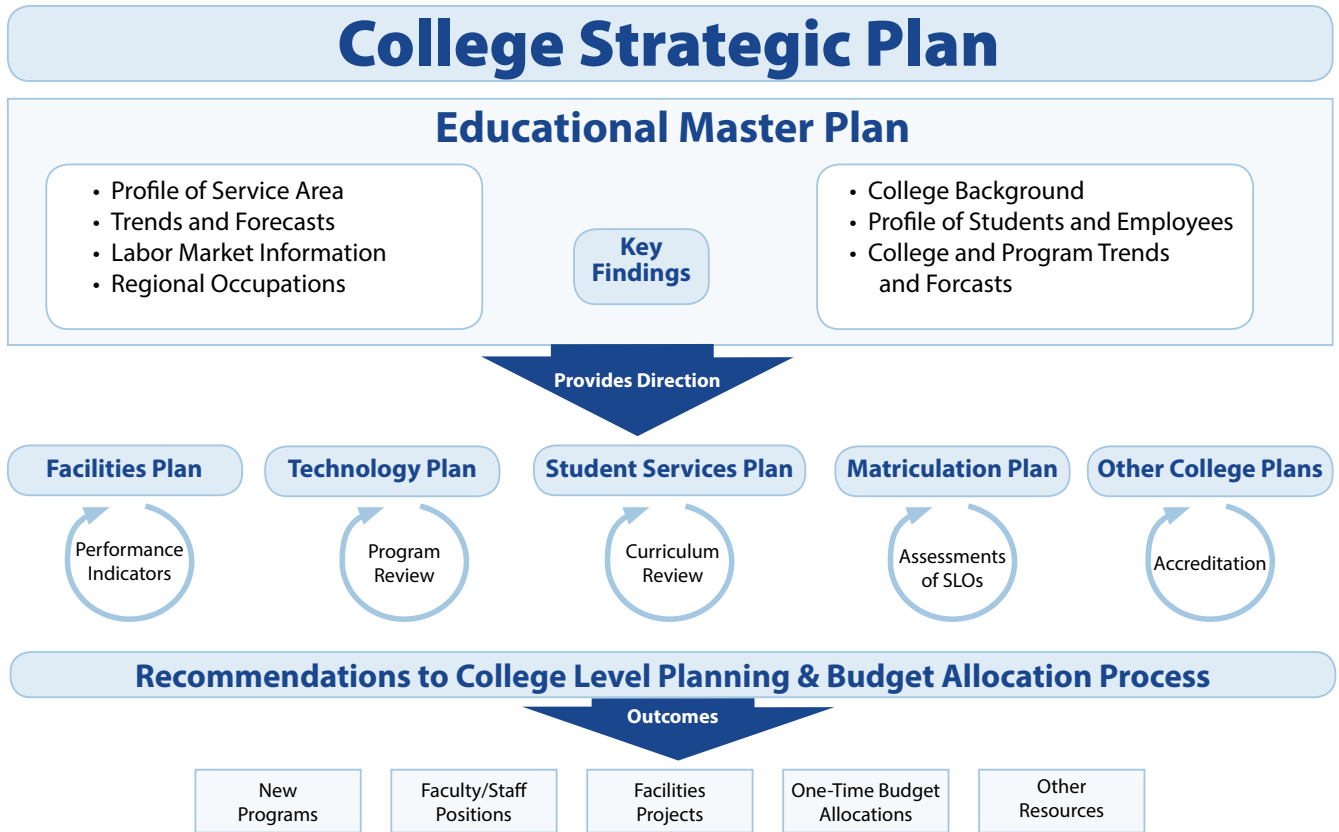
Planning Process

West Hills College Coalinga's planning process is grounded in its mission, vision, goals, and institutional learning outcomes. This data drives the development of the college's annual strategic priorities. West Hills College Coalinga's planning process is comprehensive and utilizes the participatory governance structure which is designed to be inclusive of all constituency and stakeholder groups. Several plans are incorporated into the process. In addition, multiple sources are used to inform and guide our integrated planning process. These include:

- District Distance Education Plan
- District Strategic Plan
- College Educational Master Plan
- College Strategic Plan
- Disabled Students Program and Services (DSP&S) Plan
- Educational Facilities Master Plan
- College Scorecard
- Basic Skills Plan
- International Students Plan
- Student Equity Plan
- Student Success Plan
- Vocational Technical Education Act (VTEA) Plan
- Instructional and Non-Instructional Program Reviews
- Student Learning Outcomes, Non-Instructional Outcomes, Administrative Unit Outcomes, Institutional Outcomes
- Environmental Scans
- Advisory Committee Actions and Recommendations
- Student Surveys
- State and Federal Mandates

The college's participatory governance structure incorporates the following major components into the integrated planning process: College Educational Master Plan, College Strategic Plan, College Scorecard, Institutional Learning Assessment (SLOs), Budget Allocation, and Program Review. The following diagram presents a visual representation of the college integrated planning process.

Visual Representation of the College's Integrated Planning Process

College Strategic Plan

Educational Master Plan

- Profile of Service Area
- Trends and Forecasts
- Labor Market Information
- Regional Occupations

Key Findings

- College Background
- Profile of Students and Employees
- College and Program Trends and Forcasts

Provides Direction

Facilities Plan	**Technology Plan**	**Student Services Plan**	**Matriculation Plan**	**Other College Plans**
Performance Indicators	Program Review	Curriculum Review	Assessments of SLOs	Accreditation

Recommendations to College Level Planning & Budget Allocation Process

Outcomes

New Programs	Faculty/Staff Positions	Facilities Projects	One-Time Budget Allocations	Other Resources

Integrated Planning Cycle

DATE	ITEM	RESPONSIBILITY
Summer	Update Integrated Planning & Governance Manual	VP Educational Services
September	Review Integrated Planning Cycle	College Planning Council
March	ACCJC Annual Report	College Planning Council
March	Budget Allocation List Developed	Budget Committee
March	Budget Allocation Approval	College Planning Council
December/May	Program Review Submissions	Program Review Committee
Monthly	Program Review Approvals	College Planning Council
Monthly	Board Policies and Administrative Procedures	College Planning Council
Annually	Review of Strategic Plan	College Planning Council
Annually	Review of College Mission, Vision, Goals	College Planning Council
Annually	Committee Evaluations	Institutional Effectiveness and Accreditation Council
Annually	Review ISLO Data	Outcomes Committee
Annually	Review District Benchmarks	College Planning Council
Annually	Review College Scorecard	College Planning Council
Annually	Review College Equity Plan	College Planning Council
Annually	Review Student Success Plan	College Planning Council
Annually	Review DSP&S Plan	Infrastructure Committee
Annually	Review Facilities Plan	Infrastructure Committee
Biannually	Evaluation of Governance Process	College Planning Council
Biannually	Review Educational Master Plan	College Planning Council
Biannually	Facilities Plan Revision	Infrastructure Committee
Every Three Years	Strategic Plan Revision	College Planning Council
Every Five Years	Educational Master Plan Revision	College Planning Council

Integration of SLOs/PLOs/ISLOs

Course, program, and institutional learning outcomes are connected together through the use of the Lumina Foundation's Degree Qualifications Profile. Data on the assessment and evaluation of course level outcomes, instructional and student support program outcomes, and institutional outcomes are tracked and housed through the college's outcomes committee SharePoint page. Faculty, administration, and staff use the results obtained through comprehensive assessment as part of the integrated planning process. Once course, program, and institutional outcome assessment data has been collected, the analyses are presented to the College Planning Council where extensive discussions regarding the results occur. Constituency groups provide feedback on changes that might be incorporated to improve student learning. For academic programs, course and program level data is updated and incorporated into the program review process. To assist in the identification of potential gaps, faculty discuss supplemental research requests to provide further information. For student services, program outcomes are focused on those that support student learning, and relevant issues are brought forward to the College Planning Council in order to ensure the college is meeting the needs of students both in and out of the classroom. College-wide data is regularly presented to the campus and to committees through the participatory governance structure, as well as President's Forum and professional development days.

Program Development and Viability

Administrative Procedure (AP) 4021 outlines the process of program discontinuance and/or expansion. Specifically, "Program discontinuance and/or expansion discussions can be initiated through the college's curriculum review process as well as through the college and district's planning and governance councils, including but not limited to Academic Senate, President's Executive Cabinet, Planning and Governance Council, Board of Trustees, as well as the individual learning areas and/or departments, the Office of the President, Vice President of Educational Services, and/or Vice President of Student Services." The administrative policy can be found on the district website at: http://www.westhillscollege.com/district/about/board_trustees/policies/documents/AP4021ProgramViability.pdf.

Strategic Plan

West Hills College Coalinga's strategic planning process involves inclusive input from all constituency groups, as well as feedback from community and workforce representatives. Development of the plan is conducted through a comprehensive self-study of the college's strengths, weaknesses, opportunities, and threats (SWOT analysis) and proceeds according to the timeline as described in the college's integrated planning cycle. At West Hills College Coalinga, strategic planning is intended to be a thoroughly transparent process whereby communication with internal constituency groups and external stakeholders is inclusive and responsive. The Strategic Plan is posted on the college website and known to the college community. This planning process is on-going, cyclical and demonstrates West Hills College Coalinga's commitment to accountability. Planning flexes with current trends, but also proceeds according to a firm timeline that is well known and published in this manual.

The steps in the strategic planning process are:

1. Mission Statement, Vision Statement, and Goals
2. External Scan
3. Internal Scan
4. Strategic Directions
5. Goal Prioritization
6. Development of Strategies to Address Each Goal
7. Draft Plan Submitted to College Planning Council for Participatory Governance Review and Feedback from Constituency Groups
8. Approval of Strategic Plan
9. Implementation of Strategic Plan
10. Annual Review of Mission, Vision, and Goals – with Data Outcomes
11. Annual Review of Strategic Plan

Educational Master Plan

The West Hills College Educational Master Plan establishes a framework to guide the college's educational program development through the year 2019. This document serves as a roadmap for programmatic directions, resource allocation, and educational innovations. The primary purpose of the Educational Master Plan is to advance West Hills College Coalinga's Strategic Plan goals and educational programs through a set of integrated strategies designed to achieve programmatic, resource, and service-related goals. Further, the EMP guides the Facilities Master Plan, technology, staffing, and budget priorities for the college. This plan is developed based on faculty, staff, administration, student, and community input. It also encompasses an analysis of student and workforce needs, and assessments of educational and student support programs and services.

The Educational Master Plan has the following components:

- Introduction
- Organizational Focus
- Planning Framework
- Planning Environment
- Growth Projections
- Educational Program Assessment
- Educational Master Plan Goals and Strategies
- Plan Implementation

Committees

West Hills College Coalinga actively encourages collaborative input in planning and decision-making through the participatory governance process from all levels of the college community including faculty, staff, students, administrators, and external stakeholder groups. The college values equity, diversity, creativity, and innovative thought. There are a variety of ways for interested parties to become involved in affecting the college's impact on the communities it serves.

Meetings and Actions

The agenda of each meeting shall be prepared by the chair or his/her designee and shall be posted (on the college website and intranet team site) at least 72 hours in advance of the meeting. All meeting minutes will be posted following approval of the council. The latest edition of Robert's Rules of Order shall be the authority on parliamentary procedure in all college committee meetings. The chair or his/her designee and a simple majority of the members of the council shall constitute a quorum. Each committee shall attempt to achieve consensus for any and all actions. When consensus cannot be reached, a majority of members shall determine the recommendation. The process for presenting items first for information, then for action at a subsequent meeting shall be followed. In regards to board policies and procedures, the College Planning Council will have 60 days in which to complete the review and approval process of board policies and administrative procedures at the college level and submit final comments, recommendations or actions taken with regard to the policy/procedure to the Chancellor's Office (see Administrative Procedure 2410). Allowance will be made for suspending this process when deemed appropriate by a majority.

College Participatory Governance and Integrated Planning Flow Chart

West Hills College Coalinga   **Integrated Planning and Governance Process**
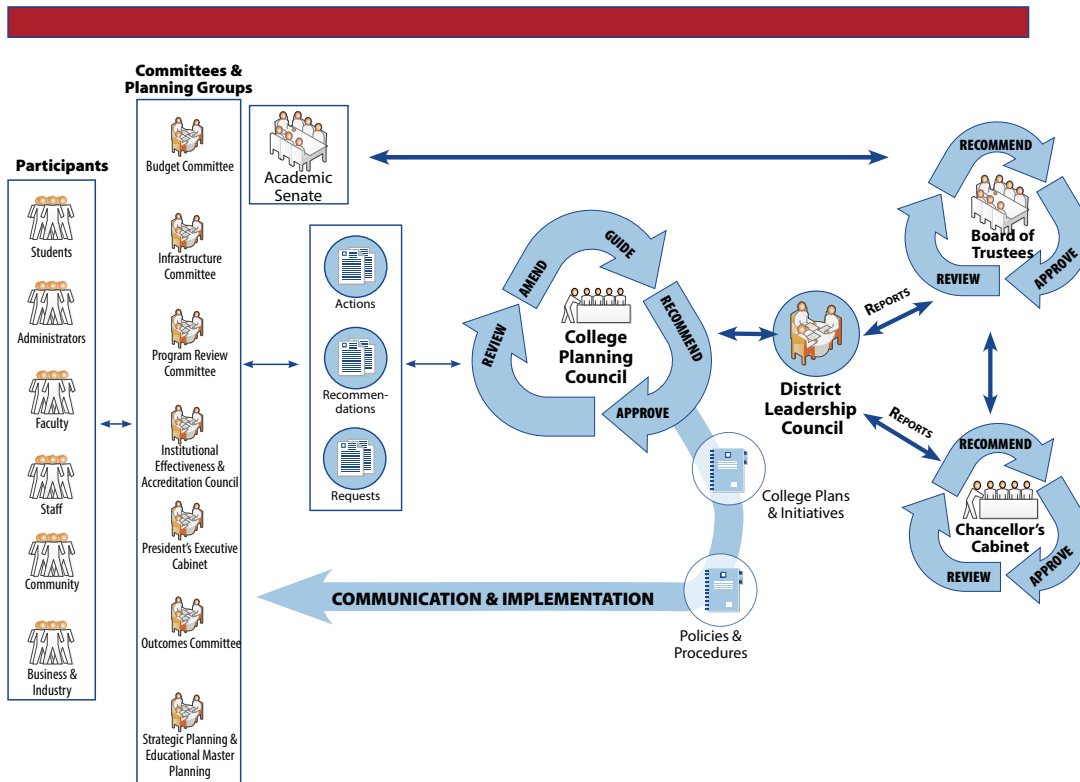
College Planning Council

Support of College Mission: The College Planning Council (CPC) represents all constituency groups of WHCC. Recommendations made by the CPC reflect the values and supports the mission of the college in its relentless pursuit of equitable access and student success.

Products: Program review, board policies and procedures, ACCJC Accreditation reports, Strategic Plan, Educational Master Plan, WHCC Governance and Integrated Planning Manual.

Equity Statement: The College Planning Council will engage in thoughtful and equitable decision-making for the appropriate use of its resources and planning efforts as they relate to support our diverse student, college and community population.

Membership:

- WHCC President – Standing Chair
- 2 – Administrators
- 2 – Faculty
- 2 – Classified Employees
- 2 – Students

Reporting Relationship: WHCC's College Planning Council is the decision-making committee for the college. The council receives and reviews recommendations made by other college councils/committees when items have the potential for college-wide implications or impact. The council also makes recommendations on board policies and administrative procedures, which are forwarded to the Board of Trustees by the college president and district chancellor.

Meeting Schedule: Semi-monthly during the academic year

Budget Committee

Support of College Mission: WHCC Budget Resources Committee is responsible for reviewing budget priority recommendations from the college Program Review plans submitted for each "program" (still to be defined). The committee will review and prioritize these recommendations with regards to how they impact the colleges' mission, vision, and student success. The goal of equitable access—and the commitment to help all students achieve success—is a driving force behind the recommendations from this committee. College programs have the opportunity to present a budget proposal, outside of their program review cycle, to the committee for consideration.

Products: The Budget Committee will develop a list of budget priorities from the Program Review schedule and make recommendations to the College Planning Council for their approval.

Equity Statement: WHCC Budget Resources Committee will engage in thoughtful and equitable decision-making for the appropriate use of its resources as it relates to our diverse student, college and community population.

Membership:

- 2 – Administrators
- 2 – Faculty
- 2 – Classified Employees
- 2 – Students

  *Chair term is two years and is voted upon by standing members

Reporting Relationship: College Planning Council

Meeting Schedule: Monthly depending on the Program Review Schedule for the semester.

Infrastructure Committee

Support of the College Mission: The Infrastructure Committee supports the college mission by providing and maintaining the appearance, accessibility, safety, technology, and cleanliness of current and future facilities which contributes to an inviting, engaging, and competitive educational environment.

Products: Facilities Plan, Emergency Preparedness Plan, Site Safety Plan

Equity Statement: WHCC Infrastructure Committee will engage in thoughtful and equitable decision-making for the appropriate use of its facilities and technology as they relate to our diverse student, college and community population.

Membership:

- 2 –- Administrators
- 2 – Faculty
- 2 – Classified Employees
- 2 – Students

*Chair term is two years and is voted upon by standing members

Reporting Relationship: College Planning Council

Meeting Schedule: Monthly during the academic year

Institutional Effectiveness and Accreditation Council

Support of the College Mission: The Institutional Effectiveness and Accreditation Council supports the college mission by creating a college-wide environment that promotes continual quality improvement, student access and success. The council develops, monitors, reviews, evaluates, and revises college accreditation activities in accordance with the college's mission, vision, and goals.

Products: Institutional meta-analysis data; ACCJC reports; annual evaluation of college committees and governance structure.

Equity Statement: WHCC Institutional Effectiveness and Accreditation Council will engage in thoughtful and equitable decision-making in order to guide continuous quality improvement in all college areas as they relate to our diverse student, college and community population.

Membership:

- 1 – Academic Senate President
- 1 – Curriculum Committee Representative
- 1 – Accreditation Liaison Officer
- 4 – Administration Standard Co-Chairs
- 4 – Faculty Standard Chairs Co-Chairs
- 1 – Classified Staff Representative
- 1 – Student Representative
- 1 – North District Center Representative

Reporting Relationship: College Planning Council

Meeting Schedule: 3 times per semester

Outcomes Committee

Support of the College Mission: The committee ensures outcome statements align with the college mission priorities in satisfying the diverse educational needs of students in transfer, career/technical, and basic skills programs and courses, as well as support services, provide instruction and services under an assessment framework that leads to student success.

Products: Recommendations of institutional wide changes with regards to assessment and outcomes; Institutional meta-analysis data of assessment; and ACCJC reports.

Equity Statement: WHCC students, faculty, and staff represent a wide variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, academic experience, sexual identity, socioeconomic status, geographic region, and more. The Outcomes Committee attempts to create a data-driven assessment framework for institutional improvement and student success that adheres to student equity goals.

Membership:

- Co-Chair-Student Learning Outcome Coordinator
- Co-Chair-Institutional Student Learning Outcome Coordinator
- Administrative Unit Outcome Coordinator
- Student Service Outcome Coordinator

Reporting Relationship: College Planning Council

Meeting Schedule: 3 times per semester.

Program Review Committee

Support of College Mission: The Program Review committee supports the mission of the college by maintaining program review and providing recommendations conducive to a quality educational environment.

Products: Instructional and Service Area program reviews; accreditation reports.

Equity Statement: The Program Review Committee will review all instructional and non-instructional program reviews in order to support a college-wide engagement in thoughtful and equitable decision-making for the appropriate use of its resources as it relates to our diverse student, college and community population. The Program Review committee is committed to addressing issues of equity with students, faculty, staff, and community populations. It is expected that the Program Review Committee will actively implement diversity issues into their program review processes.

Membership:

- Vice President of Educational Services or their designee (co-chair)*
- Vice President of Student Services or their designee
- 1 Faculty Representative – Arts and Letters
- 1 Faculty Representative – Math/Science/Kinesiology
- 1 Faculty Representative – Social Science
- 1 Faculty Representative – Allied Health
- 1 Faculty Representative – Student Services Faculty
- 2 Classified Representatives
- 2 Students

  Ex- Officio Members:

- Curriculum Committee Chair
- Student Learning Outcomes Coordinator
- Academic Senate President

    * Vice President of Educational Services or their designee serves as the standing co-chair. One faculty co-chair will be voted upon by the membership and will serve at least a two year term.

Reporting Relationship: College Planning Council

Meeting Schedule: Twice monthly

President's Executive Cabinet

Support of College Mission: President's Executive Cabinet supports the mission of the college by encouraging thoughtful deliberation among administrators regarding issues that contribute to maintaining a positive learning environment for the college's diverse student population.

Product: Recommendations on Board Policies and Administrative Procedures; college policies and procedures.

Equity Statement: Administrative support of the college-wide engagement in thoughtful and equitable decision-making for the appropriate use of college policies and procedures to sustain our diverse student, college and community populations.

Membership:

- Chair – College President
- Vice President of Educational Services/CIO
- Vice President of Student Services/CSSO
- Associate Dean of Student Learning
- Associate Dean of Student Services/Athletic Director
- Director of Title VI Projects
- Director of Residential Living
- Food Services Manager
- Director of Maintenance and Operations
- Director of North District Center, Firebaugh
- Director of Farm of the Future
- Director of International Students Program
- Director of Health Careers
- Coordinator of Special Grants/Workforce Connection Career Center
- Director of Financial Aid
- Director of the Westside Institute of Technology
- Director(s) of Special Grants

Reporting Relationship: College Planning Council

Meeting Schedule: Monthly

Task Forces

These groups are created to address a special college-wide subject, issue, or special funded project. The task force continues to meet until the issue is resolved or no further consideration is needed on the subject. All task forces are open to all constituency groups, but these subject-specific teams are not voting committees, and as such, are outside of the governance structure. The following is a current list of West Hills College Task Forces:

- Basic Skills
- Catalog
- Class Schedule
- NDC Expansion Planning

Evaluation of the
Participatory Governance Process

Evaluation of the participatory governance process is conducted through the Institutional Effectiveness and Accreditation Council. This ensures that regular review of the process, procedure, and results of integrated planning is conducted throughout the governance structure of the college to increase institutional effectiveness. Further, each committee is responsible for conducting a self-assessment to determine how committees are functioning at the local level. Each council and committee has now completed one full evaluation cycle and has analyzed the data at the committee level. Representatives on each council report these findings to their constituency groups. This information also gets reported to the College Planning Council (CPC), which is the highest collaborative council for the college. This council focuses on planning, resource allocation, and institutional effectiveness. The CPC receives recommendations made by other college councils and committees through their CPC representatives on items identified to have potential for college-wide implications or impact. Representatives on the CPC are responsible for communicating recommendations and collecting feedback on behalf of their constituency groups.