

# Participatory Governance and Decision Making Handbook



Revised May 2019

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## Purpose and Introduction

The purpose of the Mission College Participatory Governance Handbook is to document the major college policies, procedures, and committees related to governance in planning and decision-making. The Handbook serves as a convenient guide for the college community and as a resource for newly hired employees as they consider their role in active institutional planning and effectiveness outcomes. This handbook is reviewed and updated on a regular basis of at least every three years.

In 1988, the California Legislature and the Governor approved AB 1725 directing the California Community College Board of Governors to develop regulations designed to:

*...ensure faculty, staff, and students (have) the opportunity to express their opinions at the campus level, and to ensure that these opinions are given every reasonable consideration, and the right to participate effectively in district and college governance, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards (70900.5).*

The California Community College Board of Governors followed direction from the California Legislature to develop and adopt Title 5 regulations to implement AB 1725. For faculty, these regulations are contained in §51023 and again in §53201 specifically for Academic Senates. Regulations pertaining to classified staff are found in §51023.5 and those pertaining to students are under §51023.7. The Board of Governors then directed each community college district Board of Trustees to adopt local policies and procedures to implement these Title 5 regulations. The WVMCCD Board of Trustees policies supporting the Title 5 regulations are contained in Board Policy 2510: Participation in Local Decision-Making (See Appendix).

At Mission College, participatory governance is grounded in the inclusion of faculty, staff, students, and administrators in the decision-making processes. The inclusion of all constituent groups and varying viewpoints promotes effective collaboration in college planning. The Academic Senate, the Classified Senate, the Associated Student Government, and Administration are all present at the highest governance council, the College Council. Consistent and effective communication among constituent representatives and their respective constituent bodies is critical for successful decision-making.

**Membership on any participatory governance committee assumes regular communication with constituent bodies either through a written or oral report.**

## Foundations of Institutional Planning

[BP3250, Accreditation Standard IB, Title V §§51008, 51010, 51027, 53003, 54220, 55250, 55400 et seq., 56270 et seq.](#)

The President ensures that the District has and implements a broad based, comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research (BP3250).

Systematic planning at Mission College is led by our participatory governance committees using constituent input and feedback. Included in participatory governance committee goals are the following plans, including but not limited to:

## College Plans and Responsible Parties

Plan	Primary Participatory Governance Committee (where applicable)
Institutional Goals	College Council
Facilities Master Plan	Facilities and Safety Committee (FSC), College Council
Education Master Plan	College Council
Equity Plan	Student Equity and Achievement Program
Technology Plan	Technology Committee, College Council
Distance Education Plan	Distance Education Committee, College Council

## Mission, Vision, and Values

### BP 1200 College Mission, Vision, and Values

Reference: ACCJC Standard I.A

Using the college's governance and decision-making processes, the mission, vision and core values are reviewed on a regular basis and revised as necessary.

### Accreditation

The Western Association of Schools and Colleges, the recognized regional agency that is affiliated with the Federation of Regional Accrediting Commissions of Higher Education, accredits Mission College. The College adheres to the institutional standards set forth by the Accreditation Commission for Community and Junior Colleges (ACCJC), and has been approved by the Board of Governors of the California Community Colleges and the California State Department of Education. The College is also approved by the California Department of Education for the training of veterans under the provisions of the G.I. Bill of Regulations. The College is a member of the Community College League of California. Designated courses are accepted on a transfer basis by the University of California, the California State University, out-of-state universities, and by private four-year colleges and universities.

### ACCJC STANDARD I

*The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of qualitative and quantitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.*

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.
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.
3. The institution's programs and services are aligned with its mission. The mission guides institutional

decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

4. The institution articulates its mission in a widely published statement approved by the Board of Trustees. The mission statement is periodically reviewed and updated as necessary.

### Mission Statement

Mission College serves the diverse educational needs of our student population by providing equitable access and support towards completing associate degrees and certificates aligned with transfer and career pathways to meet educational and personal goals as well as the workforce demands of the city of Santa Clara and Silicon Valley.

### Vision Statement

Empowering every student to find their mission.

### Values

At Mission College, we value:

- Social Justice
- Equity -Excellence
- Community -Curiosity
- Integrity -Inclusivity
- Sustainability -Innovation

### Institutional Learning Outcomes

To achieve our mission, the Mission College community works together to help students master our Institutional Learning Outcomes. These outcomes represent the major skills that all students need to succeed in completing their degree pattern. The college is committed to fulfilling this promise: When our students have met the requirement for the A.A or A.S. degree or have completed the general education sequence, they will be competent in:

- **Effective Communication:** Students will successfully engage in verbal and non-verbal expression through written, oral, signed, and/or artistic communication of ideas and concepts.
- **Personal Development and Ethical Responsibility:** Students will apply techniques for physical and mental development that include the application of ethical principles to personal, academic, and professional matters.
- **Critical Inquiry:** Students will apply principles of scientific and critical inquiry, including quantitative and qualitative techniques for the analysis of relevant questions, problems, or issues.
- **Community and Citizenship:** Students will analyze the interconnectivity between social, political, economic, and ecological systems to effectively live and work in diverse communities.
- **Informal and Technology Literacy:** Students will apply current techniques, skills, and tools to responsibly access, analyze, and effectively use information, technology, and media.

## CALIFORNIA COMMUNITY COLLEGES' MISSION STATEMENT

### California Education Code 66010.4. (a)

The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:

- (a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.
- (2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:
  - (A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.
  - (B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.
  - (C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.
- (3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
- (4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions.



## The Foundations and Philosophy of Participatory Governance Decision Making at Mission College

BP2430, BP2510 Education Code §§70902(d), 72400; Accreditation Standard IV.B.1.j:IV.B.2

ACCJC Accreditation Standard IV, Leadership and Governance indicates the institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the Board of Trustees and the chief executive officer. Through established governance structures, processes, and practices, the Board of Trustees, administrators, faculty, staff, and students work together for the good of the institution.

At Mission College, student success is our primary focus. Within participatory governance committees, our process is to work collegially with one another in making decisions that are in the best interest of the students and the college rather than just one constituency or one individual. The diverse perspective each constituency brings to the table serves to strengthen and improve the institution as a whole.

### **We Are Guided By:**

- A perspective of larger institutional planning
- All participants taking responsibility for relaying and sharing information as well as providing constituent feedback to the committee on which participants serve
- Providing expertise from constituencies but deciding from a college perspective
- Gathering information as part of the decision-making process
- Trusting the intent of the committee participant
- Acknowledging competing interests but working for the good of the college as a whole

### **Tools for Participatory Governance Decision-Making:**

Master planning documents of the college including, but not limited to:

- Institutional Goals
- Educational Master Plan
- Facilities Master Plan
- Technology Plan
- Distance Education Plan
- Student Equity Plan

### **Data from the college or outside entities including, but not limited to:**

- Program review data
- Service area population/demographic data

- Institutional population/demographic data
- Labor market data
- Regional economic data
- Budget data
- K-12 / California Partnership for Achieving Student Success (CalPASS) data
- Bay Area Community College Consortium (BACCC) regional data
- Other county, regional, statewide, and national data, as appropriate

## Decision Making for Participatory Governance Committees

### Procedural Agreements:

- We agree that adequate time and review be spent on decisions as needed and appropriate.
- We agree that when conflict arises, a vote may be taken as part of the process but not until reasonable avenues for consensus has been attempted.
- We agree that all decisions and recommendations go to the president as advisory; should the president disagree with the decision / recommendation; a written response will be provided to the committee.

### Behaviors Beneficial to the Participatory Governance Decision Making Process:

- Listening for understanding: strive to explain the opposing position or idea
- Clarifying and summation of ideas or positions – checking for understanding
- Encouraging all to participate
- Encouraging the greater good
- Upholding/maintaining an institution wide perspective
- Maintaining respectful dialogue/respectful rapport

## Evaluating Governance Processes

Governance processes will be reviewed on a regular basis as outlined in the table below:

<b>Task</b>	<b>Primary Responsible Party(ies)</b>	<b>Time</b>
Evaluate college mission and vision statements via surveys, forums, and task force activities	President’s Office, Office of Research and Planning	Every three years
Update Participatory Governance Handbook	College Council task force	Every three years
Evaluate resource allocation process by analyzing input from participants via survey and committee dialogue	Institutional Effectiveness Committee, Program Review Committee, College Budget Advisory Committee	Immediately following each allocation cycle
Evaluate program review and assessment results and processes by analyzing program plan content, input from participants, and committee dialogue	Program Review Committee, Outcomes Assessment Committee, Institutional Effectiveness Committee, Student Services Council	Ongoing and annually after each planning cycle; late spring for Instruction and late fall for all other areas

## Roles and Responsibilities for Governance:

### Faculty Participation:

#### Faculty Operational Planning

Faculty participate in operations at many levels within the college. They work with a variety of subcommittees of the Academic Senate, including the Curriculum Review Committee, Distance Learning Committee, and Program Review Committee, to develop and review curriculum and programs. Faculty are also represented on all major governance committees in the college, including those that deal with institutional planning, budget planning and resource allocation, and facilities planning and administration.

## Academic Senate

The Academic Senate leadership consists of a President, who serves a two-year term and is elected by all faculty, and a Vice President who is appointed each year by the Senate. Senate membership includes representatives from all major academic divisions of the college, as well as two, at-large associate faculty representatives and two representatives from Associated Student Government.

Academic Senate meetings are open to the public and all faculty are encouraged to communicate regularly with their Senate representatives and to participate in Senate-sponsored events and activities. Senate minutes, policies and other documents are posted on the Academic Senate website:

<http://www.missioncollege.edu/senate>.

The Academic Senate is responsible for appointing faculty to college and district participatory governance committees, peer review teams, and various college and district ad hoc committees. In addition, the Senate maintains standing sub-committees that serve a variety of functions, including oversight and direction for program development, revitalization and discontinuance (Academic Directions), curriculum development and review (CRC), oversight and direction for Career and Technical Education Programs (CTE), coordination of Program Review (PRC) and oversight and direction for Distance Education (DEC). The Senate also provides input into the prioritization process for new planning and resource requests through their appointments to CBAC and COLLEGE COUNCIL.

## Faculty Participatory Governance

The Mission College Academic Senate is the primary voice of all full- and part-time faculty in the governance and decision-making processes of the college. In accordance with Title 5 §53203, the Academic Senate makes formal recommendations to the college and district on a wide range of academic and professional matters (**the “10+1”**):

1. Curriculum including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate

## Faculty Collective Bargaining

The WVMFT AFT 6554 bargaining representative for all WVMCCD faculty. The faculty union appoints representatives to committees and groups that deal with budget processes, employee contracts and benefit information and issues, as well as the load and performance goals committees. Questions or concerns regarding faculty working conditions should be directed to union representatives. The WVMFT-AFT 6554 website can be accessed here: <http://aft6554.org/>

## Faculty Collective Bargaining: Legal Provisions

Decision-making policies and implementation cannot detract from negotiated agreements on wages and working conditions. Academic Senate and bargaining representative may establish agreements as to consulting, collaborating, sharing or delegating (Title 5 §53204). The exclusive bargaining agent shall consult with the Academic Senate at each college prior to engaging in bargaining on: Faculty Evaluation (Ed Code §87663), Tenure (Ed Code §87610.6) and Faculty Service Areas (Ed Code §87743.2). Union representatives on participatory governance committees will report back to the union on a consistent basis.

## Classified Professional Staff Participation:

### Classified Professionals Operational Planning

Classified professionals shall have the responsibility and opportunity to participate in decision-making across the college. At the operational level, classified staff collaborate with other staff, administrators, faculty, and students within and across their departments, programs, and service areas to determine the most effective ways to meet the needs of the students, employees, and the college. Different units have varying processes for how operational decisions are made and staff are encouraged to check with their supervisors, governance, and/or bargaining unit leaders for more detailed information.

### Classified Senate

The Mission College Classified Senate represents the concerns and interests of the Mission College Classified Staff in participatory governance, collects, evaluates, and disseminates information for the classified staff, and promotes staff professionalism and development. The Senate is responsible for representing all classified in the participatory governance processes of the college and district (See Education Code Section 70901.2, California Code of Regulations Title 5 Section 51023.5). In addition, the Classified Senate President meets monthly with the College President and other campus leadership to ensure college-wide classified concerns are communicated and discussed. The Mission College Classified Senate webpage can be found here: [http://missioncollege.edu/senate\\_classified/index.html](http://missioncollege.edu/senate_classified/index.html)

### Classified Senate Participatory Governance (9+1)

1. Curriculum systems integrations and implementation;
2. Support related to degree and certificate awards;
3. Infrastructure and support related to educational program development;
4. Standards or policies regarding student services, support, and success;
5. College governance structures, as related to classified roles;
6. Classified roles and involvement in accreditation processes;
7. Policies for classified professional development activities;
8. Processes for program review and annual planning;
9. Processes for institutional planning and budget development;
10. Any other district and college policy, procedure, or related matters that will have a significant effect on Classified Staff.

### Classified Professionals Participatory Governance

Classified professionals provide key insight and expertise in how the college functions and should be an integral part of the college decision-making process. Participatory governance participation for classified professionals is defined by Title 5 and Board Policies and Administrative Procedures.

Classified professionals shall be able to provide input and the Classified Senate shall be able to make formal recommendations regarding professional matters as outlined in Mission College Classified Senate resolution 2018-1 (Mission College Classified Senate Nine plus One (9+1)) as adopted by ASG, the MC Academic Senate and the College Council in Fall 2018. Recommendations and opinions of staff shall be given reasonable consideration in college decision making. For items outlined in the 9+1, collegial consultation between the Mission College Classified Senate and the college's and district's decision-making bodies shall occur and decisions shall be made through mutual agreement.

The classified staff appoints representatives to various college committees through the Classified Senate and all are encouraged to participate and provide their expertise to college decision making.

Furthermore, classified professionals are encouraged to communicate regularly through the Classified Senate and are encouraged to participate in meetings, events, and other college wide activities.

Classified representatives on participatory governance committees will provide updates to the Classified Senate on a consistent basis and which will be summarized in regular messages to all classified staff.

### Classified Professionals Collective Bargaining

Classified professionals have collective bargaining units that represent all classified employees on work-related conditions. Questions or concerns regarding working conditions should be directed to the collective bargaining representatives. The Classified Senate appoints representatives to participatory governance committees.

### Confidential Employees – Meet and Confer Group:

A “Confidential Employee” is an employee of the District who, in the regular course of their duties, has access to confidential information that contributes to the development of management proposals and decisions with respect to employer-employee relations (Government Code §3540.1(c)). As such, they are not a bargaining unit, but rather a meet and confer unit. This component has a representative presence on the COLLEGE COUNCIL and selected participatory governance committees. Confidential representatives on participatory governance committees report to the Confidential group on a consistent basis.

### Administrator Participation:

#### Administrator Operational Planning

Administrators participate in decision-making processes in a variety of ways. In their local areas of responsibility, they are responsible for seeking faculty, staff, and student input to improve programs and services, as well as working with their direct supervisors and appropriate committees and work groups to represent the ideas and issues of their areas. Managers are responsible for facilitating department and unit program reviews and plans by faculty and staff, as well as for facilitating division or service area meetings where faculty and staff work together to prioritize any requests for college-wide resources coming from their academic or service areas.

All Deans, Vice Presidents, and select managers with broader campus responsibilities serve on the College Council. When needed, managers provide formal input on governance issues to the college president.

The Instructional Deans have a weekly meeting with the Vice President of Instruction to problem solve and discuss operational issues such as providing curriculum support to faculty, program compliance and regulatory changes, enrollment management, and coordinating overlapping programs and services. The Student Services Dean(s) meet weekly with the Vice President of Student Service to address area concerns and ideas.

The Executive Cabinet meets weekly and includes the President and all Vice Presidents. The Executive Cabinet is responsible for discussing overall college operational issues and making recommendations to the President based on input from their areas.

## Administrator Participatory Governance

Administrators are appointed to serve on a variety of Mission College and District ad hoc and standing committees by the college president. The administrators provide input to the prioritization and decision making process through their appointments to the various Participatory governance committees. In addition, administrators have a responsibility to solicit opinions from faculty, staff, and students in affected areas, as well as give those opinions reasonable consideration before final decisions are made that affect those individuals. Administrator representatives on participatory governance committees will report back to Administrators on a consistent basis.

## Student Participation:

### Associated Student Government (ASG):

The Associated Student Government (ASG) is responsible for representing all students to the college president, Academic Senate, and college standing committees (Mission Board Policy 2150, California Administrative Code Title 5 §51023.7). The ASG appoints eligible students to serve on a number of college standing committees, including COLLEGE COUNCIL, and the College Budget Allocation Committee (CBAC), among others. All Mission students are represented on the Mission Board of Trustees by a Student Trustee with an advisory vote (Mission Board Policy 2150). The ASG President or his or her designee is a member of COLLEGE COUNCIL.

Each Mission student has specific rights and responsibilities as a student enrolled in the college, which are defined by the *Students Rights and Responsibilities* section of the college catalog. All students are encouraged to make their voice heard by voting or participating in student elections and student clubs, by bringing issues to the attention of the ASG, or by contributing their opinions to periodic college surveys regarding student satisfaction with the college and specific departments and services.

### Student Participatory Governance

Students participate in decision-making processes in a variety of ways. The ASG meets regularly and appoints student representatives to governance groups and committees within the college. The ASG provides input to the prioritization process for new planning and resource requests through their appointments to the Student Learning Outcomes Committee, the Facilities and Safety Committee, and the COLLEGE COUNCIL. Students have a responsibility to gather information from these meetings and to disseminate this information and collect feedback from their student peers. Student representatives on participatory governance committees will report back to ASG on a consistent basis.

### Student 9 + 1

District and college policies and procedures that have or will have a “significant effect on students” includes the following (**the 9 + 1**):

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 Board of Trustees determines will have a significant effect on students.

### Board of Trustees Participation:

#### Board Operational and Policy Planning

The Board of Trustees is responsible for making formal decisions regarding academic and professional matters. This is done through the implementation of board policy. Board policy is the voice of the Board of Trustees and defines the general goals and acceptable practices for the operation of the District. It implements federal and state laws and regulations. The Board of Trustees, through policy, delegates authority to the President to administer the College. The President and district employees are responsible to reasonably interpret Board policy as well as other relevant laws and regulations that govern the district.

#### Board Participatory Governance

In administering district policies, the President shall be guided by the knowledge that the Board of Trustees values an open interchange of ideas among all employees of the district. Nothing herein shall be interpreted as intended to interrupt the free and open flow of ideas and assistance among personnel at every level.



## College-Level Structures for Participation:

### Participatory Governance Groups:

College Council must approve all participatory governance groups.

#### Participatory Governance Committees

Committee that meets on a regular basis, consisting of constituent representatives designated or selected to act in an advisory capacity to College Council. The charge of Mission College governance committees is to communicate ideas, concerns, goal completions and recommendations through dialogue between the committee, College Council, and their constituents. These committees serve as vital components to college planning and goalsetting.

#### Subcommittees

A permanent sub group convened by a standing committee or council designated to consider specific subjects in detail for recommendations back to the standing committee or council. The chair or one representative must be a member of the committee or council to which it reports. Other members need not be members of the committee to which it reports.

### Operational Groups:

#### Councils

Standing council intended to consider all matters pertaining to procedural issues as defined by the role of the members and assisting with college operational needs.

#### Task Forces

A constituency or operations represented group specifically convened by and reporting to a committee or to the President (or President's designee) to address a special college-wide subject/issue. The task force meets until the subject/issue is resolved, whereupon the group disbands.

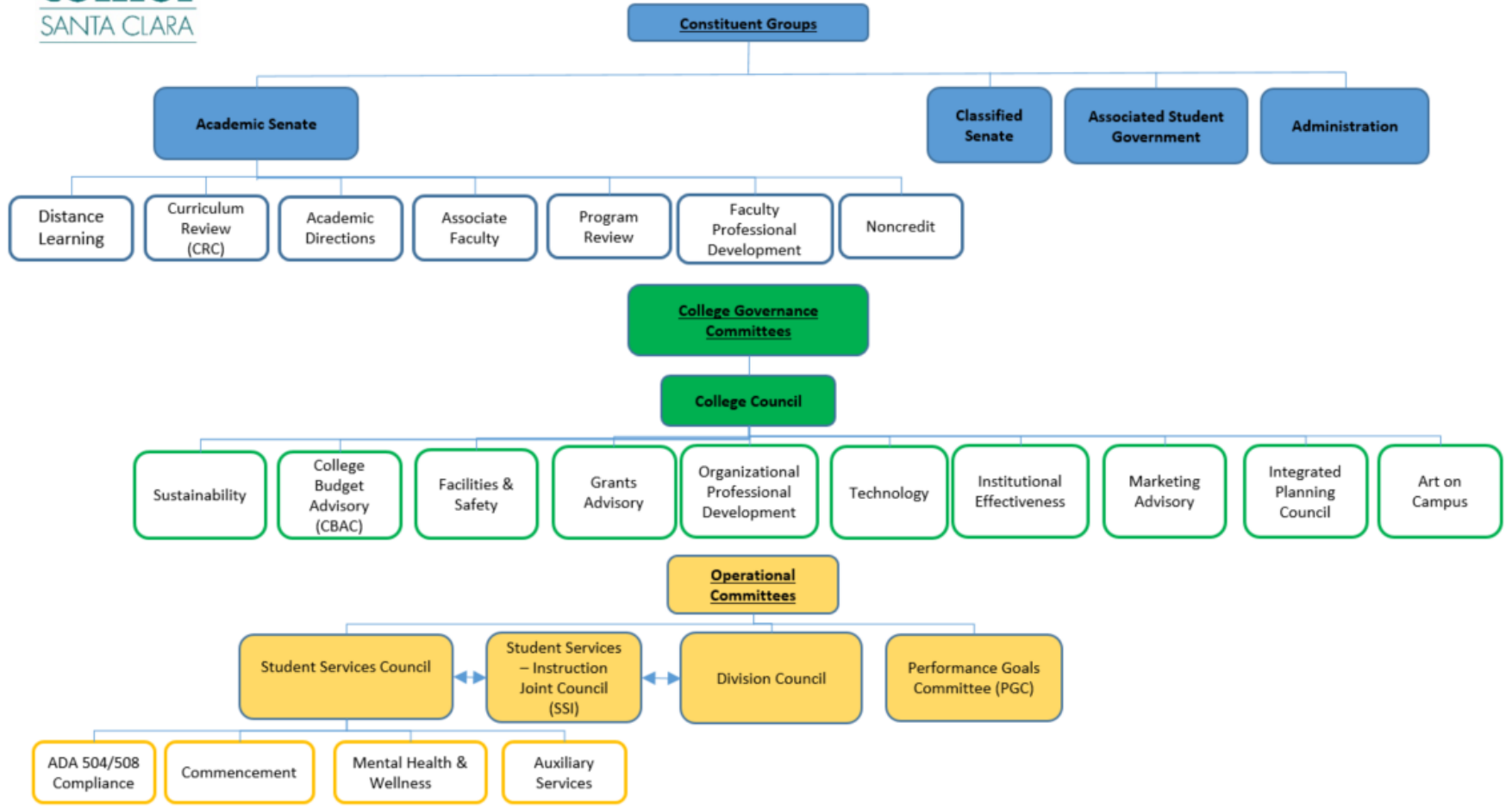
#### Advisory Groups

A working group of individuals with specialized expertise that provides input and advice to an operational unit or group of units but does not make binding decisions (example EOPS Advisory Group).



# Constituencies and Committees

2019-2020



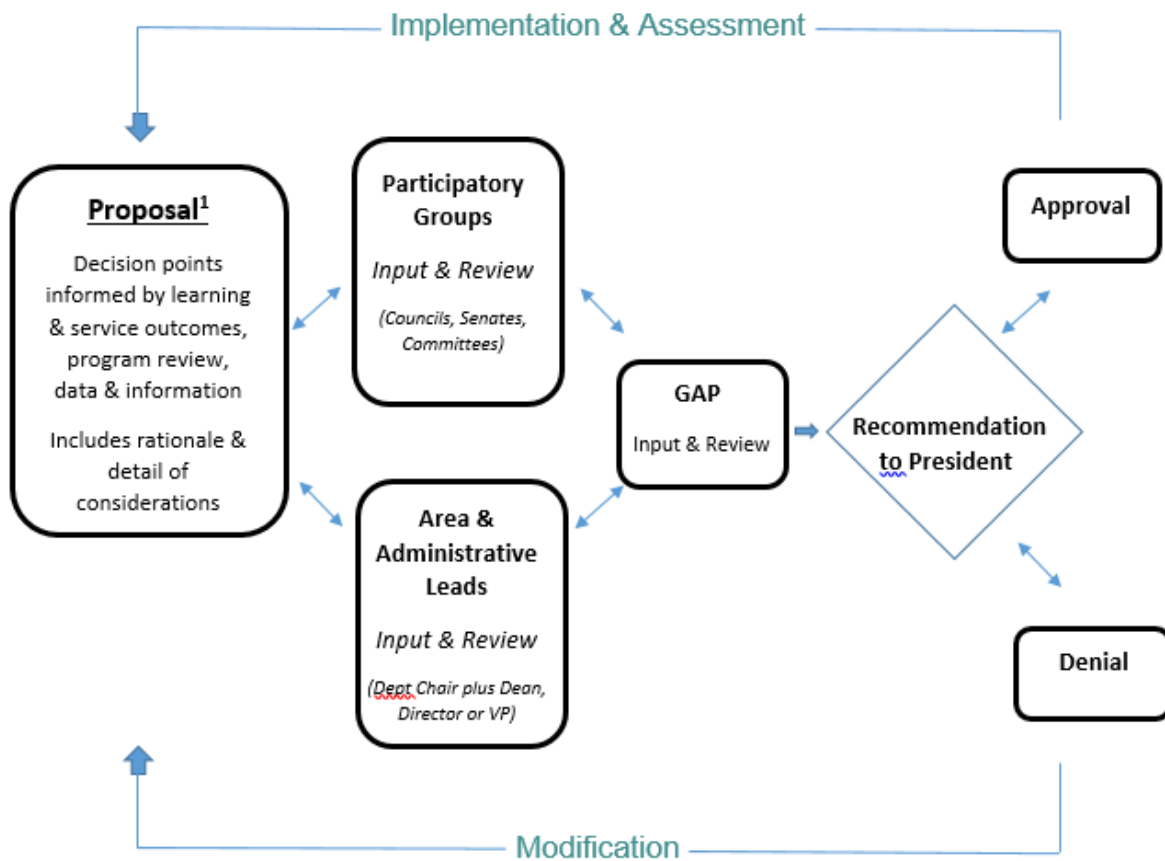
## Decision Making Process:

All ideas or proposed changes that have a district-wide impact will move through the participatory governance process via appropriate committees. Final recommendations and decisions move through the governance process to the College Council. College Council considers the recommendations and provides a final recommendation to the President. Should the President disagree with a governance recommendation, it is incumbent upon the President to state in writing the rationale. Recommendations that require Board of Trustees approval will move forward as action items to the board agenda. Informational recommendations may also be given to the Board as an information agenda item or report.

1. **Propose** action.
2. Relevant governance committee(s) will **discuss and evaluate** the proposed action through **inclusive dialogue** and may request additional data or wish to confer with other committees, councils, etc.
3. A formal recommendation may move forward to COLLEGE COUNCIL to **discuss and evaluate through inclusive dialogue**. The committee chair or designee(s) forwarding the recommendation is expected to introduce the written recommendation to COLLEGE COUNCIL in person. Should the chair or designee be unavailable, the recommendation must be accompanied by a written summary of committee feedback and rationale for the recommendation. Any recommendation moving forward must be provided in time to allow for sufficient dialogue, data and information request fulfillment, and other consultation.
4. COLLEGE COUNCIL will provide **feedback and any requested changes** to the proposing committee. This will be documented through minutes and communicated to the committee chair by the President in writing. This may require returning to Step 1 or 2 as appropriate.
5. COLLEGE COUNCIL makes **final recommendation to President**. The President can ask for additional information and if s/he does not accept recommendation the rationale must be stated in writing.
6. President presents recommendation as **action item to Board of Trustees** to discuss and evaluate and may request additional information or consult with others as appropriate. Should the Board of Trustees not accept the recommendation their rationale should be clearly reflected in the minutes.
7. After adoption the **action item is implemented**. The implementation task is typically assigned to an employee, office, service, and/or department.
8. After implementation, the **action should be assessed or evaluated** for effectiveness and informing future action proposals to complete the cycle of *Planning, Implementation, and Evaluation*. The means and method of the evaluation depend on the action item and should be defined when developing the action item. For example, an action item to implement a process change to improve student outcomes should contain a specific numeric goal and timeline.



# College Decision Making Process Model



<sup>1</sup>Some proposals may originate at the participatory group or administrative Area level; all levels may request additional information or modifications.

## Participatory Governance Committee Member Roles and Responsibilities:

- Attend all meetings or send substitute as needed
- Come prepared to participate and carry concerns forward from constituent group
- Read agendas and materials in advance of the meeting
- Report back to constituent group or other interest committees any items discussed and actions taken.
- Listen respectfully and actively contribute.

In addition, Committee Chairs:

- Schedule regular meetings
- Post agendas 72 business hours ahead of meeting
- Monitor attendance
- Compile minutes
- Facilitate respectful and inclusive dialogue

# Appendices

## Appendix A: Governance-Related Education Code

§53200 BARCLAYS CALIFORNIA CODE OF REGULATIONS Title 5

Barclays Official California Code of Regulations

Title 5. Education  
Division 6. California Community Colleges  
Chapter 4. Employees  
Subchapter 2. Certificated Positions  
Article 2. Academic Senates

§53200. Definitions. For the purpose of this Subchapter:

- a. “Faculty” means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with §3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.
- b. “Academic senate,” “faculty council,” and “Academic Senate” means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the Board of Trustees of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term “academic senate” also constitutes reference to “faculty council” or “Academic Senate.”
- c. “Academic and professional matters” means the following policy development and implementation matters:
  1. curriculum, including establishing prerequisites and placing courses within disciplines;
  2. degree and certificate requirements;
  3. grading policies;
  4. educational program development;
  5. standards or policies regarding student preparation and success;
  6. district and college governance structures, as related to faculty roles;
  7. faculty roles and involvement in accreditation processes, including self-study and annual reports;
  8. policies for faculty professional development activities;
  9. processes for program review;
  10. processes for institutional planning and budget development; and
  11. other academic and professional matters as are mutually agreed upon between the Board of Trustees and the academic senate.
- d. “Consult collegially” means that the district Board of Trustees shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

1. relying primarily upon the advice and judgment of the academic senate; or
2. agreeing that the district Board of Trustees, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the Board of Trustees effectuating such recommendations.

*Note: Authority cited: §§66700 and 70901, Education Code. Reference: §§70901 and 70902, Education Code.*

#### HISTORY

1. Amendment of NOTE filed 11-4-77; effective thirtieth day thereafter (Register 77, No. 45).
2. Amendment of NOTE filed 4-27-83; effective thirtieth day thereafter (Register 83, No. 18).
3. Amendment filed 10-30-90 with Secretary of State by Board of Governors, California Community Colleges; operative 11-30-90 (Register 90, No. 49). Submitted to OAL for printing only pursuant to Education Code §70901.5(b).
4. Relocation of article 2 heading filed 5-15-93; operative 6-4-93 (Register 93, No. 25).
5. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code §70901.5 (Register 94, No. 38).

#### §51023.5 BARCLAYS CALIFORNIA CODE OF REGULATIONS Title 5

Barclays Official California Code of Regulations  
 Title 5. Education  
 Division 6. California Community Colleges  
 Chapter 2. Community College Standards  
 Subchapter 1. Minimum Conditions

#### §51023.5. Staff

- a. The Board of Trustees of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. At minimum, these policies and procedures shall include the following:
  1. Definitions or categories of positions or groups of positions other than faculty that compose the staff of the district and its college(s) that, for the purposes of this section, the Board of Trustees 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.
  2. Participation structures and procedures for the staff positions defined or categorized.
  3. In performing the requirements of subsections (a)(1) and (2), the Board of Trustees or its designees shall consult with the representatives of existing staff 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 staff, the Board of Trustees or its designees, shall broadly inform all staff of the policies and procedures being developed, invite the participation of staff, and provide opportunities for staff to express their views.

4. Staff 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 Board of Trustees, that the Board of Trustees reasonably determines, in consultation with staff, have or will have a significant effect on staff.
5. Except in unforeseeable, emergency situations, the Board of Trustees shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the Board of Trustees in accordance with the provisions of this Section.
6. The policies and procedures of the Board of Trustees shall ensure that the recommendations and opinions of staff are given every reasonable consideration.
7. When a college or district task force, committee, or other governance group, is used to consult with staff regarding implementation of this section or to deal with other issues which have been determined to significantly affect staff pursuant to subdivision (a)(4), the appointment of staff representatives shall be made as follows:
  - i. The exclusive representative shall appoint representatives for the respective bargaining unit employees, unless the exclusive representative and the Board of Trustees mutually agree in a memorandum of understanding to an alternative appointment process.
  - ii. Where a group of employees is not represented by an exclusive agent, the appointment of a representative of such employees on any task force, committee or governance group shall be made by, or in consultation with, any other councils, committees, employee organizations, or other staff groups that the Board of Trustees has officially recognized in its policies and procedures for staff participation.
  - iii. When the task force, committee or governance group will deal with issues outside the scope of collective bargaining, any other council, committee or staff group, other than an exclusive agent, that the Board of Trustees has officially recognized in its policies and procedures for staff participation may be allowed to designate an additional representative. These organizations shall not receive release time, rights, or representation on such task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees.
  - iv. 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 Board of Trustees 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 §§3540, et seq., such procedures for staff participation shall not intrude on matters within the scope of representation under section 3543.2 of the Government Code. Board of Trustees 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 Board of Trustees. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.

- c. Nothing in this section shall be construed to impinge upon the policies and procedures governing the participation rights of faculty and students pursuant to §§53200- 53204, and §51023.7, respectively.
- d. The Board of Trustees of a community college district shall comply substantially with the provisions of this section.

*Note: Authority cited: §70901, Education Code. Reference: §§70901, 70901.2 and 70902, Education Code; and §§3540 et seq., Government Code.*

[§51023.7 BARCLAYS CALIFORNIA CODE OF REGULATIONS Title 5](#)

Barclays Official California Code of Regulations  
Title 5. Education  
Division 6. California Community Colleges  
Chapter 2. Community College Standards  
Subchapter 1. Minimum Conditions

[§51023.7. Students. 9+1](#)

- a. The Board of Trustees 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:
  - 1. 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 Board of Trustees regarding such policies and procedures.
  - 2. Except in unforeseeable, emergency situations, the Board of Trustees 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.
  - 3. Board of Trustees procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.
  - 4. For the purpose of this Section, the Board of Trustees shall recognize each associated student organization or its equivalent within the district as provided by Education Code §76060, as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the Board of Trustees 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 Board of Trustees determines will have a significant effect on students.
- c. The Board of Trustees 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 staff.
- d. Nothing in this section shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and district Board of Trustees. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining agents as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to the regulations on academic senates contained in §§53200-53206.
- e. The Board of Trustees of a community college district shall comply substantially with policies and procedures adopted in accordance with this Section.

*Note: Authority cited: §§66700 and 70901(b)(1)(E), Education Code. Reference: §§70901 (b)(1)(E), 70902(b)(7) and 76060, Education Code.*

## Appendix B: District Policies on Participation in Local Decision Making

### BP 2510 Participation in Local Decision Making

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for President action under which the District is governed and administered.

Each of the following shall participate as required by law in the decision-making processes of the District:

#### **Academic Senate(s)** (Title 5 Sections 53200-53206)

The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

#### **Staff** (Title 5 Section 51023.5)

Staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the classified group will be given every reasonable consideration.

#### **Students** (Title 5 Section 51023.7)

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540 et seq.

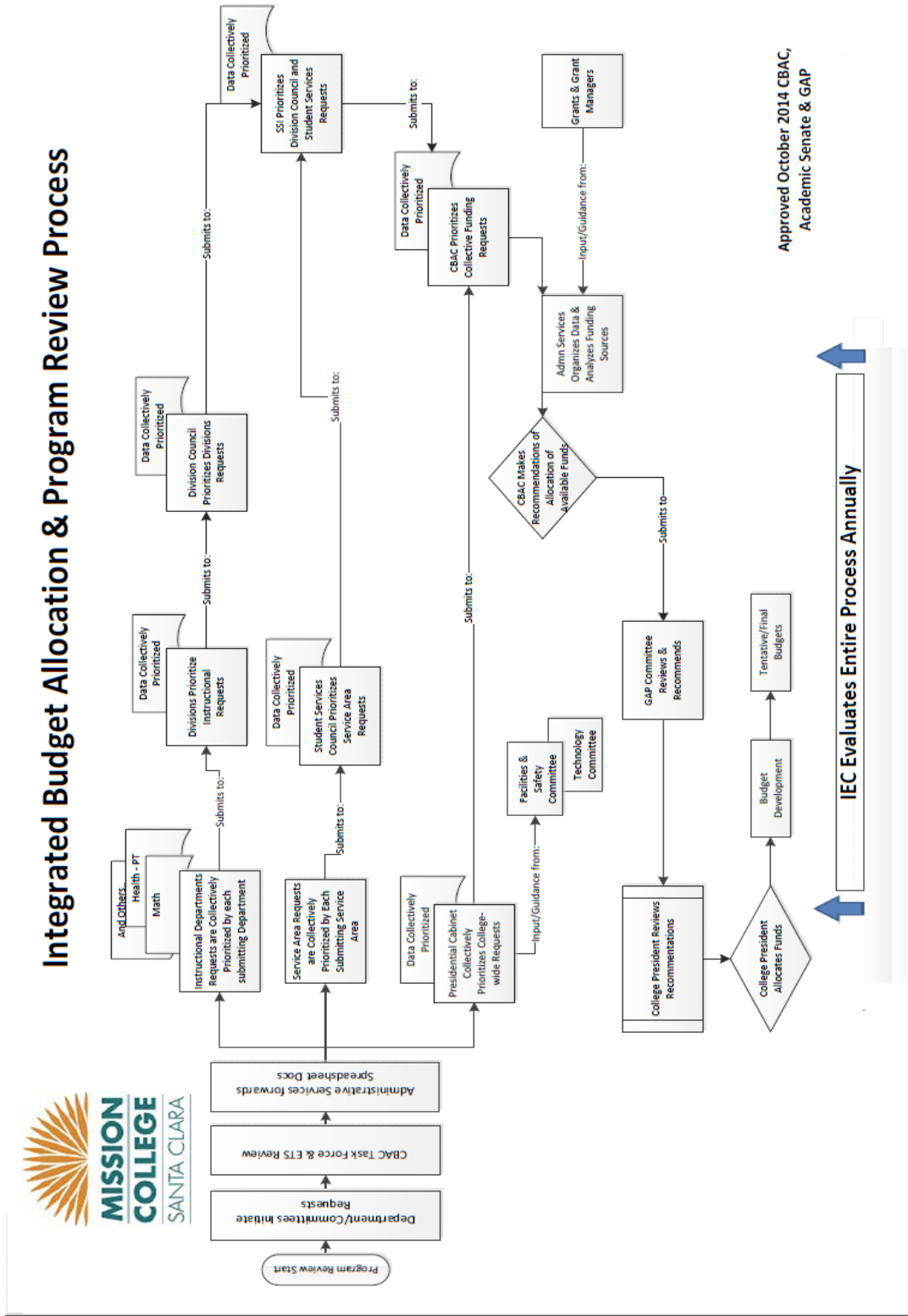
See Administrative Procedure AP2510.

<http://www.boarddocs.com/ca/Mission/Board.nsf/goto?open&id=A2LMNU5C1D27>

## Appendix C: Selected Data Resources

- [Office of Research, Planning, and Institutional Effectiveness](#)
- [College Accreditation Site](#)
- [Accreditation Standards](#)
- [Community College League of California Fast Facts](#)
- [Educational and Facilities Master Plan](#)

Appendix D: Integrated Planning and Resource Request Process



## Appendix E: Committee and Constituency List

<b>Committee or Constituency Name</b>	<b>Acronym</b>	<b>Parent</b>
Academic Directions Committee	ADC	Academic Senate
Academic Senate*	AS	Faculty
ADA 504-508 Compliance	N/A	Student Services
Administration	N/A	Administration
Art on Campus	N/A	COLLEGE COUNCIL
Associate Faculty Committee	AFC	Academic Senate
Associated Student Government*	ASG	Students
Auxiliary Services Committee	N/A	Student Services
Classified Senate	CS	Classified
College Budget Advisory Committee	CBAC	COLLEGE COUNCIL
Commencement Committee	N/A	Student Services
Curriculum Review Committee*	DCRC	Academic Senate
Distance Education Committee	DE	Academic Senate
Division Council	DC	Office of Instruction
Facilities and Safety Committee	FSC	COLLEGE COUNCIL
Faculty Professional Development Committee	N/A	Academic Senate
College Council	COLLEGE COUNCIL	All
Grants Advisory Committee	N/A	COLLEGE COUNCIL
Institutional Effectiveness Committee	IEC	COLLEGE COUNCIL
Integrated Planning Council	N/A	COLLEGE COUNCIL
Marketing Advisory Committee	N/A	COLLEGE COUNCIL
Mental Health and Wellness Committee	N/A	Student Services
Non-Credit Committee	N/C	Academic Senate
Organizational Professional Dev't Committee	N/A	COLLEGE COUNCIL
Performance Goals Committee	PGC	Office of Instruction
Program Review Committee	PRC	Academic Senate
Student Services Council	SSC	Student Services
Student Services-Instruction Joint Council	SSI	Student Services & Instruction
Sustainability Committee	N/A	COLLEGE COUNCIL
Technology Committee	N/A	COLLEGE COUNCIL

\* Brown Act applicable committees

## Appendix F: Committee Self-Evaluation

## Appendix G: Current Year Committee Rosters and Information



With many thanks to the Participatory Governance Handbook Team:

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