



PARTICIPATORY GOVERNANCE HANDBOOK

2017 - 2020

Barstow Community College District



Empowering Students to Achieve Their Personal Best Through Excellence in Education.
BCC Vision Statement

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Introduction

Dear Member of the Barstow Community College District:

The purpose of this guide is to clarify for constituents the participatory governance process used at Barstow Community College. It describes key campus bodies, their responsibilities, and their relationships with each other. This publication describes how individuals are involved in the various processes that lead to recommendations and describes the focus of authority, responsibility, and accountability for decisions made. It also includes definitions of facets of decision making as defined and prescribed by law, regulation, and good judgment.

Effective participatory governance is built upon intelligent and inclusive communication of needs by and between those who are charged with making recommendations and those who are held accountable for results. Dedication and good faith efforts on the part of all participants are critical to understanding the challenges and ensuring that constituent recommendations are made in the best interest of students, the College, its long-range goals, and its day-to-day functioning.

The information contained in this guide will enhance our decision-making processes while providing a clear road map of how College recommendations are developed. This road map will enable all of us to chart a clear course for the future together.



Philip M. Harris
President, Board of Trustees



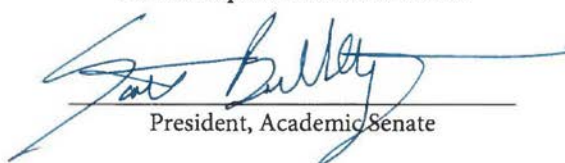
President, ASG



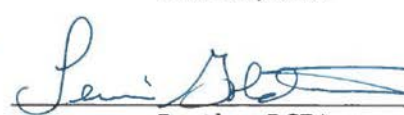
Deborah DiThomas
District Superintendent/President



President, CSEA



President, Academic Senate



President, BCFA



College Mission Statement

Barstow Community College is an accredited, open access institution of higher learning committed to providing our students, community, and military population with the educational tools to achieve personal goals and professional growth. To accomplish this, the college offers traditional and distance education courses, programs, and pathways designed to enhance student success, leadership development, and career/workforce opportunities, enabling all in the community to thrive in a changing global society.



Institutional Values

As stated in the Barstow Community College Professional Development Plan, the College considers the employees of the district its greatest asset. One of the characteristics of BCC that makes it a unique place to work is its leadership across the campus. The College is strongly committed to valuing people—the people the College serves and the people who do the serving.

The members of the College community care about student success and care about the success of each other.

BCC C.A.R.E.S. - Communicating consistently with others respectfully and professionally; **Accountability** to our stakeholders as demonstrated through integrity and ethical behavior; **Reaching** balance in the full appreciation for the institution as a whole; **Embracing** a breadth and depth of perspectives; **Supporting** our students and each other as we serve the educational needs of the community.

College Vision Statement

Empowering Students to Achieve Their Personal Best Through Excellence in Education.



Planning and Budget Process

The College's planning process is a collaborative effort to connect the fiscal, physical, human and technological resources of the College to improve student learning and achievement and meet community needs. The ultimate goal of the College's planning efforts is sustainable continuous quality improvement in everything we do.

The College uses process of inquiry as a tool to

- *examine credible evidence*
- *view pressing issues from multiple vantage points*
- *utilize ideas and energy from all constituency groups*
- *brainstorm all possible solutions to the questions at hand*
- *make the best decisions among available options*

At the heart of the BCC planning process is our commitment to diversity, success and equity for all constituency groups, and the financial stability of the College. All planning documents are built upon the Mission and Strategic Priorities of the College and are systematically reviewed and assessed. Integral for success is the interrelationship of the plans and how they support each other. From the Board of Trustees' goals to the daily operation of the College, the participatory governance bodies described in this document focus on programs and procedures with measureable outcomes leading to sustainable continuous quality improvement.



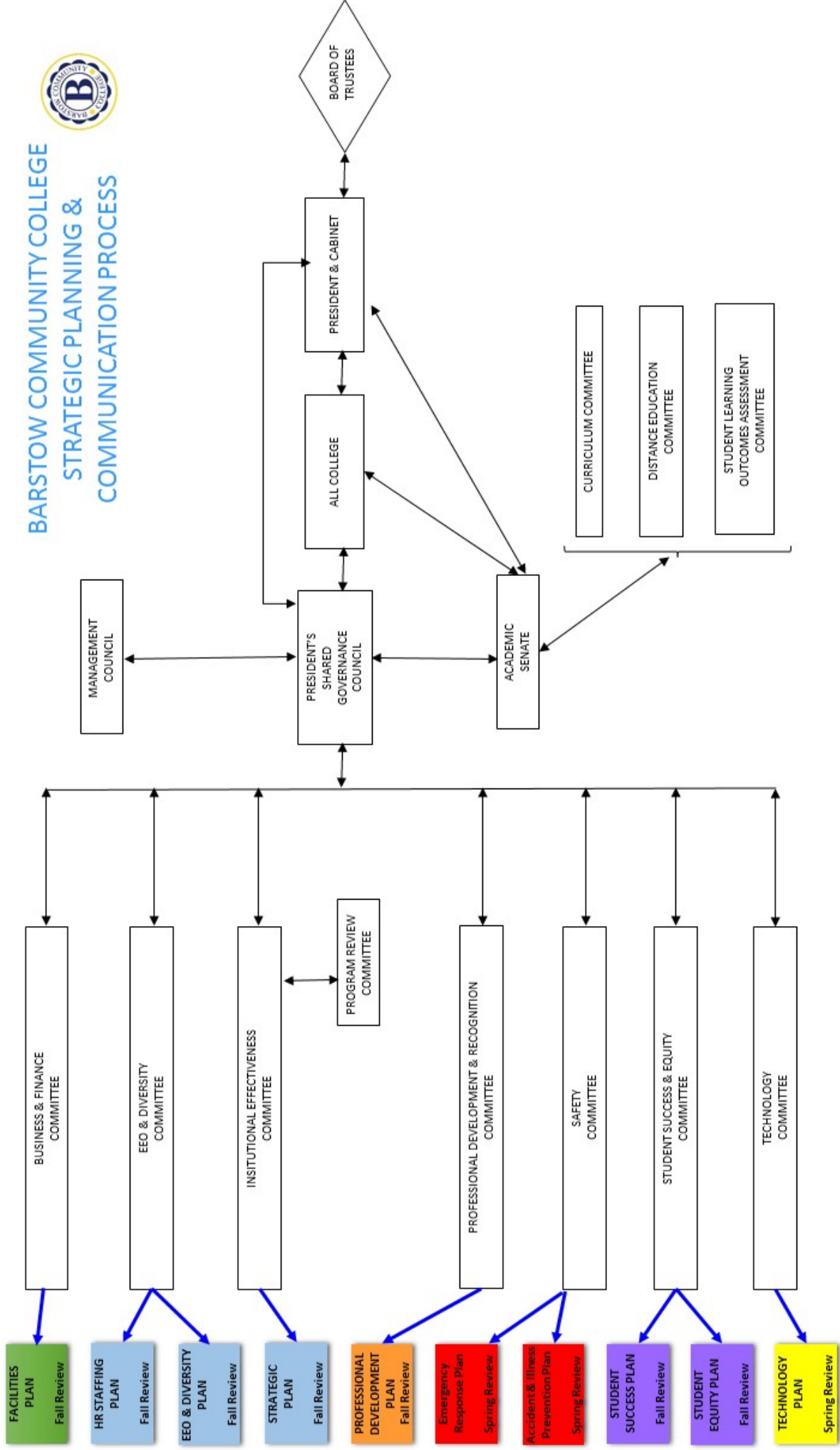
Trustees enhance the planning process through a willingness to evaluate planning recommendations, guiding institutional change and improvement.

Trustees ensure that the Strategic Planning and Communication Process meets policy guidelines and that all planning efforts are directed toward the Board-adopted mission, vision, and values. The Board ensures that the District's budgeting process and resource allocation are linked to its institutional planning activities.

The chart on the following page illustrates the process used for a comprehensive planning cycle at BCC.



BARSTOW COMMUNITY COLLEGE STRATEGIC PLANNING & COMMUNICATION PROCESS





Governance Philosophy

Through the values embodied in C.A.R.E.S., the governance philosophy of Barstow Community College is one of inclusion and diverse perspectives. The District maintains an integrated system of participatory involvement for our constituent groups and community members in meeting the District's mission.

This shared involvement:

- *Does not always imply complete agreement;*
- *Implies varying degrees of participation by constituent groups;*
- *Places the ultimate responsibility for decisions with the Board of Trustees and Superintendent/President as its administrative agent; and*
- *Requires all parties to be responsible and accountable for their roles in the governance process.*

Governance Relationships

The governance processes at BCC are designed in accordance with the California Education Code (70902.stats.1988, c 973) and are intended to ensure that decisions are based on well-informed recommendations, support sound college functioning, and are made at the level and with the participation of those who can contribute to their effectiveness, efficiency, and implementation.

There are three corresponding processes that function within the College:

- *The administrative/management process deals with the operation of the College within established policies and procedures, and recommends policies and procedures and their evaluation;*
- *The collective bargaining process deals with matters relating to wages, hours, and other terms and conditions of employment within the meaning of the Educational Employment Relations Act; and*
- *The participatory governance process deals with the review, development, and recommendation of policies, regulations, and College priorities which are forwarded to the Superintendent/President and the Board of Trustees' for their consideration.*



The Law (*Education Code 70901(b)(e) and 70902(b)(7)*)

The Board of Governors of the California Community Colleges shall establish “minimum standards” and local governing boards shall “establish procedures not inconsistent” with those minimum standards to ensure:

- *faculty, staff and students the right to participate effectively in District and College governance; and*
- *Academic Senates retain their recommendatory character—an action that is advisory in nature rather than one having any binding effect. “An organization whose primary function is, as the representative of faculty, to make recommendations to the administration of the college and to the governing board with respect to academic and professional matters...” (Legislative Council, State of California opinion letter 1991, regarding Education Code 70901);*
- *the right of Academic Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards (Education Code Sections 70901 and 70902); and*
- *participatory governance is that process in which members of the College community take an active role in influencing the direction of the College, as envisioned in AB 1725.*

Participatory governance is not the replacement of administration. The administration plays the crucial role of managing the activities necessary to meet the goals of the College and enabling the work priorities of the College to move forward. Participatory governance recognizes that, in order to bring as much information, analysis, and perspective as possible to the decision-making and planning processes, the administration needs to rely on input from the College community during the goal-setting process and as action priorities are implemented.

The intent of AB 1725 at BCC is actualized via a spirit of cooperation, collaboration, and collegiality. Functionally, this participatory process is organized and carried out through a system of committees, staff meetings, and organizations designed to facilitate communication on topics important to the College, solve issues at levels closest to the individual and work units affected, develop effective plans and processes, and provide the Superintendent/President’s Cabinet with information to assist the College in achieving its goals. Many cross-departmental groups on campus interact on a regular basis to make this possible.

The State Academic Senate and Community College League of California jointly prepared a set of guidelines (questions and answers) to assist local colleges in the implementation of participatory governance. Those guidelines are included in the appendix of this handbook.



Constituent Roles and Responsibilities

BOARD OF TRUSTEES

Trustees are guardians of and stewards for the public's interests. The Board's primary responsibility is to establish policy. The Board approves a mission and vision that clearly defines the expected impact of the District on the areas served by the College. The Board remains outside the operations of the District but ensures, through the Superintendent/President, that the work is accomplished.

The Board of Trustees governs on behalf of the citizens of the Barstow Community College District in accordance with the Authority granted and duties defined in Education Code Section 70902.

The Board is committed to fulfilling its responsibilities to:

1. *Represent the public interest*
2. *Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations*
3. *Hire and evaluate the CEO*
4. *Delegate power and authority to the chief executive to effectively lead the District*
5. *Assure fiscal health and stability*
6. *Monitor institutional performance and educational quality*
7. *Advocate and protect the District*





TRUSTEE MEETINGS AND THE RALPH M. BROWN ACT

California State Agencies exist to aid in the conduct of the public's business. Barstow Community College District Trustees as a legislative body conduct their deliberations and actions openly within the realm of public scrutiny consistent with Government Code Section 54953.

Every regular Board meeting agenda provides an opportunity for the public to address Trustees on any item of interest to citizens within the jurisdiction of the Board. No action is taken on an issue unless it has first been noticed on the Board agenda. Barstow Community College District policies 2345 and 2350 govern public presentations before the Board to ensure the proper functioning of meetings.

In response to public comments, Board members and staff may only:

1. *Briefly respond to statements made or questions posed by persons making public comments;*
2. *Ask questions for clarification or make a brief announcement;*
3. *Provide a reference to staff or other resources for factual information;*
4. *Request staff to report back to the body at a later meeting; and*
5. *Direct staff to place the matter on a future agenda.*
5. *It is good governance practice for the Board president to be the person interacting with the public Gov. Code 54954.2(a); CCLC Board Training (www.ccleague.org)*

Individual contacts or conversations between a member of the Board and any citizen is lawful and authorized provided it does not violate protected closed session considerations of Trustees. The Board meets in closed session for the following purposes.

1. *Consideration of the appointment, employment, evaluation, discipline or dismissal of CEO;*
2. *Consideration of employee discipline, dismissal, and release*
3. *Consideration of charges brought against an employee by another;*
4. *Consideration of National or public security;*
5. *Confer with legal counsel regarding litigation;*
6. *Consideration of student disciplinary actions;*
7. *Consideration of real property transactions;*



8. *Confer with District representatives within the scope of collective bargaining; and*
9. *Consideration of honorary degrees or gifts from anonymous donors.*



Prior to holding a closed session, the Board discloses in its open meeting the items to be discussed. This announcement is printed in the Board agenda.

Following a closed session, the Board reconvenes in open session prior to adjournment and makes necessary oral disclosures required by Government Code Section 54957.1. The Board announces any action taken and the vote or

abstentions of its members. Trustees do not disclose personnel, collective bargaining or other discussions or considerations prohibited by law. Minutes are taken recording all actions taken by the Barstow Community College District Board of Trustees. The minutes serve as the District public records.

SUPERINTENDENT/ PRESIDENT

The Superintendent/President is the administrative agent of the Board of Trustees and as such, is responsible directly to the Board. The Superintendent/President is responsible for the operation of the District and for providing policy recommendations to the Board. College employee recommendations are sent to the Board through the Superintendent/President.

The Superintendent/President has the right to reject or modify committee recommendations. However, the Superintendent/President informs the respective committee(s) of the objections (if any) to their recommendations. The Academic Senate, California School Employees Association (CSEA), BCC Faculty Association (BCFA), and/or the Associated Student Government (ASG) retain the right to present their concerns with the Superintendent/President's decisions to the Board of Trustees.

ASSOCIATED STUDENT GOVERNMENT (ASG)

Title 5 regulations of the California Education Code, adopted by the Board of Governors recognizes Student Senates. Section 50002 was added to Subchapter 1 (commencing with Section 50001) of Chapter 1 of the Division 6 of Title 5 of the California Code of Regulations.

Students learn through enrollment in approved courses and involvement in college life. The ASG of BCC is the elected representative body of the student population and is responsible for appointing student representatives to serve on District committees. The ASG and its representatives make recommendations to the administration through this participatory governance process regarding policies and procedures that affect students in all aspects of college life.

Students are provided an opportunity to participate in formulation and development of College policies and issues that have or will have significant effect on students. Areas that have or will have a “significant effect on students” are as follows.

1. *Curriculum, including establishing prerequisites and placing courses within disciplines;*
2. *Standards or policies regarding student preparation and success;*
3. *Grading policies;*
4. *Processes for institutional planning and budget development;*
5. *Educational program development;*
6. *Academic Standards;*
7. *Code of Conduct;*
8. *Student Services planning development;*
9. *Student fees; and*
10. *Any other District and College policy, procedure, or related matter that the District governing board determines will have significant effect on students.*





The governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to formulate recommendations through committee participation.

ADMINISTRATORS AND MANAGERS

Administrators, managers, and supervisors are expected to provide effective leadership and support in the planning, implementation, and monitoring of College activities. They are accountable for uniform execution of District policies and procedures as well as making appropriate decisions within their respective areas of responsibility.





FACULTY

Faculty members perform duties as instructors, librarians, or counselors in areas for which they possess appropriate qualifications; assess, develop, and recommend articulation agreements; implement activities based on applicable recommendations and District/College goals; perform other contractually identified professional responsibilities; and provide advice and counsel regarding relevant policies and procedures through active participation on College committees and task forces.

The Academic Senate represents faculty members with respect to academic and professional matters.





ACADEMIC SENATE

Areas specified by Title 5 (subsection 53200 c), “Academic and Professional Matters,” where the BCC Administration obligates itself to rely primarily upon the advice of the Academic Senate with regard to the following academic and professional 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 the accreditation process, 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 mutually agreed upon between the governing board and Academic Senate.*

In the above areas, the recommendation of the Senate will normally be accepted. Only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. When the Administration does not wish to accept the advice of the Senate on these matters, the Board’s agent (or designee) will send a written communication to request that the Senate reconsider the recommendation(s) taking into consideration the issues raised by the Administration and Board. If, upon reconsideration, the Senate does not change its initial recommendation, and if it is the opinion of the Board that the exceptional circumstances and compelling





reason(s) still exist, the Board may reject the advice of the Senate and take appropriate action. Rejection of the Senate's proposal(s) shall be placed in the form of a resolution, outlining the Senate's position(s) and the Board's rationale for the rejection of the Senate recommendation(s). This being the case, the final determination with rationale will be communicated to the Senate in writing by the Superintendent/President.

BARSTOW COLLEGE FACULTY ASSOCIATION (BCFA)

BCFA, an affiliate of the California Teachers Association, dates from the founding of the College. The purposes of the association are to:

1. *Provide an opportunity for continuous study and action on the problems of the profession;*
2. *Advance the general welfare of education;*
3. *Represent its members in relations with their employer; and*
4. *Maintain its status as the exclusive representative of the appropriate unit of certificated personnel in all matters relating to employment conditions and employer-employee relations, including wages, hours, and other terms and conditions of employment.*

BCFA operates under a contract negotiated and approved by its members. Its elected officers include a president, vice president, secretary, and treasurer.

SENATE/BCFA RELATIONSHIP

Faculty believe that participatory governance is not designed to empower one teacher organization at the expense of another. The Academic Senate is responsible for academic and professional matters, while BCFA responds to matters within the scope of its representation, such as wages, hours, and working conditions.

The Academic Senate is responsible for the appointment of faculty members to participatory governance committees; however, this does not preclude BCFA from making appointments to its own committees, or participatory governance committee membership on committees concerning hiring, working conditions and other contractual concerns of the faculty.



STAFF IN THE REPRESENTED CLASSIFIED SERVICE

Staff in the classified service includes all College employees except academic staff, short-term and/or substitute classified employees, students, confidential, and management staff.

Classified staff shall be provided with opportunities to participate in the formulation and development of College recommendations as well as in those processes for developing recommendations that have or will have a significant effect on them. Prior to the Board of Trustees taking action on such matters, classified staff will be provided with the opportunity to participate in the areas which affect them. The Board shall give every reasonable consideration to recommendations and opinions of staff. The California School Employees Association represents classified employees.

When a classified staff representative is to serve on a college or district task force, committee, or other governance group, the exclusive representative of classified employees of that college or district shall appoint the representative for the respective bargaining unit members.



CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA)

The (CSEA) represents nearly 220,000 California classified school and community college employees in technical, maintenance, custodial, secretarial, instructional assistant, and other positions.

CSEA Chapter 176 of BCC was organized in 1964 to represent its classified employees in the pursuit of fair salary, to strengthen job security, and to provide good working conditions and dignity on the job. As the exclusive bargaining representative, CSEA is responsible for terms and conditions of classified employment, hours of employment and related contract issues.



CSEA meets regularly to discuss issues that directly affect members including negotiations, grievances, and training, as well as goals and objectives of the membership.

Through active participation on College committees and task forces, classified employees provide advice and counsel regarding relevant policies and procedures affecting their membership. Classified committee representatives are also appointed by CSEA to:

1. *Serve to enhance communication among classified staff and between classified staff, administration, and faculty in a productive setting;*
2. *Facilitate classified staff recognition and in-service training;*
3. *Provide for ongoing opportunities of involvement in College events and activities and social functions; and*
4. *Develop and encourage a spirit of college unity among classified staff and between the entire college community.*



Staff Development

Involvement in recommendation-making reflects a broad-based movement in organizations to include people at various levels. It reflects a movement from hierarchical structures to those in which decisions, responsibility, and accountability are distributed at all levels of the organization. In order for it to be successful, employees must have access to and use the information necessary to make good decisions. Conflict resolution, teamwork, and other communication and collaboration skills must be taught through professional development activities. Inclusive participation is empowering, but to be performed well and wisely, employees must enter into it with an attitude of respect for others and a sincere desire to use their own power to make recommendations for the benefit of the entire organization.

It is the intent of the Barstow Community College District to ensure that its employees are well trained in the mechanics of successful participatory decision-making. Professional development training will be provided on an ongoing basis.





Guidelines for Participation in the Governance Process

COMMITTED, PURPOSEFUL MEMBERSHIP

In order for the participatory process to work, all of the steps in the process must be clear, and the roles and responsibilities of individuals who are committee members must be completely understood. To ensure success, the following are necessary:

COMMITTED TEAM MEMBERS

Everyone assigned to committees within the process will understand the dynamics of working as a team and acknowledge the following principles:

- *Come prepared to present and participate;*
- *Listen to the contributions and reactions of fellow committee members;*
- *Refrain from interrupting;*
- *Commit to achieving the committee's purposes;*
- *Keep actions purposeful;*
- *Make sure the recorder expresses the intent of the committee members;*
- *Take responsibility for changing one's own non-constructive habits or negative attitudes;*
- *Present positions as clearly as possible and avoid blindly arguing for individual ideas;*
- *Avoid changing one's mind just to agree and avoid conflict. Support only ideas one can live with;*
- *Acknowledge and accept differences of opinion that improve committee chances of reaching the best solution;*
- *Look for the next most acceptable alternative that all team members can live with when the team reaches a stalemate;*
- *Value the unity of the committee; and*
- *Share meeting records and information with your constituency group(s).*



ACCESS TO MEETINGS

Schedules of meetings will be made available to participants. Meetings should be set on regular schedules. There should be no surprise meetings.

Committee meetings are open to all members of the College community. Meetings should be at a set time (if at all possible). It is a good idea to establish a schedule for recurring meetings (e.g., 3rd Tuesday of each month – 3 p.m.) so as to support coordination of committee scheduling across campus. Meeting times should be set by the committees themselves and not an outside entity. The teaching schedules of faculty committee members shall be taken into consideration when scheduling meetings.

A distinction will be made between the size of committees that primarily are for discussion and distribution of information and those that are primarily concerned with forwarding specific time-sensitive recommendations to the Superintendent/President. Those committees concerned with formulating time-sensitive recommendations will strive to be smaller in size.

Staff members who serve on College committees are expected to demonstrate positive attendance. Staff work in committee settings falls within the provisions of existing contract language.





OPERATIONS

Committees will establish a structure and processes that are clearly understood by all committee members.

- *Constituent leaders should appoint individuals to membership with the expectation that they will work to successfully meet the charge(s) of their committee.*
- *Each committee should set its meeting schedule in advance.*
- *When appropriate, committees should have co-chairs. These co-chairs will have the responsibility for determining agendas, procedures, meeting times (if not designated), as well as presiding at meetings.*
- *Each committee will establish a set procedure to determine recommendations (voting, discussion, and consensus).*
- *Matters decided by committees will be acted upon irrespective of absent members, so regular attendance is of great importance.*
- *Any individual or group should be allowed to submit ideas and agenda items to committee chair(s) for consideration.*
- *Appointments to committees will be reviewed annually.*

DISSEMINATION OF INFORMATION

The work of committees is important and will be shared.

1. *Every committee will designate a recorder for the purpose of providing a record of the meeting.*
2. *The recorder of every committee will distribute copies of notes to the members of the committee and the Institutional Effectiveness Office who will post the meeting records for public view. Committee members will keep their constituencies informed by providing feedback.*
3. *Recommendations that are rejected, overturned, or modified by the Superintendent/President (or designee) shall be reported back to the committee and appropriate representative organizations as necessary.*



CONTINUAL IMPROVEMENT

The President's Shared Governance Council (PSGC) will meet annually to discuss the participatory governance process in order to continually improve the recommendation-making processes at BCC.





Participatory Governance Committees

Collegiality, professionalism and respect are honored at Barstow Community College (BCC). Through the Participatory Governance Committee structure Barstow Community College provides opportunities for all groups to be represented and involved in the governance of the college.

All members of the College community are expected to be involved in setting the direction of the College for the future. The College community includes students, classified staff, faculty, and administrators. Committee members keep their constituency groups fully informed of committee developments and uphold member responsibilities found on pages 10-22. The opinions, ideas, solutions, and interests of all members of the campus community are heard through the College committee process. Results of committee proposals and recommendations will follow the Strategic Planning and Communication Process in the diagram on page 7.

Constituent groups appoint or elect representatives and hold them accountable to the responsibilities of their committee.





Strategic Planning & Communication Process Committees

BUSINESS & FINANCE COMMITTEE

Purpose Statement: The purpose of the Business & Finance Committee is to review and make recommendations on the budget process, budget forecasting, facilities planning and scheduled maintenance.

Description: The committee is responsible for reviewing and making recommendations on the annual budget process, the annual budget, multi-year budget forecast, Facility Master Plan, and the scheduled maintenance plan. The committee makes recommendations to the President's Shared Governance Council (PSGC) and/or Superintendent/President's Cabinet relative to the resources available to fund the institutional plan priorities. Prepares an annual calendar that identifies key dates for items in the college's annual planning cycle. In addition the committee reviews and makes recommendations related to matters such as the actuarial study for post-retirement benefits, cash flow, and other such items as appropriate.

Reports to: District Superintendent/President

Chairperson: Vice President of Administrative Services

Meetings: Monthly and as needed

Members: One representative each from CSEA, BCFA, ASG, Academic Senate, one Mid-Level Manager, Vice President of Academic Affairs, Budget Analyst

Advisory: Director of Research, Development & Planning





CURRICULUM COMMITTEE

Purpose Statement: The purpose of the Curriculum Committee is to evaluate curricular material such as new, revised, and updated courses and programs for accuracy and for compliance with both internal and external policies and procedures. Material is submitted to the Curriculum Committee by faculty members and, upon approval, is passed forward within the system as appropriate.

Description: The Curriculum Committee is a standing committee at Barstow Community College and acts as a subcommittee of the Academic Senate. The primary responsibility of the Curriculum Committee is the review and recommendation of curriculum to be approved by the Board of Trustees. Typical agenda items include:

1. Proposed course additions, revisions, deletions, archiving, and reactivation
2. Proposed requirements for credit and non-credit courses
3. Proposed academic programs (certificates and degrees) additions, revisions, deletions, and archiving
4. Catalog descriptions, prerequisites, co-requisites, units, hours, CB coding
5. Standards for requisites or other issues related to student preparation and success
6. Mode of instructional delivery (Online, hybrid, etc.)

Committee membership is defined in the Curriculum Handbook as listed in Barstow Community College District policies. The committee serves as an advisory body to the Vice President of Academic Affairs and to the Superintendent/President.

Reports to: Academic Senate

Co-Chair: Faculty member (selected from the faculty at-large)

Meetings: One to two per month

Members: Voting Members: Academic Senate President (or representative), Faculty Chair, Three (3) instructional (non-counseling) faculty division representatives appointed by the Academic Senate President (one rep from each of the Divisions), Three (3) faculty members elected by the faculty through Academic Senate elections (one faculty rep from each of the Divisions will be voted in by division faculty), Counselor, Librarian, Articulation Officer.

Non-Voting Advisors: Vice President of Academic Affairs, Dean of Instruction or other Instruction Office Designee, Dean of Workforce and Economic Development or Representative; Director of Information Technology or representative; Student Success representative; ASG; Scheduling & Curriculum Specialist, Dean of Distance Education and Learning Support Services.



EEO AND DIVERSITY COMMITTEE

Purpose Statement: The EEO and Diversity Committee develops, reviews, and updates the District's EEO and Diversity Plan to ensure the District implements measures which ensure equal employment opportunities and a diverse workforce.

Description: The EEO and Diversity Committee, with the assistance of the institutional researcher, reviews and interprets applicant, community, student, and employee demographics. The committee uses this data to analyze and identify underrepresented groups, and make recommendations regarding strategies in building diversity. The committee also offers assistance and recommendations to recruitment and screening processes which ensures equal opportunity and diversity. The EEO and Diversity Committee is also responsible for providing assistance with the development of the EEO and Diversity Plan and to evaluate the effectiveness of the plan.

Reports to: District Superintendent/President

Chairperson: Associate Vice President of Human Resources

Meetings: Quarterly, and as needed to update the Staff Diversity Plan

Members: One representative each from CSEA, BCFA, ASG, Human Resources and the Administration. Whenever possible, representatives shall be derived of recognized diverse groups.



INSTITUTIONAL EFFECTIVENESS COMMITTEE

Purpose Statement: Through integrated planning, the Institutional Effectiveness Committee (IEC) leads program review and accreditation processes to ensure that decision-making is data driven and connected to the mission and strategic priorities of the institution.

Description: The Institutional Effectiveness Committee (IEC) takes a leadership role in moving data into action to achieve sustainable continuous quality improvement. The committee reviews program assessment results in light of college-wide strategic goals to recommend a set of institutional priorities for inclusion into integrated planning and resource allocation. The goal of the committee is to help the college maximize fiscal, physical, human, and technological resources to improve student learning and achievement. Through the work of the Program Review Sub-Committee, Budget Allocation Proposals are analyzed and programs are evaluated for trends and best practices. As a part of these integral duties, the IEC will lead and organize campus-wide participation in all ACCJC accreditation requirements.

Reports to:	District Superintendent/President
Chairperson:	Director of Research, Development & Planning
Meetings:	Monthly, weekly during the evaluation cycle (November through February)
Members:	Dean of Instruction, SLO Coordinator, Academic Senate President, Academic Senate representative, (3) CSEA, (2) Mid-Management, (1) ASG
Advisory:	Vice President of Administrative Services, Vice President of Academic Affairs, Vice President of Student Services





PRESIDENT'S SHARED GOVERNANCE COUNCIL (PSGC)

Purpose Statement: The President's Shared Governance Council (PSGC) is a representative body designed to assist in governance of the District. Its authority is limited by the scope of collective bargaining, and by the responsibilities of the Superintendent/President.

Description: The PSGC through collaborative dialogue guides the goals, objectives and action plans of committees and departments through the Strategic Planning & Communication Process. The PSGC is charged with reviewing committee purpose, composition and responsibility in order to promote coordination. The PSGC is the voting body responsible for ensuring that policies and procedures are reviewed and revised as necessary. The PSGC is also responsible for suggesting topics and recruiting presenters for the All College meetings.

Chairperson: District Superintendent/President (non-voting)

Meetings: Monthly

Members: Voting: Three (3) representatives each from Faculty (Academic Senate President, BCFA President, One At-Large), Classified Staff (CSEA President, CSEA Vice President, One At-Large), Students (Student Trustee, ASG President, One At-Large), Mid-Level Managers (elected).

Non-Voting: Superintendent/President's Cabinet, Director of Research Development & Planning





PROFESSIONAL DEVELOPMENT COMMITTEE

Purpose Statement: The committee identifies and plans professional development opportunities for faculty and staff which supports the institution's continuous improvement and goals.

Description: The Professional Development and Recognition Committee identifies opportunities and areas in need for professional development in drafting the District's Professional Development Plan. The committee also evaluates professional development training for effectiveness and updates the Professional Development Plan accordingly. The committee works closely with HR in documenting all professional development completed.

Reports to: District Superintendent/President

Chairperson: Associate Vice President of Human Resources

Meetings: Bi-monthly or as needed

Members: One representative each from CSEA; ASG; Academic Senate; Mid-Management; and the Director of Public Relations, Communications & Marketing





SAFETY COMMITTEE

Purpose Statement: The Safety Committee provides recommendations to provide a high level of safety for the District through the shared governance process.

Description: The committee identifies potential safety and health hazards and provides recommendations to the appropriate administrator in addressing those hazards. This committee is also tasked with reviewing and revising, as necessary, the Injury and Illness Prevention Plan, the Emergency Action Plan, and coordinating training/exercises in evaluating the plan.

Reports to: District Superintendent/President

Co-Chair: Vice President of Administrative Services and Director Maintenance and Operations

Meetings: Monthly and as needed for special projects and safety concerns

Members: One ASG representative, two CSEA and three faculty representatives appointed by the Academic Senate in consultation with BCFA.

Advisory JPA Representative





STUDENT SUCCESS AND EQUITY COMMITTEE

Purpose Statement: The purpose of the committee is to ensure student access and success in an environment that fosters equity and diversity in compliance with appropriate regulations.

Description: This committee is responsible for the Student Success Plan and the Student Equity Plan and represents the institution's commitment to provide a hospitable and student-centered environment; increase student access and success by providing necessary support services; foster awareness and respect for diversity. These goals are accomplished through the following initiatives:

Student Success Initiatives:

- *Providing to all students orientation; academic assessment and appropriate placement; counseling, advising, and other education planning services*
- *Prioritization of student enrollment*
- *Completion of educational goals*
- *Encouraging innovation and flexibility of basic skills education and pathways*
- *Increased transparency through communication and the use of technology*

Equity and Diversity Initiatives:

- *Reflection of community demographics in staff and student bodies;*
- *Retention and success of non-traditional students Exposure to a curriculum with multi-cultural content that prepares students to live and be engaged in a diverse world*
- *Foster an environment in which diversity is embraced and every person is treated with dignity.*

Reports to: District Superintendent/President

Chairperson: Dean, Student Success & Equity

Meetings: Monthly and as necessary

Members: One representative from each: Academic Senate; ASG; Basic Skills; BCFA; CTE; CSEA; Distance Education; Enrollment Services; Fort Irwin; Human Resources, Information Technology; Instruction; Program Review Committee; Research, Planning, and Development; Special Programs and Services; Transfer and Career Planning Center; Student Life/Outreach

Advisory: Counselor (as needed)



TECHNOLOGY COMMITTEE

Purpose Statement: The mission of the Technology Committee is to make recommendations for the strategic direction and implementation of information technology within the Barstow Community College District.

Description: The Barstow Community College Technology committee takes a proactive role in promoting the integration of information technology needs and services of the Barstow Community College District. Its purpose is to identify, prioritize and advocate for information technology needs and services. Throughout the preparation and annual review of the Strategic Technology Plan, it makes recommendations for the strategic direction, implementation and sustainability of technology resources used throughout the college to support student learning programs and services and improve institutional effectiveness consistent with the college's mission.

Reports to: District Superintendent/President

Chairperson: Director of Information Technology

Meetings: Monthly with subcommittees meeting as needed to review individual tasks

Members: One representative each from CSEA, ASG, Academic Senate, Information Technology, Academic Administrator, State Street Site, and Fort Irwin Site

Advisory:





Standing Participatory Governance Committees

CALENDAR COMMITTEE

Purpose Statement: The purpose of the calendar committee is to develop a recommended academic calendar for each school year.

Description: The committee's charge is to select start and end dates, dates for final exams, and faculty in-service for each semester. Holidays are determined by coordinating the Chancellor's Office listing of required holidays, academic concerns, and bargaining unit contracts. The committee's goal is to complete the academic calendar in time for the Superintendent/President to make a recommendation on the calendar at the December Board of Trustees meeting.

Reports to: District Superintendent/President

Chairperson: Vice President of Academic Affairs

Meetings: Approximately six times during the fall semester (or as needed).

Members: One representatives each from the Academic Senate, CSEA, BCFA, Mid-Management, and the ASG.





HEALTH AND WELFARE BENEFITS COMMITTEE

Purpose Statement: To explore and assess health and welfare options and costs for BCC employees and make recommendations to the constituents.

Description: The committee reviews existing health and welfare providers and their benefit packages and makes recommendations on available coverage's to their respective organizations. Any proposed change in health and welfare benefits will be negotiated with recognized bargaining units. The committee serves as the liaison between BCC staff and the providers. The committee seeks input from BCC staff regarding concerns about existing coverage's and ideas on coverage changes. In addition, in conjunction with the HR Office, the committee arranges vendor presentations to staff explaining health and welfare benefits and options.

Reports to: District Superintendent/President

Chairperson: Associate Vice President of Human Resources

Meetings: Monthly during the academic year

Members: Two representatives each from CSEA, BCFA, Mid-Management and a representative from the Human Resources Department.

Advisory: Director of Fiscal Services, Payroll Representative



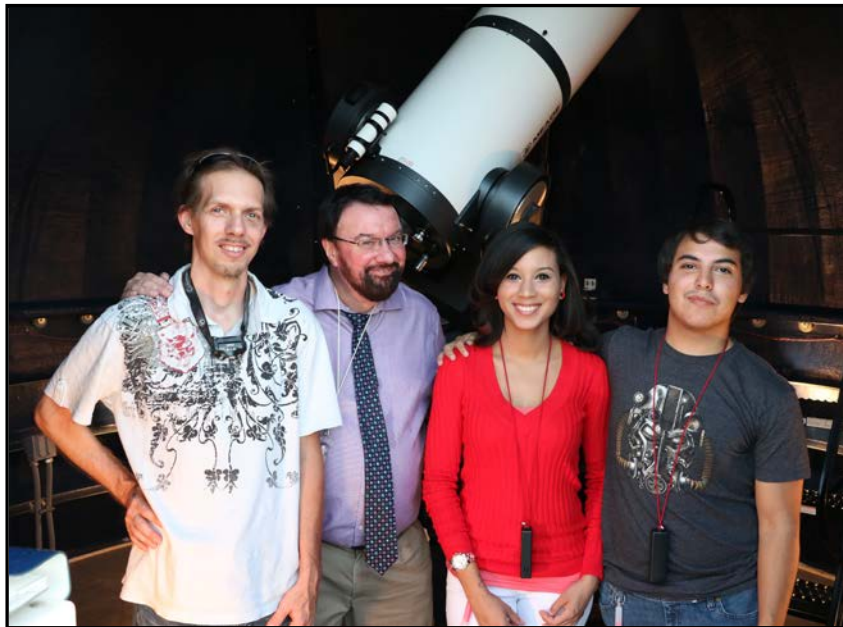


Non-Participatory Governance Committees

CALWORKS PROGRAM ADVISORY COMMITTEE

This committee serves to provide input and technical assistance to the manager and staff of the CalWORKs Program. The committee also serves as a liaison to provide input and advice from and to external entities with related interests. The committee serves as an advisory board to the program manager.

- Reports to:** Director of Special Programs and Services
- Chairperson:** Elected by Committee
- Meetings:** Annually
- Members:** Committee members are selected from college staff and the community representing employers/organizations in the local service area.





CAREER AND TECHNICAL EDUCATION PROGRAMS ADVISORY COMMITTEES

The committees shall provide specific direction to the career & technical education subject areas. Committee members shall review their respective programs and course content. The committees will ensure that courses reflect currency in the field and provide students with the necessary skills to successfully fulfill any national certification requirements. Committees will assist in the identification of markets and in the promotion of their respective programs.

Reports to:	Dean of Instruction – CTE/Workforce & Economic Development
Chairperson:	Elected by Committee
Meetings:	Once per semester (as needed).
Members:	At least one member of each committee shall be a subject-area college instructor appointed by the Academic Senate, and a student appointed by ASG. Remaining members shall be practicing industry experts or job-related employers.

DISTRICT CAREER & TECHNICAL EDUCATION ADVISORY COMMITTEES

The committee provides general direction for our career & technical education programs consistent with the needs of the community and surrounding area; employment/occupational trends; and the availability of human, material, and financial resources necessary develop and implement programs. The committee will review community demographics and employment trends and existing college vocational programs, develop recommendations on the development of new programs and/or courses, and provide liaison between the District and potential employers.

The committee shall elect the chairperson, excluding the College representatives.

Reports to:	Dean of Instruction – CTE/Workforce & Economic Development
Chairperson:	Elected by committee
Meetings:	Once per semester (as needed)
Members:	The committee shall be comprised of 12 individuals representative of key industries, businesses, education, and/or public agencies from our community who are knowledgeable about their occupation or profession.



COMMENCEMENT COMMITTEE

Its singular task is to plan and organize the annual commencement ceremony. All aspects of commencement are scrutinized by this committee, including the post- ceremony reception. This committee is very task-oriented and is a working committee. It meets as many as eight times with most of its meetings taking place in the spring semester.

Reports to: District Superintendent/President

Chairperson: Vice President of Student Services

Meetings: As needed

Members: One appointee from the Academic Senate, ASG, and members selected from the departments responsible for various aspects of graduation: Academic Affairs, Student Life Office, Admissions and Records Office, Dir PR Comm & Marketing, Maintenance and Operations and IT Services.





EOPS, CARE AND ACCESS (DSPS) ADVISORY COMMITTEES

This committee recommends ways in which these special student programs can better serve the community.

Reports to: Director of Special Programs and Services

Chairperson: Elected by committee

Meetings: Biannually

Members: Includes program staff members and representatives from various aspects of the community.

SCHOLARSHIP COMMITTEE

Each year a booklet of scholarships is published, and qualified students may apply for the scholarships. Students complete the standard application and check scholarships in which they are interested. Based on the criteria and the student's application materials, the committee reviews applications and determines award recipients.

Reports to: District Superintendent/President

Chairperson: Vice President of Student Services

Meetings: As needed

Members: Two faculty members appointed by the Academic Senate, two managers, two classified staff and two Foundation representatives.



Ad Hoc/Temporary Task Forces *(Non-Participatory Governance)*

Another key to effective organization is being able to get the job done efficiently but effectively. To that end, task forces can be created as temporary groups to meet specific purposes relating to broad-based, college-wide issues and/or professional matters. All task forces exist to complete studying and handling of particular issues and are abandoned when their job is complete.

Each task force will be composed of representatives from the appropriate body or bodies in the College community, which will help make it as functional as possible.

Task forces can be created by:

1. *Request of constituents represented in the PSGC;*
2. *Direction of the Superintendent/President; and/or*
3. *Request of the College Board.*

Reports to: Superintendent/President, or appropriate individual or group identified by the Superintendent/President.





Appendices

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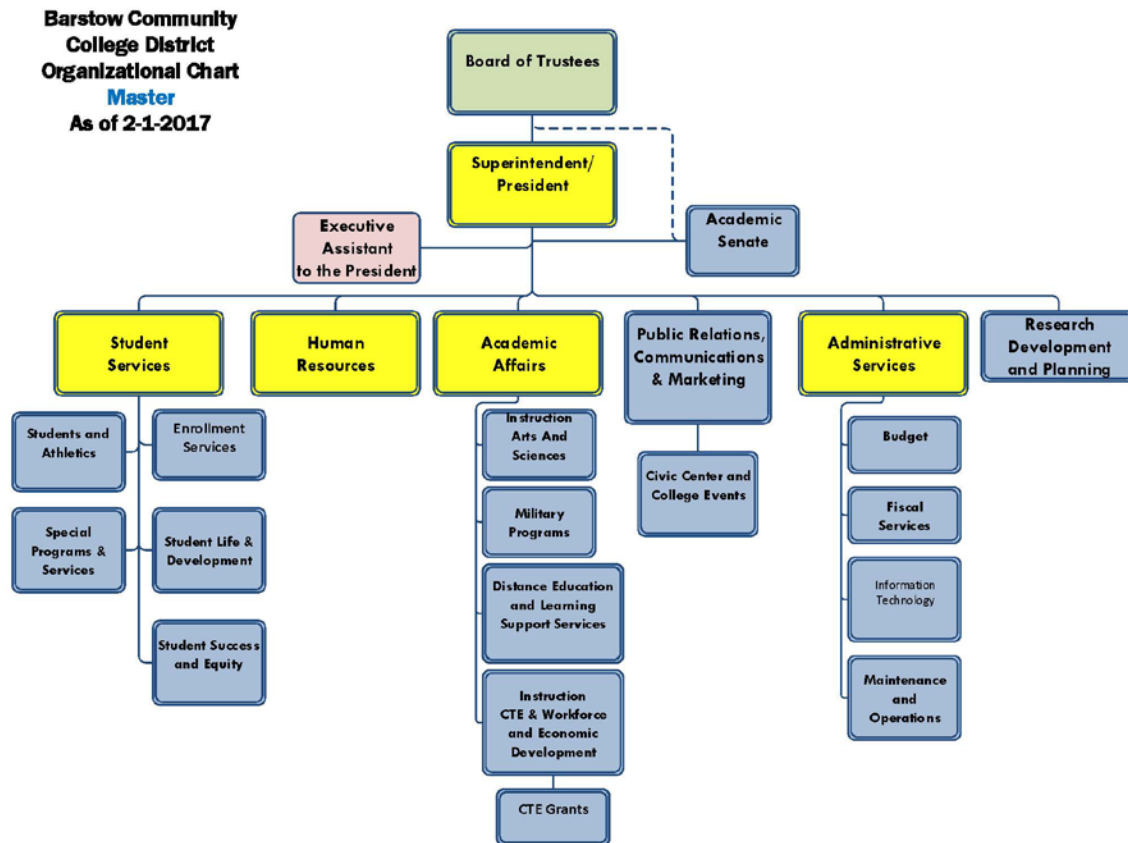
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Appendix I: Barstow Community College Administrative Structure





Appendix II: Glossary of Acronyms and Terms

75/25	Refers to the regulation which mandates that 75% of the contact hours must be taught by full-time faculty.
AB 1725	Comprehensive CC Reform Legislation passed in 1988 that covers community college mission, governance, finance, employment, accountability, staff diversity, and staff development.
AB	Assembly Bill
Access	Accessibility coordination center and educational support services.
Accountability	A system which measures outcomes against stated goals. Colleges are required to establish accountability systems and provide information related to student outcomes and program and institutional effectiveness.
ACCJC	Accrediting Commission for Community and Junior Colleges
ACT	American College Testing Company; develops test for use in assessing student skills.
ADA	Americans with Disabilities Act. A federal act which mandates full accessibility for students and employees with disabilities.
Affirmative Action	The practice of actively promoting the recruitment of students and hiring of staff in order that the student population and college staff reflect the diversity of population in terms of race, ethnicity, gender, and disabilities.
Allocation	Division or distribution of resources according to a predetermined plan.
Apportionment	Federal, state, or local monies distributed to college districts or other governmental units according to certain formulas.



Articulation	The process of reaching agreement on the transferability and applicability of courses from the community college to baccalaureate institutions.
ASG	Associated Student Government; the official organization of students at the college.
ASCCC	Academic Senate for the California Community Colleges. The statewide organization represents, by law, the faculty on matters of educational policy. Local academic senates also have legal rights and responsibilities related to local district policy.
Assessed Value	The value of land, homes, or business set by the county assessor for property tax purposes. Assessed value is either the appraised value of any newly built or purchased property or the value on March 1, 1975 of continuously owned property, plus an annual increase. This increase is tied to the California Consumer Price Index but may not exceed two percent.
Assessed Valuation	Value placed upon personal and real property by a governmental agency for taxation purposes.
Assessment Districts	A geographical area—much like a school, water, or college district—created by residents to pay for special projects, such as capital improvement programs.
Asset Management	Managing assets, such as district property or facilities, to reduce costs or generate revenue. A common example is non operative computers, used sports or office equipment.
ASSIST	Articulation System to Stimulate Inter-institutional Student Transfer, a computer-based information system of articulated courses.
Audit	An examination of documents, records, and accounts for the purpose of determining 1) that all present fairly the financial position of the district; 2) that they are in conformity with prescribed accounting procedures; and 3) that they are consistent with the preceding year.
Auxiliary	Service activities indirectly related to teaching and learning. Food service and



Operations	dormitories are considered auxiliary operations.
Backfill	Funds allocated by the legislature to make up for revenues (e.g. student fees, property taxes) that were projected but not received.
Base Year	A year to which comparisons are made when projecting a current condition.
Basic Skills	Courses in reading, writing, and computation that prepare students for college-level work. There are special funds that partially support these programs.
BOGW	Board of Governors waiver.
Bilateral Governance	The specific and different responsibilities of the BGCCC and local district boards.
Block Grant	A fixed sum of money, not linked to enrollment measures, provided to a college district by the state.
Bonded Debt Limit	The maximum amount of bonded debt for which a community college may legally obligate itself. The total amount of bonds issued cannot exceed a stipulated percent of the assessed valuation of the district.
Bonds	Investment securities (encumbrances) sold by a district through a financial firm for the purpose of raising funds for various capital expenditures. General obligation bonds require a 2/3 vote of the electorate.
Brown Act	The law that specifies official operating procedures for meetings of public boards, commissions, councils, and agencies, requiring that board business be conducted openly and in public.
Budget Act	The legislative vehicle for the State's appropriations. The Constitution requires that it must be passed by a two-thirds vote of each house and sent to the Governor by June 15 each year. The governor may reduce or delete but not increase individual items.



Budget Change Proposals (BCPs)	Documents developed by the Chancellor and provided to the Governor to request changes and increases in the amount of money the state provides to community colleges.
Budget Document	A written statement translating the educational plan or programs into costs, usually for one future fiscal year, and estimating income by sources to meet these costs.
California Educational Roundtable	Made up of the leaders of the four segments of public education UC, CSU, CC, and K-12, it establishes policy and coordinates intersegmental issues.
CalPERS	California Public Employees Retirement System
CalSTRS	California State Teachers Retirement System
CRN	Course Reference Number
CalWORKs	California Work Opportunity and Responsibility for Kids; replaced past welfare programs in response to welfare reform.
Cap	An enrollment limit beyond which districts can no longer be funded for additional students.
Capital Projects	Capital Projects Funds are used for the acquisition or construction of capital outlay items, e.g. buildings, major equipment.
Categorical Funds	Also called restricted funds, these are monies that can only be spent for the designated purpose. Examples: funding to serve students with disabilities (DSPP) or the economically disadvantaged, low-income (EOPS), scheduled maintenance, instructional equipment, and matriculation.
CB	Collective Bargaining negotiations between management and union personnel on salary and working conditions. Established by the Rodda Act.



CBO	Chief Business Officer
CCD	Community College District
Census Week	The week during the semester used to count enrollment; funding is based on these counts.
CEO	Chief Executive Officer
Certificated	Prior to AB 1725, certificated referred to those staff members who, by law, had to have a credential to perform their duty (faculty, administrators, supervisors, nurses, librarians, etc.). Credentials have been superseded by minimum qualifications.
Certificates of Participation (COPs)	Certificates of Participation are used to finance the lease/purchase of capital projects. Essentially, they are the issuance of shares in the lease for a specified term.
Chancellor's Office	The statewide system office that is responsible for implementing legislation and providing statewide leadership for the system.
CIO	Chief Instructional Officer
Classified Staff	Employees of a school district who do not need a credential to perform their responsibilities (secretaries, accountants, and maintenance personnel).
CLEP	College Level Examination Program through which students may earn units.
Conference Committee	Legislative committee that settles differences between Assembly and Senate versions of bills.
Consultation	The Chancellor's Officer confers with the field on major issues prior to presenting them to the Board of Governors. The Consultation Council consists of representatives from CEOs, CIOs, CSSOs, CBOs, CalSAAC, Academic Senate, faculty unions, and CCLC.



Consumer Price Index (CPI)	A measure of the cost of living compiled by the United States Bureau of Labor Statistics. These indices of inflation are calculated regularly for the United States, California, some regions within California, and selected cities. The CPI is one of several measures of economic stability or change.
COPEs	Community College Occupational Evaluation System
Cost of Living Adjustments (COLA)	An increase in funding for revenue limits or categorical programs. Current law ties COLAs to indices of inflation, although different amounts are appropriated in some years.
Course Classifications	All courses offered by a college are classified by area (e.g., letters and science, vocational, community services, etc.), by credit given, and by transferability, and submitted by the state Chancellor's Office.
CPEC	California Postsecondary Education Commission. Established by the Legislature to advise them on higher education policy matters, conduct research and policy analysis, and review and approve new facilities.
CSSO	Chief Student Services Officer
CSU	California State University. One of the three segments of public higher education—23 campuses.
CTEIA	Career & Technical Education Improvement Act
Current Expense of Education	Usually regarded as expenses other than capital outlay, community services, transportation (buses), and selected categorical funds.
Curricula	The educational programs of the college organized by disciplines and levels.
Disabled Student Programs &	Categorical funds designated to integrate disabled students into the general college program.



Services (DSPS)	
Disciplines	Subject matter areas adopted by BGCCC, relying on work of Academic Senate, for use in establishing Minimum Qualifications (MQ's) and Field Service Areas (FSA's).
Distance Learning	Classes and other educational services offered via television, the Internet, or other technological means of teaching at a distance.
DOF	State Department of Finance. A state agency that works closely with the Governor's Office in shaping budgetary priorities and thus, indirectly, state policy.
Donahoe Higher Education Act	Established the Master Plan for Higher Education and delineated the roles of the CCC, CSU, and UC.
DOT	Directory of Occupational Titles, published by the federal government.
DSPS	Disabled Students Programs and Services. A categorically funded program for California's community colleges.
DWS	District Work Study
Educational Code	The body of law, which regulates education in California. Implementing regulations are contained in the California Administrative Code, Title 5, the Government Code, and general statutes.
EERA	Educational Employment Relations Act, which regulates collective bargaining.
Encumbered Funds	Obligations in the form of purchase orders, contracts, salaries, and other commitments for which part of an appropriation is reserved.
Ending Balance	A sum of money available in the district's account at year-end after subtracting accounts payable from accounts receivable.



Enrollment Cap	A limit on the number of students (FTES) for which the state will provide funding.
Enrollment Fee	Charges to resident students for instructional costs. Established in the State Budget Act.
EOPS	Extended Opportunity Programs Services
Equalization	Funds allocated by the Legislature to raise districts with lower revenues toward the statewide average.
ESL	English as a Second Language
Estimated Income	Expected receipt or accruals of monies from revenue or non-revenue sources (abatements, loans receipts) during a given period.
Expenditures	Amounts for all purposes. Accounts kept on an accrual basis include only actual cash disbursements.
Extended Opportunity Programs and Services (EOPS)	Categorical funds designed for supplemental services for disadvantaged students.
Faculty and Staff Development Fund	A categorical fund allocated to districts to support professional development for faculty, administrators, and staff.
FAO	Financial Aid Office (or Officer)
Federal Funds	Funding for programs that comes from the federal government, usually categorical. The two largest areas are vocational education and financial aid.
Fee	A charge to students for services related to their education.



Field Act	Laws regulating school buildings, including CCs, related to earthquake standards.
Field	A term used by the Chancellor's Office referring to faculty, administrators, trustees, students as individuals, organizations, and districts.
Fifty-Percent Law	Requires that fifty percent of district expenditures in certain categories must be spent for classroom instruction.
Final Budget	The district budget that is approved by the board in September, after the state allocation is determined.
Fiscal Data Abstracts	Annual Chancellor's Office publication of budget and enrollment statistics for each district. Arranged by Object and Taxonomy of Programs (TOP) Codes.
Fiscal Year	Twelve calendar months; in California, it is the period beginning July 1 and ending June 30. Some special projects use a fiscal year beginning October 1 and ending September 30, which is consistent with the federal government's fiscal year.
FISL	Federally Insured Student Loan
FKCE	Foster Kinship Care Education
FNAR	Financial Need Analysis Report
Foundation	A separate entity created by the districts to receive, raise, and manage funds from private sources.
FT or FTF	Full-Time Faculty, includes regular and contract faculty.
FTEF	Full-Time Equivalent Faculty. The total number of full- and part- time faculty counted in terms of full teaching loads, not headcount.
Full Time	A measure used to indicate enrollment and workload. The State General



Equivalent Students (FTES)	Apportionment is based on FTES.
Fund	An independent fiscal and accounting entity with a self-balanced set of accounts for recording cash and other financial resources, together with all related liabilities and residual equities or balances, and changes therein.
Fund Balance	The difference between assets and liabilities.
FWS	Federal Work Study
Gann Limitation	In California, all governmental jurisdictions, including community college districts, must compute an annual appropriation limit based on the amount in prior years adjusted for changes in population, cost-of-living, and other factors, if applicable (Article XIII-B of the <i>State Constitution</i>).
GE	General Education. A required pattern of courses covering a breadth of subjects thought to be useful for all college students regardless of major. A common transfer curriculum has been approved by all three segments of higher education.
GED	General Education Development (high school equivalency test).
Governor's Budget	The Governor proposes a budget for the state each January.
HBCUs	Historically Black Colleges and Universities.
Headcount	Number of students enrolled. Weighted headcount gives a higher or lower value to different types of students, e.g., new, continuing, probationary.
Hold Harmless	Any mechanism that assures that no district will receive less funds under a new funding system than under a prior one.
I-ECC	Industry-Education Council of California



IBB	Interest Based Bargaining. An approach to collective bargaining designed to reduce unproductive conflict, taught by CFIER.
ICAS	Inter-segmental Committee Academic Senates; includes representatives from CCCs, UCs, CSUs.
IGETC	Inter-jurisdictional General Education Transfer Curriculum. A set of courses meeting lower division general education requirements in CSU, UC and the community colleges.
Inflation Factor	An increase in apportionment provided by the state to reflect the increased cost of operation due to inflation.
Instructional Services	Services that support the teaching-learning processes such as libraries, media centers, etc.
IT	Information Technology; includes educational applications of technology.
LAN	Local Area Network, a computer that connects computers in a local area.
LAO	Legislative Analysts Office
Lease Revenue Boards	Bonds secured by a lease agreement and rental payments. Community colleges use lease revenue boards to finance construction to purchase facilities.
Lottery Funds	The minimum of 34 percent of lottery revenues distributed to public schools and colleges must be used for “education of pupils.”
Mandated Costs	College/district expenditures that occur as a result of federal or state law, court decisions, administrative regulations, or initiative measures.
Master Plan for Higher Education	Legislation that established priorities with higher education and defined the missions for the Community Colleges, CSU, and UC Systems.



Matriculation	The formal process of entering a college/university or of becoming eligible to enter by fulfilling certain academic requirements.
May Revise	The governor revises his budget proposal in May in accordance with up-to-date projections in revenues and expenses.
MESA	Mathematics Engineering Science Achievement; a program designed to encourage participation in those areas by under-represented students.
MIS	Management Information Systems; refers to computer-based systems that manage student, fiscal, and other information.
MQs	Minimum Qualifications; replaced credentials for faculty and administrative hiring and tenure.
Noncredit FTES	FTES earned in non-credit courses, generally Adult Education.
Nonresident Tuition	A student who is not a resident of California is required, under the uniform student residency requirements, to pay tuition. The student fee shall not be less than the average statewide cost per student, and is set by the board.
NSF	National Science Foundation
Object Codes	Used by Chancellor's Office to code types of expenditures, such as salary, supplies, and capital outlay. Often confused with TOP codes, since numbering systems for both overlap. See also TOP codes, Fiscal Data Abstracts.
OE or Occ Ed	Occupational Education; refers to business, technical, and allied health programs in the colleges. Also is called Vocational Education or Voc Ed.
Outsourcing	The practice of contracting with private companies for services such as financial aid programs or food services.
Participatory	The practice of involving faculty, staff, and students in policy discussions at the local and state levels. The practice is more accurately called "participation in local



Governance	decision making.”
Per Capita Personal Income	Income before taxes as estimated by the U.S. Department of Commerce.
PERB	Public Employment Relations Board; “court of appeal” for collective bargaining conflicts.
PERS	Public Employees’ Retirement System. State law requires school district classified employees, school districts, and the State to contribute to the fund for full-time classified employees.
PFE	Partnership For Excellence; a program that generates state funding in return for improvements on five student performance measures.
PIC	Private Industry Council; regional councils that work with occupational programs.
PIO	Public Information Officer
Positive Attendance	Alternative to census week counts, counts actual number of persons present in class each day.
Program Based Funding	Funds are allocated according to standards in five programs: instruction, instructional services and libraries, student services, maintenance and operations, and institutional support.
Proposition 98	Constitutional provisions that set minimum funding levels for K-12 and CCs.
Q&A	Questions and answers; usually refers to a document that lists and answers questions on a specific topic.
Reserves	Funds set aside in a college district budget to provide for future expenditures or to offset future losses, for working capital, or for other purposes. There are different categories of reserves, including contingency, general, restricted, and



	reserves for long-term liabilities.
Restricted Funds	Money that must be spent for a specific purpose either by law or by local board action.
Revenue Limit	The specific amount of student enrollment fees, state and local taxes a college district may receive per student for its general education budget. Annual increases are determined by Proposition 98 formula or the Legislature.
Revolving Fund	A revolving cash account to use in securing purchasing services or materials.
RFP	Request for Proposal. Announcement of availability of grant funds; outlines processes for application. RFPs are also used by the districts to select vendors for equipment, services, etc.
Rodda Act	The act that established collective bargaining.
Rolling Contracts	Multi-year contracts that can be renewed prior to expiration.
SAAC	Student Aid Application for California for financial aid.
SAT	Scholastic Aptitude Test; used for admission into universities.
SCANS	Secretary of Labor's Commission on Achieving Necessary Skills, outlines workforce skills all students should gain.
SB	Senate Bill
Scheduled Maintenance	Major repairs of buildings and equipment. Some matching state funds are available to districts to establish a scheduled maintenance program.
SEOG	Supplementary Education Opportunity Grant, a financial aid program.



Shortfall	An insufficient allocation of money, requiring an additional appropriation, expenditures reduction, or deficits.
Small College Factor	A factor in funding which recognizes the disproportionately higher costs of operation for small colleges.
State Apportionment	An allocation of state money to a district, determined by multiplying the district's total FTES times its base revenue per FTES.
STRS	State Teachers Retirement System
Student Financial Aid Funds	Funds designated for grants and loans to students. Includes federal Pell grants, College Work-Study, and state funds EOPS grants and fee waiver programs.
Subvention	Provision of assistance or financial support, usually from higher governmental units to local governments or college districts, for example to compensate for loss of funds due to tax exemptions.
Sunset	The termination of the regulations for a categorical program or regulation.
TANF	Temporary Assistance to Needy Families, a welfare program.
TBA	To Be Announced
Tentative Budget	The budget approved by the board in June, prior to when state allocations have been finalized.
Tenure	Protection provided to faculty to allow academic freedom.
Title 5	The volume of regulations promulgated by the Board of Governors, contained in the Administrative Code.
TOEFL	Test of English as a Foreign Language



TOP Code	Taxonomy of Programs. Numbers assigned to programs to use in budgeting and reporting.
TQM or CQI	Total Quality Management. An approach to organizational functioning which stresses ongoing assessment and improvement of the effectiveness of services and programs involving the service providers in the decision making process. Also called CQI or Continuous Quality Improvement.
Trailer	Legislation or Trailer Bill Legislation that follows other adopted legislation to clean up or correct technical areas.
TRANS	Tax and Revenue Anticipation Notes. A cash management tool used by most districts.
UC	University of California (eight general campuses and a medical campus).
Unencumbered Balance	That portion of an appropriation or allotment not yet expended or obligated.
Unfunded FTES	FTES that are generated in excess of the enrollment/FTES cap.
Unrestricted Funds	Generally those monies of the General Fund that are not designated by law or a donor agency for a specific purpose. They are legally regarded as unrestricted since their use is at the Board's discretion.
Warrant	A written order drawn to pay a specified amount to a designated payee.
WSCH	Weekly Student Contact Hours is part of the formula used to determine faculty workload.



Appendix III: Community College Q & A

INTRODUCTION

The following guidelines on local decision-making processes have been developed by a joint task force of representatives of the California Community College Trustees (CCCT), Chief Executive Officers of the California Community Colleges (CEOCCC) and the Academic Senate of the California Community Colleges. They have been endorsed by the boards of directors of the CCCT and CEOCCC and by resolution of the Academic Senate for California Community Colleges. The guidelines augment ones developed in 1992 by a similar joint task force.

The guidelines are grouped by issue area and are in the form of questions and answers. The questions and answers are not intended to cover all situations which may be encountered, but address questions most frequently raised. In the answers developed, use of the word “should” refers to a good practice, but one that is not required. The word “must” indicates the action outlined is required by law or state regulation.



The purpose of the guidelines is to provide assistance to trustees, CEOs, academic senate leaders, administrators, classified staff and students which will enable them to fulfill the intent of effective participation in local decision making as delineated in state law and Board of Governors regulations.

PART I: THE LOCAL BOARD POLICY ON COLLEGIAL CONSULTATION

1. QUESTION: What is meant by the term “shared governance?”

“Shared governance” is not a term that appears in law or regulation. Education Code §70902(b)(7) calls on the Board of Governors to enact regulations to “ensure faculty, staff, and students...the right to participate effectively in district and college governance” and, further, to ensure “the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.”



The intent of the Legislature in enacting this section of AB 1725 was “to authorize more responsibility for faculty members in duties that are incidental to their primary professional duties” and to assure that “increased faculty involvement in institutional governance and decision making” does not conflict with faculty rights in collective bargaining (Section 4n). This shared involvement in the decision making process does not necessarily imply total agreement nor does it abrogate the ultimate decision-making responsibility of the local governing board.

Title 5 §§51023.7 and 52023.5 state requirements for the “effective participation” of students and staff, respectively, in the development of recommendations to the governing board. Title 5 §53203 requires the governing board to “consult collegially” with the academic senate on academic and professional matters (defined in §53200).



Consequently, the more precise terms call for the governing board to assure effective participation of students and staff and to consult collegially with academic senates. Later questions will give guidance on these two processes. The term “shared governance” can take on many meanings and it is suggested that its use be curtailed in favor of the more precise terms.

2. QUESTION: What needs to be done by local boards and academic senates to implement the regulations to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of academic and professional matters?

The senate and the local board or its designee (usually the chancellor, superintendent/president, or president and senior administration) need to “consult collegially” on the development or modification of the district policy for board action to implement the regulations. This policy can be very general (i.e., a statement that the district will operate according to the provisions of Title 5 §§53200-53204) or more specific in terms of how the district carries out the regulations. Different boards and districts may include different amounts of procedural detail in district policy. (However, see recommendations in Questions 4 and 5 on selecting rely primarily/mutual agreement options.)

3. QUESTION: In adopting or modifying policy on academic and professional matters, does the governing board have to meet directly with the senate?

No. The governing board and the senate may each designate appropriate representatives as their voices in the mutual development or modification of policy on academic and professional matters. It is the responsibility of the designees to communicate with their respective constituencies on an ongoing basis so as to best represent them.



4. QUESTION: The regulations list eleven areas defined as academic and professional matters. The local board must adopt procedures identifying how it will consult collegially in these eleven areas. Those procedures include either to “rely primarily upon the advice and judgment of the academic senate” or to “reach mutual agreement.” Must a local board select only one procedure for addressing all of the identified academic and professional matters or can there be a different approach used for the different matters?

Either one of the procedures can be used to address each of the eleven areas defined as academic and professional matters; the



procedure need not be the same for all eleven. It is recommended, although not required, that the specific procedure selected be identified in policy for each of the academic and professional matters.

5. QUESTION: Who decides which of the two processes in the regulations (“rely primarily” or “mutual agreement”) should be used on a given issue related to academic and professional matters?

The local governing board. However, it is recommended that the eleven categories of academic and professional matters listed in the regulations be the subject of local discussions so that all concerned will know in advance which issues will be dealt with according to which process. These may then be included in adopted policy.

6. QUESTION: Why is it recommended that the governing board policy specify either they rely primarily or mutual agreement mode of collegial consultation for each of the eleven academic and professional matters?

In preparing recommendations to the governing board, it is necessary that all parties know in advance their responsibilities for determining recommendations. It is important for the governing board to communicate its expectations for the process of developing recommendations. Prior agreement on process has the advantage of allowing the board to focus on the content of recommendations rather than on procedural details.





PART II: ACADEMIC AND PROFESSIONAL MATTERS

7. QUESTION: The regulations list eleven areas defined as “academic and professional matters.” What is the scope of each of the academic and professional matters?

The intent of the list of academic and professional matters is to state more specifically the breadth of the legal requirement for the academic senate to assume primary responsibility for making recommendations on “curriculum and academic standards” [Education Code §70901(b)(7)]. These guidelines do not attempt to further define the list of academic and professional matters. Often it is the context of the issue which determines



if it is an academic and professional matter. Furthermore, the eleventh item allows the academic senate and the governing board to mutually agree on adding other issues as being subject to collegial consultation. Academic senates, along with governing boards and their designees, are encouraged to establish processes through which the status of any issue as an academic and professional matter is determined.

8. QUESTION: Is it helpful to have a process by which issues are determined to be an academic and professional matter?

Yes. Because academic and professional matters are broad in scope, it is important that colleges and districts have an agreed-upon mechanism for clarifying when an item is an academic and professional matter and thus requiring collegial consultation. Good practice for developing this mechanism involves agreement between the academic senate or its representative(s) and the board or its designee.



- 9. QUESTION: One of the eleven areas of academic and professional matters is district and college governance structures, as related to faculty roles. Must the district consult collegially on the administrative organization chart of the district and/or college?**

No. How the administration is organized may be a matter for wide participation by the affected parties but is outside the scope of the district's responsibility to consult collegially with the senate. However, organizational changes which affect academic and professional matters such as curriculum or faculty role in governance would require consultation with the academic senate.

- 10. QUESTION: Another one of the eleven areas of academic and professional matters is "processes for institutional planning and budget development." Does this regulation relate to the institutional plans and budgets themselves, or only to the process by which plans and budgets are developed for presentation to the board?**

The regulation relates only to the process. The academic senate is to be consulted collegially in shaping the processes used for developing the plans and budgets to be acted upon by the governing board. The board is not required to either "rely primarily" on the senate's recommendations or reach mutual agreement with the senate on the plans and budgets themselves.

PART III: MUTUAL AGREEMENT AND RELY PRIMARILY

- 11. QUESTION: If the governing board chooses the option to "rely primarily" on the advice of the academic senate in any of the eleven areas of academic and professional matters, is the board required to accept the recommendation of the senate?**

No. Title 5 regulations clearly state that in most cases under the "rely primarily" option the recommendation of the academic senate will be adopted. However, there are conditions under which the local board may need to make a decision different from the senate's recommendation. (The circumstances covering such a decision are addressed in the next question.)



- 12. QUESTION: A district governing board which chooses the “rely primarily” procedure is normally supposed to accept recommendations of the senate in any of the eleven areas of academic and professional matters unless there are “exceptional circumstances” and “compelling reasons.” What do these mean?**

The regulations do not define the terms “exceptional circumstances” and “compelling reasons,” and these terms are not intended to have a legal definition outside the context of this law. (However, these regulations do have the force of law. See Question 35.) These terms mean that boards must usually accept senate recommendations, and that in instances where a recommendation is not accepted the reasons for the board's decision must be in writing and based on a clear and substantive rationale which puts the explanation for the decision in an accurate, appropriate, and relevant context.

Boards tempted to reject a recommendation might, instead, ask the senate to reconsider the recommendation in light of the issues that have not been resolved to the board's satisfaction or in cases in which the clarity, accuracy or completeness of the recommendation needs improvement.

- 13. QUESTION: A district governing board which chooses the “mutual agreement” procedure is supposed to reach written agreement with the senate in any of the eleven areas of academic and professional matters. When may the board act if it is not able to reach mutual agreement with the academic senate?**

If there is no existing policy, the regulations say the board may act without reaching mutual agreement if there are “compelling legal, fiscal or organizational reasons” why it must do so. Again, the word “compelling” is not defined in the regulations and is not intended to have a legal definition outside the context of this law. (Again, the regulations have the force of law. See Question 35.) It means that in instances where mutual agreement with the senate is not reached, a board decision must be based on a clear and substantive rationale that puts the explanation for the decision in an accurate, appropriate and relevant context.



14. QUESTION: When there is an existing policy, is the board permitted to act without mutual agreement?

Generally, no. If there is an existing policy, that policy simply stays in effect until mutual agreement is reached. However, there may be cases when the existing policy “exposes the district to legal liability or causes substantial fiscal hardship.” In these circumstances, a board may act without reaching mutual agreement provided that it has made a good faith effort to reach agreement and has “compelling legal, fiscal or organizational reasons” to act (as the term “compelling” is described in the previous question) without waiting any longer for agreement.

15. QUESTION: The “mutual agreement” procedure appears to contain de facto ability to block changes in policy when an existing policy is in place by failing to agree to needed action. What would happen if this occurs?

It would be bad faith to use the regulations in order to block changes in policy when an existing policy is in place by failing to agree to needed action. If a board refuses or fails to participate or consult constructively in the attempt to reach mutual agreement, a senate may choose to initiate the technical assistance process delineated in the Academic Senate/CCLC document “Assistance to Assure Effective Participation in District and College Governance.” On the other hand, if the senate attempts to use the regulations process to block board action by refusing or failing to participate or consult constructively, the board and chief executive officer may seek help through the technical assistance process as well.





PART IV: IMPLEMENTING THE COLLEGIAL CONSULTATION PROCESS

16. QUESTION: Once board policies on collegial consultation and effective participation have been approved, how can the implementing procedures, structures and committees be developed to ensure the process follows the intent of policy?

Adoption of the governing board policy on collegial consultation is only the first step in complying with the regulations. Procedures, structures, and committees must be reviewed and revised to implement the policy.

The academic senate and the governing board designee should examine existing structures that deal with academic and professional matters. Those committees which are already charged with academic and professional matters, such as curriculum and staff development, should be reviewed to assure that their structures and charges are appropriate. (See Question 17 on committee structure.) Where committees may not exist to deal specifically with an academic and professional matter, a new committee may be needed or, perhaps, the charge of a related committee can be modified. For example, the matriculation advisory committee might be charged with developing proposals for student preparation and success.

Throughout this document, the work products of committees pertaining to academic and professional policies and procedures will be referred to as “proposals.” These proposals are available for review by college groups as part of the process to assure effective participation of those affected by such proposals. As part of their reporting processes, committees forward these proposals to the academic senate for consideration and refinement. After approval by the senate, the “proposal” becomes a “recommendation” of the academic senate. Beyond their charge to develop such proposals, committees also may be involved in implementation of existing policies and procedures. (See Question 19 for a distinction among policy, procedure, and implementation.) For example, curriculum committees implement curriculum policies by reviewing proposals for new and revised courses.





In all procedures, structures, and committees, students and staff should be assured of effective participation in matters which affect them. (See Questions 31 and 32 for more on effective participation of staff and students.)

17. QUESTION: What essential elements need to be defined in order to ensure that the committee structure, used in collegial consultation and to provide effective participation, is functional?

It is recommended that the charge to a college committee be clearly defined. This permits matters within the scope of the charge to be handled by the committee without overlapping responsibilities with other groups. A clear charge also lessens the tendency to create a new committee for every new issue. (For use of a college council to do issue management for committee referrals, see the next question.)

Committees should have definite membership. Members should be chosen for their expertise and area of responsibility, not just to represent a constituent group. For each place on the committee the following should be specified: appointing body, term length, and voting status (if votes are to be taken).

The expected reports or other work products should be delineated, including to whom the reports are submitted. Committee proposals for policies and procedures on all academic and professional matters should be submitted to the academic senate as well as being available for review by other affected groups. (See the previous question regarding how a committee proposal becomes an academic senate recommendation.)

Operation of the college committee structure takes a commitment of the time and effort of the participants as well as a commitment of resources by the institution. All parties should weigh carefully the developmental needs of the college. To the extent possible, there should be consideration of and accommodation for the time required for student, faculty and staff participation which may be above and beyond their regular duties. Examples of accommodation include convenient times and locations of meetings, reassigned time, and granting of flexibility in work schedules. Consideration is also needed for technical and clerical support for committees with special needs. Operational requirements should not be ignored: written minutes should be kept of all committee meetings. Meeting times should be arranged so that all members are available. Agendas should be distributed with adequate time (and all needed reference materials) for members to prepare for meetings. Orientation and training of members should be provided regularly.



18. QUESTION: Some institutions have college or district coordinating councils consisting of representatives of the academic senate, unions, classified staff, administrative staff and students. What is the role of such a council within the dictates of the law and regulations?

Neither the law nor regulations call for any specific committees or structures, nor is a coordinating council prohibited. Many colleges have found coordinating councils useful, but some cautions are warranted.

A forum for communication on common issues and for reporting group activities are important functions coordinating councils can play. Often a particular matter may have implications for other groups that are not evident without discussion.

Issue management can be another useful activity for such councils. Broaching topics when they initially arise can give all parties the opportunity to participate in devising a common strategy for addressing that topic. It can be within this forum that the academic senate may identify issues which are academic and professional in nature. These discussions can assure that topics

are properly referred to the committee charged with handling that matter.

Coordinating councils also provide a venue to resolve conflicts that may arise as issues work their way through the governance process.

However, a coordinating council is not the appropriate body to make recommendations to the governing board or

designee on academic and professional matters. These issues are appropriately within the purview of the academic senate. Furthermore, care should be taken in placing decision-making authority in the hands of coordinating councils. The strength of participatory governance lies in recommendations being made by those who have the necessary expertise and are most affected by the decision.





19. QUESTION: The law and regulations use the terms “district and college governance,” “policies,” “policy development and implementation” and “policies and procedures.” What are the distinctions among policy, procedures and implementation?

Distinctions among policy, procedures, and implementation are not exact, and specific delineations should be made locally on a case-by-case basis. That said, some generalizations may be useful.

Policies give the college general direction to accomplish its mission. They create the context for action as well as foster a positive climate in which change can occur. Policies delineate the conditions which procedures must meet and state the expectations for what is to be accomplished. They are of a sufficient scope and significance that they are adopted by public action of the governing board. Procedures define the steps to be taken to carry out a policy. They specify those responsible for carrying out each step and may include a timeline by which tasks are to be completed. Implementation means carrying out the steps called for in the procedure.

20. QUESTION: For those matters which the governing board delegates to the chief executive officer, does collegial consultation still apply? Is the governing board still responsible to assure the effective participation of affected groups?

Yes to both questions. Education Code §70902(d) gives the governing board authority to delegate certain responsibilities to groups or individuals employed within the district. Those to whom those responsibilities are delegated must themselves consult collegially with the academic senate on academic and professional matters. Before agreeing to delegation, boards should carefully consider whether decisions are of a nature that they should be made in the public forum of the board meeting. Note that the Brown Act, Government Code §54950-54962, specifically requires open meetings of groups to whom boards have delegated authority, such as the academic senate.

Even on matters delegated to others, the governing board still maintains the responsibility to assure effective participation of students, faculty, and staff. The academic senate still retains its right to place issues on the board agenda and to present its views to the board (Title 5 §53203), with the understanding that reasonable, accepted procedures will be followed.



21. QUESTION: What features characterize an effective collegial consultation process?

Collegial consultation requires mutual understanding among the faculty, administration, and the governing board. Such understanding requires an awareness of interdependence, a commitment to communication, and the exchange of ideas as well as a commitment to joint action in the interests of solving educational problems or setting educational policy.

There is no one best method for implementing collegial consultation. Each college tends to develop a culture of its own within which collegial consultation takes place. Nevertheless, a few features seem to be common among those colleges with effective processes.

One such feature is a clearly defined governance structure that includes an organizational chart, charges of the councils or committees, and defined memberships and processes. A regular program should be established for old and new members of the governing board, administration, and faculty to acquaint them with the principles and practices of the collegial consultation structure. When everyone understands how the process works, and the structure is used consistently, it allows for success.

Communication is also a hallmark of a good collegial consultation process. Venues are created for key leaders to discuss matters in formal settings such as a coordinating council. (See Question 18 on the role of councils.) Informal meetings can be held between key leaders between formal meetings to further understanding, but official conclusions should be a part of the formal process. All participants must make a conscientious effort to keep one another informed.

The need for trust will often be raised in the context of shared decision-making. Trust is fostered when well established principles and practices of collegiality are adhered to by all. In addition, trust can be built by creating opportunities for individuals to establish professional relationships in a variety of venues.

Collegial consultation works





best in well-run districts where expertise and delegation of authority is respected, and where representatives are open and honest and are committed to working together for the benefit of the students.

22. QUESTION: Can a CEO make faculty appointments to committees, task forces, or other groups dealing with academic and professional matters?



No. Title 5 §53203(f) requires that appointments of faculty to groups dealing with academic and professional matters be made by the academic senate after consultation with the CEO or designee. Furthermore, consultation is required in establishing committees if the purpose of the committee is to develop policy or procedures related to an academic and professional matter or as part of the basic governance

structures set forth in the board's policy on collegial consultation. (See Chancellor's Office Legal Opinion M 97-20, October 23, 1997.)

23. QUESTION: What do the law and regulations say about participation in collegial consultation of college and district senates in multi-campus districts?

Delegation of authority and responsibility by a governing board under Title 5 §53203(a) can be to its college senate, district senate, or both. In districts with a district senate established pursuant to Title 5 §53202, governing boards may establish policies delineating collegial consultation with college senates only, district senates only, or to both.

When collegial consultation involves both college and district senates, distinction should be made between recommendations that involve college matters only and those which have district scope. This is a local matter to be worked out among the senates and the board or its designee(s). It is recommended that on district matters the board specify the chancellor as its designee and on college matters the designee be the college president.



24. QUESTION: How can the timelines of collegial consultation be respected while addressing opportunities and requirements to which a college must respond quickly?

Development of effective policies and procedures takes time. Issues requiring the development or revision of policies and procedures should be identified as early as possible and the consultation process initiated right away. Development of proposals in isolation which are then brought into consultation is not a productive methodology. Prolonged debate without constructive recommendations needlessly extends resolution of the issue. All parties should agree to reasonable timelines at the beginning of the consultation process.

Particularly stressful is the need to make a decision in a short timeframe imposed by external considerations. Districts which seem to handle these situations best are those which have a comprehensive planning process. If the institution has foresight and agreed upon goals and objectives, it is likely that new challenges can be more quickly integrated into the district's plans. An atmosphere of trust in the leadership is critical as well, considering that recommendations on items with short deadlines often necessitate the academic senate president and college president collaborating without opportunity to obtain full input from the various constituents. Even in such circumstances it is expected that the actions of both presidents will not be inconsistent with the established positions of their respective groups.





PART V: ROLES OF THE ACADEMIC SENATE AND EXCLUSIVE BARGAINING AGENT

- 25. QUESTION: Can the local board choose the academic senate to be the organization that represents faculty in matters that have previously been collectively bargained or are within the legal scope of bargaining? Can the local board accept recommendations from the academic senate or reach agreements with the academic senate which contradict a collective bargaining agreement?**

The answer to both questions is no. The governing board may not legally delegate to the senate any responsibilities or functions which belong to the exclusive representative. AB 1725 did not change collective bargaining law (i.e., the Educational Employment Relations Act, Government Code §3540 et seq.) nor the legal scope of bargaining. The regulations specifically point out that nothing in the Board of Governors' regulations may be construed to "detract from any negotiated agreements between collective bargaining and district governing boards."

- 26. QUESTION: Can a board and union through a collective bargaining agreement change a policy previously adopted by a board based upon recommendation of the academic senate or mutually agreed to with the academic senate?**

Yes. Matters appropriately within the scope of collective bargaining may be negotiated between collective bargaining representatives and district governing boards regardless of previous policies. Citing the Educational Employment Relations Act (EERA) in Government Code §3543.2(a), "The scope of representation shall be limited to matters relating to wages, hours of employment, and other terms and conditions of employment." These terms and conditions are then enumerated in the Act. Furthermore, exclusive bargaining agents have the right to "consult on the definition of educational objectives, the determination of the content of courses and curriculum, and the selection of textbooks..." However, the EERA does not supersede Education Code provisions and, as stated in Government Code §3540, "shall not restrict, limit, or prohibit the full exercise of the functions of any academic senate or faculty council established by a school district in a community college to represent the faculty in making recommendations to the administration and governing board of the school district with respect to district policies on academic and professional matters, so long as the exercise of the functions does not conflict with lawful collective agreements."

- 27. QUESTION: May the collective bargaining agent delegate matters within the scope of bargaining to the local senate and may the senate delegate matters**



within the scope of the eleven defined areas of academic and professional matters to the collective bargaining agent?

Yes, to the extent permitted by collective bargaining laws. The regulations state that the intent is to “respect agreements between academic senates and collective bargaining representatives... .”

PART VI: STUDENTS AND STAFF

28. QUESTION: Does the phrase “rely primarily upon the advice and judgment of the academic senate” mean that the governing board should not receive and consider the advice and judgment of others on issues of academic and professional matters?

No. Indeed, there are other regulations and laws which address the participation of the public, students, staff and unions in district governance.

Title 5 §51023.7 requires the governing board to “adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance.” Students are to participate in “formulation and development” of policies and procedures that have a “significant effect” on them. The regulation lists ten areas of such significant effect, most of which are quite similar to the senate’s academic and professional matters. Boards are not to act unless students have had the opportunity to participate, with the exception of “unforeseeable, emergency situations” and shall give positions of the students “reasonable consideration.” The regulation states the intent that boards are to respect the agreements with senates and unions while working with students.

Title 5 §51023.5 requires the governing board to “adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance.” However, areas that affect staff are not defined in the regulation but remain matters “that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.”

The role of the exclusive bargaining agents is explicitly protected in Title 5 and is cited in the Educational Employment Relations Act. (See Government Code §3543.2.) The public is granted access to the governing board through the open meeting provisions of the Brown Act. (See Government Code §54950-54962.)



29. QUESTION: What are good practices to assure effective participation of students and staff in the process of formulating recommendations which affect them?

Student participation can be strengthened in several ways. Student leaders can work with the college leadership to identify committees whose charges incorporate the ten areas of significant effect on students. Student membership can be specified on those committees. The names of those who will participate on committees can be identified early in the year. It is important that



committees meet at regularly scheduled times convenient to students interested in being members. Student members can benefit from orientation and training and from having an assigned mentor to assist in getting to know the work of the committee. An effective strategy to strengthen leadership skills is to have a student government course as part of the curriculum. Communication between the

student government, the academic senate, and other groups can be improved by having liaisons attend one another's board meetings.

Administrative staff have a role beyond that of the chief executive officer functioning as the board's designee. It is advised that committees dealing with specific topics have the participation of mid-level administrators in whose areas of responsibility those topics fall. That participation may be as a resource, as a member, or as chair, depending on the local college decision-making process.

Classified staff should participate in the formation and development of policies and procedures on matters which significantly affect staff. Committees and task forces on campus which deal with those issues should have classified staff as members. As with all committee members, classified staff can benefit from orientation and training and from a mentor relationship with a seasoned committee member.



30. QUESTION: Should the advice and judgment of the academic senate be accorded greater weight than the advice and judgment of other groups and constituencies in connection with academic and professional matters?

Yes. Subject to Questions 25, 26, and 27, the intent of the regulations is to ensure that, while all relevant constituencies should have the opportunity to participate, boards must accord the greater weight to academic senates in academic and professional matters by consulting collegially with the senates, as described in these guidelines.

31. QUESTION: What are the responsibilities of the academic senate to obtain input from staff and students on academic and professional matters that have a significant effect on these groups?

In the creation of the structures, procedures and committees for collegial consultation (see Question 16) provisions must be included for the effective participation of students and staff on matters which affect them. Proposals which come from committees on academic and professional matters are available for review by all college constituencies and are considered in open deliberations at academic senate meetings. When such proposals are heard by the academic senate, every effort should be made to engage affected parties in the deliberations. In this manner the academic senate will have considered the input of students and staff before making recommendations to the governing board (or its designee) on matters which affect students and staff. Of course, all parties may directly address the board as it deliberates on its ultimate decision.





32. QUESTION: What can be done to educate all members of the college community participating in the collegial processes concerning the law, regulations, best practices of decision making and the issues under discussion?

Good practices might include the following. All participants in the governance process should be provided copies of the relevant laws, regulations, and district policies and procedures. It is recommended that each standing governance committee have a handbook of such information as well as reports and minutes generated in previous years. The first annual organizational meeting of each committee should be devoted to orientation and training on the committee charge and procedures. The leadership of constituency groups might get together in a retreat format at the beginning of each academic year to review the governance process, consider priorities for the coming year, and build personal relationships.





PART VII: KEEPING PARTICIPATORY GOVERNANCE STRONG

33. QUESTION: Are effective participation and collegial consultation policies and practices subject to regular evaluation and revision as necessary by the governing board?

While there is no requirement that such policies be regularly reviewed, it is a good idea. The review process should be mutually agreed upon, and, further, the board policy should specify that recommendations for change should be by collegial consultation with the academic senate (on the board policy affecting the academic senate) and by effective participation of staff and students (on policies affecting them).

It should be possible for any of the parties to initiate the process for review of these policies. It may be the case, for example, that a change in leadership might bring new perspectives to the decision making process that might engender a desire for certain improvements. However, districts should take care that the collegial consultation process is not built on individual strengths that may be idiosyncratic to particular leaders.

34. QUESTION: How can the academic senate and other constituent groups and the local governing board engage in mutually productive dialogue?

Engaging in mutually productive dialogue is based on respect, trust and willingness to seek information. Mutually productive dialogue may take place at regular business meetings of the board, at open college and community forums and board study sessions and retreats, and by sharing written information.

Under the provisions of the Brown Act, governing board meetings are open to everyone. All constituent members have the right to address the board on items on its agenda and matters under the board's purview.

Beyond legal requirements, boards should recognize the special role that academic senates and student and staff organizations play in developing recommendations for board action.

Following are some suggestions to strengthen that role. Organizational representatives may be seated prominently to facilitate discourse with the board. Reports from each organization may be regularly agendaized. Items on the board agenda which were developed through significant senate, student, or staff involvement can be jointly presented by the appropriate organizational representatives. Commentary on board agenda items can be solicited from the senate, student,

and staff representatives without restrictions such as filling out speaker cards and being subject to short time limitations.

In addition to regular business meetings of the board, other opportunities can be structured for mutually productive dialogue and education. Study sessions, workshops, and college and community forums often provide a more open environment for board members, key community groups, and college leaders to engage in discussion about external trends and broad policy direction and for the board to share its vision and to hear about activities in the district related to achieving the vision and mission. Sessions such as these enable constituent groups to identify and address areas of agreement and concern early in policy discussions.





PART VIII: COMPLIANCE

35. QUESTION: Do these regulations have the force of law?

Yes. If a district board does not make a good faith effort and does not ultimately abide by these regulations it would be in violation of law.

36. QUESTION: What powers do the Board of Governors have to enforce Title 5 Regulations such as the ones on ensuring the right of academic senates to assume primary responsibility for making recommendations in the areas of academic and professional matters?

Education Code §70901 mandates that the Board of Governors establish minimum conditions entitling districts to receive state aid. The Board of Governors can withhold funding from any district that does not meet established minimum conditions. One of these minimum conditions is adoption of procedures consistent with sections §§53200–53204 of the California Code of Regulations. Thus one of the minimum conditions that districts must substantially meet in order to receive state aid is to assure the effective participation of local academic senates as per the regulations.

37. QUESTION: What are the responsibilities of the governing board and chief executive officer to implement the regulations to ensure the effective participation of faculty, staff, and students in district and college governance? What obligations does a governing board have to ensure that recommendations regarding academic and professional matters have gone through the collegial consultation process?

The board must uphold the requirements of Ed. Code 70+02(b)(7) and Title 5§53200-204 (academic senates), §52023.7 (students) and §51023.5 (staff). As the designee of the board, the CEO is likewise bound to carry out regulations. When considering action on an academic and professional matter, the governing board must first ascertain that the collegial consultation process has been followed. If not, action on the item would then be delayed until such consultation has obtained.



38. QUESTION: If the regulations are violated, will the state Chancellor's Office intervene and/or investigate the case for possible noncompliance?

Violations of Title 5 regulations may be reported in writing by filing a written complaint with Legal Affairs Division of the Chancellor's Office. The General Counsel will investigate credible complaints and determine needed corrective action to assure compliance with regulations.

39. QUESTION: If a local senate or CEO and governing board feels that it has exhausted all sincere internal efforts to work cooperatively and believes the regulations continue to be ignored, what remedies can be sought?

The following steps are recommended. First, the representative group—the statewide Academic Senate or the Community College League—should be contacted for useful advice and direct support. Secondly, the local academic and governing board may mutually request technical assistance through the process established jointly by the Academic Senate and the League. Thirdly, if the local academic senate believes that there is clear noncompliance, it may file a complaint with the Legal Affairs Division of the Chancellor's Office. Finally, the local senate may pursue remedies with the state Attorney General or in court.

