

**MAKING DECISIONS IN THE
MIRACOSTA COMMUNITY COLLEGE DISTRICT 2011**

October 18, 2011



MISSION STATEMENT AND INSTITUTIONAL GOALS

Mission Statement

The MiraCosta Community College District mission is to provide educational opportunities and student-support services to a diverse population of learners with a focus on their success. MiraCosta offers associate degrees, university-transfer courses, career-and-technical education, certificate programs, basic-skills education, and lifelong-learning opportunities that strengthen the economic, cultural, social, and educational well-being of the communities it serves.

(Approved by the Board of Trustees September 20, 2011)

Institutional Goals 2011-2020

-
- Institutional Goal I.** MiraCosta Community College District will become a vanguard educational institution committed to innovation and researched best practices, broad access to higher education, and environmental sustainability.
-
- Institutional Goal II.** MiraCosta Community College District will become the institution where each student has a high probability of achieving academic success.
-
- Institutional Goal III.** MiraCosta Community College District will institutionalize effective planning processes through the systematic use of data to make decisions.
-
- Institutional Goal IV.** MiraCosta Community College District will demonstrate high standards of stewardship and fiscal prudence.
-
- Institutional Goal V.** MiraCosta Community College District will be a conscientious community partner.

Prologue:	A Culture of Collegial Decision Making.....	4
	Roles of District Constituencies.....	4
I.	Superintendent/President and Board of Trustees	7
II.	Steering Council	8
III.	Flowchart of Making Decisions on Governance Issues	9
	Making Decisions on Governance Issues.....	10
IV.	Governance Organization Committees	12
	Academic Affairs.....	12
	Budget and Planning.....	12
	Courses and Programs.....	13
	Institutional Program Review.....	13
	Student Interests.....	14
V.	Governance Organization Councils	15
	Academic Senate Council.....	15
	Administrative Council.....	16
	Associated Student Government.....	17
	Classified Senate Council.....	18
VI.	Flowchart of Making Decisions on Working Conditions Issues	19
	Making Decisions on Working Conditions Issues.....	20
VII.	Working Conditions Committees	22
VIII.	Flowchart of Making Decisions on Operational Issues	27
	Making Decisions on Operational Issues.....	27
IX.	Divisional Advisory Committees	29
	Superintendent/President Division.....	29
	Business and Administrative Services Division.....	29
	Instructional Services Division.....	29
	Student Services Division.....	29
X.	Governance Organization Annual Evaluation Process	30
	Governance Organization Committee.....	31
Appendices		
Appendix A:	Selected Board Policies.....	32
Appendix B:	Selected Excerpts from the California Code of Regulations.....	38
Appendix C:	Making Decisions on Academic and Professional Matters.....	44
Appendix D:	Survey Instruments for Governance Organization Evaluation.....	47
Appendix E:	Commonly Used Acronyms.....	50

A Culture of Collegial Decision Making

The collegial culture in the MiraCosta Community College District rests on a partnership in which faculty, staff, administration, and students participate in making decisions. This partnership flourishes when each group understands its own role and respects the roles of other constituent groups. Members of the district community have the authority and responsibility to make recommendations in matters appropriate in scope to their roles in the district. The scope for each constituent group, as outlined in this document, is derived from the California Code of Regulations, the MiraCosta Community College District board policies, Academic Senate rules and bylaws, Classified Senate bylaws, the Associated Student Government constitution, articles, and bylaws, as well as district practices, procedures, and job descriptions.

The principles of collegiality govern the ways final recommendations are reached at both the committee and council levels. On each of the five governance committees and the Steering Council, students, classified staff members, administrators, and faculty members serve as voting members. In this way, each major constituent group has a formal role in the dialogue that will lead to a recommendation.

Following deliberations, recommendations made by a governance committee are forwarded to the appropriate council(s) for further review and are subsequently sent to the other councils as information. Members of each of the employee councils serve as nonvoting, ex officio members on the other employee councils.

At the division level, faculty members, classified staff members, and students serve as voting members of divisional advisory committees, which provide input to the division heads and perform operational roles that implement the plans, policies, and procedures previously recommended by governance committees and approved by governance councils as recommendations to the superintendent/president and Board of Trustees.

The superintendent/president's cabinet, on which the Academic and Classified Senate presidents, the three divisional vice presidents, and the chair of the Administrative Council serve, advises the superintendent/president on new and revised board policies and administrative procedures and other operational matters. The superintendent/president forwards appropriate issues, such as new and revised board policies, to the Board of Trustees for approval.

The Academic and Classified Senate presidents and the three divisional vice presidents sit at the dais and provide regular and special reports to the Board of Trustees. The student trustee, who also sits at the dais, participates in deliberations of the board and casts an advisory vote on all issues brought to the board for approval. Thus, all constituency groups participate in the collegial partnership that characterizes the culture in the MiraCosta Community College District.

Roles of District Constituencies

Making decisions in the MiraCosta Community College District relies on both the spirit and principles of collegial governance in a student-centered environment.

Members of the district community have the authority and responsibility to make recommendations in matters appropriate in scope to their roles in the district. The scope for each constituent group, as outlined below, is derived from the California Code of Regulations, the MiraCosta Community College board policies, Academic Senate rules and bylaws, Classified Senate bylaws, the Associated Student Government constitution, as well as district practices, procedures, and job descriptions. The relevant sections of the California Code of Regulations are included in an appendix of this document.

Role of Faculty

Full- and part-time faculty members are provided with opportunities to participate in the formulation and development of district recommendations, as well as in the processes for developing recommendations that have or will have a significant effect on them.

- A. Related to district governance, faculty members are represented by the MiraCosta Community College District Academic Senate, which was formed in 1963. The rights of the Academic Senate are affirmed in Board Policy I.C.:

“The Board recognizes the right of the Academic Senate to assume primary responsibility for making recommendations in the areas of curriculum and academic standards. If a Senate recommendation in these areas is not accepted, the Governing Board or its designee, upon request of the Academic Senate, shall promptly communicate its reasons in writing to the Academic Senate.”

For further information on the roles and rights of the Academic Senate, refer to Board Policy I.C. and the California Code of Regulations Title 5, §§53200–53206 included in an appendix of this document.

- B. Related to working conditions, full-time faculty members are represented by the Academic Senate and associate faculty members are represented by a collective bargaining unit, MiraCosta College Academic Associate Faculty CCA/CTA/NEA (www.miracosta.edu/instruction/downloads/2011-14contractfinal_000.pdf).

Role of Classified Staff

Classified staff members are provided with opportunities to participate in the formulation and development of recommendations, as well as in the processes for developing recommendations that have or will have a significant effect on them.

- A. Related to district governance, classified staff members are represented by the MiraCosta Community College District Classified Senate. The rights of the Classified Senate to represent classified staff are affirmed in Board Policy I.C, along with the rights to consultation on matters that may have significant impact on staff:

“Classified staff shall be provided with opportunities to participate in the development of college policies and procedures, and in those processes, for jointly developing recommendations for action by the Board of Trustees that the board determines, in consultation with staff, have or will have a significant effect on staff.”

For further information on the roles and rights of classified staff, refer to Board Policy I.C. and the California Code of Regulations Title 5, §51023.5, included in the appendix of this document.

- B. Related to working conditions, classified staff members are represented by the Classified Senate.

Role of Students

The MiraCosta Community College District Associated Student Government is recognized as the representative body of the students in Board Policy I.C. The Board of Trustees agrees to provide students with an opportunity to formulate recommendations through council/committee participation and to give the recommendations and positions developed by students every reasonable consideration. For further information on students’ roles and rights, refer to Board Policy I.C. and the California Code of Regulations Title 5, §51023.5 included in an appendix of this document.

Role of Administrators

District administrators include the superintendent/president, vice presidents, deans, associate deans, and classified administrators. The Board of Trustees defines the scope of responsibilities and delegates authority of MiraCosta Community College District administrators through job descriptions and board policy. (Related to administrators' collective role in district governance, refer to the section on the Administrative Council in this document.)

All administrators have supervisory duties related to budgets, personnel, and operational responsibilities. In addition, as drawn from various job descriptions for administrative positions, district administrators are responsible to:

- A. Provide leadership and expertise in assessing, identifying, formulating, and aiding in implementing the overall direction for the district.
- B. Plan, organize, direct, and evaluate the activities of the district pursuant to the mission and goals as set forth by the Board of Trustees.
- C. Plan, develop, coordinate, and evaluate the district's instructional offerings to meet student needs.
- D. Contribute to institutional planning, including program review, and report on achievement of district institutional goals.
- E. Prepare annual program plans, goals, and objectives for all areas/programs of responsibility.
- F. Approve and monitor teaching loads.
- G. Make decisions that are supported through research and data.
- H. Administer policies and procedures on behalf of the Board of Trustees.
- I. Prepare and maintain a comprehensive master plan and support institutional research related to student learning, development, and outcomes.
- J. Remain current on emerging services, methodologies, and technologies relevant to the district's educational programs and student services.
- K. Establish and maintain liaisons with business and community representatives as participants in the planning, development, and modification of division curriculum and programs.
- L. Serve as a resource to and collaborate with faculty and staff in developing, coordinating, and evaluating the district's programs and services.
- M. Ensure that the district's educational programs and student services comply with the Education Code, state and federal regulations, accreditation standards, district policies, contractual agreements, and articulation agreements.
- N. Serve as a resource to the superintendent/president, the Board of Trustees, and district faculty and staff.
- O. Promote the appropriate inclusion of students, faculty, and staff in making recommendations to the superintendent/president.

The MiraCosta Community College District Board of Trustees maintains, operates, and governs the district in accordance with all applicable laws and the Constitutions of California and the United States.

It is an independent, policy-making body responsible for the quality, integrity, and financial stability of the district. The board is the legal and fiduciary body of the district, and as such, it is their ultimate responsibility to ensure that the district mission is carried out and that the district's financial resources are used to provide a sound educational program.

The Board of Trustees consists of seven elected trustees who represent and must reside in each of the seven designated areas of the district. Trustees are elected at-large by the qualified voters in the district to serve four-year terms. The superintendent/president serves as the board's secretary/clerk. The board members annually elect the president and vice president of the board.

A student trustee elected by the students enrolled in the district also sits on the Board of Trustees and has the same responsibilities as all trustees to represent the interests of the entire community; however, he/she also provides a student perspective on the issues facing the board. The student trustee receives all materials sent to other members of the board (except those pertaining to closed session matters), attends all open-session board meetings, is seated with the board, asks questions, participates in discussions, and casts an advisory, nonbinding vote on the matters that come before the board.

Board policies identify the board's specific legal and fiduciary responsibilities, as well as their relationship with the superintendent/president (refer to Board Policy 2200 and 2430 in an appendix of this document). As an independent, policy-making body, it is the board's responsibility to develop and approve policies. Once policies are approved, the board assigns the responsibility and authority for implementing their policies to the superintendent/president:

"The Board of Trustees delegates to the superintendent/president the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action."

The superintendent/president is the chief executive officer of the district in accordance with the Accrediting Commission for Community and Junior Colleges eligibility requirements:

"The institution has a chief executive officer appointed by the governing board whose full-time responsibility is to the institution, and who possess the requisite authority to administer board policies." (Eligibility Requirements for Accreditation, No. 4)

II. STEERING COUNCIL

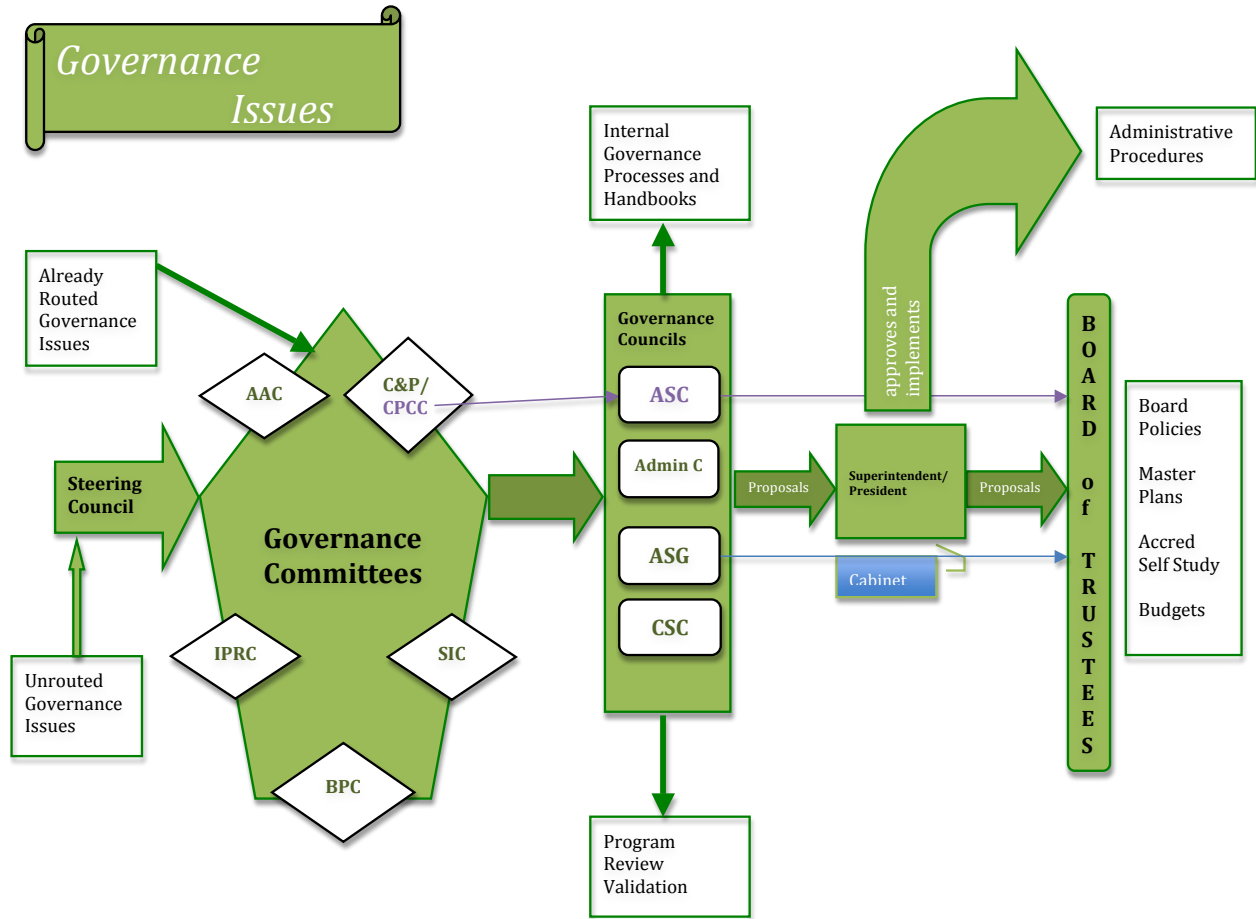
Charge: Routing governance issues to governance committee(s) for deliberation and governance council(s) for the development of recommendations to the superintendent/president.

Responsibilities include:

- A. Determining that issues are related to professional standards or working conditions committee(s) and referring these issues to the president of the appropriate constituency group(s).
- B. Determining that issues are operational and referring operational issues to the appropriate administrator.
- C. Determining that issues are requests for change of committee status or addition of a new governance committee and routing these issues to the Governance Organization (GO) Committee for deliberation at its annual March evaluation meeting.
- D. Determining that issues are academic and professional matters and referring these issues to the Academic Senate.
- E. Receiving monthly reports of governance committee activity and publishing them to all constituency groups in an online newsletter.
- F. Tracking the flow of decision making from Steering Council to governance committee, from governance committee to governance council, and from governance council to the superintendent/president.
- G. Maintain the currency of the manual, "Making Decisions in the MiraCosta Community College District," and ensure its publication on the governance Web site.

Co-Chairs: Co-chaired by Academic Senate president and superintendent/president.

Composition: Fifteen members comprised of the Academic Senate president and superintendent/president (co-chairs), three divisional vice presidents, Associated Student Government president, Classified Senate Council president and vice president, Academic Senate vice president, and chairs or co-chairs of each of the five governance committees.



Governance Issues: A district governance issue is a policy, procedure, plan, or project that has an impact on the district as a whole. These include board policies, administrative procedures, strategic and master plans, and program review processes.

Making Decisions on Governance Issues

The Board of Trustees is the ultimate decision maker on district-wide policies and master plans. The board delegates to the superintendent/president final approval of administrative procedures, operational issues, and strategic plans.

- A. The Steering Council routes governance issues to the governance committees and councils, operational issues to the divisions, and working conditions issues to the working conditions committees. Once Steering Council has routed a governance issue, the issue can be brought directly to the governance committee where routed thereafter, unless a revised routing to a different committee and/or council is suggested. Operational issues can be brought directly to the divisions. Working conditions issues can be brought directly to the working conditions committees.
- B. Governance committees develop proposals and recommend them to the governance council(s) to which the related issue was routed. The governance committees are the Academic Affairs Committee (AAC), Courses and Programs (C&P), Institutional Program Review Committee (IPRC), Student Interests Committee (SIC), and Budget and Planning Committee (BPC). A subset of C&P is the Courses and Programs Curriculum Committee (CPCC). Routine curricular matters decided by CPCC go directly to Academic Senate Council (ASC) for ratification on its consent agenda. Note: BPC is also advisory to the Vice President, Business and Administrative Services (VPBAS).
- C. Governance councils approve the proposals recommended to them by the governance committees. The chair of the governance council then distributes the proposal to the other councils as information and to the superintendent/president's cabinet as a recommendation.
- D. The superintendent/president's cabinet advises the superintendent/president on proposals that have been recommended by a governance council(s). If the proposal is an administrative procedure, an operational issue, or related to the strategic plan, the superintendent/president's approval is final, and the procedure is published on the Web site and implemented.
- E. If the proposal is a board policy or master plan, the superintendent/president reviews the proposal and contingent on his/her approval, recommends it to the Board of Trustees for final approval.
- F. The Board of Trustees approves the proposed board policy or master plan, which is subsequently published on the district Web site and implemented.

In addition to this participation in district-wide governance, governance councils and committees have processes for making decisions that are internal to that body, as indicated by the titles of some committees, such as the Associated Student Government election committee. The roles of specific councils and committees are also described in the *MiraCosta Community College District 2011 Integrated Planning Manual*.

Goals of the Governance Organization

- A. Formally encourage collegiality and broad, constructive participation by all constituencies of the governance process.
- B. Preserve core values and enhance those practices and procedures that have proven effective in the past.
- C. Clarify and simplify the consultation and governance structure. Make explicit and coherent the scope, charge, authority, reporting relationships, membership, and methods of each group assigned a role within the process.
- D. Distinguish and articulate the specific roles and responsibilities of college administrators relative to those of other governance groups.
- E. Eliminate unnecessary redundancy and/or the superimposition of unnecessary layers within the decision-making processes. "Flatten" the structure to the extent possible, consistent with other goals.
- F. Seek a reasonable, realistic, and balanced distribution of workloads imposed by the governance processes.
- G. Ensure those with expertise in specific disciplines are assigned a necessary and central role in the formulation of recommendations concerning those disciplines, while encouraging broad participation in the decision-making process.
- H. Eliminate bottlenecks and provide multiple points of effective entry into the process for anyone seeking to introduce recommendations for consideration.
- I. Devise a governance structure that is easy to understand and to convey throughout the institution.
- J. Ensure that college governance practices, processes, and structures are in line with prevailing statute, regulation, policy, and procedure.
- K. Clearly distinguish advisory from decision-making roles within the governance processes.
- L. Devise a system that is sufficiently flexible and yet sufficiently stable to allow for alteration in the face of experience and in light of changing circumstances.



IV. GOVERNANCE ORGANIZATION COMMITTEES



Academic Affairs (AAC)

Charge: Academic Affairs Committee is responsible for formulating and recommending to Academic Senate Council policies on academic and professional matters related to standards of scholarship, academic freedom and intellectual property, standards and process for student learning outcomes assessment, faculty hiring, and academic program review standards and processes, incorporating student learning outcomes assessment results into program review, as well as implementing procedures for faculty hiring prioritization based on program review, and annual academic calendar formation.

Chair: Faculty member appointed by the Academic Senate president. The chair may serve for three years, nonrenewable.

Composition: Twenty-one members comprised of fifteen faculty members (including the chair), three administrators, two classified staff members, and one student, each selected by the appropriate governance council.

Terms: Faculty, classified, and student members serve for two-year appointments, renewable twice for a maximum total of six consecutive years. Administrative members have no term limits.

Web site:

www.miracosta.edu/governance/academicaffairs/index.html



Budget and Planning (BPC)

Charge: The Budget and Planning Committee is responsible for formulating and recommending to the appropriate councils policies and procedures related to institutional, strategic, and integrated planning, accreditation, grants and gifts, and budget management and preparation. BPC is also responsible for recommending tentative and final budgets, strategic and master plans, grant proposals, and resource allocation processes to the appropriate council(s) or to the Vice President, Business and Administrative Services.

Co-chairs: Co-chaired by a faculty member appointed by the Academic Senate president and an administrator appointed by the Administrative Council. The faculty co-chair may serve for three years, nonrenewable. No term limits on the administrative co-chair.

Composition: Twenty-seven members including twelve faculty members (includes co-chair), seven administrators (includes co-chair), seven classified staff members, and one student, each selected by the appropriate governance council.

Terms: Faculty, classified, and student members serve for two-year appointments, renewable twice for a maximum total of six consecutive years. Administrative members have no term limits.

Web site:

www.miracosta.edu/governance/budgetandplanning/index.html


 C&P

Courses and Programs (C&P)

Charge: The C&P Committee is responsible for formulating and recommending to Academic Senate Council policies and procedures related to the programs and courses offered by the district. The Courses and Programs Curriculum Committee (CPCC) acts by means of careful study and open discussion to assure the district's curriculum has consistent quality, rigor, and compliance with state regulations and standards, as well as with district policies and procedures, including ensuring that course outlines of record include student learning outcomes. Routine curricular matters are recommended to the Academic Senate Council for ratification on its consent calendar and forwarded directly to the Board of Trustees for final approval.

Chair: Faculty member appointed by the Academic Senate president. The C&P chair has no term limit.

Composition:

CPCC—twelve members, including one instructional administrator and eleven faculty members including the committee chair, the articulation officer, a counseling faculty member, a noncredit faculty member, five faculty members representing the five areas (A–E) of general education, and two faculty members representing career and technical education, each selected by the appropriate governance council.

C&P—Eighteen members comprised of the twelve-member curriculum subcommittee (CPCC) and one associate faculty member, two additional administrators, two classified staff members, and one student, each selected by the appropriate governance council.

Terms: All members appointed to serve three-year terms. There are no term limits for C&P members.

Web site:

www.miracosta.edu/governance/coursesandprograms/index.html


 IPRC

Institutional Program Review (IPRC)

Charge: IPRC is responsible for formulating and recommending to the appropriate councils policies and procedures related to the program review process and its associated standards, in cooperation with other governance committees (as required), and for ensuring incorporation of student learning outcomes assessment into academic program review. IPRC is also responsible for assisting in the execution of the program review process, validating program reviews, and collecting feedback to act on process improvements.

Co-Chairs: Co-chaired by a faculty member appointed by the Academic Senate president and an administrator appointed by the Administrative Council. The faculty co-chair may serve for three years, nonrenewable. No term limits on the administrative co-chair.

Composition: Twenty-four members comprised of nine faculty members (including the co-chair and outcomes assessment coordinator), nine administrators (including the co-chair), five classified staff members, and one student, each selected by the appropriate governance council.

Terms: Faculty, classified, and student members serve for two-year appointments, renewable twice for a maximum of six consecutive years total. Administrative members have no term limits.

Web site:

www.miracosta.edu/governance/iprc/index.html

IV. GOVERNANCE ORGANIZATION COMMITTEES



Student Interests (SIC)

Charge: The Student Interests Committee is responsible for formulating and recommending to the appropriate governance councils policies and procedures related to student enrollment, fees, records, services, elections, rights, and responsibilities.

Chair: Classified Senate member appointed by the Classified Senate Council. The chair may serve for three years, nonrenewable.

Composition: Twenty members comprised of six faculty members, six administrators, six classified staff members (including the chair), and two students, each selected by the appropriate governance council.

Terms: Faculty, classified, and student members serve for two-year appointments, renewable twice for a maximum of six consecutive years total. Administrative members have no term limits.

Web site:

www.miracosta.edu/governance/studentaffairs/index.html



ASC

Academic Senate Council (ASC)

Mission Statement: It shall be the purpose of the Academic Senate to represent the faculty of MiraCosta Community College District and thereby ensure a formal and effective procedure for participating in the formation of policies and procedures on academic, professional, and personnel matters.

Major responsibilities include the following:

- A. Promote and preserve the integrity of the educational program.
- B. Facilitate communication between the faculty, the superintendent/president, and the Board of Trustees.
- C. Develop policies and procedures related to academic, professional, and personnel matters, and promote their implementation (see California Code of Regulations excerpt in an appendix of this document for the definition of academic and professional matters).
- D. Make recommendations to the superintendent/president on actions by governance committees related to board policies and administrative procedures that have been routed to the Academic Senate Council.
- E. Assist the members of the faculty of the MiraCosta Community College District in exercising their voice in academic, professional, and personnel matters.
- F. Develop, communicate, and encourage ethical and professional conduct.
- G. Make recommendations to the administration and Board of Trustees on academic, professional, and personnel matters.
- H. Represent MiraCosta Community College District to other faculties, the Academic Senate of California Community Colleges, and other appropriate state and national organizations.

Chair: Academic Senate president, elected at-large by the full-time faculty.

V. GOVERNANCE ORGANIZATION COUNCILS

Composition: Thirteen to fourteen members comprised of the Academic Senate president (ASP) and vice president (ASVP), the immediate past president (if any), the superintendent/president (who serves as a nonvoting member), seven representatives of the full-time faculty, and three representatives of the associate faculty. ASP, ASVP, and full-time faculty representatives are elected at-large by the full-time faculty. Three associate faculty representatives are elected at-large by the associate faculty.

Web site:

www.miracosta.edu/governance/academicsenate/index.html

Committees of the ASC:

- A. Diversity and Equity Committee (DEqC)
- B. Elections
- C. End-of-Year Luncheon
- D. Equivalency
- E. MiraCosta Online Educators (MOE) (ad hoc)
- F. Professional Development Program/flex (PDP)
- G. Student Learning Outcomes and Assessment Committee (ad hoc)

Professional Standards and Working Conditions Committees:

- A. Collegial Negotiations Committee (CNC)
- B. Equivalency Committee
- C. Professional Growth and Evaluations (PG&E)
- D. Sabbatical Leave Committee (SLC)
- E. Salary Advancement Committee (SAC)

Admin C

Administrative Council

Mission Statement: The Administrative Council provides leadership and direction for the college community, facilitates collaboration and communication among departmental administrators, and serves as a resource in achieving shared goals.

Major responsibilities include the following:

- A. Appoint administrators to serve on governance committees.
- B. Serve as advisory committee to the superintendent/president.
- C. Make recommendations to the superintendent/president on actions by governance committees related to board policies and administrative procedures that have been routed to Administrative Council.
- D. Make recommendations to the superintendent/president on district budgets.
- E. Make recommendations to the superintendent/president on district plans and accreditation self-studies that have been routed to Administrative Council.

Chair: Administrative Council chair, selected by the Administrative Council.

Composition: All academic and classified administrators, three vice presidents, and the superintendent/president.

ASG**Associated Student Government (ASG)**

Mission Statement: The purpose of the Associated Student Government of MiraCosta College is to serve the collective needs of the students at MiraCosta College. Furthermore, the ASG shall endeavor to achieve this purpose with excellence and impart that standard to future Associated Student Government members.

Major responsibilities include the following:

- A. Appointing students to campus-wide committees.
- B. Participating in the development of district policies and annual budget.
- C. Adopting and overseeing use of an annual budget.
- D. Allocating funds for new programs/projects.
- E. Granting club charters.
- F. Providing and administering a program of activities and services for students.

Chair: Associated Student Government president, elected at-large by the students.

Composition: On average, the Student Senate is comprised of twenty-nine student members, including five elected officers (ASG president, student trustee, executive vice president, San Elijo Campus vice president, Community Learning Center vice president), four appointed executive officers, one senator representing the Oceanside Campus per 1,000 enrolled students (roughly twelve per years), one senator representing the San Elijo Campus per 1,000 enrolled students (roughly four per year), and two senators representing the Community Learning Center.

Web site:

www.miracosta.edu/governance/asg/index.html

Committees of the ASG:

- A. Student Senate
- B. Executive Council
- C. Election Commission
- D. Inter-Club Council (ICC)
- E. Law Committee

CSC

Classified Senate Council (CSC)

Mission Statement: The Classified Senate Council embraces a proactive role in collegial governance and effectively provides representation in all issues involving its constituents and the district.

Major responsibilities include the following:

- A. Facilitate communication among the Classified Senate and the administration, the faculty, and the Board of Trustees.
- B. Participate in the development and formation of policy and practices as they relate to activities and functions of the classified staff.
- C. Make recommendations to the superintendent/president on actions by governance committees related to board policies and administrative procedures that have been routed to Classified Senate Council.
- D. Make recommendations to the administration and the Board of Trustees on all other matters determined pertinent.

Chair: Classified Senate president, elected at-large by classified staff members.

Composition: Twelve to thirteen members comprised of the Classified Senate president and vice president, the immediate past president (if any), the treasurer, the secretary, and eight senators. The superintendent/president and the Director of Human Resources serve as nonvoting advisors. All members are elected at-large by classified staff members (except the IPP).

Web site:

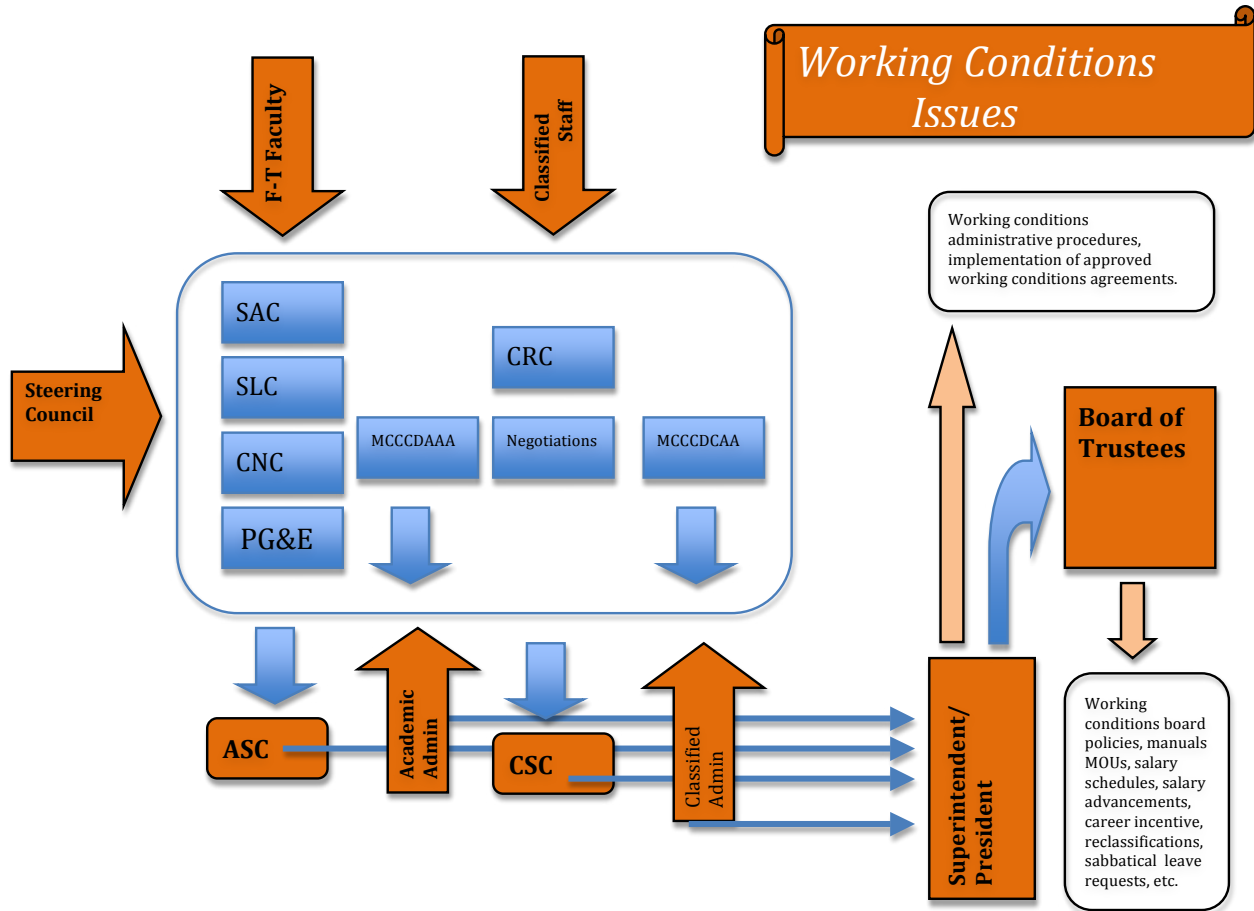
www.miracosta.edu/governance/classifiedsenate/index.html

Committees of CSC:

- A. Classified Hiring Education and Research
- B. Classified Professional Development
- C. Elections
- D. Employee Recognition
- E. Event Planning

Professional Standards and Working Conditions Committees:

- A. Classification Review Committee (CRC)
- B. Classified Negotiations



Working Conditions Issues

The full-time faculty, classified staff, and classified and academic administrators of the MiraCosta Community College District are not members of a collective bargaining unit(s). Hence, working conditions issues are handled for these employees within the collegial decision-making process, but separately from the governance and operational decision-making processes. Working conditions issues include salary, salary advancement, reclassification, evaluation (including tenure review evaluation), sabbatical leave, benefits, faculty service areas (FSA), career-incentive applications, and all other matters that are included in memorandums of understanding (MOU) and working conditions manuals. Vice president working conditions are negotiated between the vice presidents and the superintendent/president and are documented in board-approved contracts. The superintendent/president working conditions are negotiated between the superintendent/president and the Board of Trustees and are documented in board-approved contracts. Associate faculty working conditions are negotiated through a collective bargaining unit, the MiraCosta Community College District Academic Associate Faculty CCA/CTA/NEA. The current agreement can be found on the district Web site under associate faculty information: www.miracosta.edu/instruction/associatefacultyinfo.html

VI. FLOWCHART OF MAKING DECISIONS ON WORKING CONDITIONS ISSUES

Making Decisions on Working Conditions Issues

The Board of Trustees has the ultimate authority on all board policies related to working conditions, working conditions agreements, administrators' contracts, MOUs, salary schedules, tenure review recommendations, classified staff classifications and reclassifications, and sabbatical leave requests. The board delegates to the superintendent/president final approval of all administrative procedures related to working conditions, sabbatical leave reports, and working conditions manuals embodying existing working conditions agreements.

- A. When the Steering Council identifies an issue as a working conditions issue, it routes the issue to the appropriate president of an employee council or association—Classified Senate president, Academic Senate president, president of the MiraCosta Community College District Academic Administrators' Association (MCCCDAAA), or president of the MiraCosta Community College District Classified Administrators' Association (MCCCDCAA). The president of the employee council or association may then delegate the working conditions decision-making task to a working conditions committee or negotiating team (WCC).

The current WCC are:

1. Classified Staff Members
 - a. Classification Review Committee (CRC)
 - b. Classified Negotiations Committee
2. Faculty Members
 - a. Collegial Negotiations Committee (CNC)
 - b. Professional Growth and Evaluation (PG&E)
 - c. Sabbatical Leave Committee (SLC)
 - d. Salary Advancement Committee (SAC)
3. Academic Deans and Associate Deans
 - a. MCCCDAAA
4. Classified Administrators
 - a. MCCCDCAA

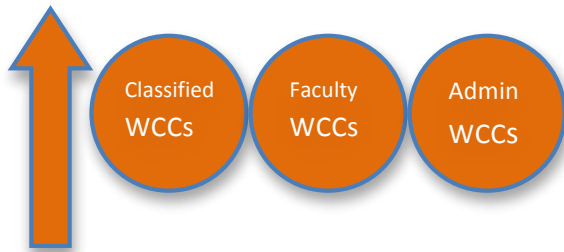
Working conditions issues may be brought directly to the president of an employee group or to a WCC without first being routed by the Steering Council. WCCs recommend new and revised working conditions agreements, handbooks, manuals, policies and procedures, and implement working conditions procedures.

- B. In the case of full-time faculty members and classified staff members, the WCCs make recommendations for new and changed policies, procedures, and handbooks, and recommend them to the appropriate employee council (Academic Senate Council or Classified Senate Council). In addition, they implement approved processes and recommend the results to the appropriate councils. In the case of classified and academic administrators, the WCC is a negotiating team that recommends directly to the employee group. The negotiating teams of the WCCs work with the assigned administrative team to develop agreements to be recommended to the appropriate employee group or council.
- C. The employee groups or councils consider and approve the recommendations of the WCCs, including the results of the implementation of approved procedures (e.g. tenure review evaluation, classification review, salary advancement, sabbatical leave proposals and reports), changes to working conditions policies, procedures, and handbooks, and new and revised working conditions manuals, MOUs, salary schedules, and agreements.

Changes to handbooks and internal processes are published and implemented upon passage by the employee association or council. New or revised salary schedules, MOUs, or working conditions manuals are approved for recommendation to the superintendent/president. Sabbatical leave requests, requests for salary advancement, and sabbatical leave reports are approved for recommendation to the superintendent/president. New or revised administrative procedures related to working conditions are approved for recommendation to the superintendent/president through the president's cabinet. Classification reviews are approved for recommendation to the superintendent/president on the advice of the three divisional vice presidents and the Academic and Classified Senate presidents.

- D. The superintendent/president approves all new and revised working conditions administrative procedures after cabinet review and ensures their publication on the Web site and implementation. The superintendent/president also approves sabbatical leave reports. Working conditions manuals, agreements, salary schedules, MOUs, tenure review recommendations, initial classifications and reclassifications of classified staff members, and sabbatical leave requests are approved by the superintendent/president as recommendations to the Board of Trustees for final approval.
- E. The Board of Trustees gives final approval to all working conditions agreements, MOUs, salary schedules, tenure review recommendations, classified staff classifications and reclassifications, and sabbatical leave requests. In reviewing tenure review recommendations, the Board of Trustees relies primarily on the judgment and advice of the Academic Senate, as reviewed and forwarded by the superintendent/president, although the administration reserves the right to present a dissenting opinion in writing if it deems appropriate. After final approval by the Board of Trustees, these working conditions agreements and their results are implemented and published.

VII. WORKING CONDITIONS COMMITTEES



MiraCosta Community College District Academic Administrators' Association (MCCCDAAA)

MCCCDAAA

Charge: The MCCCDAAA shall be distinct from any other organization of the district and shall be the sole and official body promoting the interests of the academic administrators of the MiraCosta Community College District. The MCCCDAAA represents the determined interest of the academic administrators through meet-and-confer and participation in MiraCosta College and MiraCosta Community College District shared collegial consultation and governance committees and councils. The purposes for which this organization is formed are:

- A. To represent the concerns and viewpoints of the academic administrators.
- B. To provide a unified means of communication and mutual understanding with the students, faculty, staff, Board of Trustees, and the district community.
- C. To develop individual leadership and professional excellence.
- D. To promote academic administrators' interests.
- E. To meet and confer with the MiraCosta Community College District Board of Trustees pertaining to:
 1. Compensation and benefits
 2. Compensation philosophy
 3. Working conditions
 4. Evaluation
 5. Grievance procedures
 6. Hiring of academic administrators
 7. In-service training and professional development
 8. Campus and district facilities and services
 9. To facilitate cooperation among classified administrators, administration, academic administrators, faculty, classified staff, and the Board of Trustees

Leadership: Six members, comprised of the president, past president, vice president, secretary, treasurer, and one at-large member, elected at large by all academic administrators.

Composition: All academic administrators in the district.

Meet-and-Confer Team: The meet-and-confer team shall be comprised of the president, past-president, vice president, and two other members of the association selected by the officers. The association president shall serve as the chief meet-and-confer (negotiating) officer for the association.

MiraCosta Community College District Classified Administrators' Association (MCCCDCAA)

A blue rectangular button with the text "MCCCDCAA" in white, centered within the button.

Charge: To negotiate working conditions and professional standards that are included in the MCCCDCAA working conditions manual, including salary schedules and MOUs on behalf of the classified administrators.

Leadership: Six members, comprised of the president, past president, vice president, secretary, treasurer, and one at-large member, elected at large by all classified administrators.

Composition: All classified administrators in the district.

Meet-and-Confer Team: The meet-and-confer team shall be comprised of the president, past president, vice president, and two other members of the association selected by the officers. The association president shall serve as the chief meet-and-confer (negotiating) officer for the association.

VII. WORKING CONDITIONS COMMITTEES

Academic Senate Working Conditions Committees

CNC

Collegial Negotiations Committee (CNC)

Charge: Negotiating all compensation, load, and working conditions matters, including salary schedules, working condition manuals, and class-size maxima.

Composition: ASP and ASVP, and other full-time faculty members assigned to participate in deliberation and negotiations on working conditions matters.

PG&E

Professional Growth and Evaluation (PG&E)

Mission: The mission of PG&E is to promote the professional growth of faculty members and to provide for their evaluation as required in Education Code. Additionally, it is the responsibility of PG&E members to ensure that all tenure candidates (probationary faculty members) are treated with equity and fairness while undergoing tenure review.

Functions:

- A. Develop proposed procedures for the PG&E process.
- B. Review and revise procedures outlined in the handbooks based on input solicited from participants in the process.
- C. Interpret established PG&E procedures by acting in an advisory position to those undergoing evaluations.
- D. Assure clarity, equity, and fairness in the tenure review process.
- E. Reach consensus when possible through discussion, giving due consideration to the recommendations of the Tenure Review Committee.
- F. Vote and send recommendations to the Academic Senate Council.
- G. Require the elimination or augmentation of corrective action plans, as appropriate.
- H. Review and acting on any appeals in matters related to evaluation of tenure candidates.
- I. Provide substantial rationale for all appeal decision.

Composition: A minimum of seventeen members, fourteen voting members, comprised of at least eleven tenured faculty members (including at least two noninstructional faculty), an additional tenured faculty member who will serve as chair, two tenure candidates, the dean of evaluation (ex officio, nonvoting), the Vice President, Instructional Services (ex officio, nonvoting), and the Vice President, Student Services (ex officio, nonvoting).

Web site:

www.miracosta.edu/instruction/pge/index.html

SAC

Salary Advancement Committee (SAC)

Mission: The mission of the Salary Advancement Committee is to ensure the integrity of the professional growth process and support the professional development of faculty by assisting those colleagues in the preparation of quality applications and reports of activities undertaken for advancement on the salary schedule.

Functions:

- A. Ensure the quality, integrity, and appropriateness of each proposed project and report.
- B. Encourage and facilitate the preparation of clear and complete documents.
- C. Make recommendations for or against applications and reports for advancement on the salary schedule.
- D. Forward SAC recommendations regarding those applications and reports to the Academic Senate Council (ASC) for approval.
- E. Recommend changes in policy and procedure as needed.
- F. Revise the handbook as necessary.

Composition: Three to five faculty members, appointed by the Academic Senate president.

Web site:

www.miracosta.edu/instruction/sac/index.html

SLC

Sabbatical Leave Committee (SLC)

Mission: The mission of the Sabbatical Leave Committee is to ensure the integrity of the sabbatical leave process and support the professional development of colleagues by assisting colleagues in preparation of quality applications for sabbatical leave and sabbatical reports.

Functions:

- A. Act as a resource to faculty in preparation of proposals and reports:
 - 1. Mentor/advise faculty in the preparation of their proposals.
 - 2. Provide workshops as needed to assist faculty in the preparation of proposals and reports.
- B. Review applications for sabbatical leave:
 - 1. Determine the feasibility of the proposed activity.
 - 2. Assess the contribution of the activity to the growth of the individual and to the district.
 - 3. Ensure the proposed hours of study units meet the minimum required.
 - 4. Forward recommendations to ASC for action.
 - 5. Review requests for modifications of sabbatical leave and advise the superintendent/president.
- C. Review sabbatical leave reports:
 - 1. Verify that activities were completed as approved (or as modified).
 - 2. Assist in editing reports as necessary to improve clarity.
 - 3. Forward recommendations to ASC for action.

VII. WORKING CONDITIONS COMMITTEES

D. Review sabbatical leave handbook:

1. Maintain a manual of application and support procedures on sabbatical leaves.
2. Review and revise procedures outlined in the sabbatical leave handbook.

Composition: Five to seven faculty members who have previously completed approved sabbatical leaves, appointed by the Academic Senate president.

Web site:

www.miracosta.edu/instruction/slc/

Classified Senate Working Conditions Committees

CRC

Classification Review Committee (CRC)

Function: The Classification Review Committee (CRC) makes recommendations on classifications of new positions, reclassification of existing positions, temporary reclassifications, job title modifications, and appeals of reclassified positions. CRC reviews a classification when an employee and his/her supervisor(s) believe aspects of a position have changed significantly from the current job description.

Composition: Six classified employees, chosen through an open-election process, comprised of the chair, the immediate past chair, and four regular members.

Web site:

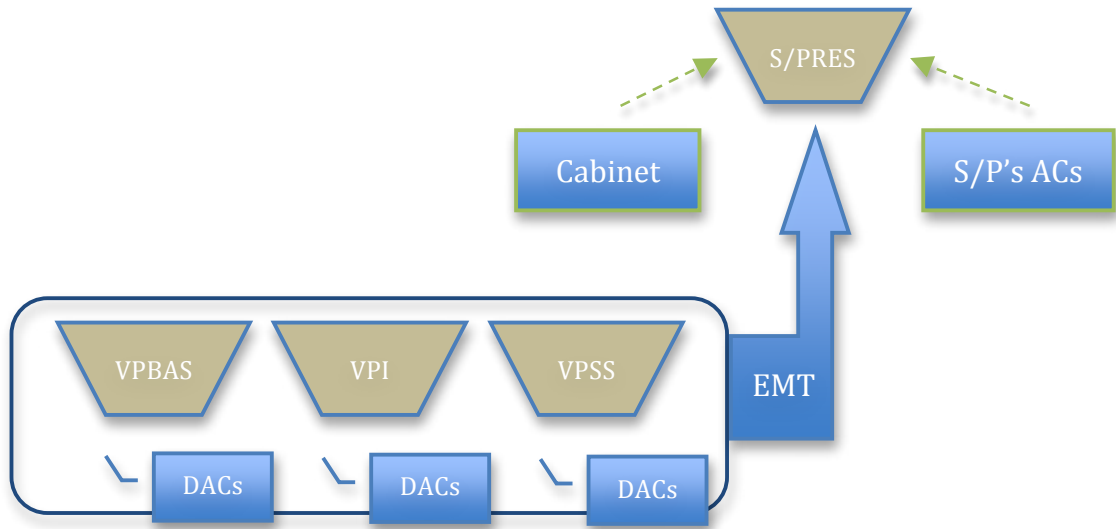
www.miracosta.edu/governance/crc/index.html

Negotiations

Classified Negotiations Committee

Charged with negotiating all compensation and working conditions matters, including salary schedules, PERS contributions, cost-of-living adjustments (COLAs), vacation (accruals, cash outs, etc.), holidays (floating, fixed, or otherwise), career incentive program, sick leave, stipends, and working conditions manuals.

Composition: Nine classified employees, appointed by the Classified Senate president, including the chair, the past chair, and seven members. The Classified Senate president serves as a resource.



Operational Issues

Operational issues are those that involve the implementation of approved policies, procedures, plans, and programs. Administrative and other procedures frequently designate the division head, or the committee or individual that advises the division head, who is responsible for operational decision making within the parameters of the policy, procedure, plan, or program. Procedures that pertain to the internal functioning of a division and do not have district-wide impact may also be designated as operational.

Making Decisions on Operational Issues

The Board of Trustees has the ultimate authority on all board policies related to operations of the district and delegates to the superintendent/president final approval of administrative procedures related to operational issues. The superintendent/president has the ultimate authority in carrying out the operations of the district and delegates to the vice presidents of Business and Administrative Services, Instructional Services, and Student Services the responsibility for operation of their respective divisions.

- A. When the Steering Council identifies an issue as operational, it routes the issue to the appropriate division head—Business and Administrative Services (led by the VPBAS), Instructional Services (led by the VPI), Student Services (led by the VPSS), or president’s division. The division head may then delegate the operational decision-making task to an academic or classified administrator within the division.

Each division head has two or more Divisional Advisory Committees (DAC). The current DACs for 2011-2012 are:

- 1. VPBAS Division
 - a. Direct Advisory—BAS Management Team
 - b. Campus/Facilities Advisory
 - c. Fringe Benefits

VIII. FLOWCHART OF MAKING DECISIONS ON OPERATIONAL ISSUES

2. VPI Division
 - a. Direct Advisory—Deans' Roundtable
 - b. Direct Advisory—Joint Deans
 - c. Direct Advisory—Department Chairs
 - d. Honors Scholar Program Advisory (HSP)
 - e. Perkin's Plan Advisory
 - f. Student Success Advisory (SS)
 - g. Technology Plan Advisory (temporary)
3. VPSS Division
 - a. Direct Advisory—Student Services Council
 - b. Direct Advisory—Joint Deans'
 - c. Awards and Scholarships
 - d. Commencement Committee
 - e. Committee on Exceptions
 - f. DSP&S Advisory
 - g. EOPS Advisory
 - h. Financial Aid Appeals Advisory
 - i. Matriculation Committee
 - j. Parking
 - k. Service Learning Advisory
 - l. Transfer Center Advisory
4. Superintendent/President Division
 - a. Direct Advisory—Executive Management Team (EMT)
 - b. Direct Advisory—Cabinet
 - c. Equal Employment Opportunity Advisory Committee (EEOAC)
 - d. Presidential Advisory on Diversity and Equity (PADE)
 - e. Presidential Advisory on Staff Development Committee
 - f. Presidential Advisory on Sustainability Committee

Operational issues may be brought directly to a division or DAC without first being routed by the Steering Council. Many existing procedures assign roles to division heads and DACs within the approved procedure.

When a DAC or division head recommends a change in policies, procedures, or plans, this is a governance issue that must go through the governance process described previously.

In some cases, the division head or his or her delegate is charged with implementing a procedure, effectively delegating the operational issue to the division head. In others, the division head recommends a course of action to the superintendent/president through executive management team (EMT) or through the superintendent/president's cabinet.

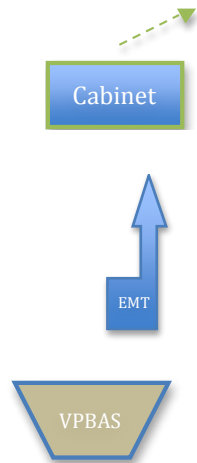
- B. In many cases, the division head recommends a course of action to the superintendent/president through EMT and/or the superintendent/president's cabinet. The superintendent/president gives final approval, publishes, and implements the decision and publishes the results.
- C. In the case of a board policy and/or administrative procedure that is routed as operational, the BP and AP are written or revised by the division head or designee, approved by the division head, and sent to the superintendent/president's cabinet for review and all four governance councils as information. Administrative procedures are approved by the superintendent/president, who publishes them on the Web site. Board policies are approved by the superintendent/president and recommended to the Board of Trustees for final adoption, before being published on the Web site.

Advisory to the Office of the Superintendent/President

Cabinet: Comprised of the president, the vice presidents, the dean of the San Elijo Campus, the dean of the Community Learning Center, and the presidents of the Academic and Classified Senates. This group meets prior to meetings of the Board of Trustees to advise the superintendent/president on issues coming before the Board of Trustees and acts as the superintendent/president’s principal advisory group.

Executive Management Team (EMT): Comprised of the superintendent/president and the three district vice presidents, this team meets regularly to give executive advice on issues.

Equal Employment Opportunity Advisory Committee (EEOAC)
Presidential Advisory on Diversity and Equity (PADE)
Staff Development
Sustainability



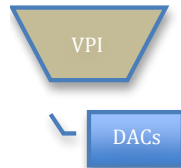
Advisory to the Business and Administrative Services Division

Business Services Management Team
Campus/Facilities
Fringe Benefits



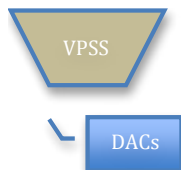
Advisory to the Instructional Services Division

Deans’ Round Table
Joint Deans
Department Chairs
Honors Scholar Program
Perkins Plan
Student Success
Technology Plan Advisory (temporary)



Advisory to the Student Services Division

Student Services Council
Joint Deans
Awards and Scholarships
Commencement
Committee on Exceptions
Disabled Students Programs and Services (DSPS)
Extended Opportunity Programs and Services (EOPS/CARE)
Financial Aid Appeals
Matriculation
Parking
Service Learning
Transfer Center



X. GOVERNANCE ORGANIZATION ANNUAL EVALUATION PROCESS

Recognizing the importance of continual improvement and maintaining the vibrancy and currency of the governance process in the MiraCosta Community College District, the following annual evaluation process was recommended by the Governance Organization Committee and approved by the Academic and Classified Senate Councils, Administrative Council, and the Associated Student Government for implementation in 2011-2012 and thereafter.

October of each year: An evaluation instrument (survey) is employed to measure the effectiveness of the Governance Organization in reaching its twelve original goals (see page 4). The survey is electronically administered anonymously to all constituents, including associate faculty, full-time faculty, all administrators, all classified staff members, and student leaders of the ASG. This evaluation instrument was first administered in October 2010.

February of each year: A specific evaluation instrument (survey) to measure the effectiveness and efficiency of individual governance committees is administered within each of the five governance committees to all members (faculty, classified staff, administrators, and students). This is followed by a discussion of the survey results within the committee and a written report summarizing the survey and discussion, and suggesting any changes to committee structure and function that are deemed necessary to increase the effectiveness of each governance committee. This survey instrument was first employed in three governance committees in spring 2010.

Throughout the year: The Steering Council receives any requests for new governance committees or changes to the status or structure of existing governance organization committees, and automatically routes these to the GO Committee.

March of each year: The GO Committee is appointed and assembled for a single meeting to review the survey results, specific governance committee recommendations, and requests for new governance committees or changes to the status of existing governance committees. The GO Committee then recommends any minor changes or a strategy for consideration of more significant changes, and any further meetings of the GO Committee that will be required in March and April if more significant changes are proposed.

Changes based on evaluation process: Any changes proposed are forwarded to all four councils for approval by the end of May and implementation the following fall.

Governance Organization Committee (GO)

Charge: The GO Committee exists to measure and enhance the effectiveness of the governance organization's processes and maintain the currency of the governance organization's system of committees and councils.

Recommends updates and revisions to:

- A. Board Policy/Administrative Procedure 2410, Policy and Administrative Procedure
- B. Board Policy/Administrative Procedure 2510, Participation in Local Decision Making

Other Responsibilities:

- A. Conduct annual evaluation of the governance structure's effectiveness and analyzing of the results.
- B. Consider requests for creation of new governance committees or change of status to current governance committees.
- C. Recommend changes to the governance organization's structures and processes to the four governance councils.
- D. Recommend alterations to the governance organization's evaluation process.

Co-chairs: Co-chaired by Academic Senate president and superintendent/president.

Composition: Twelve members comprised of the superintendent/president, two divisional vice presidents, one additional administrator, the Classified Senate president and vice president, the Academic Senate president and vice president, three additional Academic Senate Council members, and the ASG president.

Meeting Schedule: One March meeting annually and thereafter in March and April, if deemed necessary.

BOARD OF TRUSTEES POLICY I.C: Collegial Governance

The Board of Trustees embraces the concept of collegial governance as a fundamental policy of the college, while retaining its own rights and responsibilities as the ultimate authority in all areas defined by state laws and regulations.

Collegial governance is defined as the collaborative participation of appropriate members of the college in planning for the future and in developing policies and recommendations under which the college is governed and administered.

Each constituency of the college that has responsibility and expertise in a particular area participates in the development of policies and procedures relating to that area. Such participation will bring together multiple segments of the college in instances where policies and procedures affect employees and students. It is the responsibility and obligation of members of the faculty, administration, and board to participate in the collegial process. The board also provides the opportunity and encourages classified staff and students to participate in the process.

The district's standing committees and employee councils of the college shall be structured to include appropriate representation by faculty, administrators, and classified employees when matters being considered are within their purview. Student representation shall be included on such groups whenever appropriate and possible.

1. Academic Senate Role in Collegial Governance

The board recognizes the Academic Senate Council as the body that represents the Academic Senate in collegial governance relating to academic and professional matters, as well as personnel issues involving academic senate members. The board acknowledges the definition of academic and professional matters to mean the following as defined in Title V of the California Administrative Code:

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

The board recognizes the right of the Academic Senate to assume primary responsibility for making recommendations in the areas of curriculum and academic standards. If an academic senate recommendation in these areas is not accepted, the board or its designee, upon request of the Academic Senate, shall promptly communicate its reasons in writing to the Academic Senate.

The board recognizes and endorses the rights and responsibilities assigned to faculty by state statutes regarding personnel matters to include equal employment opportunity, hiring, evaluation, tenure review, dismissal, and administrator retreat rights. The board also recognizes the Senate Council as representing senate members in matters dealing with compensation. With the acknowledgement of the Academic Senate Council, the board recognizes its legal responsibility and authority under the Education Code to employ and determine the compensation level of the superintendent/president. The superintendent/president's salary is traditionally determined using the faculty salary schedule as a base.

Upon request of the Academic Senate, the board, or its delegated administrators, shall confer with senate representatives regarding recommendations or proposals by the senate. If parties to the discussion do not reach consensus, the senate may present its views to the board, and the board shall consider and respond to such views. Likewise, senate representatives have the responsibility, when requested, to confer with the board's delegated administrators and to respond to their proposals and recommendations.

10. Classified Staff Role in Collegial Governance

In accordance with provisions of Title V of the California Administrative Code, the board recognizes the right of classified employees to participate in the collegial governance of the college and further acknowledges the benefit of such participation to the college and its students.

The board recognizes the Classified Senate as the employee organization and the Classified Senate Council as the representative body of the Classified Senate for purposes of this policy section. (See Board Policy VI.G. for further policy support for the Classified Senate and Classified Senate Council.)

Classified managers will also participate in the collegial governance by virtue of their membership in the Leadership Coordinating Council.

Classified employees are to be included in all standing committees and councils of the college, as well as on ad hoc groups as appropriate. Individuals who represent the classified staff as a whole on collegial governance committees and councils shall be recommended by the president of the Classified Senate with concurrence of the Classified Senate Council. Classified staff membership on certain committees whose focus is primarily on administrative or operational matters will be appointed by the superintendent/president by virtue of the specific knowledge and expertise inherent in their positions.

The Classified Senate president will be invited to nominate representatives of the classified staff, subject to Classified Senate Council ratification, for the following standing committees:

- ▶ Equal Opportunity (2)
- ▶ Career Incentive Evaluation Committee (4)
- ▶ Financial Aid Committee (1)
- ▶ Fringe Benefits Committee (2)
- ▶ Health and Safety Committee (2) (In addition to Classified Senate president's appointments, the committee also appoints classified staff to cover all areas.)
- ▶ Staff Development Coordination Committee (2)
- ▶ Planning/Budgeting Council (3)
- ▶ Traffic and Parking Committee (3)

APPENDIX A: SELECTED BOARD POLICIES

Classified managers and/or other classified employees will also be included as regular or ex officio members by virtue of their positions, or by administrative appointment on the following standing committees:

- ▶ Awards and Scholarships Committee
- ▶ Commencement Committee
- ▶ Committee on Exceptions
- ▶ Financial Aid Committee
- ▶ Health and Safety
- ▶ International Education Committee
- ▶ Matriculation Committee
- ▶ Planning/Budgeting Council
- ▶ Staff Development Coordination Committee

The Classified Senate president and immediate past president will serve as members of the Planning/Budgeting Council, and the Classified Senate president or designee will serve as a member of the Staff Development Coordination Committee. The classified managers will select a representative for the Planning/Budgeting Council.

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

Except on unforeseeable, emergency situations, the board shall not take action on recommendations significantly affecting classified staff unless the staff has had an opportunity to participate in the development of those recommendations. The board shall give reasonable consideration to recommendations and opinions of staff on all matters that significantly affect them.

The board asks supervisors to provide flexibility in work schedules to permit classified employees to participate in collegial governance activities associated with the Classified Senate and the college committees and councils.

11. Student Participation in Collegial Governance

In accordance with Title V, §51023.7, of the California Administrative Code, the MiraCosta Community College District Board of Trustees affirms the role of students in the collegial governance process. The board recognizes the Associated Student Government as the representative body authorized to make recommendations to the administrators and the Board of Trustees on policies and procedures of the college that have or will have a significant effect on students. This right shall include the opportunity to participate in processes for jointly developing recommendations on policies and procedures under which the college is governed and administered and that have or will have a significant effect on students, to the administration, and the Board of Trustees.

The Associated Student Government has the authority to select student representatives for participation on college committees, task forces, and other governance groups. The board will give reasonable consideration to recommendations of students with regard to college policies and procedures related to the hiring and evaluation of administrators, faculty, and staff members. Except in unforeseeable, emergency situations, administrators and the board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

The board acknowledges the following as areas that have or may have a significant effect on students:

- ▶ Grading policies.
- ▶ Codes of student conduct.
- ▶ Academic disciplinary policies.
- ▶ Curriculum development.
- ▶ Courses or programs that should be initiated or discontinued.
- ▶ Processes for institutional planning and budget development.
- ▶ Standards and policies regarding student preparation and success.
- ▶ Student services planning and development.
- ▶ Student fees within the authority of the district to adopt.
- ▶ Any other district and college policy, procedure, or related matter the board determines have or will have a significant effect on students.

A. The Student Trustee

The Student Trustee is elected at-large each May in accordance with the Associated Student Government Constitution. The student trustee shall have the right to make and second motions at board meetings. His/her vote will be advisory. It shall be the responsibility and obligation of the student trustee to bring issues of collegial governance compliance on all matters that have or will have a significant effect on students to the board's attention.

B. Committee Membership

The Associated Student Government shall have the right to be represented on all committees whose business may directly or indirectly affect students. In particular, the ASG will be invited to appoint student representatives to the following standing committees in the numbers indicated:

- ▶ Equal Opportunity (1)
- ▶ Commencement Committee (2)
- ▶ Financial Aid Committee (1)
- ▶ Health and Safety Committee (2)
- ▶ Matriculation Committee (1)
- ▶ Planning/Budgeting Council (Student Senate President) (1)
- ▶ Traffic and Parking Committee (2)

College committees, of which student representatives are members, should make efforts to accommodate student members' class schedules in planning their meeting times.

C. Role of Students in Hiring

A student representative may be included on each permanent full-time faculty screening committee whenever it is possible to do so. At least one student representative should be invited to serve on screening committees for the following positions: any college vice president, any Student Services administrator, any Student Services supervisor, articulation and transfer coordinator, any counselor, and the secretary assigned to student activities.

Adoption History: Revised 7/21/93, 5/15/01, 4/15/03, 2/15/05, 11/20/07

References: Education Code §§66700, 70901-2, 76060, 87360
Title 5, §§51023–51023.7, 51025, 73200 et seq.

BOARD OF TRUSTEES POLICY 2200: Board Duties and Responsibilities

The Board of Trustees is authorized by statutes of the state of California to establish, maintain, operate, and govern one or more community colleges in accordance with all the applicable laws and the Constitutions of California and the United States. In so doing, the board may initiate and carry on any program or activity, or may otherwise act in any manner that is not in conflict with, inconsistent with, or preempted by any law that does not conflict with the purposes for which community college districts are established.

Following are specific fiduciary duties and responsibilities of the board:

- A. Represent the public interest.
- B. Hire and evaluate the superintendent/president.
- C. Delegate power and authority to the superintendent/president to effectively lead the district.
- D. Establish policies for, and approve, current long-range academic and facilities plans and programs and promote orderly growth and development of the college.
- E. Establish policies for and approve courses of instruction and educational programs.
- F. Establish academic standards, probation and dismissal and readmission policies, and graduation requirements consistent with minimum standards adopted by the State Board of Governors. Award degrees, certificates and diplomas to students upon completion of prescribed courses or curriculum.
- G. Employ and assign all personnel, consistent with minimum standards adopted by the Board of Governors, and, in keeping with statutory guidelines, establish employment practices, salaries, and benefits for all employees. Following applicable due process guidelines, terminate the employment of any employee when, in the board's judgment, the best interests of education in the district so require.
- H. To the extent authorized by law, determine and control the district's operational and capital outlay budget. Assure that public funds are spent prudently and legally. Determine, if appropriate, the need for elections for override tax levies and bond measures and authorize the calling of such elections.
- I. Manage and control district property; contract for the procurement of goods and services as authorized by law.
- J. Establish procedures that are consistent with minimum standards adopted by the Board of Governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right to participate effectively in district and college governance.
- K. Establish rules and regulations governing student conduct.
- L. Establish student fees that are required by law, and, in its discretion, fees it is authorized by law to establish.
- M. Receive gifts, grants, and scholarships on behalf of the college and its students.
- N. Within the framework provided by law, determine the district's academic calendar, including holidays it will observe.
- O. Hold and convey property for the use and benefit of the district. Acquire by eminent domain any property necessary to carry out the powers or functions of the district.

- P. Annually review and approve the district’s Deferred Maintenance Plan and Five-year Capital Outlay Plan.
- Q. Participate in the consultation process established by the Board of Governors for the development and review of policy proposals.
- R. Provide policy direction for the district while delegating administrative authority to the superintendent/president as chief executive officer.
- S. Review and evaluate the performance of the superintendent/president on an annual basis pursuant to Board Policy 2435, Evaluation of Superintendent/ President.
- T. Review and evaluate its own performance on an annual basis.

Adoption History: 4/7/09

References: Education Code §70902(b)(7)
 Title 5, §§53200 et seq. (Academic Senate), 51023.5 (staff), 51023.7 (students)
 Accrediting Commission for Community and Junior Colleges Accreditation
 Standard IV.A

BOARD OF TRUSTEES POLICY 2430: Delegation of Authority to the Superintendent/President

The Board of Trustees delegates to the superintendent/president the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action.

The superintendent/president may delegate any powers and duties entrusted to him or her by the board, but will be specifically responsible to the board for the execution of such delegated powers and duties.

The superintendent/president shall act as the professional advisor to the board in policy formation.

Adoption History: 3/17/09

References: Education Code §70902
 Accrediting Commission for Community and Junior Colleges
 Accreditation Standard IV.B.1.j., IV.B.2

APPENDIX B: SELECTED EXCERPTS FROM THE CALIFORNIA CODE OF REGULATIONS

Title 5 §53200. Definitions.

For the purpose of this Sub chapter:

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

Title 5 §53201. Academic Senate or Faculty Council

In order that the faculty may have a formal and effective procedure for participating in the formation and implementation of district policies on academic and professional matters, an academic senate may be established at the college and/or district levels.

APPENDIX B: SELECTED EXCERPTS FROM THE CALIFORNIA CODE OF REGULATIONS

Title 5 §53202. Formation; Procedures; Membership.

The following procedure shall be used to establish an academic senate:

- (a) The full-time faculty of a community college shall vote by secret ballot to form an academic senate.
- (b) In multi-college districts, the full-time faculty of the district colleges may vote on whether or not to form a district academic senate. Such vote shall be by secret ballot.
- (c) The governing board of a district shall recognize the academic senate and authorize the faculty to:
 - (1) Fix and amend by vote of the full-time faculty the composition, structure, and procedures of the academic senate.
 - (2) Provide for the selection, in accordance with accepted democratic election procedures, the members of the academic senate.
- (d) The full-time faculty may provide for the membership and participation of part-time faculty members in the academic senate.
- (e) In the absence of any full-time faculty members in a community college, the part-time faculty of such community college may form an academic senate.

Title 5 §53203. Powers.

- (a) The governing board of a community college district shall adopt policies for appropriate delegation of authority and responsibility to its college and/or district academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters. This requirement to consult collegially shall not limit other rights and responsibilities of the academic senate which are specifically provided in statute or other Board of Governors regulations.
- (b) In adopting the policies and procedures described in subsection (a), the governing board or its designees shall consult collegially with representatives of the academic senate.
- (c) While in the process of consulting collegially, the academic senate shall retain the right to meet with or to appear before the governing board with respect to the views, recommendations, or proposals of the senate. In addition, after consultation with the administration of the college and/or district, the academic senate may present its views and recommendations to the governing board.
- (d) The governing board of a district shall adopt procedures for responding to recommendations of the academic senate that incorporate the following:
 - (1) in instances where the governing board elects to rely primarily upon the advice and judgment of the academic senate, the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate.
 - (2) in instances where the governing board elects to provide for mutual agreement with the academic senate, and agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

APPENDIX B: SELECTED EXCERPTS FROM THE CALIFORNIA CODE OF REGULATIONS

- (e) An academic senate may assume such responsibilities and perform such functions as may be delegated to it by the governing board of the district pursuant to subsection (a).
- (f) The appointment of faculty members to serve on college or district committees, task forces, or other groups dealing with academic and professional matters, shall be made, after consultation with the chief executive officer or his or her designee, by the academic senate. Notwithstanding this subsection, the collective bargaining representative may seek to appoint faculty members to committees, task forces, or other groups.

Title 5 §53204. Scope of Regulations.

Nothing in this Subchapter shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiated agreements between collective bargaining representatives and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to these regulations.

Title 5 §53205. Duties Assigned by Administration and Governing Board.

No content included in this Regulation other than:

Note: Authority cited: §§66700, 71020, 71062 and 71079, Education Code. Reference: §§71079 and 72292, Education Code.

Title 5 §53206. Academic Senate for California Community Colleges.

- (a) An Academic Senate for the California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters.
- (b) The Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office.

Title 5 §51023.5. Staff.

- (a) The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. At minimum, these policies and procedures shall include the following:
 - (1) Definitions or categories of positions or groups of positions other than faculty that compose the staff of the district and its college(s) that, for the purposes of this section, the governing board is required by law to recognize or chooses to recognize pursuant to legal authority. In addition, for the purposes of this section, management and non-management positions or groups of positions shall be separately defined or categorized.
 - (2) Participation structures and procedures for the staff positions defined or categorized.
 - (3) In performing the requirements of subsections (a)(1) and (2), the governing board or its designees shall consult with the representatives of existing staff councils, committees, employee organizations, and other such bodies. Where no groups or structures for participation exist that provide representation for the purposes of this section for particular groups of staff, the governing board or its designees, shall broadly inform all staff of the policies and procedures being developed, invite the participation of staff, and provide opportunities for staff to express their views.

APPENDIX B: SELECTED EXCERPTS FROM THE CALIFORNIA CODE OF REGULATIONS

- (4) Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.
- (5) Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this section.
- (6) The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.
- (7) When a college or district task force, committee, or other governance group, is used to consult with staff regarding implementation of this section or to deal with other issues which have been determined to significantly affect staff pursuant to subdivision (a)(4), the appointment of staff representatives shall be made as follows:
 - (A) The exclusive representative shall appoint representatives for the respective bargaining unit employees, unless the exclusive representative and the governing board mutually agree in a memorandum of understanding to an alternative appointment process.
 - (B) Where a group of employees is not represented by an exclusive agent, the appointment of a representative of such employees on any task force, committee or governance group shall be made by, or in consultation with, any other councils, committees, employee organizations, or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation.
 - (C) When the task force, committee or governance group will deal with issues outside the scope of collective bargaining, any other council, committee or staff group, other than an exclusive agent, that the governing board has officially recognized in its policies and procedures for staff participation may be allowed to designate an additional representative. These organizations shall not receive release time, rights, or representation on such task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees.
 - (D) In all cases, representatives shall be selected from the category that they represent.
- (b) In developing and carrying out policies and procedures pursuant to subsection (a), the district governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. In addition, in order to comply with Government Code §§3540, et seq., such procedures for staff participation shall not intrude on matters within the scope of representation under §3543.2 of the Government Code. Governing boards shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.

APPENDIX B: SELECTED EXCERPTS FROM THE CALIFORNIA CODE OF REGULATIONS

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

Title 5 §51023.7 Students

- (a) The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following:
 - (1) Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.
 - (2) Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.
 - (3) Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.
 - (4) For the purpose of this section, the governing board shall recognize each associated student organization or its equivalent within the district as provided by Education Code §76060, as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made, after consultation with designated parties, by the appropriate officially recognized associated student organization(s) within the district.
- (b) For the purposes of this section, district and college policies and procedures that have or will have a “significant effect on students” includes the following:
 - (1) grading policies;
 - (2) codes of student conduct;
 - (3) academic disciplinary policies;
 - (4) curriculum development;
 - (5) courses or programs which should be initiated or discontinued;
 - (6) processes for institutional planning and budget development;
 - (7) standards and policies regarding student preparation and success;
 - (8) student services planning and development;
 - (9) student fees within the authority of the district to adopt; and
 - (10) any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.
- (c) The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

APPENDIX B: SELECTED EXCERPTS FROM THE CALIFORNIA CODE OF REGULATIONS

- (d) Nothing in this section shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining agents as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to the regulations on academic senates contained in §§53200–53206.
- (e) The governing board of a community college district shall comply substantially with policies and procedures adopted in accordance with this section.

APPENDIX C: MAKING DECISIONS ON ACADEMIC AND PROFESSIONAL MATTERS

In Title 5 §53200, the Academic Senate is established as a body whose primary function is to make recommendations with respect to academic and professional matters, as follows:

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 governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation process.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

At MiraCosta College, decisions about curriculum, including establishing prerequisites and placing courses within disciplines, degree and certificate requirements, incorporation of appropriate student learning outcomes into the course outline of record, and educational program development are initially based on recommendations from the subset of Courses & Programs Committee called CPCC (Courses and Programs Curriculum Committee), consisting of eleven full-time faculty members taken from across the district, including a faculty committee chair, and one academic administrator. These recommendations are placed on the consent calendar of the Academic Senate Council. After ASC approval, these matters are forwarded to the superintendent/president for presentation to the Board of Trustees. The Board of Trustees relies primarily on the judgment and advice of the Academic Senate in curricular matters.

Grading policies, and standards and policies regarding student preparation, student learning outcomes assessment, and student success are routed to Academic Affairs Committee (AAC) and Courses and Programs Committee (C&P), both primarily comprised of faculty members and chaired by faculty members, for deliberation, and ASC for approval and recommendation. Because these matters are embodied in board policies and administrative procedures, they are forwarded to the superintendent/president's cabinet. The superintendent/president relies primarily on the judgment and advice of the Academic Senate in adoption of administrative procedures related to grading policies, and standards and policies regarding student preparation and success. After adoption, the superintendent/president ensures that these procedures are published on the Web site and implemented. In the case where the recommendation regards adoption of a board policy, the superintendent/president approves the policy and recommends it to the Board of Trustees for final approval. In approving board policies on grading, and standards and policies regarding student preparation and success, the Board of Trustees relies primarily on the judgment and advice of the Academic Senate.

AAC recommends standards for academic program review, including standards for reporting the results of and plans for student learning outcomes assessments, and jointly recommends with IPRC, processes for academic program review and program review validation. These standards and processes for program review and program review validation are approved by the Academic Senate Council and implemented by the Institutional Program Review Committee (IPRC). Validation results for academic program reviews are recommended by IPRC and approved by ASC.

The standards and processes for district-wide program review and review and validation of nonacademic programs, including student services and administrative unit programs, are recommended by IPRC and approved by the Administrative Council. Validation results for nonacademic program reviews are recommended by IPRC and approved by Administrative Council. IPRC is co-chaired by a faculty member and an academic administrator, reflecting its charges with respect to academic and professional matters and administrative unit matters.

APPENDIX C: MAKING DECISIONS ON ACADEMIC AND PROFESSIONAL MATTERS

Program review processes and results are not approved beyond the council level, but play a role in the planning and budgeting processes, as outlined in the Integrated Planning Manual. Processes for institutional planning and budget development are developed and recommended by BPC, and approved by the Academic Senate Council. Implementation of the budget development process requires that BPC have the dual function of governance committee with regard to policies and procedures on planning and budget development matters, over which it makes recommendations to governance councils, and divisional advisory committee to the VPBAS, who recommends tentative and final budgets to the Administrative Council for approval, to the superintendent/president for approval, and finally to the Board of Trustees for approval.

Accreditation processes are established in board policy and administrative procedure after deliberation and recommendation of BPC, for approval by all four councils. With respect to faculty roles and involvement in accreditation, the superintendent/president and Board of Trustees will rely primarily on the judgment and advice of the Academic Senate in consideration of the recommended policies and procedures. Accreditation self-study reports require the signature of the Academic Senate president. BPC is co-chaired by a faculty member and the VPBAS, reflecting its roles regarding academic and professional matters, and its roles regarding administrative unit governance matters, as well as its advisory role to the VPBAS.

Policies for faculty professional development/flex are recommended by the Academic Senate Professional Development Program (PDP) committee, on which a variety of faculty members from across the district sit (including an associate faculty member). An academic administrator sits as an ex officio, nonvoting member of the committee. The ASC reviews and approves any changes to PDP processes, and these are then published and implemented. Changes to board policy and administrative procedure on professional development/flex for faculty are recommended to ASC by PDP. Approved recommendations follow the established approval processes for board policies and administrative procedures. In approving board policies and administrative procedures, the superintendent/president (both BPs and APs) and Board of Trustees (for BPs) will rely primarily on the judgment and advice of the Academic Senate with respect to policies and procedures regarding faculty Professional Development.

Policies regarding Student Learning Outcomes (SLOs) and standards of assessment, as well as incorporation of SLO assessment results into academic program review, are developed by the Academic Senate's ad hoc Student Learning Outcomes Assessment Committee (SLOAC) for recommendation to the Academic Affairs Committee, and recommended to the superintendent/president for final approval by the Academic Senate Council (ASC). Course-specific SLOs are approved as part of the curriculum by CPCC and validated by the ASC, before being adopted by the Board of Trustees. The Professional Growth and Evaluation (PG&E) Committee ensures that participation in SLO creation and assessment is incorporated into faculty evaluation and tenure-review procedures. In all matters related to SLOs and outcomes assessments (OAs), the administrative procedure and Board of Trustees will rely primarily on the advice and judgment of the Academic Senate. The outcomes assessment coordinator (OAC), shall be a faculty member chosen by the Academic Senate to lead the SLOAC in policy development and provision of assistance to individual academic program outcomes assessment leads. The OAC also works with an administrative assistant from the Office of Instruction to ensure compliance with tracking procedures for each academic program, to issue reminders, and to track district-wide progress in achieving course and program SLOs, as well as to update the SLO Web site and handbook when policies and procedures are developed, and to ensure that TrakDat includes complete outcomes-assessment information.

APPENDIX C: MAKING DECISIONS ON ACADEMIC AND PROFESSIONAL MATTERS

In addition to the ten academic and professional-matters decisions listed, the state law recognizes an eleventh category of decisions on other academic and professional matters. At MiraCosta College, these include prioritization of growth faculty hiring, program discontinuance processes, and the implementation of program discontinuance processes; equivalency procedures and the implementation of equivalency procedures; policies and procedures protecting academic freedom; and several working conditions matters, including sabbatical leave requests and reporting procedures and their implementation, salary advancement committee processes and procedures and their implementation, faculty service area (FSA) assignment procedures and their implementation, and professional growth and evaluation processes and procedures and their implementation. In each case, the Board of Trustees and the superintendent/president will rely primarily on the judgment and advice of the Academic Senate in establishing policies and procedures with regard to these academic and professional-matters decisions. The recommendations of the Academic Senate will normally be accepted and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the Board of Trustees or its designee, upon request of the Academic Senate, shall promptly communicate its reasons in writing to the Academic Senate.

While the Academic Senate makes recommendations on academic and professional matters to the superintendent/president for approval and recommendation to the Board of Trustees, Title 5 reserves the right of the Academic Senate to make recommendations directly to the Board of Trustees.

GO All Constituents Survey Instrument

Likert Scale 1–6 (no neutral)—strongly agree, agree, slightly agree, slightly disagree, disagree, strongly disagree (“don’t know” option at end). Each question followed by comment box, with general comment box at end.

Responses sorted via pull-down menu by category: classified staff, full-time faculty, associate faculty, student, administrator.

- Question 1: The current governance structure is easy to understand.
- Question 2: In the current governance structure, I know where to take my issues for consideration.
- Question 3: Using the current governance structure, issues are resolved in a timely manner.
- Question 4: Using the current governance structure, issues are resolved in an effective manner.
- Question 5: The current governance structure clearly distinguishes advisory from decision-making bodies.
- Question 6: The current governance structure maintains MiraCosta’s tradition of collegial governance.
- Question 7: The current governance structure is sufficiently comprehensive to address existing district-wide governance issues.
- Question 8: All constituencies are encouraged to have broad and constructive participation in the current governance structure.
- Question 9: Committee composition is appropriate to the tasks of each governance committee.
- Question 10: The current governance structure generates a reasonable amount of workload.

Governance Committee Specific Survey Instruments

Governance Committee Internal Survey Instruments

C&P instrument: Likert scale of 1–5

(strongly disagree at 1 to strongly agree at 5 inc. neutral at 3)

- I. Committee Membership
 - A. The number of members of this committee is appropriate and effective to the mission of the committee.
 - B. The representation of this committee is appropriate and effective to the mission of the committee.
- II. Training
 - A. The orientation training that I received during flex week is appropriate and effective to the performance of my duties on this committee.
 - B. Adequate and appropriate resource material (manuals, reference documents, Web links, and so forth) are available to support my work on this committee.

APPENDIX D: SURVEY INSTRUMENTS FOR GO EVALUATION

III. Workload

- A. The workload of this committee is appropriate and is within the district-wide expectation of five hours per week of collegial governance work.
- B. Effective measures are utilized to equitably distribute the workload with respect to all committee members.
- C. Effective measures are utilized to equitably distribute the workload with respect to the calendar year.
- D. The number and duration of meetings of this committee effectively support the workload of this committee.
- E. The tasks assigned to, and performed by, this committee are appropriate and relevant within the context of the governance structure.

IV. Leadership and Institutional Support

- A. Leadership of this committee is appropriate and effective.
- B. Adequate and appropriate support personnel are assigned to this committee.

V. Other Comments

BPC Instrument: Likert Scale of 1-5

(strongly disagree to strongly agree including neutral at 3)

- 1. The number of members of this committee is appropriate and effective to the mission of the committee.
- 2. The representation of this committee is appropriate and effective to the mission of the committee.
- 3. The budget workshop(s) that I attended as part of the August meeting(s) was appropriate and has proven to be helpful to me in the performance of my duties on this committee.
- 4. Adequate information and communication have been provided to me to support my work on this committee during the year.
- 5. FACULTY ONLY: The workload of this committee is appropriate and is within the district-wide expectation of five hours per week of collegial governance work.
- 6. Nonfaculty ONLY: My workload on this committee is appropriate for my job classification.
- 7. Effective measures are utilized to equitably distribute the workload with respect to all committee members.
- 8. Effective measures are utilized to equitably distribute the workload with respect to the calendar year.
- 9. The number and duration of meetings of this committee effectively support the workload of this committee.
- 10. The tasks assigned to and performed by this committee are appropriate and relevant within the context of the governance structure.

11. The tasks assigned to and performed by the subcommittees and/or task forces I have been part of have been clearly defined, appropriate and relevant within the context of the BPC and GO structure and functions.
12. Leadership of this committee is appropriate and effective.
13. The co-chairs have worked well together in making the committee work, including meetings, efficient and effective.
14. The co-chairs have provided a balanced perspective for the work of this committee.

APPENDIX E: COMMONLY USED ACRONYMS

AAC —Academic Affairs Committee	MOE —MiraCosta Online Educators
AP —Administrative Procedure	MOU —Memorandum of Understanding
AS —Academic Senate	OAC —Outcomes Assessment Coordinator
ASC —Academic Senate Council	PADE —Presidential Advisory Committee on Diversity and Equity
ASG —Associated Student Government	PDP —Professional Development Program (flex)
ASP —Academic Senate President	PG&E —Professional Growth and Evaluation Committee
ASVP —Academic Senate Vice President	SAC —Salary Advancement Committee
BAS —Business and Administrative Services	SEC —San Elijo Campus
BP —Board Policy	SIC —Student Interests Committee
BPC —Budget and Planning Committee	SLC —Sabbatical Leave Committee
CLC —Community Learning Center	SLO —Student Learning Outcomes
CMP —Comprehensive Master Plan	SLOAC —Student Learning Outcomes and Assessment Committee
CNC —Collegial Negotiations Committee	S/P —Superintendent/President
C&P —Courses and Programs Committee	S/P's AC —Superintendent/President's Advisory Committees
CPCC —Courses and Programs Curriculum Committee (subcommittee of C&P)	VPBAS —Vice President, Business and Administrative Services
CRC —Classification Review Committee	VPI —Vice President, Instructional Services
CSC —Classified Senate Council	VPSS —Vice President, Student Services
DAC —Divisional Advisory Committee	WCC —Working Conditions Committee
DSP&S —Disabled Students Programs and Services	WCM —Working Conditions Manual
EEOAC —Equal Employment Opportunity Advisory Committee	
EOPS —Extended Opportunity Programs and Services	
GO —Governance Organization	
HSP —Honors Scholar Program	
ICC —Inter-Club Council	
IPRC —Institutional Program Review Committee	
MCCCDAAA —MiraCosta Community College District Academic Administrators' Association	
MCCCDCAA —MiraCosta Community College District Classified Administrators' Association	

Intentionally Left Blank



MIRACOSTA COMMUNITY COLLEGE DISTRICT

► www.miracosta.edu

Community Learning Center

1831 Mission Avenue, Oceanside, CA 92058

► P 760.795.8710 ► F 760.795.8730

Oceanside Campus

1 Barnard Drive, Oceanside, CA 92056

► P 760.757.2121 ► F 760.795.6609

San Elijo Campus

3333 Manchester Avenue, Cardiff, CA 92007

► P 760.944.4449 ► F 760.634.7875