



BP 2510

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**Allan Hancock Joint Community College District  
Board Policy  
Chapter 2 – Board of Trustees**

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## **BP 2510 SHARED GOVERNANCE**

Allan Hancock College is strongly committed to the concept and the practice of shared governance as a process for institutional decision making. Shared governance is the meaningful involvement of those affected by decisions in the decision making process in a climate of mutual trust and respect. In order to implement shared governance the District subscribes to the following principles.

1. Faculty, administrators, classified staff, and students each possess a special knowledge and expertise that will enhance the quality of decisions.
2. All parties involved must work for the good of the institution in fulfilling its mission.
3. The welfare of students is our most important goal and all parties must be committed to the institution's primary mission which is the highest possible quality of education and service to students.
4. The decision making process depends upon open communication and full sharing of information with all parties involved.
5. While shared governance is time consuming and requires a high level of commitment on the part of all parties involved, the benefits, including greater understanding and acceptance of decisions, are worthy of the effort.
6. Consensus will not always be possible and the governing board, as the entity holding the institution in trust for the community, has the ultimate responsibility to act. However, such action should be taken only after every effort has been made to resolve the matter collegially and should only occur in unusual circumstances and for compelling reasons. When such conditions exist the Board's decision will be accompanied by a written explanation to the parties involved.
7. In order for shared governance to work, the most critical component is mutual trust.

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**Adopted:** No date

**Revised:**

(*Replaces Board Policy 1112*)



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**Allan Hancock Joint Community College District**  
**Administrative Procedure**  
Chapter 2 – Board of Trustees

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## **AP 2510 SHARED GOVERNANCE**

We believe the following structure is essential to effective implementation of shared governance.

- A. Each constituency which has responsibility and/or expertise in an area shall participate in the development of policies and procedures for that area.
- B. All standing and ad hoc committees shall be structured to include appropriate representation by faculty, administration, classified staff and students based on the relevance of matters considered by that committee to each constituency.
- C. Appointment to all shared governance committees and councils shall be based on the recommendation of the appropriate organization: faculty representatives from Academic Senate, administrative representatives from the Administrative Council and President's Cabinet, classified staff representatives from CSEA and nonrepresented classified confidential/supervisory staff, and student representatives from the Student Council of the Associated Student Body.
- D. The college recognized the Executive Committee of the Academic Senate as the body which represents the faculty in collegial governance for academic and professional matters. Based on section 53200 of the education code, we recognize that the definition of academic and professional matters includes, but is not limited to, the ten areas listed below.

In the following areas the governing board or its designees shall rely primarily upon the advice and judgment of the Academic Senate.

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading Policies
4. Educational program development
5. Faculty roles and involvement in accreditation processes including self study and annual reports
6. Policies for faculty professional development activities

In the following areas the governing board or its designees shall reach mutual agreement with the Academic Senate.

1. Standards or policies regarding student preparation and success
2. District and college governance structures as related to faculty roles
3. Processes for Program Review
4. Processes for institutional planning and budget development

In these and other academic and professional matters mutually agreed upon, the governing board, or its designees, shall rely primarily upon the advice and judgment of, or mutual agreement with, the Academic Senate.

Upon request of the Academic Senate the administration shall confer and collaborate with senate representatives regarding recommendations or proposals by the senate. If the parties involved do not reach consensus, the senate may present its views to the Board and the Board shall consider and respond to those views. Likewise, senate representatives have the responsibility when requested to confer and collaborate with the administration and to respond to their proposals and recommendations.

### **Student Role in Governance**

- E. Students shall be allowed the opportunity for reasonable representation in the arenas that discuss and set standards in areas that include the following topics:
  1. grading policies;
  2. codes of student conduct;
  3. academic disciplinary policies;
  4. curriculum development;
  5. course 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;
  10. any other district and college policy, procedure or related matter that the district governing board determines will have a significant effect on students.
- F. 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.
- G. The administration and board of trustees shall provide an opportunity for student input into the decision-making process on matters that have significant or direct effect on students before the decision is made or action is taken, except in unforeseen or emergency situations.
- H. The Student Council of the Associated Student Body is the officially recognized body representing the college's student population enrolled in credit classes.

- I. Students who participate in college governance shall be officially appointed by the chief executive officer of the Student Council of the Associated Student Body.
- J. Students who participate in college governance are accountable to the Student Council of the Associated Student Body and should present reports to that body on a regular basis.
- K. Student participants should make an effort to seek the perspective and positions of the student body at large and should make known to the student body the pertinent information discussed at the governance meeting.
- L. The college should provide appropriate opportunities to strengthen student knowledge and understanding of governance issues in order to foster student preparedness and self-confidence, and to enhance student credibility.

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**Approved:** 2/18/93

**Revised:** 4/26/94

**Revised:** 2/18/97

**Revised:**

(*Replaces Administrative Procedure 1112.01*)

## BP 2510 Participation in Local Decision Making

Reference:

***Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students); Accreditation Standard IV.A***

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action and administrative procedures for Superintendent/President action under which the District is governed and administered. Data, both qualitative and quantitative, will be used to drive district planning and decision making.

This policy affirms the commitment to participatory governance by the faculty, students, staff, administration and Board of Trustees of Antelope Valley College. The policy also explains which constituent bodies have authority in the various decisions made in managing the college.

According to Educational Code, and AB 1725, participatory governance provides each constituency the opportunity to participate effectively in formulating the college policies and procedures that affect them. Furthermore, some constituencies are given rights and authority beyond that afforded by effective participation. Title 5 gives the Academic Senate the right of collegial consultation on Academic and Professional matters and Educational Code requires that the governing board and the academic senate jointly agree on policies and procedures for faculty hiring, determining equivalences to minimum qualifications of faculty, and administrative retreat rights.

In addition, Collective Bargaining Agents have the right to bargain on all matters that are mandatory subjects of bargaining and nothing in the participatory governance process shall infringe upon the rights and responsibilities of employees under collective bargaining agreements.

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

**Faculty, Staff and Students**--Education Code, Section 70902, (7)

This section mandates that the governing board of each community college district do all of the following:

(7) “Establish procedures not inconsistent with minimum standards established 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, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.”

In addition, Title 5, Section 51023.5 and 51023.7, related to Policies and Procedures of Staff and Student Participation in District and College Governance respectively, mandates that:

“Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff and students until it has provided staff and students 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.”

**Student Participation**--Title 5, Section 51023.7. Student Participation in District and College Governance.

“District and college policies and procedures that have or will have a significant effect on students includes the following:

- a) Grading policies;
- b) Codes of student conduct;
- c) Academic disciplinary policies;
- d) Curriculum development;
- e) Courses or programs which should be initiated or discontinued;
- f) Processes for institutional planning and budget development;
- g) Standards and policies regarding student preparation and success;
- h) Student services planning and development;
- i) Student fees within the authority of the district to adopt; and
- j) Any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.”

#### **Constituent Groups**

“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.”

In addition to the Academic Senate, the groups that are recognized by the Board of Trustees at Antelope Valley College are:

- a) Associated Student Organization
- b) Classified Staff Collective Bargaining Agent
- c) Confidential/Management/Supervisory Group
- d) Faculty Collective Bargaining Agent

#### **Academic Senate**

##### 1. Powers, Title 5, Section 53203.

“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.”

“While in the process of consulting collegially, the academic senate shall retain the right to meet with or 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."

2. *Agreements on Academic and Professional Matters*, as listed in Section 53203, Title 5, require participation of the Academic Senate, an organization whose primary function is to make recommendations with respect to academic and professional matters, and the Board of Trustees through a process of "collegial consultation", which requires either or both of the following:

- (a) Rely primarily upon the advice and judgment of the Academic Senate,  
OR
- (b) The Governing Board, or its designees, and the Academic Senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

3. *Rely Primarily*--The Board of Trustees of Antelope Valley College will rely primarily on the advice of the Academic Senate for policies and procedures related to the following Academic and Professional Matters:

- (1) Curriculum, including establishing prerequisites.
- (2) Degree and certificate requirements.
- (3) Grading policies.
- (4) Education program development.
- (5) Standards or policies regarding student preparation and success.
- (8) Policies for faculty professional development activities.

The Governing Board is also required to rely primarily on the advice and judgment of the Academic Senate in establishing policies and procedures for Faculty Hiring Criteria (Ed. Code 87360 (b) and (c), Equivalencies to Minimum Qualifications (Ed. Code 87359 (b) and Administrative Retreat Rights (Ed. Code 87458 (a). These areas may also have collective bargaining aspects.

4. *Mutual Agreement*--The Board of Trustees will come to mutual agreement with the Academic Senate for policies and procedures related to the following Academic and Professional Matters:

- (6) District and college governance structures, as related to faculty roles.
- (7) Faculty roles and involvement in accreditation processes, including self-study and annual reports.
- (9) Processes for program review.
- (10) Processes for institutional planning and budget development.
- (11) Other academic and professional matters as mutually agreed upon.

5. *No Mutual Agreement*--When a mutually agreeable solution to an academic and professional matter cannot be reached, existing policy shall remain in effect until such time as a mutually acceptable resolution can be worked out and agreed upon. The only exception to this principle shall be those powers granted to the Board of Trustees in law (i.e., "such policy exposes the district to legal liability or causes substantial fiscal hardship"). The law also provides that "the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organization reasons". The Board may also act when there is no existing policy, or legal liability or fiscal hardship requires existing policy to be changed.

### Collective Bargaining

#### 1 Authority and Scope—Government Code, Sections 3540-49.3, Chapter 10.7, Division 4, Title 1.

“Collective Bargaining in community colleges is governed by the Education Employment Relations Act. The scope of representation shall be limited to matters relating to wages, hours of employment, and other terms and conditions of employment, including health and welfare benefits, leave, transfer and reassignment policies, safety, class size, evaluation procedures, processing of grievances, layoff, disciplinary action, and suspension.”

#### 2. Areas of Joint Responsibility

The Academic Senate and the Faculty Collective Bargaining agent recognize several areas of overlapping authority or concern. The Faculty Collective Bargaining Agent is specifically required to consult with the Academic Senate before engaging in collective bargaining on Tenure (Ed. Code 87610.1 (a), Evaluation (Ed. Code 87663 (f), and Faculty Service Areas (Ed. Code 87743.2). Other mandatory collective bargaining items, such as the Academic Calendar, also have a direct impact on academic programs.

In instances where overlapping authority or concern exist, the Faculty Collective Bargaining Agent may delegate matters within the scope of bargaining to the Academic Senate and the Academic Senate may delegate matters within its jurisdiction to the Faculty Collective Bargaining Agent.

Likewise, the resolution of issues that are subject to collective bargaining may be assigned to a participatory governance body, for deliberation and recommendation only, with the consent of the affected Collective Bargaining Agent and the Board of Trustees or designee. And although every effort will be made to resolve issues in the assigned committee, both the District and the Collective Bargaining Agent have the right to return issues to the collective bargaining process. Items assigned to a committee process shall be returned to the parties for final ratification or approval unless stipulated otherwise when the item was assigned to the committee.

#### **See Administrative Procedure #2510**

**Adopted: 7/5/05**

**Revised: 5/12/08**

## **BP 2510 Participation in Local Decision Making**

Reference:

***Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students); Accreditation Standard IV.A***

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

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

**Academic Senate (Title 5, Sections 53200-53206.)**

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

**Staff (Title 5, Section 51023.5.)**

Classified staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of the California State Employees Association (CSEA) will be given every reasonable consideration.

**Students (Title 5, Section 51023.7.)**

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

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

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



# Butte-Glenn Community College District

## BOARD POLICY

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### BP 2510 - Participation in Local Decision Making

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Reference: *Education Code Section 70902(b)(7);  
Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students)*

It is the belief of the Butte-Glenn Community College Board of Trustees that shared Governance is both a philosophy and a process, which assures the mutual respect of all campus constituencies by providing them the right to participate effectively in college governance. The Butte-Glenn Community College Board of Trustees further recognizes that the best decisions for the District can be made by relying upon the collective knowledge and expertise of the College community and by ensuring that each constituency is given every reasonable consideration to express its opinions and provide advice and counsel.

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

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

- Academic Senate(s) (Title 5, Sections 53200-53206)  
The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law (see Board Policy # 2515).
- Staff (Title 5, Section 51023.5.)  
Staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of the Butte College Classified Senate and Management/Supervisory/ Confidential group, will be given every reasonable consideration.
- Students (Title 5, Section 51023.7.)  
The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration.

All key parties of interest – faculty, classified staff, students, and administrators – should participate in developing recommendations for Board policy action.

The publication “Participating in Decision-Making at Butte College” provides the procedures for this policy.



## Chapter Two: Board of Trustees

BP 2510

### PARTICIPATION IN LOCAL DECISION MAKING

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

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

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

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

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

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

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

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

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

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

See Administrative Procedure AP2510.

#### **References:**

*Education Code Section 70902(b)(7);*

*Title 5 Sections 53200 et seq. (Academic Senate), 51023.5 (Staff), and 51023.7*

*(Students);*

*Accreditation Standard IV.A*



## **Chapter Two: Board of Trustees**

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Adopted: March 2, 1992

Revised: November 6, 1995

Revised: June 10, 2013

Revised: June 9, 2014

**Board of Trustees****1 BP 2510 PARTICIPATION IN LOCAL DECISION-MAKING****2 References:**

3 Education Code, Section 70902(b)(7);  
4 Title 5, Sections 53200 et seq. (Academic Senate), 51023.5 (staff), and 51023.7  
5 (students);  
6 Accreditation Standard IV.A

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

13 The Cerritos College governance process allows decisions regarding policies and  
14 regulations of the college to include appropriate input from all relevant campus  
15 constituencies. This shared governance process shall be implemented in accordance  
16 with the Education Code, Title 5 regulations, and shared governance policies adopted  
17 by the Board of Trustees. This governance process shall include collegial consultation  
18 between the Board of Trustees (or its representative) and the Faculty Senate on  
19 academic and professional matters, and shall support collaborative or shared decision-  
20 making with major college constituencies--faculty, classified staff, students, and  
21 managers. In the exercise of this process, the members of each major constituency on  
22 campus retain all rights granted by state law, the Education Code, Title 5 regulations,  
23 and Board Policy.

24 In accordance with Sections 53200 to 53204 of Title 5 of the California Code of  
25 Regulations, the Cerritos College District Board of Trustees adopts the following  
26 statement of policy, delegating authority and responsibility over certain academic and  
27 professional matters to the Cerritos College Faculty Senate.

- 28 1) Each Board Member, faculty member, classified staff member, manager and  
29 student of Cerritos College has a vested interest in ensuring that the college  
30 fulfills its mission of providing quality education to the people of the Cerritos  
31 Community College District. The fulfillment of that mission is best accomplished  
32 through cooperative effort, trust, mutual respect, and the sharing of  
33 responsibilities.
- 34 2) The Faculty Senate of Cerritos College, established by Board policy, and duly  
35 elected in accordance with the Faculty Senate Constitution and By-Laws, is  
36 recognized as the official representative body of the faculty of Cerritos College as

- intended in Sections 53200 [b], 53201 and 53202 of Title 5 of the California Code of Regulations.
- 3) The primary function of the Faculty Senate of Cerritos College is to make recommendations to the administration and the Board of Trustees of Cerritos College with respect to the development and implementation of policy regarding academic and professional matters of the college.
- 4) The academic and professional matters referred to above include, but are not limited to, the following:
- a) Curriculum, including establishing course content and prerequisites, and placing courses within disciplines.
  - b) Degree and certificate requirements.
  - c) Grading policies.
  - d) Educational program development.
  - e) Standards and policies concerning student preparation and success.
  - f) College governance structure, as related to faculty roles.
  - g) Faculty involvement in the accreditation process, including self-studies and annual reports.
  - h) Policies for faculty professional development activities.
  - i) Processes for program review.
  - j) Processes for institutional planning and budget development.
  - k) Selection, evaluation and retention of faculty.
  - l) Other academic and professional matters as may be mutually agreed upon from time to time between the Board of Trustees and the Faculty Senate.
- 5) The Board of Trustees of Cerritos College and the duly appointed administrators of the college will consult collegially with the Faculty Senate when adopting policies and procedures relating to the matters described above. The Board of Trustees will give at least four (4) weeks written notice to the Faculty Senate prior to the adoption, modification or implementation of policies relating to any of the above, including a written statement of the proposed policy.
- 6) The Board of Trustees of Cerritos College and the duly appointed administrators of the college will rely primarily on the advice and judgment of the Faculty Senate in relation to the academic and professional matters described in items a, b, c, and d, of section 4 above. The recommendations of the Faculty Senate will normally be accepted in developing and implementing policy concerning these matters, 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 will, upon request of the Faculty Senate, provide a written explanation as to why the recommendation was not followed.
- 7) The Board of Trustees of Cerritos College and the duly appointed administrators of the college will reach mutual agreement with the Faculty Senate, by written resolution, regulation or policy in relation to the academic and professional matters described in items e, f, g, h, i, j, and k, of section 4, above. In instances where agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the District to legal liability or causes

82           substantial fiscal hardship. The governing board may act, after a good faith effort  
83           to reach agreement, only for compelling legal, fiscal, or organizational reasons.

84       The Governing Board shall recognize the Associated Students of Cerritos College as  
85       the representative body of students to offer opinions and to make recommendations to  
86       the administration and governing board with regard to College policies and procedures  
87       that have or will have a significant effect on students. For the purposes of this policy,  
88       College policies and procedures that have or will have a "significant effect on students"  
89       include the following:

- 90       1. Grading policies;
- 91       2. Codes of student conduct;
- 92       3. Academic disciplinary policies;
- 93       4. Curriculum development;
- 94       5. Courses or programs which should be initiated or discontinued;
- 95       6. Processes for institutional planning and budget development;
- 96       7. Standards and policies regarding student preparation and success;
- 97       8. Student services planning and development;
- 98       9. Student fees within the authority of the District to adopt; and,
- 99       10. Any other College policy, procedure, or related matter that the District governing  
100      board determines will have a significant effect on students.

101       **Classified Staff** (Title 5, Section 51023.5)

102       Classified staff members shall be provided with opportunities to participate in the  
103       formulation and development of District policies and procedures that have a significant  
104       effect on staff. The opinions and recommendations of the California School Employees  
105       Association (CSEA) as the official designated representative of classified staff will be  
106       given every reasonable consideration.

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

110       Office of Primary Responsibility: President/Superintendent

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**Date Adopted: December 12, 2007**

*(Replaces former Cerritos College Policies  
2006, 2007, 4804, and 7209)*

## BP 2510 Participation in Shared Governance

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

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

- **Faculty**

The Faculty Senate may represent the faculty and make recommendations to the administration and the Governing Board with respect to academic and professional matters, as long as the exercise of such functions does not conflict with lawful collective bargaining agreements (Title 5 Sections 53200–53206).

The District hereby acknowledges the Chaffey College Faculty Association as the exclusive representative concerning employment conditions for all academic employees (Government Code Sections 3540 et seq.).

- **Classified Staff** (Title 5 Section 51023.5)

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

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

The Associated Students of Chaffey College shall be given an opportunity to participate effectively in the formulation and development of policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students of Chaffey College will be given every reasonable consideration.

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

## **BP 2510 Participation in Shared Governance**

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

Details regarding shared governance are included in AP 2510 titled Participation in Shared Governance.

References: Education Code Section 70902(b)(7);  
Title 5 Sections 53200 et seq. (Academic Senate), 51023.5 (Staff), and  
51023.7 (Students);  
WASC/ACCJC Accreditation Standard IV.A

Policy

Category: Governance Process

Adopted: 6/28/12

*(Replaces former Board Policy 4.7)*

## **CITRUS COMMUNITY COLLEGE DISTRICT BOARD**

### **BP 2510                   PARTICIPATION IN LOCAL DECISION-MAKING**

**References:** Education Code Section 70902(b)(7); Title 5 Sections 53200 et seq. (Academic Senate), 51023.5 (staff), and 51023.7 (students); ACCJC Accreditation Standard IV.A

Citrus Community College District is committed to shared and participatory governance principles, designed to guide wise decision making supporting the College's mission and strategic goals. This governance philosophy is based upon five pillars of shared decision making, all which must be present for effective governance. These pillars are: shared vision, shared engagement, shared respect, shared information and shared risk.

The Board of Trustees honors the concept of shared and participatory governance in all areas defined by State laws and regulations as policy of Citrus College, while retaining its own rights and responsibilities as the ultimate authority.

The Board recognizes the following groups as part of its policy and procedure implementing its commitment to participatory governance:

#### **Academic Senate**

The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law as set forth in Administrative Procedure 2510.

#### **Classified Staff**

Classified staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on Classified staff as set forth in Administrative Procedure 2510.

#### **Management Staff**

Management staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on Management staff as set forth in Administrative Procedure 2510.

### **Supervisors/Confidential Staff**

Supervisors/Confidential staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on Supervisors/Confidential staff as set forth in Administrative Procedure 2510.

### **Students**

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law as set forth in Administrative Procedure 2510.

*(Replaces Citrus College Policy P-1010)*

Board Approved	06/16/09
Desk Review	01/18/12
Desk Review	03/19/13

**Coast Community College District**  
**BOARD POLICY**  
Chapter 2  
Board of Trustees

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## **BP 2510 Participation in Local Decision Making**

### **References:**

Education Code Section 70902(a)(1), 70902(b)(7)  
Title 5 Sections 53200 et seq. (Academic Senate), 51023.5 (Staff), and 51023.7  
(Students) Accreditation Standard IV.A

(See Administrative Procedure 2510)

The Board of Trustees has ultimate responsibility for educational quality, legal matters, and financial integrity. Indeed, it is the legal responsibility of the Board of Trustees to maintain, and govern the District and its Colleges. In executing that responsibility, the Board is committed to the principles of participatory decision-making.

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

Adopted March 21, 2012  
Revised November 6, 2013

## Role of the Academic Senate in Academic and Professional Matters 2223

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As outlined in Title V regulations, the Board of Trustees remains the body ultimately responsible for the policies of the District. In the execution of that responsibility, the Board recognizes its obligation under Title V regulations to “consult collegially” with the Academic Senate on “academic and professional matters.” In that spirit, an assumption common to these recommendations is that there are aspects in the operation of the District which are largely in the domain of faculty and others which largely are not. There are also areas of concern which are the responsibility of both faculty and administration. Areas of “academic and professional matters” include the following:

1. Curriculum, including the establishment of prerequisites and placing courses within disciplines;
2. Degree and Certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards regarding student preparation and success;
6. Governance structures as related to faculty roles;
7. Faculty involvement in Accreditation;
8. Policies for Faculty professional development activities;
9. Policies for Program Review;
10. Processes for Institutional planning and budget development, and;
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

Consultation process for academic and professional matters:

<u>AREA</u>	<u>JOINT DEVELOPMENT</u>	<u>PRIMARY RELIANCE</u>
1. Curriculum		X
2. Degree and Certificate requirements:		
• General Ed. and Program Specific		X
• Units for degree	X	
3. Grading policies		X
4. Educational Program Development	X	
5. Standards regarding student preparation and success		X
6. Governance structures as related to faculty roles	X	
7. Faculty involvement in accreditation	X	
8. Policies for faculty professional development activities other than contractual aspects		X
9. Policies for Program Review	X	
10. Processes for institutional planning and budget development		X
11. Other Academic and Professional Issues	Whether primary reliance or joint development to be determined on an individual basis by the Board or its designee.	

*Foothill-De Anza Community College District  
Board of Trustees  
Board Policy Manual*

Title V California Code §53200

Approved 6/7/93  
Amended 5/1/95



# **BOARD POLICY**

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## **2510**

### **DESERT COMMUNITY COLLEGE DISTRICT**

## **PARTICIPATION IN LOCAL DECISION MAKING**

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action. Administrative Procedures shall follow the same review and approval process as all other board policies when necessary.

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

- Academic Senate(s) (Title 5, Sections 53200-53206.)  
The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.
- Staff (Title 5, Section 51023.5.)  
Staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the management group and CSEA will be given every reasonable consideration.
- Students (Title 5, Section 51023.7.)  
The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.

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

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

**Reference: Education Code Section 70902(b)(7), 87610.1; Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students)**

## **Board Policy 2510 *cont'd***

College Council Approval: February 27, 2006  
Approved: March 8, 2006  
Updated: October 17, 2008  
Next Review: October 2013

Administrator: Superintendent/President

**Board Policy 2510****Participation in Local Decision Making**

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

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

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

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

The Board will normally accept the recommendations of the Academic Senate on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5, and as listed below:

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

The Board of Trustees designates the Vice President-Academic Affairs as the liaison to the Academic Senate for the items listed above.

If the District Governing Board of Trustees disagrees with the recommendation of the Academic Senate, representatives of the two bodies shall have the

obligation to meet and reach mutual agreement by written resolution, regulation, or policy of the Governing Board.

Nothing in this policy shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiated agreements between the Federation of Teachers and the District. Written notification shall be given to the El Camino College Federation of Teachers by the District at the beginning of discussions between the Academic Senate and the District on academic and professional matters.

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

Classified staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the Police Officers Association (POA), El Camino Classified Employees (ECCE) and confidential groups will be given every reasonable consideration.

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

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

The Board of Trustees shall recognize the Associated Student Organization as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of the College and to the Board of Trustees with regard to District policies and procedures that have or will have a significant effect on students. The District policies and procedures that have or will have a "significant effect on students" include 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 Board of Trustees determines will have a significant effect on students.

The Board of Trustees shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

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

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

**Reference:**

Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq.,  
(Academic Senate), 51023.5 (staff), 51023.7 (students)

Replaces Board Policy 3605

El Camino College

Adopted: 7/15/02

Amended: 11/19/07

## **BP 2510      Participation in Local Decision Making**

Reference:

**Education Code Section 70901, 70902(b)(7); Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students); Accreditation Standard IV.A**

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

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

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

The Board or its designees shall consult collegially with the Academic Senate on academic and professional matters, as defined by law. Procedures to implement Section A of BP 2510 shall be developed collegially with the Academic Senate.

The Board shall rely primarily on the recommendations of the Academic Senate in the areas of curriculum, degree and certificate requirements and grading policies, and recognizes the existing primary role of the faculty in the hiring of faculty (through the ranking of candidates) [53200(c) 1,2,3 &11]. These areas fall under the rule of 53200(d) 1, which calls for the Board of Trustees to "rely primarily upon the advice and judgment of the Academic Senate."

The Board shall consult collegially with the Academic Senate in all other academic and professional matters, including:

- 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 process, including self-study and annual reports;
- Policies for professional development activities;
- Processes for program review;
- Processes for institutional planning and budget development;
- Equivalence determination (Ed Code 87359);
- Administrator retreat rights (Ed Code 87458);
- Faculty tenure (Ed Code 87610.6) [placed into contract language]; and
- Faculty service areas (Ed Code 87743.2) [placed into contract language]

Revision to Section A of BP 2510 will require mutual agreement of the Board of Trustees or their designee and the Academic Senate by written resolution. At Feather River College, the Superintendent/ President is the designee of the Board of Trustees, and the Academic Senate President is the representative of the Academic Senate.

**B. Staff (Title 5, Section 51023.5.)**

Staff shall participate in the formulation and development of District policies and procedures. Education Code Section 70901 establishes minimum standards for governing procedures. These standards allow for Classified Staff to participate on college committees, task forces and other shared governance groups. CSEA MOU 2001/2002-4 states that "S.B. 235 requires that a college's or district's exclusive representative for classified bargaining unit members be solely responsible for appointing Classified Staff representatives to serve on any college or district task force. The bill also makes provisions for cases in which a fully participatory Classified Senate has been in operation, allowing for the exclusive representative to sign an M.O.U. with the district, delegating to the Classified Senate the responsibility of appointing classified Staff representatives to any college or district task force." The opinions and recommendations of the Classified Senate will be given every reasonable consideration.

College policies based on the principle of mutual agreement include:

- The role of staff in the evaluation of administrators
- Board Policies that are outside the areas of faculty primacy as stated in AB 1725
- Budget development implementation (Title 5, Section 53200)

Revision to Section B of BP 2510 will require mutual agreement of the Board of Trustees or their designee and the Classified Staff by written resolution. At Feather River College, the Superintendent/ President is the designee of the Board of Trustees, and the Classified Senate President is the representative of the Classified Senate.

**C. Students (Title 5, Section 51023.7.)**

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

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

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

Administrative Procedure: 2510

Cabinet Approved: November 14, 2006

Board Approved: December 14, 2006

## **BP 2511 Internal Communication of Participation in Local Decision Making**

Reference:

**[BP/AP 2510] Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq; 51023.5; 51023.7; Accreditation Standard IV. A.2, IV.A.5; Govt. Code Section 54950-54960.5 (The Brown Act)**

### **District Commitment**

Pertaining to BP/AP 2510, the Feather River Community College District Board of Trustees is committed to shared internal governance. Participation in decision-making at the college is achieved through a variety of constituencies.

The following Administrative and Academic Senate committees will post appropriate information in the College's document storage management systems to demonstrate transparency and accountability.

**Shared Governance Committees:** Academic Calendar; Academic Senate; Accreditation; Basic Skills; Budget; Cabinet; Classified Senate; Communications; Diversity; Facilities; EEO Advisory; President's Staff; Professional Development; Safety; Strategic Enrollment Management; Strategic Planning; Strategic Technology; Student Intervention; Student Learning Outcomes Assessment Cycle; Student Services Council; Sustainability Action Team

**Academic Senate Committees:** Academic Policies; Council on Instruction; Curriculum; Equivalency; Faculty Flex; Standards and Practices.

Ad Hoc and Subcommittees of the above committees will be encouraged collegially to post information in the College's document storage management systems to demonstrate transparency and accountability.

Reference: AP #2511

Cabinet Approved: December 1, 2011

Board Approved: December 8, 2011

## Role of the Academic Senate in Academic and Professional Matters 2223

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As outlined in Title V regulations, the Board of Trustees remains the body ultimately responsible for the policies of the District. In the execution of that responsibility, the Board recognizes its obligation under Title V regulations to “consult collegially” with the Academic Senate on “academic and professional matters.” In that spirit, an assumption common to these recommendations is that there are aspects in the operation of the District which are largely in the domain of faculty and others which largely are not. There are also areas of concern which are the responsibility of both faculty and administration. Areas of “academic and professional matters” include the following:

1. Curriculum, including the establishment of prerequisites and placing courses within disciplines;
2. Degree and Certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards regarding student preparation and success;
6. Governance structures as related to faculty roles;
7. Faculty involvement in Accreditation;
8. Policies for Faculty professional development activities;
9. Policies for Program Review;
10. Processes for Institutional planning and budget development, and;
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

Consultation process for academic and professional matters:

<u>AREA</u>	<u>JOINT DEVELOPMENT</u>	<u>PRIMARY RELIANCE</u>
1. Curriculum		X
2. Degree and Certificate requirements:		X
• General Ed. and Program Specific		
• Units for degree	X	
3. Grading policies		X
4. Educational Program Development	X	
5. Standards regarding student preparation and success		X
6. Governance structures as related to faculty roles	X	
7. Faculty involvement in accreditation	X	
8. Policies for faculty professional development activities other than contractual aspects		X
9. Policies for Program Review	X	
10. Processes for institutional planning and budget development		X
11. Other Academic and Professional Issues	Whether primary reliance or joint development to be determined on an individual basis by the Board or its designee.	

*Foothill-De Anza Community College District  
Board of Trustees  
Board Policy Manual*

Title V California Code §53200

Approved 6/7/93  
Amended 5/1/95

# **BP 2510 Participation in Local Decision Making: Faculty**

## **Reference:**

***Education Code Section 70902(b)(7);  
Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7  
(students)***

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

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

### **Faculty Senate(s) (Title 5, Sections 53200-53206.)**

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

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

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

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

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

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

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

## **See Administrative Procedure #2510**

# **AP 2510 Participation in Local Decision-Making**

## **Reference:**

***Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq;***

***51023.5; 51023.7***

***Accreditation Standard 10B, IV.A.2, IV.A.5***

Gavilan College takes pride in its successful structure and institutional culture of participatory governance. The process of participatory governance guides and informs the college's decision-making activities, short and long-range planning, and problem solving tasks. With the exception of collective bargaining, personnel matters and legal issues, all aspects of the College conform to the participatory process.

Participatory governance is best described as a process of consultation, a framework of required interactions that ensures that all decisions are well informed by input from the four segments of the college community: management, faculty, Professional Support Staff and students. In this regard, the participatory process is grounded in Assembly Bill 1725 and in the policies of the Gavilan Joint Community College District Board of Trustees.

Gavilan College has taken an additional step, however, by endeavoring to govern its affairs by consensus. Even though the determinations reached through the process are advisory to the President of the College, who serves as the institution's chief executive officer, the majority of institutional decisions are reached through consensus. This effort ensures a healthy give-and-take in debating ideas, as well as an operative system of checks-and-balances in the review of important matters. It also promotes trust and broadens the sense of "ownership" of the decisions reached, thereby reinforcing the structure of governance.

## **PRESIDENT'S COUNCIL**

### **Purpose:**

The President's Council serves as the college's central, participatory council, functioning as the institution's primary shared governance body. The structure and nature of the President's Council facilitate its interaction with all institutional constituencies. As the college's central decision-making body, the Council's planning role is enhanced by its familiarity with all functions of the college, ensuring both a knowledgeable and an integrated perspective.

Specialized projects are referred by the Council to other governance organizations for review, such as the Faculty Senate and Educational Leadership Team for instructional matters, the Professional Support Staff for inquiries to staffing issues and the Associated Students for student issues. These bodies report back to the Council with recommendations. For most issues, the determination of the President's Council is final. The President of the College is charged with representing Council determinations to the Board of Trustees.

The President's Council endeavors to integrate all aspects of communication, decision-making and planning tasks rather than permit the institution to become isolated or its activities to become fragmented due to the centrifugal impulses of this large and complete collegiate environment. The President's Council establishes ad hoc committees to assist with specialized projects of the college.

### **Membership:**

President (Chair)

Vice President, Instructional Services

Approved by the Board of Trustees: June 12, 2001

Vice President, Student Services  
Vice President, Administrative Services  
Faculty Senate Representatives (2)  
Educational Leadership Team Representative (1)  
Confidential/Supervisory Representative (1)  
Professional Support Staff Representatives (2)  
Associated Student Body Representatives (2)

#### Associated Students

The Associated Student Body (ASB) will represent all students of Gavilan College with the right to participate effectively in shared governance.

To be provided the opportunity to participate in the policies, procedures and processes at Gavilan College, that has a “significant effect on students.”

The ASB believes that the highest intellectual, social and moral life is achieved by the ordered pursuit of learning, ethics and involvement at Gavilan College.

The ASB will provide an open communication between students, the community and Gavilan College and represent all student's interests, goals and information.

The ASB will finance and sponsor a variety of cultural activities and events that benefit the students, the community and Gavilan College.

The ASB will work closely with college faculty to develop educational programs on an ongoing basis that affect students' educational needs.

To assure that the ASB recommendations are given “every reasonable consideration” within Gavilan College.

#### Educational Leadership Team

Meet regularly as a management group to address educational matters and to provide a leadership role in the collaborative review, interpretation, and implementation of policies and procedures as they relate to the mission and goals of the institution.

Provide an effective coordination of instructional and student services programs and activities. Represent the interest and concerns of instruction and student services.

#### Faculty Senate

To serve as the representative of the faculty in making recommendations to the administration of the College and to the Board of Trustees about academic and professional matters.

To work for the general welfare of Gavilan College, its students, staff and faculty.  
To foster a sense of responsibility among faculty for maintaining a superior level of instruction and professional activity.

To address academic and professional issues including:  
Curriculum, including establishing prerequisites and placing courses within disciplines  
Degree and certificate requirements  
Grading policies  
Educational program development

Approved by the Board of Trustees: June 12, 2001

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  
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 governing board and the Faculty Senate

#### Professional Support Staff

The Professional Support Staff representatives shall represent all professional support staff of Gavilan College within the participatory governance structure and decision making process of the College. The purpose includes, but is not limited to the following:

To represent the issues and concerns of the support staff in all aspects of governance and decision-making on matters that are not related to collective bargaining and contract negotiations.

To support the professionalism of the support staff

To encourage individual leadership, contribution, and development among the members of the support staff.

To assure that informed support staff is available for decision-making within the democratic processes of Gavilan College.

To provide a centralized method of communicating between the support staff and other areas of the College.

To collect and disseminate information of interest to the support staff.

To represent the interest of the support staff in all matters before any policy-making committee or governing body of the College.

Amended: November 14, 2006

Glendale Community College District

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**PARTICIPATION IN LOCAL DECISION-MAKING**

The Board of Trustees is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations, not including matters that are within the scope of collective bargaining. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action and administrative regulations for Superintendent/President action under which the District is governed and administered. The Superintendent/President has primary responsibility for the quality of the institution he/she leads. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate, and establishes a collegial process that sets values, goals, and priorities.

The Board affirms the right of faculty, classified staff, management, and students to express ideas and opinions at the campus level with the assurance that such opinions will be given respectful consideration. The Board of Trustees exercises its responsibility in a collegial manner by supporting and relying upon the shared governance structure, process, and practice in its decision-making. In particular, the Board acknowledges the authority of the Glendale Community College Governance Policy contained in AR 2511: Governance Document and the Mutual Gains document, AR 4000: Mutual Gains Agreement.

As provided for in Title 5 Regulations, and the affirmation of the Governing Board “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” or its designee(s).

As required by law, each of the following shall participate in the decision-making processes of the District:

**ACADEMIC SENATE**

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

Definitions of modes of collegial consultation: When the board elects to rely primarily upon the advice and judgment of the academic senate, the recommendation of the senate will normally be accepted and only in exceptional circumstances and for

Glendale Community College District

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Board Policy

compelling reasons will the recommendations not be accepted. When the board elects to provide for mutual agreement with the academic senate, it shall reach such agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations. If an agreement has not been reached, existing policy shall remain in effect unless such policy exposes the district to legal liability or fiscal hardship. In cases where there is no existing policy, or when legal liability or fiscal hardship requires existing policy to be changed, the board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

The Board shall develop policies by relying primarily upon the advice and judgment of the Academic Senate in the following areas:

- a. Curriculum, including establishing prerequisites and placing courses in disciplines
- b. Degree and certificate requirements
- c. Grading policies
- d. Policies for faculty professional development activities
- e. Standards or policies regarding student preparation and success

The Board shall reach mutual agreement with the Academic Senate in the following areas:

- a. Faculty roles and involvement in accreditation processes, including self-study reports
- b. Educational program development
- c. College governance structures as related to faculty roles
- d. Processes for program review
- e. Processes for institutional planning and budget development
- f. Other academic and professional matters as mutually agreed upon between the Governing Board or its designee(s) and the Academic Senate

GUILD

The faculty Guild shall be provided with opportunities to participate collegially in the formulation and development of District policies and procedures that have a significant effect on the College. The opinions and recommendations of the Guild shall be given every consideration. Nothing in the Board regulation undermines the rights and provisions contained in the collective bargaining agreement between the District and the Guild.

Glendale Community College District

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Board Policy

**CLASSIFIED STAFF**

Classified Staff shall be provided with opportunities to participate collegially in the formulation and development of District policies and procedures that have a significant effect on the college. The opinions and recommendations of the Classified Staff and the CSEA will be given every consideration. Nothing in the Board regulation undermines the rights and provisions contained in the collective bargaining agreement between the District and the CSEA.

**STUDENTS**

The Associated Students shall be provided with opportunities to participate collegially in the formulation and development of District policies and procedures that have a significant effect on the college. The opinions and recommendations of the Associated Students shall be given every consideration. The appointment of student members to serve on college committees, task forces, or other groups dealing with matters having a significant effect on students shall be made by the Associated Students after consultation with the Superintendent/President of the college, or his or her designee. Student matters include:

- a. Grading policies
- b. Codes of student conduct
- c. Academic disciplinary policies
- d. Curriculum development
- e. Courses or programs which should be initiated or discontinued
- f. Processes for institutional planning and budget development
- g. Standards and policies regarding student preparation
- h. Student services planning and development
- i. Student fees within the authority of the District to adopt
- j. Any other District or college policy, procedure, or related matter that the District Governing Board determines will have a significant effect on students

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

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

Glendale Community College District

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**ADMINISTRATORS AND MANAGERS**

Administrators, managers and confidential employees shall be provided with opportunities to participate collegially in the formulation and development of District policies and procedures that have a significant effect on the college. The opinions and recommendations of administrators, managers and confidential shall be given every consideration. Administrators and managers shall be entitled to participate in the governance processes of the District.

Nothing in this procedure shall be construed to impinge upon the due process rights of faculty, staff, management, students or administrators nor to detract from any negotiated agreements between the collective bargaining representative and the District Governing Board.

**Reference:**

- Education Code Section 70902(b)(7);
- Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students);
- Accreditation Standard IV.A (2014)

**Administrative Regulation:**

None

Adopted 9/14/09

## **BP 2510      Participation in Local Decision-Making**

Reference: ***Education Code Section 70902(b)(7); Title 5 Sections 53200 et seq. (Academic Senate), 51023.5 (Staff), and 51023.7 (Students)***

Adoption Date: August 21, 2001                  Last Updated: January 15, 2013

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

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

- **Academic Senates (Title 5 Sections 53200-53206):**  
The Governing Board or its designees shall consult collegially with the Academic Senates of Grossmont and Cuyamaca Colleges through their respective designated representatives to reach mutual agreement in the development of policies and procedures on academic or professional matters as defined by law. In instances where agreement is not reached, existing policy shall remain in effect unless continuing 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 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, for compelling legal, fiscal, or organizational reasons.
- **Administrators and Staff (Title 5 Section 51023.5):**  
Administrators and staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. In the development of policies or procedures, after consultation with the administration of the colleges/District, staff may present their views and recommendations to the Governing Board. The opinions and recommendations of the Confidential Administrators, Administrator's Association, Classified Senate, California School Employees Association (CSEA), Confidential Employees, and Fraternal Order of Police (FOP) will be given every reasonable consideration.
- **Students (Title 5 Section 51023.7):**  
The Governing Board recognizes the Associated Students of Grossmont College and the Associated Student Government of Cuyamaca College as the official voices for students in the District. Students, through the Associated Students groups, shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be

given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.

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

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



### AP 2510 Participation in Local Decision-Making

*Reference:*

*Education Code Section 70902(b) (7)*

*Title 5, Sections 53200 et seq; 51023.5; 51023.7*

*Accreditation Standard IV.A.2, IV.A.5*

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

#### **College Council (Title 5, Section 51023.5, 51023.7)**

The Board of Trustees establishes the College Council to ensure that faculty, staff, students, and administrators have the opportunity to express their opinions and ideas and to have those opinions and ideas given every reasonable consideration. The College Council will promote discussion and will make recommendations to the CEO on matters relevant to the orderly functioning of the college

The College Council will be comprised of an equal numbers of representatives from the four constituent groups, selection criteria and terms of the office to be determined by each group.

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

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

#### **Academic Senate (Title 5, Section 53200, et seq.,)**

The Governing Board or its designee(s) shall consult collegially with the Academic Senate of Imperial Valley College through their respective designated representatives to reach mutual agreement in the development of policies and procedures on academic or professional matters as defined by law:

- Education Code Section 66450: distribution of academic presentations
- Education Code Section 87458: administrative retreat rights
- Education Code Section 87359: equivalencies to minimum qualifications
- Education Code Section 87360: faculty hiring
- Education Code Section 87663: faculty evaluation

- Education Code Section 87610.1: faculty tenure
- Education Code Section 87743.2: faculty service areas
- Title 5 Section 55022: curriculum committee
- Title 5 Section 53204: academic senate/union agreements

In the development of policies or procedures, after consultation with the administration of the colleges/district, the Academic Senate may present their views and recommendations to the Governing Board.

In instances where agreement is not reached, existing policy shall remain in effect unless continuing 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 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, for compelling legal, fiscal, or organizational reasons.

See BP 2510

## SECTION SIX

### FACULTY/ACADEMIC SENATE

#### **6A    Recognition of Academic Senates (Revised July 13, 2000)**

- 6A1**   The Board of Trustees affirms recognition of the Academic Senates of the Colleges of the Kern Community College District under Title 5 of the California Administrative Code and as provided for in law.
- 6A2**   The Academic Senates shall be recognized to make recommendations to the District Chancellor, and to the Board of Trustees with respect to academic and professional matters.
- 6A3**   The Academic Senate of each College shall be recognized to make recommendations with respect to academic and professional matters to the College President and Management Team of each College, and, if necessary, consult collegially with the Board of Trustees about individual College matters as outlined in **Policy 6A4**.
- 6A4**   *Academic and professional matters* means the following policy development and implementation matters:
  - curriculum, including establishing pre-requisites and placing courses within 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;
  - policies for faculty professional development activities;

- processes for program review;
  - processes for institutional planning and budget development; and
  - other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senates.
- 6A5** The Board of Trustees or its designee shall consult collegially with the College Academic Senates when identifying or adopting policies on academic and professional matters. This requirement to consult collegially shall not limit other rights and responsibilities of the Academic Senates which are specifically provided for in statute, regulations, or other sections of the District Board Policy Manual.
- 6A6** *Consult collegially* means that the Board of Trustees shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:
- relying primarily upon the advice and judgment of the Academic Senates; or
  - that the Board of Trustees, or such representatives as it may designate, and the representatives of the Academic Senates shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the Board of Trustees effectuating such recommendations.
- 6A7** With respect to academic and professional matters listed in **Policy 6A4**, the Board of Trustees shall rely primarily upon the advice and judgement of the Academic Senates.
- 6A8** While in the process of consulting collegially, the Academic Senates shall retain the right to meet with or appear before the Board of Trustees with respect to views, recommendations, or proposals of the Academic Senates. In addition, after consultation with the administration of the College and/or District, the Academic Senates may present their views and recommendations to the Board of Trustees according to **Policies 6C1** and **6C2**.
- 6A9** The Board of Trustees shall rely primarily upon the advice and judgment of the Academic Senates in determining which policies, proposed and existing, relate to academic and professional matters. The Chancellor shall rely primarily upon the advice and judgment of the academic senates in determining which procedures relate to academic and professional matters and shall consult collegially with the Academic Senate with respect to these procedures.

**6B** Responsibilities of the College Academic Senates

- 6B1** 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/her designee, by the Academic Senates.
- 6B2** The Academic Senates shall implement the sections of the District's and Colleges' faculty hiring and evaluation policies for which they are responsible.
- 6B3** The College curriculum committee shall be established by mutual agreement between the College administration and Academic Senate.
- 6B4** The Academic Senates may assume such responsibilities and perform such functions as may be delegated to them in writing by the Board of Trustees of the District pursuant to Section 53203(a) of Title 5.
- 6B5** Each College Academic Senate and College administration shall agree upon written responsibilities delegated to the Academic Senate, including, but not limited to, academic and professional matters as defined in Section 53200 of Title 5, California Administration Code.

**6C** Recommendation and Consultation

- 6C1** In making a recommendation to the Board of Trustees, the College Academic Senates shall, using their own procedures, jointly agree upon the recommendation before forwarding it to the Board of Trustees.
- 6C2** When the Board of Trustees or its designee consults collegially with the College Academic Senates, the Academic Senates shall, using their own procedures, jointly agree upon a response before forwarding it to the Board of Trustees or its designee.
- 6C3** In instances where the Board of Trustees elects to rely primarily upon the advice and judgment of the Academic Senates, the recommendations of the Academic Senates shall 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 Senates, shall promptly communicate its reasons for its action in writing to the Academic Senates.

**6C4** In instances where the Board of Trustees elects to provide for mutual agreement with the Academic Senates, the Academic Senates shall determine their representatives to meet with the Board of Trustees' representatives to reach a tentative mutual agreement, to be approved by each College Academic Senate. If final mutual agreement cannot be 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 not existing policy, or in cases where exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the Board of Trustees may act, after a good faith effort to reach agreement with the Academic Senates, only for compelling legal, fiscal, or organizational reasons.

**6D** **Scope**--Nothing in **Policies 6A** through **6F** of this policy shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiated agreements between the collective bargaining representatives and the Board of Trustees.

**6E** **Implementation**--This policy shall be deemed as a formal statement of compliance with the law and Title 5 regulations. The Academic Senate and administration of each College shall consult collegially on any additional procedures to implement the policies in **Section Six** of the District Board Policy Manual.

**6F** **Review and Revision**--Policies on academic and professional matters are subject to review and revision at the request of any one (1) of the Academic Senates or the Board of Trustees. The Academic Senates and the Board of Trustees shall consult collegially on such revised policies as outlined in **Policy 6C**, before adoption of said revised policies.

**6G** **Faculty Hiring** (Applicable to all personnel with employment contracts based on the Basic Faculty Salary Schedule)

**6G1** Philosophy

**6G1A** It shall be the policy of the Kern Community College District that a faculty hiring process be established to provide for highly qualified College faculty who are expert in their subject areas, who are skilled in teaching and serving the needs of a varied student population, who can enhance overall College effectiveness, and who are sensitive to and representative of the racial and cultural diversity of the District adult community.

**6G1B** The governing board of a community college district derives its authority from statute and from its status as the entity holding the institution in trust for the benefit of the public. The governing board and the administrators it appoints have the principal legal and public responsibility for ensuring an effective hiring process.

**6G1C** Faculty members derive their authority from their expertise as teachers and subject matter specialists and from their status as professionals. The Faculty has an inherent professional responsibility in the development and implementation of policies and procedures governing the hiring process.

**6G1D** The Academic Senates have the legal responsibility and authority to develop jointly with representatives of the governing board the hiring criteria, policies and procedures for new faculty.

**6G1E** Hiring procedures are based on a recognition that responsibility for selecting faculty from a pool of qualified applicants is shared cooperatively by faculty and administration, participating effectively in all phases of the hiring process.

**6G1F** All policies and procedures relative to faculty hiring shall be characterized by strict confidentiality to the extent permitted by law.

**6G2** Affirmative Action

**6G2A** The Board of Trustees, Administration and Academic Senate have the joint responsibility to ensure that affirmative action goals and timetables are a part of the overall process of hiring faculty.

**6G2B** All participants in the hiring process shall receive training in affirmative action procedures and shall become knowledgeable about the affirmative action goals and timetables of the District and its Colleges.

**6G2C** Each College's Affirmative Action Officer shall serve as a consultant on District and State guidelines and be responsible for monitoring the College and District's affirmative action policies and procedures, including but not limited to:

- Review of the job description/announcement;
- Review of the composition and procedures of selection committees; and
- Review of the adequacy of the applicant pool.

**6G2D** Each College Personnel Officer in consultation with the College Affirmative Action Officer and selection committee shall determine the adequacy of the employment pool based on all applications received.



Book	Chapter 2 - Board of Trustees
Section	Policies
Title	Participation in Local Decision-Making
Number	BP 2510
Status	Active
Legal	
Adopted	September 8, 2009
Last Reviewed	May 13, 2014

## Lassen Community College District Policy

**CCLC No. 2510**

**Board of Trustees**

### **BP 2510 Participation in Local Decision-Making**

#### **References:**

Education Code Section 70902(b)(7);  
Title 5 Sections 53200 et seq. (Academic Senate), 51023.5 (staff), and 51023.7 (students);  
ACCJC Accreditation Standard IV.A

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

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

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

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

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

Staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the groups identified in AP 2510 will be given every reasonable consideration.

**Students** (Title 5 Section 51023.7)

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

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

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

CHAPTER XVIII  
SHARED GOVERNANCE POLICIES

ARTICLE I  
ACADEMIC SENATE AND BOARD OF TRUSTEES  
SHARED GOVERNANCE POLICY

18100.	<p><u>COLLEGE ACADEMIC SENATE:</u> The faculty of each college in the District may organize a College Academic Senate for the purpose of faculty government and to establish formal and effective procedures for participation in setting policies on academic and professional matters. The Board of Trustees recognizes such faculty groups as representatives of faculty opinions and as a consulting body on the college campus.</p>
Adopted	12/18/96
Amended	01/09/02
18101.	<p><u>DISTRICT ACADEMIC SENATE:</u> The Board of Trustees recognizes the District Academic Senate, composed of various representatives of the College Academic Senates, and will consult collegially with it on academic and professional matters common to the District.</p>
Adopted	12/18/96
Amended	01/09/02
18102.	<p><u>SHARED GOVERNANCE:</u> The Board of Trustees recognizes and affirms its obligations to consult collegially with the District Academic Senate when adopting policies and procedures on academic and professional matters. The primary function of the District Academic Senate, as representative of the faculty, is to make recommendations to the Board of Trustees (or designee), with respect to District level academic and professional matters. The primary function of the College Academic Senates, as representatives of the college faculty, is to make recommendations to the administration of the college and the Board of Trustees</p>
Adopted	12/18/96
Amended	01/09/02

18103.

**DEFINITIONS:**

- A. "Faculty" means those academic employees of the District who are employed in positions that are not designated as supervisory or management for the purposes of the Educational Employment Relations Act, encompassed in Government Code section 3540 et seq., and for which minimum qualifications for hire are specified by the Board of Governors for the California Community Colleges.
- B. "District Academic Senate" means the Academic Senate for the Los Angeles Community College District.
- C. "College Academic Senate" means the Academic Senate of each of the colleges in the Los Angeles Community College District.
- D. The generic term "academic senate" means either or both the District Academic Senate or the College Academic Senates.
- E. "The Board" means the Board of Trustees of the Los Angeles Community College District.
- F. "The District" means the Los Angeles Community College District.
- G. "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;

Adopted  
Amended

12/18/96  
01/09/02

7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
  8. Policies for faculty professional development activities;
  9. Processes for program review;
  10. Processes for institutional planning and budget development; and
  11. Other academic and professional matters as mutually agreed upon between the Board and the academic senate.
- H. “Consult collegially” means that the Board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion by:
1. Relying primarily upon the advice and judgment of the academic senate; or
  2. Agreeing that the 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, regulations, or policy of the board effectuating such recommendations.

Adopted      12/18/96  
Amended      01/09/02

18104. COLLEGIAL CONSULTATION PROCESS

- A. The Board through the collegial consultation process shall rely primarily on the District Academic Senate concerning the following District level academic and professional matters:
1. Curriculum, including establishing prerequisites and placing courses within disciplines;
  2. Degree and certificate requirements;

Adopted      12/18/96  
Amended      01/09/02

3. Grading policies;
  4. Policies for faculty professional development activities;
  5. Processes for program review; and
  6. Faculty roles and involvement in accreditation processes, including self-study and annual reports.
- B. The Board shall reach mutual agreement with the District Academic Senate on District level academic and professional matters by written resolution concerning the following policy areas:
1. Educational program development;
  2. District and college governance structures as related to faculty roles;
  3. Processes for institutional planning and budget development;
  4. Standards or policies regarding student preparation and success; and
  5. Other academic and professional matters as are mutually agreed on by the Board of Trustees and the District Academic Senate.
- C. In order to facilitate the consultation process, there shall be regularly scheduled meetings, including but not limited to:
1. The District Academic Senate President and the Chancellor.
  2. Between District Academic Senate Executive Committee and Chancellor's Cabinet; and
  3. Other meetings that the District Academic Senate and/or the Chancellor find will effectuate the consultation process.

Adopted 12/18/96  
Amended 01/09/02

- D. All recommendations on academic and professional matters which have been developed through collegial consultation with the District Academic Senate shall bear the signature of the District Academic Senate President.

Adopted 12/18/96  
Amended 01/09/02

18105. RECOMMENDATIONS OF THE DISTRICT ACADEMIC SENATE

- A. Recommendations from the District Academic Senate to the Board shall be in writing and conveyed to the Board usually through the Chancellor.
- B. In instances where the Board elects to rely primarily upon the advice and judgment of the District Academic Senate, the recommendations of the District 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 or its designee, upon written request of the Academic Senate to the Board shall promptly communicate its reasons in writing to the District Academic Senate.
- C. In instances where the Board elects to provide for mutual agreement with the District Academic Senate, and agreement has not been reached, existing policy shall remain in effect unless continuing 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 Board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

Adopted 12/18/96  
Amended 01/09/02

18106. APPOINTMENT OF REPRESENTATIVES

- A. The appointment of faculty members to serve on District committees, task forces, or other groups dealing with academic and professional matters

Adopted 12/18/96  
Amended 01/09/02

shall be made, after consultation with the Chancellor or his or her designee, by the District Academic Senate. Notwithstanding this section, the faculty collective bargaining representative may seek to appoint faculty members to committees, task forces, or other groups. Nothing in the foregoing shall affect the right of the faculty collective bargaining agent to appoint faculty members to committees pursuant to existing or future collective bargaining agreements.

- B. The appointment of faculty members to serve on college committees, task forces, or other groups dealing with academic and professional matters shall be made, after consultation with the College President or his or her designee, by the College Academic Senate. Notwithstanding this section, the faculty collective bargaining representative may seek to appoint faculty members to college committees, task forces, or other groups. Nothing in the foregoing shall affect the right of the faculty collective bargaining agent to appoint faculty members to college committees pursuant to existing or future collective bargaining agreements.

Adopted 12/18/96  
Amended 01/09/02

18107. **RIGHT TO APPEAR BEFORE THE BOARD.** The Academic Senate shall retain the right to meet with or to appear before the Board with respect to the views, recommendations, or proposals of the academic 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 Board.

Adopted 12/18/96  
Amended 01/09/02

18108. **COLLECTIVE BARGAINING AGREEMENTS AND DUE PROCESS RIGHTS.** Nothing in this chapter shall be construed to impinge upon the due process rights of faculty, nor to detract from any collective bargaining agreements.

Adopted 12/18/96  
Amended 01/09/02

18109. DELEGATION OF AUTHORITY.

- A. For purposes of consulting collegially with the District Academic Senate, the Board designates the Chancellor as its representative. For purposes of consulting collegially with the College Academic Senate, the Board designates the College President acting under the authority and supervision of the Chancellor. The Board reserves the right to designate additional or alternative designees at any time.
- B. College policies for collegial consultation with College Academic Senates shall be submitted to the Board for approval. The Board reserves its right to approve, disapprove or supersede college agreements reached under those policies.

Adopted 12/18/96  
Amended 01/09/02

18110. GUIDELINES FOR IMPLEMENTATION. For purposes of interpretation of this chapter, the Board adopts the attached Guidelines for Implementation of Sections 53200 to 53204 of Title 5 of the Administrative Code of California. These guidelines were agreed upon by the Community College League of California and the Academic Senate for California Community Colleges. In the event the Community College League of California and the Academic Senate for California Community Colleges revise the Guidelines, the Board may adopt the most recently revised Guidelines.

Adopted 12/18/96  
Amended 01/09/02  
Amended 04/17/13

## **GUIDELINES FOR IMPLEMENTATION OF SECTION 53200-53204 OF TITLE 5 OF THE ADMINISTRATIVE CODE OF CALIFORNIA**

**Source Document: Participating Effectively in District and College Governance  
The Academic Senate for California Community Colleges and The Community  
College League of California  
Fall 1998**

### **INTRODUCTION**

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

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

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

### **PART I. THE LOCAL BOARD POLICY ON COLLEGIAL CONSULTATION**

#### **1. QUESTION: What is meant by the term "shared governance"?**

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

The intent of the Legislature in enacting this section of AB 1725 was "to authorize more responsibility for faculty members in duties that are incidental to their primary professional duties" and to assure that "increased faculty involvement in institutional governance and decision making" does not conflict with faculty rights in collective bargaining (Section 4n). This shared involvement in the decision making process does

not necessarily imply total agreement nor does it abrogate the ultimate decision making responsibility of the local governing board.

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

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

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

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

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

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

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

Either one of the procedures can be used to address each of the eleven areas defined as academic and professional matters; the procedure need not be the same for all eleven. It is recommended, although not required, that the specific procedure selected by identified in policy for each of the academic and professional matters.

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

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

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

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

**PART II. ACADEMIC AND PROFESSIONAL MATTERS**

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

The intent of the list of academic and professional matters is to state more specifically the breadth of the legal requirement for the academic senate to assume primary responsibility for making recommendations on “curriculum and academic standards” [Education Code §70901(b)(7)]. These guidelines do not attempt to further define the list of academic and professional matters. Often it is the context of the issue which determines if it is an academic and professional matter. To assist in this determination, the companion document “Scenarios Illustrating Effective Participation in District and College Governance” gives examples of particular issues and good practice for their resolution through collegial consultation. Furthermore, the eleventh item allows the academic senate and the governing board to mutually agree on adding other issues as being subject to collegial consultation. Academic senates, along with governing boards and their designees, are encouraged to establish processes through which the status of any issue as an academic and professional matter is determined.

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

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

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

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

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

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

**PART III. MUTUAL AGREEMENT AND RELY PRIMARILY**

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

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

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

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

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

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

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

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

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

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

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

#### **PART IV. IMPLEMENTING THE COLLEGIAL CONSULTATION PROCESS**

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

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

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

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

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

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

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

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

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

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

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

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

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

Issue management can be another useful activity for such councils. Broaching topics when they initially arise can give all parties the opportunity to participate in devising a common strategy for addressing that topic. It can be within this forum that the academic senate may identify issues which are academic and professional in nature. These discussions can assure that topics are properly referred to the committee charged with handling that matter. Coordinating councils also provide a venue to resolve conflicts that may arise as issues work their way through the governance process.

However, a coordinating council is not the appropriate body to make recommendations to the governing board or designee on academic and professional matters. These issues are appropriately within the purview of the academic senate. Furthermore, care should be taken in placing decision-making authority in the hands of coordinating councils. The strength of participatory governance lies in recommendations being made by those who have the necessary expertise and are most affected by the decision.

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

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

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

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

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

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

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

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

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

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

Communication is also a hallmark of a good collegial consultation process. Venues are created for key leaders to discuss matters in formal settings such as a coordinating council. (See Question 19 on the role of councils.) Informal meetings can be held between key leaders between formal meetings to further understanding, but official

conclusions should be a part of the formal process. All participants must make a conscientious effort to keep one another informed.

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

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

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

No. Title 5 §53203(f) requires that appointments of faculty to groups dealing with academic and professional matters be made by the academic senate after consultation with the CEO or designee. Furthermore, consultation is required in establishing committees if the purpose of the committee is to develop policy or procedures related to an academic and professional matter or as part of the basic governance structures set forth in the board's policy on collegial consultation. (See Chancellor's Office Legal Opinion M 97-20, October 23, 1997.)

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

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

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

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

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

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

**PART V. ROLES OF THE ACADEMIC SENATE AND EXCLUSIVE BARGAINING AGENT**

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

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

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

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

- 27. QUESTION: May the collective bargaining agent delegate matters within the scope of bargaining to the local senate and may the senate delegate matters within the scope of the eleven defined areas of academic and professional matters to the collective bargaining agent?**

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

## **PART VI. STUDENTS AND STAFF**

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

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

Title 5 §51023.7 requires the governing board to “adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance.” Students are to participate in “formulation and development” of policies and procedures that have a “significant effect” on them. The regulation lists ten areas of such significant effect, most of which are quite similar to the senate’s academic and professional matters. Boards are not to act unless students have had the opportunity to

participate, with the exception of “unforeseeable, emergency situations” and shall give positions of the students “reasonable consideration.” The regulation states the intent that boards are to respect the agreements with senates and unions while working with students.

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

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

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

Student participation can be strengthened in several ways. Student leaders can work with the college leadership to identify committees whose charges incorporate the ten areas of significant effect on students. Student membership can be specified on those committees. The names of those who will participate on committees can be identified early in the year. It is important that committees meet at regularly scheduled times convenient to students interested in being members. Student members can benefit from orientation and training and from having an assigned mentor to assist in getting to know the work of the committee. An effective strategy to strengthen leadership skills is to have a student government course as part of the curriculum. Communication between the student government, the academic senate, and other groups can be improved by having liaisons attend one another’s board meetings.

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

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

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

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

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

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

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

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

## **PART VII. KEEPING PARTICIPATORY GOVERNANCE STRONG**

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

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

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

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

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

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

Beyond legal requirements, board should recognize the special role that academic senates and student and staff organizations play in developing recommendations for board action. Following are some suggestions to strengthen that role. Organizational representatives may be seated prominently to facilitate discourse with the board. Reports from each organization may be regularly agendized. Items on the board agenda which were developed through significant senate, student, or staff involvement can be jointly presented by the appropriate organizational representatives. Commentary on board agenda items can be solicited from the senate, student, and staff representatives without restrictions such as filling out speaker cards and being subject to short time limitations.

In addition to regular business meetings of the board, other opportunities can be structured for mutually productive dialogue and education. Study sessions, workshops, and college and community forums often provide a more open environment for board members, key community groups, and college leaders to engage in discussion about

external trends and broad policy direction and for the board to share its vision and to hear about activities in the district related to achieving the vision and mission. Sessions such as these enable constituent groups to identify and address areas of agreement and concern early in policy discussions.

## **PART VIII. COMPLIANCE**

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

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

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

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

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

The board must uphold the requirements of Education Code §70902(b)(7) and Title 5 §§53200-204 (academic senates), §52023.7 (students) and §51023.5 (staff). As the designee of the board, the chief executive officer is likewise bound to carry out these regulations. When considering action on an academic and professional matter, the local governing board must first ascertain that the collegial consultation process has been followed. If not, action on the item would then be delayed until such consultation has been obtained.

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

Violations of Title 5 Regulations may be reported in writing by filing a written complaint with the Legal Affairs Division of the Chancellor's Office. The General Counsel will

investigate credible complaints and determine needed corrective action to assure compliance with the regulations.

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

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

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1.0 Definitions (Ed. Code, § 70902; Title 5, § 53200):

- 1.1 “Faculty” means those employees of the Los Rios Community College District who are employed in academic positions that are not designated as supervisory or management and for which minimum qualifications for hire are specified by the California Community Colleges Board of Governors.
- 1.2 “District Academic Senate” means the organization whose primary responsibility, as the representative of the faculty, is to make recommendations to the Los Rios Community College District Board of Trustees with respect to academic and professional matters. “College Academic Senate” means the organization whose primary responsibility, as the representative of the faculty, is to make recommendations to the administration of their individual College with respect to academic and professional matters.
- 1.3 “Academic and professional matters” means the following policy development and implementation matters:
  - 1.3.1 Curriculum, including establishing prerequisites and placing courses within disciplines;
  - 1.3.2 Degree and certificate requirements;
  - 1.3.3 Grading policies;
  - 1.3.4 Educational program development;
  - 1.3.5 Standards or policies regarding student preparation and success;
  - 1.3.6 District/College(s) governance structures, as related to faculty roles;
  - 1.3.7 Faculty roles and involvement in accreditation processes, including self-study and annual reports;
  - 1.3.8 Policies for faculty professional development activities;
  - 1.3.9 Processes for program review;
  - 1.3.10 Processes for institutional planning and budget development; and
  - 1.3.11 Other academic and professional matters as are mutually agreed upon between the Board of Trustees and the District Academic Senate.
- 1.4 “Consult collegially” means the Board of Trustees shall adopt policies on academic and professional matters through either or both of the following methods, according to its own discretion:
  - 1.4.1 Relying primarily upon the advice and judgment of the District Academic

Senate; or

- 1.4.2 Agreeing that the Board of Trustees, or designee, and the representatives of the District Academic Senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the Board of Trustees effectuating such recommendations.

2.0 Recognition (Ed. Code § 70902, Gov. Code § 3540; Title 5, § 53203)

- 2.1 The Board of Trustees notes and confirms the legislative intent to recognize the role of academic senates in District and College participatory governance.
- 2.2 The faculty of each College in the District may organize a College Academic Senate for the purpose of College faculty government and to establish formal and effective procedures for participation in making recommendations on policies on academic and professional matters. The Board of Trustees recognizes the College Academic Senate(s) as a consulting body at each College. A primary responsibility of the College Academic Senate(s) is to make recommendations to the administration of the College.
- 2.3 The Board of Trustees recognizes the District Academic Senate, composed of various representatives of the College Academic Senate(s), as the representative body of the College Academic Senate(s) for the purpose of making recommendations on developing district-wide educational policies and procedures in accordance with this Policy. The primary responsibility of the District Academic Senate is to make recommendations to the Board of Trustees, or designee, with respect to academic and professional matters.
- 2.4 The Board of Trustees, or designee, shall consult collegially with the District Academic Senate when adopting policies and procedures on academic and professional matters. Formal recommendations from the District Academic Senate shall be presented by the President of the District Academic Senate in writing to the Chancellor's Cabinet or in regular meeting reports to the Board of Trustees.
- 2.5 In instances where the Board of Trustees elects to rely primarily upon the advice and judgment of the District Academic Senate, the recommendations of the District Academic Senate shall normally be accepted, and only in exceptional circumstances and for compelling reasons shall the recommendations not be accepted. If a recommendation is not accepted, the Board of Trustees, or designee, upon written request of the District Academic Senate, shall promptly communicate its reasons in writing to the District Academic Senate.
- 2.6 In instances where the Board of Trustees elects to provide for mutual agreement with the District Academic Senate, and agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the District or its Colleges 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 Board of Trustees may act, after a good faith effort to reach agreement, but only for

compelling legal, fiscal, or organizational reasons.

- 2.7 On the following District-level academic and professional matters, the Board of Trustees agrees to “rely primarily” on the District Academic Senate:
  - 2.7.1 Curriculum, including establishing prerequisites and placing courses within disciplines;
  - 2.7.2 Degree and certificate requirements;
  - 2.7.3 Grading policies;
  - 2.7.4 Standards or policies regarding student preparation and success;
  - 2.7.5 Faculty roles and involvement in the accreditation process, including Self Study Reports and annual reports;
  - 2.7.6 Policies for faculty professional development activities; and
  - 2.7.7 Processes for program review.
- 2.8 On the following District-level academic and professional matters, the Board of Trustees agrees to “reach mutual agreement:”
  - 2.8.1 Educational program development;
  - 2.8.2 District/College(s) governance structures, as related to faculty roles;
  - 2.8.3 Processes for institutional planning and budget development; and
  - 2.8.4 Other academic and professional matters as mutually agreed on by the Board of Trustees and the District Academic Senate.
- 2.9 The President of the District Academic Senate and the president of each College Academic Senate shall have a recognized chair at all formal meetings of the Board of Trustees.
- 2.10 In order to facilitate the consultation process, there shall be regularly scheduled meetings between representatives of the District Academic Senate and the designee of the Board of Trustees.

### 3.0 Committees (Ed. Code, § 70902; Title 5, § 53203)

- 3.1 The Board of Trustees supports a robust and representative committee system as an important participatory governance tool across the District.
  - 3.1.1 Normally, the appointment of faculty members to serve on District committees shall be made by the District Academic Senate President in consultation with the local College Academic Senate Presidents in consultation with the Chancellor or designee.

- 3.1.2 The appointment of faculty members to serve on College committees, task forces, or other groups shall be made by the College Academic Senate President in consultation with the College President.
- 3.2 Recognizing the faculty's primary responsibility for making recommendations in the areas of curriculum and academic standards, the following committees are senate-led: The District Curriculum Coordinating Committee and the District Matriculation Committee.
  - 3.2.1 The District Academic Senate has the right to make recommendations to the Board of Trustees about policy, regulation, or strategic direction in academic and professional matters. The District Academic Senate may allow senate-led committees to forward certain types of recommendations (e.g., curriculum proposals) directly to the Board of Trustees, or designee, provided that the District Academic Senate has authorized that practice in writing. Those authorized recommendations constitute the recommendation of the District Academic Senate.

- 3.3 Non-senate-led District Committees consist of members representing different constituencies who make recommendations regarding District Policy or practice outside of the arena of academic and professional matters but which have areas of responsibility regarding one or more of the academic and professional matters.

The District Academic Senate recognizes that recommendations from these committees regarding academic and professional matters shall constitute mutual agreement between the District Academic Senate and the Board of Trustees or its representatives if the following two conditions are met:

- 3.3.1 The District Academic Senate has appointed a representative to the committees in order to carry the District Academic Senate's views and suggestions for agenda items; and
- 3.3.2 The faculty membership of any standing committee or of any subcommittee of a standing committee working on tasks related to the academic and professional matters as agreed to by the District Academic Senate and the Board of Trustees or designee has been increased to produce a weighted faculty voice.
  - 3.3.2.1 "Weighted faculty voice" shall be defined to mean that the following faculty membership on these committees will exceed by at least one (1) number of representatives of any other constituent group having membership on the committee.
- 3.3.3 Even though recommendations of these committees represent mutual agreement, the District Academic Senate reserves its right to attach its own recommendation to those committee recommendations where the District Academic Senate believes that the committee processes in specific cases did not allow adequate opportunity for faculty expression and deliberation.

- 3.4 Other academic and professional matters: These matters will be restricted to the following area: If the District Academic Senate or the Board of Trustees or its representatives believe that the formation of a new District standing committee is required to address any of the academic and professional matters, then the District Academic Senate and the representative of the Board of Trustees will consult in order to determine whether the committee shall be formed and what its charge shall be. If agreement between the District Academic Senate and the Board of Trustees' representative cannot be reached, then the two (2) respective positions will be forwarded to the Board of Trustees for final determination.
- 3.5 At its discretion, the Board of Trustees or its representative may assign additional areas of responsibilities to the District Academic Senate which have been determined by mutual agreement to lie within the academic and professional matters.

#### 4.0 Timeliness and Limits

- 4.1 Recognizing that the work of the District must continue against a background of timelines and deadlines produced by legislation, state and federal agencies and the general welfare of its primary clients, the District Academic Senate affirms that the Board of Trustees clearly retains the right to act without the benefit of recommendation if the responsible recommending body fails to perform or fails to perform in a reasonably timely way. The District Academic Senate also recognizes that effective shared involvement in the District/College(s) decision making processes depends on the willingness and ability of all affected parties to share vital information in a timely and useable way.
- 4.2 Pursuant to 5 CCR § 53204, nothing in this Policy shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiated agreements between collective bargaining representatives and the Board of Trustees. It is the intent of the Board of Trustees to respect agreements between the District Academic Senate 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 the District Academic Senate pursuant to 5 CCR § 53204.

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(Formerly P-7612)

LRCCD

Policy Adopted: 1/21/69  
Policy Revised: 12/6/70; 1/7/76; 4/21/82; 5/6/92; 6/4/97; 3/13/13  
Policy Reviewed: 3/13/13  
Adm. Regulation: [R-3412](#)



# BOARD POLICY

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## MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT

NO. 213

### PARTICIPATION IN LOCAL DECISION-MAKING

The Board of Trustees is the ultimate decision-maker of the Mendocino-Lake Community College District. In executing that responsibility, the Board is committed to ensure that members of the District's constituent groups participate in developing recommended policies for Board action, and administrative procedures for action by the Superintendent/President.

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

- Academic Senate: (Title 5, Sections 53200-53206)

Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law.

- Staff: (Title 5, Section 51023.5)

Staff shall be provided with the opportunities to participate in the formulation and development of district policies and procedures that have significant effect on staff.

- Students: (Title 5, Sections 51023.7)

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law.

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

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

#### Reference:

Education Code Section 70901 (b)(1)(E), 70902 (b)(7), Title 5, Sections 53200 et seq., 51023.5, 51023.7, Government Code Sections 3540, et seq., Accreditation Standard IV.A

*Adopted: July 3, 1991*

*Revised: June 3, 1998*

*May 4, 2011*

The Board of Trustees has the ultimate authority in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the board is committed to its obligation to ensure that appropriate members of the district participate in developing recommended policies for board action and administrative procedures for superintendent/president action under which the district is governed and administered.

The board 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 governance and advisory committees shall be structured to include appropriate representation by faculty, administrators, classified staff members, and students.

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

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

## **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 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:

- A. Curriculum, including establishing prerequisites and placing courses within the disciplines.
- B. Degree and certificate requirements.
- C. Grading policies.
- D. Educational program development.
- E. Standards or policies regarding student preparation and success.
- F. District and college governance structures, as related to faculty roles.
- G. Faculty roles and involvement in accreditation processes, including self-study and annual reports.
- H. Establishing policies for faculty professional development activities.
- I. Processes for program review.
- J. Processes for institutional planning and budget development.
- K. 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 a 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 faculty personnel matters to include equal employment opportunity, hiring, evaluation, tenure review, dismissal, and administrator retreat rights. The board also recognizes the Academic Senate Council as representing full-time Academic Senate members in matters dealing with working conditions and compensation.

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

Likewise, Academic Senate representatives have the responsibility, when requested, to confer with the board's delegated administrators and to respond to their proposals and recommendations.

Individuals who represent the faculty as a whole on collegial governance and advisory committees shall be recommended by the president of the Academic Senate with concurrence of the Academic Senate Council.

### **Administrator Role in Collegial Governance**

The Board of Trustees defines the scope of responsibilities and delegates authority of MiraCosta Community College District administrators through job descriptions and board policy.

The superintendent/president has primary responsibility for the quality of the institution he/she leads and, as appropriate, delegates authority to administrators and others consistent with their responsibilities, and sets the goals and priorities for the institution.

Administrators shall be provided with opportunities to participate collegially in the formation and development of district policies and procedures that have significant effect on the college.

Administrators include all academic and classified administrators, vice presidents, and the superintendent/president. Administrators provide leadership and direction for the college community, facilitates collaboration and communication among departmental administrators, and serves as a resource in achieving shared goals.

All administrators have supervisory duties related to budgets, personnel, and operational responsibilities. Major governance responsibilities include the following:

- A. Appoint administrators to serve on governance committees.
- B. Serve as an 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 administrators.
- 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 administrators.
- F. Promote the appropriate inclusion of students, faculty, and staff in making recommendations to the superintendent/president.
- G. Serve as a resource to the superintendent/president, the Board of Trustees, and district faculty and staff.

## **Classified Senate 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.

Classified employees are to be included in all governance and advisory committees of the college. Individuals who represent the classified staff as a whole on collegial governance and advisory committees shall be recommended by the president of the Classified Senate with concurrence of the Classified Senate Council.

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 governance committees.

The functions of the Classified Senate are to:

- A. Facilitate communication among the classified staff, the administration, the faculty, and the Board of Trustees.
- B. Participate in the development and formulation of policies and practices as they relate to activities and functions of the classified staff.
- C. Make recommendations to the administration and the Board of Trustees in all matters determined pertinent.

## **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:

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

### **The Student Trustee**

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.

### **Committee Membership**

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

### **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, transfer faculty director, any counselor, and the secretary assigned to student activities.

**MONTEREY PENINSULA COLLEGE  
GOVERNING BOARD POLICIES**

**2000 SERIES ADMINISTRATION AND BUSINESS SERVICES**

**A. Organization of the College**

**2010 Shared Governance**

The Governing Board is committed to the participation of faculty, staff and students in district and college governance while retaining its own rights and responsibilities as the ultimate authority in all areas defined by state laws and regulations. The following policies are intended to assure effective faculty, staff and student participation in shared governance as defined in the Education Code and Title S.

**Composition of Committees**

District standing committees shall be structured to include representation by faculty, management personnel, students and classified employees. A list of the standing committees is included in Appendix 2010.

Appointments to committees shall be made by the appropriate, recognized constituent group. The Academic Senate shall appoint members to represent faculty, ASMPC shall appoint students to represent students, MPCEA shall appoint classified members to represent classified staff, and, in the absence of recognized formal associations, the President shall appoint management, supervisory, and confidential personnel in consultation with respective groups.

Wherever appropriate and feasible an attempt will also be made to structure ad hoc committees in a similar fashion.

Members of a committee shall be afforded equal rights and privileges, to include receipt of materials in a timely fashion and an opportunity to fully participate in the deliberations of the committee.

**Recognized Consultation Groups in the MPC Shared Governance Process**

**Academic Senate**

The Academic Senate shall represent the faculty in making recommendations to the administration and to the Governing Board with respect to academic and professional matters. The Governing Board shall rely primarily upon the recommendations of the Academic Senate regarding academic and professional matters.

Academic and professional matters include: curriculum, degree and certificate requirements, grading policies, educational program development, standards or policies regarding student preparation and success, governance structure as related to faculty roles, faculty roles and involvement in accreditation processes, policies for faculty professional development activities, processes for program review,

**MONTEREY PENINSULA COLLEGE  
GOVERNING BOARD POLICIES**

**2000 SERIES ADMINISTRATION AND BUSINESS SERVICES**

**A. Organization of the College**

**2010 Shared Governance (continued)**

processes for institutional planning and budget development, and other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senate.

The Academic Senate exercises its representation on planning and budgeting through the Institutional Priorities Committee.

**Associated Students of Monterey Peninsula College**

The Associated Student organization of Monterey Peninsula College represents the students and offers opinions and makes recommendations to the administration and the governing board with regard to district and college policies and procedures that have or will have a significant effect on students. Such policies and procedures include the following: grading policies, codes of student conduct, academic disciplinary policies, curriculum development, courses or programs which 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, and any other district and college policy, procedure or related matter that the Governing Board determines will have a significant effect on students.

The Associated Students exercises its representation on planning and budgeting through the Institutional Priorities Committee and through the Student Trustee on the Governing Board.

**Monterey Peninsula College Teachers Association**

The Monterey Peninsula College Teachers Association is the bargaining agent for certificated employees. Pursuant to Government Code 3543.2, the district has the right to consult with any employees or employee organizations on any matter outside the scope of representation. On shared governance matters directly related to the scope of negotiations, the District shall consult with both the Senate and MPCTA in accordance with existing statutes.

**Monterey Peninsula College Employees Association**

The Monterey Peninsula College Employees Association is the exclusive bargaining agent for the classified employees. The Association shall also act as the representative of the classified employees in the formulation and development of policies and procedures, which have an effect on staff.

MONTEREY PENINSULA COLLEGE  
GOVERNING BOARD POLICIES

2000 SERIES ADMINISTRATION AND BUSINESS SERVICES

A. Organization of the College

2010 Shared Governance (continued)

MPCEA exercises its representation on planning and budgeting through the Institutional Priorities Committee.

Management, Supervisory, and Confidential Personnel

In the development of policies and procedures which will have a significant effect on management, supervisory, and confidential personnel, the President shall assure that these staff members are consulted on such policies and procedures.

Relationship to Employee Bargaining Associations

Nothing in these policies shall be construed to impinge upon the legal authority of the recognized exclusive representatives of employee bargaining organizations.

Reference: Education Code 70902(b) 7;  
Title 5, California Code of Regulations, Sections 51023.5, 51025, 53203-53206.

Adopted: January 21, 1992

Revised, Numbered and Adopted: May 25, 1993



**BP 2510**

**Approved by Board:** August 9, 2001  
**Revisions:**

Page 1 of 2

## **BP 2510 Participation in Local Decision-Making: Faculty, Staff and Students**

### Reference:

***Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (Staff), 51023.7 (Students); Accreditation Standard IV.A***

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

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

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

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

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

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

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

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

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

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

**See *Administrative Procedure 2510***

## BP 2510 Participation in Local Decision Making

Reference:

***Education Code Section 70902(b)(7);  
Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students);  
Accreditation Standard IV.A***

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

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

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

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

**Staff** (Title 5, Section 51023.5.)

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

**Students** (Title 5, Section 51023.7.)

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

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

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

New 03/04; See also D 1140: Shared Governance Policy

North Orange County Community College District  
**BOARD POLICY**  
Chapter 2  
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## **BP 2510 Participation in Local Decision-making**

Reference:

**Education Code Section 70902(b)(7);  
Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7  
(students);  
Accreditation Standard IV.A;**

- 1.0 The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action, and administrative procedures for Chancellor action, under which the District is governed and administered.
- 2.0 Each of the following shall participate as required by law in the decision-making processes of the District:
  - 2.1 Academic Senate(s): (Title 5, Sections 53200-53206.)

The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.
  - 2.2 Staff: (Title 5, Section 51023.5.)

Staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of the Classified School Employees Association, Chapter 167, and the Confidential Personnel group, will be given every reasonable consideration.
  - 2.3 Students: (Title 5, Section 51023.7.)

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on district committees or task forces shall be made after consultation with the Associated Students.
- 3.0 Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

North Orange County Community College District  
**BOARD POLICY**  
Chapter 2  
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## **BP 2510 Participation in Local Decision-making**

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

See Administrative Procedure 2510.

**Date of Adoption:** June 24, 2003



## BP 2510 Participation in Local Decision Making - Board Policies, Chapter 2 Board of Trustees

- Reference: ***Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students); Accreditation Standard IV.A***
- Board Approved: 04/13/05
- Amended: 08/12/09

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

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

### Delegation of Authority and Responsibility to the Faculty Senate (Title 5, Sections 53200-53206)

The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate. As defined in Title V, Section 53200(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 Faculty Senate; or
2. That the District Governing Board, or such representatives as it may designate, and the representatives of the Faculty Senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the Governing board effectuating such recommendations.

### Method of Collegial Consultation in the Specific Areas Defined to be Academic and Professional Matters

1. Curriculum, including establishing prerequisites and placing courses within disciplines...consult by relying primarily upon the advice and judgment of the Faculty Senate
2. Degree and certificate requirements...consult by reaching mutual agreement
3. Grading policies...consult by relying primarily upon the advice and judgment of the Faculty Senate
4. Educational program development--consult by reaching mutual agreement
5. Standards or policies regarding student preparation and success...consult by reaching mutual agreement
6. District and college governance structures, as related to faculty roles...consult by reaching mutual agreement
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports...consult by reaching mutual agreement
8. Policies for faculty professional development activities...consult by reaching mutual agreement
9. Processes for program review...consult by reaching mutual agreement
10. Processes for institutional planning and budget development...consult by reaching mutual agreement

## Staff (Title 5, Section 51023.5)

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

## Students (Title 5, Section 51023.7)

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

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

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

See Administrative Procedure #2510.

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Please contact Shelby Foster at [sfoster@ohlone.edu](mailto:sfoster@ohlone.edu) with your questions, comments, and suggestions.



## **BOARD BYLAWS**

### **PALO VERDE COMMUNITY COLLEGE DISTRICT BOARD POLICY**

**2510**

#### **Collegial Governance: Participation in Local Decision Making**

Reference: Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq., 51023.5, 51023.7

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

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

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

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

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

Staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of the Academic Senate, Faculty Association (CTA), Classified Staff, Associated Students and Administrators will be given every reasonable consideration.

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

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

The Board of Trustees of the Palo Verde Community College District recognizes the definition of "academic and professional matters" as stated in the Title 5 regulations, i.e.:

1. Curriculum including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Education program development;
5. Standards or policies regarding student preparation and success;
6. District and college governance structures, as related to faculty roles;

## **BOARD BYLAWS**

7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Process for institutional planning and budget development; and
11. Other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senate.

The Board also recognizes its obligation, under Title 5 Regulations to “consult collegially” with the Faculty Senate on these “academic and professional matters.” Additional academic and professional matters may be added as specified in Item 11 above only through formal resolution of the Board.

The Board further recognizes that, under Title 5, it may choose to “consult collegially” through the option of “mutual agreement” or the option of “relying primarily on the advice and judgment of the senate” when adoption policies and procedures on “academic and professional matters.”

The Board chooses that the District Governing Board shall develop policies on “academic and professional matters” through its designate, the Superintendent/President, and representatives of the Academic Senate which shall share the obligation of reaching “mutual agreement” by written resolution, regulation, or policy with the Governing Board effectuating such recommendations.

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

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

See Administrative Procedure 2510

See also BP/AP 2410 - Policy and Administrative Procedures

*(Formerly a part of PVC Board Policy 6011)*

1/14/06 Board First Read  
1/24/06 Board Second Read and Approval



## PASADENA AREA COMMUNITY COLLEGE DISTRICT POLICY

**Title:** Shared Governance

**Policy No. 2000**

**Legal Authority:** California Education Code Sections 70901, 70902;

Title 5 Sections 53200-53204; Accreditation Standard IV.A

**Page 1 of 8**

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**It is the policy of the Pasadena Area Community College District to** encourage the participative role of faculty, staff, management, and students in District and College governance through an ongoing consultative process. In matters relating to curriculum, academic and professional matters, the Board or its designees shall consult collegially with the Academic Senate. The Board affirms the right of faculty, staff, management, and students to express ideas and opinions at the campus level with the assurance that such opinions will be given respectful consideration.

**PASADENA AREA COMMUNITY COLLEGE DISTRICT  
PROCEDURES  
For Policy No. 2000**

**Title: Faculty Role in Shared Governance**

**Procedure No. 2000.10**

**Page 2 of 8**

1. The Academic Senate of Pasadena City College and of the Pasadena Area Community College District shall represent the faculty of the College and shall develop policy recommendations on academic and professional matters through collegial consultation with the administration of the College and the Governing Board. Academic and professional matters include:
  - a. Curriculum, including establishing prerequisites and placing courses in disciplines
  - b. Degree and certificate requirements
  - c. Grading policies
  - d. Educational program development
  - e. Standards or policies regarding student preparation and success
  - f. District and College governance structures as related to faculty roles specified herein
  - g. Faculty roles and involvement in accreditation processes, including self-study and annual reports
  - h. Policies for faculty professional development activities
  - i. Processes for program review
  - j. Processes for institutional planning and budget development
  - k. Other academic and professional matters as mutually agreed upon between the Governing Board or its designee(s) and the Academic Senate
2. In consideration of academic and professional matters identified above, representatives of the Governing Board and of the Academic Senate shall exert their best efforts to reach mutual agreement. Such agreements shall be recommended to the Governing Board or its designee(s).
3. While in the process of consulting, the Academic Senate, through the Senate President, shall retain the right to appear before the Governing Board with respect to the views, recommendations, or proposals of the Senate. After consultation with the administration of the College, the Academic Senate may present its views and recommendations to the Governing Board.
4. If, in the consultation process, agreement has not been reached, existing policy shall remain in effect. As provided for in Title 5 Regulations, Section 53203(d)(2), "the Governing Board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons."
5. The appointment of faculty members to serve on College committees, task forces, or other groups dealing with academic and professional matters shall be made by the Academic Senate after consultation with the President of the College or his or her designee. The collective bargaining agent may seek to add unit members to campus committees.
6. Nothing in this procedure shall be construed to impinge upon the due process rights of faculty nor to detract from any negotiated agreements between the collective bargaining representative and the District Governing Board.

**PASADENA AREA COMMUNITY COLLEGE DISTRICT  
PROCEDURES  
For Policy No. 2000**

**Title: Student Role in Shared Governance**

**Procedure No. 2000.20**  
**Page 3 of 8**

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1. The Associated Students of Pasadena City College and of the Pasadena Area Community College District shall represent the students of the College and shall make recommendations to the administration of the College and to the Governing Board of the District with respect to policies and procedures that have or will have "significant effect on students" which include the following:
    - a. Grading policies
    - b. Codes of student conduct
    - c. Academic disciplinary policies
    - d. Curriculum development
    - e. Courses or programs which should be initiated or discontinued
    - f. Processes for institutional planning and budget development
    - g. Standards and policies regarding student preparation and success
    - h. Student services planning and development
    - i. Student fees within the authority of the District to adopt
    - j. Any other District or College policy, procedure, or related matter that the District Governing Board determines will have a significant effect on students.
  2. While in the process of consulting, the Associated Students, through its President, shall retain the right to appear before the Governing Board with respect to the views, recommendations, or proposals of the Associated Students. After consultation with the administration of the College, the Associated Students may present its views and recommendations to the Governing Board.
  3. The appointment of student members to serve on College committees, task forces, or other groups dealing with matters having a significant effect on students shall be made by the Associated Students after consultation with the President of the College, or his or her designee.
  4. Nothing in this procedure shall be construed to impinge upon the due process rights of students.

**PASADENA AREA COMMUNITY COLLEGE DISTRICT  
PROCEDURES  
For Policy No. 2000**

**Title: Classified Role in Shared Governance**

**Procedure No. 2000.30**

**Page 4 of 8**

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1. The Classified Senate of Pasadena City College and of the Pasadena Area Community College District shall represent the staff of the College and shall make recommendations to the administration of the college and to the Governing Board of the District with respect to policies and procedures that affect or will affect staff in the following areas:
    - a. District and College governance structures related to staff
    - b. Staff roles and involvement in the accreditation process including self-study and annual reports
    - c. Policies for staff professional development activities
    - d. Institutional planning and budget development processes.
  2. As provided for in Title 5 Regulations, Section 51023.5(a) (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" or its designee(s).

**PASADENA AREA COMMUNITY COLLEGE DISTRICT  
PROCEDURES  
For Policy No. 2000**

**Title: Management Role in Shared Governance**

**Procedure No. 2000.40**  
**Page 5 of 8**

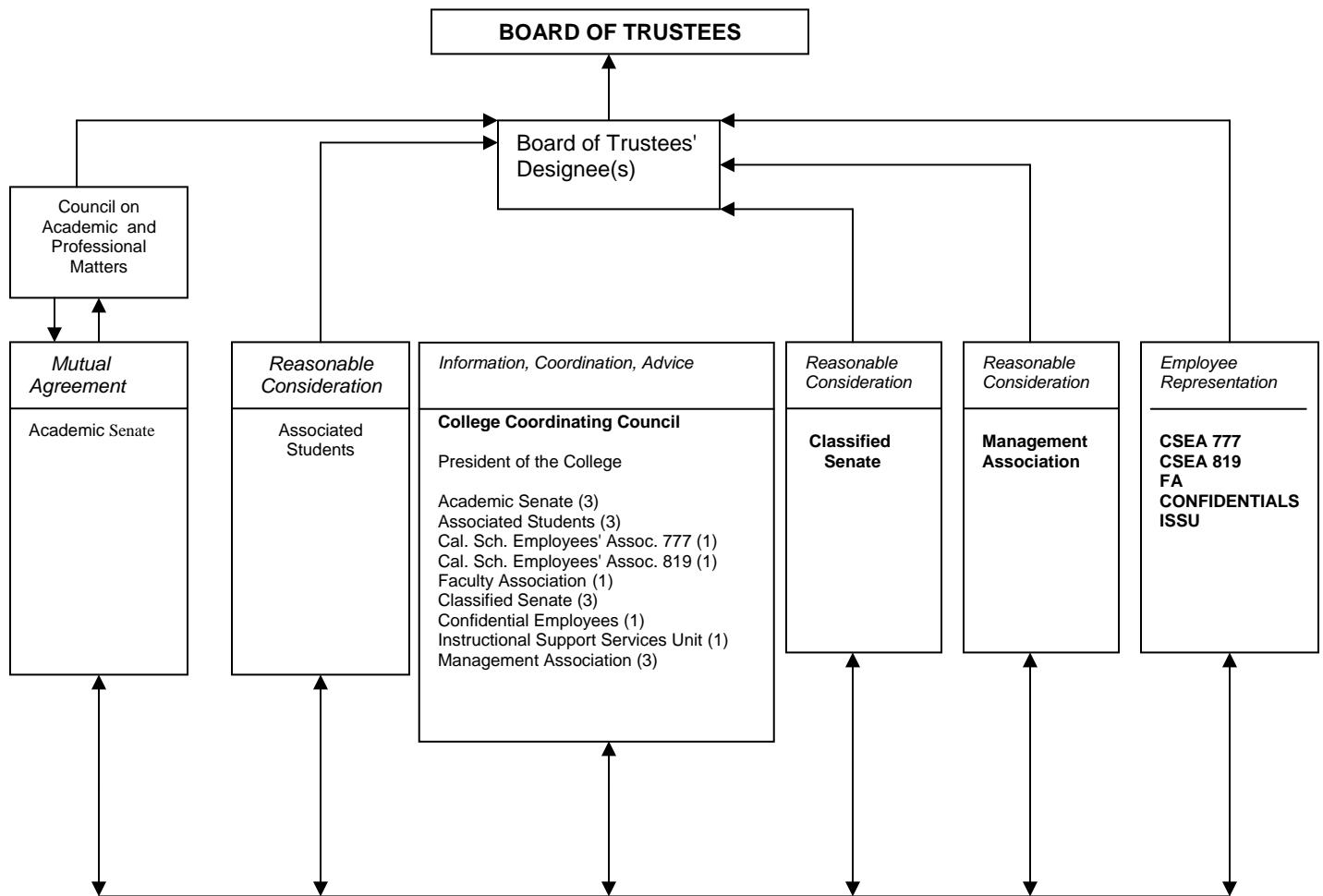
1. The Management Association of Pasadena City College and the Pasadena Area Community College District shall represent the managers and supervisors of the College.
2. Beyond their responsibilities as representatives of the District Governing Board, managers have the right to consult with the designee of the District Governing Board in the following areas:
  - a. Management professional development activities
  - b. Management evaluation procedures
  - c. Management hiring procedures
  - d. Management wages, hours, and conditions of employment.

**PASADENA AREA COMMUNITY COLLEGE DISTRICT  
PROCEDURES  
For Policy No. 2000**

**Title: Role of the College Coordinating Council**

**Procedure No. 2000.50**  
**Page 6 of 8**

1. The College Coordinating Council shall provide a forum where representatives from all segments of the college will bring issues of college-wide interest. The accompanying diagram, which is part of this document, delineates the members of the College Coordinating Council, and outlines the way in which the governance process works.



2. The functions of the College Coordinating Council shall be as follows:
  - To discuss all issues brought to it.
  - For matters reserved to the respective consultative groups by AB1725, Title 5 regulations, and/or the Pasadena Area Community College District Board of Trustees' Policy 2000. Such matters will be discussed for informational purposes only.
  - For collective bargaining issues, these will likewise be discussed for informational purposes only.
  - For matters not covered in b and c above, the College Coordinating Council will

**PASADENA AREA COMMUNITY COLLEGE DISTRICT  
PROCEDURES  
For Policy No. 2000**

**Title: Role of the College Coordinating Council**

**Procedure No. 2000.50**  
**Page 7 of 8**

determine which college organization, committee, and/or administrator will be responsible for the matter. Should no such means exist for handling an issue, the College Coordinating Council may set up an ad-hoc committee with representatives from groups whose domain is affected.

- (1) The recommendations of the ad-hoc committee will be brought back to the College Coordinating Committee for information only.
  - (2) The recommendations will be sent back to the groups affected for possible action.
  - e. To advise the College president on the implementation of college policy on matters that are neither collective bargaining nor academic and professional matters.
3. Membership of the College Coordinating Council shall be as follows:
- |    |  |                    |
|----|--|--------------------|
| a. | President of the College                     | Chair              |
| b. | Academic Senate                              | 3 representatives  |
| c. | Associated Students                          | 3 representatives  |
| d. | California School Employees' Association 777 | 1 representative   |
| e. | California School Employees' Association 819 | 1 representative   |
| f. | Faculty Association                          | 1 representative   |
| g. | Classified Senate                            | 3 representatives  |
| h. | Confidential Employees                       | 1 representative   |
| i. | Instructional Support Services Unit          | 1 representative   |
| j. | Management Association                       | 3 representatives. |

**PASADENA AREA COMMUNITY COLLEGE DISTRICT  
PROCEDURES  
For Policy No. 2000**

**Title: The Role of the Council on Academic and Professional Matters**                   **Procedure No. 2000.60**  
**Page 8 of 8**

1. The Council on Academic and Professional Matters attempts to achieve mutual agreement between the Academic Senate and the Board of Trustees, or its designee(s), on academic and professional matters. In defining academic and professional matters, the parties will adhere to Title 5 Regulations, Subchapter 2, Academic Senates, Sections 53200 through 53204. These regulations came about as a result of the directives in AB 1725.\*
2. The functions of the Council on Academic and Professional Matters shall be as follows:
  - a. To identify and maintain a list of those matters, within the scope of Title 5, Sections 53200 through 53204, which are considered to be *academic and professional* by the Pasadena Area Community College District.
  - b. To review the College Coordinating Council agenda to identify those matters that are of an academic and professional nature and to refer such matters to the Academic Senate Board.
  - c. To reach mutual agreement on recommendations from the Academic Senate Board on proposed policy relating to academic and professional matters.
  - d. To ratify agreement on the above academic and professional matters by having both the Board's designee(s) and the Academic Senate Board representatives sign off on those issues where mutual agreement has been achieved. (Before signing off, Academic Senate representatives will obtain approval of such mutual agreement from the Academic Senate Board.)
  - e. To transmit in writing to the Board of Trustees, those recommendations which are proposed to become District policy, having been mutually agreed to by the Academic Senate Board and the Board of Trustees or its designee(s).
3. Membership of the Council on Academic and Professional Matters shall be as follows:
  - a. Designee of the Board of Trustees
  - b. Administrative representative
  - c. Academic Senate representative
  - d. Academic Senate representative
  - e. Academic Senate representative.

*\*It is understood that any academic and professional matters designated by the Board of Trustees as "rely primarily" will be handled outside of this Council.*

**BOARD POLICY 2510 PARTICIPATION IN LOCAL DECISION MAKING**

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

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

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

The Board or its designees will consult collegially with the Academic Senate, by relying primarily upon the advice and recommendations of the senate\*, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

**Staff(Title 5 Section 51023.5)**

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

**Students(Title 5 Section 51023.7)**

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

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate. Participation in decision making will not necessarily be limited to the named groups above.

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

**References:**

Education Code Sections 70902(b)(7), 87360, 87458, 87610, 87663;  
Title 5 Sections 53200 et. seq.(Academic Senate), 51023.5 (Staff), and 51023.73 (Students);  
Accreditation Standard IV.A  
Administrative Procedure 2410, 2511

**Replaces:**

Board Policy 2.23 Role of the Academic Senates in District and College Governance adopted June 24, 2010.  
Board Policy 2.25 Faculty Participation in College Governance adopted June 20, 1966

Approved the Board of Trustees: January 22, 2013

Revised by the Board of Trustees: February 25, 2014



## Board Policies - Board of Trustees

### BP 2510 Participation in Local Decision Making

**References:**

Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students); Accreditation Standard IV.A

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

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

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

The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law and specified in Board Policy 2410.

**Staff** (Title 5, Section 51023.5.)

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

**Students** (Title 5, Section 51023.7.)

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

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

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

**Revised: August 19, 2013 (Previously BP9033)**

About	Colleges & Centers	Leadership	Participatory Governance	Community
Budget Updates	Santa Ana College	Board of Trustees	District Council	Bond Projects
Calendar	Santiago Canyon College	Chancellor	District Curriculum and Instruction Council (DCIC)	Community Services
District Planning	Centennial Education Center	Vice Chancellors	Fiscal Resources Committee (FRC)	RSOCCD Foundation
Mission & Goals	Digital Media Center	College Presidents	Human Resources Committee (HRC)	
Privacy Statement	District Operations Center		Planning & Organizational Effectiveness Committee (POEC)	
Research	Orange Education Center		Physical Resources Committee (PRC)	
Sustainability	Orange County Sheriff's Regional Training Academy		Sustainable RSOCCD Committee (SRC)	
	Regional Fire Training Center		Technology Advisory Group (TAG)	





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## PARTICIPATION IN LOCAL DECISION MAKING

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

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

Academic Senate (Title 5, Sections 53200-53206.), Education Code Section 70902 (7), (14). The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

Staff (Title 5, Section 51023.5.), Education Code Section 70902 (7), (14). Staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of the College Council, Administrative Team, and Combined Cabinet will be given every reasonable consideration.

Students (Title 5, Section 51023.7.), Education Code Section 70902 (7), (14). The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on district committees or task forces shall be made after consultation with the Associated Students.

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

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

Reference: Education Code Section 70902(b)(7) (14); Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students); Accreditation Standard IV.A

Adopted by Board of Trustees: 9/11/05  
Amended: 10/2/2012

**PARTICIPATION IN LOCAL DECISION MAKING****BP No.  
2510**

Board Adopted: 11/12/03; 1/15/14

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

A. Participatory/Shared governance furthers the Vision, Mission, and Values of the District. In keeping with the spirit and intent of Assembly Bill 1725, the Board recognizes the unique role of the faculty, acting through the Academic Senate, in Participatory/Shared governance at Rio Hondo College. The Board affirms the District's commitment to maintaining and following the agreements developed with the Academic Senate to achieve the implementation of Title V, Section 53200. In addition, the Board encourages and recognizes the active participation of other District constituencies in those Participatory/Shared governance activities most appropriate to their interests and expertise.

B. Definition of Participatory/Shared Governance

Participating effectively in district and college governance is shared involvement in the decision-making process. It does not imply total agreement; the same level of involvement by all is not required; and final decisions rest with the Board or designee.

II. Each of the following shall participate as required by law in the decision making processes of the District as stated in AB1725 (commonly known as the "10+1" legislation):

A. Academic Senate (Title 5, Sections 53200-53206)

1. The Board and its designees will consult collegially with the Academic Senate with respect to academic and professional matters. Academic and professional matters include the following:

- a) Curriculum, including the establishment of prerequisites and placing courses within disciplines;
- b) Degree and Certificate requirements;
- c) Grading policies;
- d) Educational program development;
- e) Standards regarding student preparation and success;
- f) Governance structures as related to faculty roles;
- g) Faculty involvement in accreditation;
- h) Policies for Faculty professional development activities;
- i) Policies for program review;
- j) Processes for institutional planning and budget development, and;

**PARTICIPATION IN LOCAL DECISION MAKING**

BP No.  
2510

Board Adopted: 11/12/03; 1/15/14

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- k) Other academic and professional matters as mutually agreed upon between the Academic Senate and the Board.

B. Staff (Title 5, Section 51023.5)

1. Classified staff shall be provided with the opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of the California School Employees Association will be given every reasonable consideration.
2. Management/Confidential staff shall be provided with the opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of the Management/Confidential group will be given every reasonable consideration.

C. Students (Title 5, Section 51023.7)

1. The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.
- III. Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups (administrators, faculty, staff, and students) have been provided the opportunity to participate as referenced in BP 2410 (Board Policy and Administrative Procedure).
- IV. Nothing in this policy will be construed to interfere with the formation or Administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act. (Government Code Sections 3540, et seq.)

**BP 2510 PARTICIPATION IN LOCAL DECISION MAKING**

References:

Education Code Section 70902(b)(7);  
Title 5 Sections 53200 et seq. (Academic Senate), 51023.5 (staff), and 51023.7  
(students);  
Accreditation Standard IV.A  
Government Code Section 3540, et seq.

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

Procedures shall be established, consistent with minimum standards established by the Board of Governors, to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, and to ensure the right to participate effectively in District and College governance.

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

Academic Senate (Title 5 Sections 53200-53206)

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

Staff (Title 5 Section 51023.5(a)(4)and (6))

Staff shall be provided with opportunities to participate in the formulation and development of District and college policies and procedures, and in those processes for jointly developing recommendations for action by the Board, that the Board reasonably determines, in consultation with staff, have, or will have, a significant affect on staff. The opinions and recommendations of the staff will be given every reasonable consideration.

**Students (Title 5 Section 51023.7)**

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

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

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

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Date Adopted: May 15, 2007

Revised: August 19, 2008

**AP 2510 PARTICIPATION IN LOCAL DECISION MAKING**

References:

Education Code Section 70902(b)(7);  
Title 5 Sections 53200 et seq., 51023.5, and 51023.7;  
Accreditation Standards IV.A.2 and IV.A.5  
Government Code Section 3540

Participation in the District's shared governance takes place at Board of Trustees' monthly Committee meetings by having a representative from each of the District constituencies (Academic Senate, Associated Students, CTA, CSEA and Confidential employees) appointed to serve on each committee and participate in the discussions that takes place at those meetings.

The Academic Senate makes recommendations to the Board of Trustees with respect to academic and professional matters and works with appropriate administrative offices in developing and communicating its recommendations to the Board.

The Student Senate makes recommendations to the Board of Trustees with respect to all issues that will have a significant effect on students and is recognized by the Board as the authority for defining student participatory governance procedures. Additionally, a student member is seated with the Board of Trustees and has all the rights, privileges and responsibilities of the Board, except that the student member does not have the right to vote or attend closed or special sessions of the Board.

CTA and CSEA each bring issues to the attention of the Board of Trustees by way of their respective contract negotiations, MOU's, and their participation at Board meetings.

The District's Management Association submits recommendations on administrative and personnel concerns to the Board of Trustees.

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Office of Primary Responsibility: Board of Trustees

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Date Approved: May 15, 2007

See also, Policy and Procedure 4005, Titled, Academic Senate Policy, and Policy and Procedure 5400, titled, Organization of the Associated Student Body



BP 2510

# **San Bernardino Community College District Board Policy**

## **Chapter 2 – Board of Trustees**

**BP 2510 COLLEGIAL CONSULTATION**

*(Replaces current SBCCD BP 2225)*

The Board embraces the concept of collegial consultation and to establish procedures to ensure faculty, management, classified staff, and students the right to participate effectively in collegial consultation in particular areas where they have their responsibility and expertise as specified in Title 5 regulations, while retaining its own right and responsibilities in all areas defined by state laws and regulations.

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

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

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

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

The Board of Trustees recognizes the definition of “academic and professional matters” as stated in the Title 5 regulations:

1. Curriculum including establishing prerequisites and placing courses within disciplines;
  2. degree and certificate requirements;
  3. grading policies;
  4. education program development;
  5. standards or policies regarding student preparation and success;
  6. District and college consultation structures, as related to faculty roles;
  7. faculty roles and involvement in accreditation processes, including self-study and annual reports;

51 The Board also recognizes its obligation, under Title 5 Regulations, to "consult  
52 collegially" with the Academic Senate on these "academic and professional matters."  
53 Additional academic and professional matters may be added as specified in #11 only  
54 through formal resolution of the Board.

56 The Board further recognizes that, under Title 5, it may choose to "consult collegially"  
57 through the option of "mutual agreement" on policy issues, or the option of "relying  
58 primarily on the advice and judgment of the senate" when adopting policies and  
59 procedures on "academic and professional matters."

61 The Board of Trustees shall have the final responsibility for developing all policies  
62 governing the community college district, including academic and professional matters.  
63 For purposes of academic and professional matters, the Board shall rely primarily on  
64 the advice of the Academic Senate. If the Board has a compelling reason for not  
65 accepting the advice of the Academic Senate, it shall provide that reason in writing upon  
66 request of the Academic Senate. The decision of the Board on all policy shall be final.

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

68 Classified Staff (Title 5 Section 5152(a))  
69 Staff shall be provided with opportunities to participate in the formulation and  
70 development of District policies and procedures that have a significant effect on staff.  
71 The opinions and recommendations of the classified staff will be given every reasonable  
72 consideration.

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

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

81        Except for unforeseeable emergency situations, the Board shall not take any action on  
82        matters subject to this policy until the appropriate constituent group or groups have  
83        been provided the opportunity to participate.  
84

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

**90 References:** Education Code Sections 70901 - 70902(b)(7);

91                   Title 5 Sections 53200 et seq. (Academic Senate), 51023.5 (Staff), and  
92                   51023.7 (Students);  
93                   WASC/ACCJC Accreditation Standard IV.A  
94

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**Adopted: 4/10/03**

**Revised: 4/8/04, 10/9/14**

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# SAN DIEGO COMMUNITY COLLEGE DISTRICT

## Board of Trustees Policy

### Chapter 2 - Board of Trustees

#### BP 2510 PARTICIPATION IN LOCAL DECISION-MAKING

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The Board of Trustees of the San Diego Community College District is committed to collegial governance. This policy is intended to ensure that faculty, students and staff have the right to participate effectively in the governance of the District. The policy also ensures the right of the Academic Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

In accordance with Title 5, Sections 51023.7, 51023.5, and 53200-53204, and the mission of the San Diego Community College District:

To provide accessible, high quality learning experiences to meet the diverse educational needs of the community; the District shall adopt policies for the appropriate delegation of authority and responsibility to the Academic Senates, and provide students and staff with an opportunity to participate in formulation and development of policies and procedures that have or will have a significant effect on students and staff. The Board hereby adopts the following policy to facilitate the effective participation of faculty, staff, and students in District governance. This policy sustains other rights and responsibilities of the Academic Senates which are not specifically provided in statute or other regulations. This policy also should not limit other rights and responsibilities of management and the Board as specifically provided in existing State and other regulations.

#### ACADEMIC SENATES

##### 1. DEFINITIONS

- a. Consult Collegially: The Board shall rely on one of the following two consultation methods.
  - 1) Rely primarily upon the advice and judgment of the Senates,

2) The Board or its representatives and the representatives of the Academic Senates shall have the obligation to attempt to reach mutual agreement.

b. Academic Senates: Organizations whose primary function is, as representative of the faculty, to make recommendations to the administration and governing board with respect to academic and professional matters, outside of collective bargaining.

c. Faculty: Those individuals employed in positions that are not designated as supervisory or management and for which minimum qualifications for employment are specified by the California Community Colleges Board of Governors.

d. Board of Trustees: The Board of Trustees of the San Diego Community College district or its designee.

## 2. RESPONSIBILITIES

e. The Board of Trustees shall consult collegially with representatives of the Academic Senates.

f. The Academic Senates shall retain the right to meet with and appear before the governing board with respect to the views, recommendations or proposals of the Senates.

g. The Board shall respond to recommendations of the Academic Senates as follows:

1) The Board shall elect to rely primarily on the advice and judgment of the Academic Senates for the following policy development:

- a) Curriculum, including establishing prerequisites and placing courses within disciplines
- b) Degree and certificate requirements
- c) Grading policies
- d) Educational program development
- e) Standards or policies regarding student preparation and success
- f) District and college governance structures, as related to faculty roles\*
- g) Faculty roles and involvement in accreditation processes, including self study and annual reports

- h) Processes for institutional planning and budget development  
Refers to number, make up and nature of committees in the governance structure and the role faculty plays in these.
  - \* Refers to number, make up and nature of committees in the governance structure and the role faculty plays in these.
- h. In instances where the Board elects to rely primarily upon the advice and judgment of the Senates, and recommendations are not accepted, the Board shall communicate the reason in writing to the President of each Academic Senates within 30 days of the decision.

2) Mutual agreement with the Academic Senates

The Board shall attempt to reach mutual agreement with the Academic Senates for the following policy development.

c.

- a) Policies for faculty professional development activities
- b) Processes for program review; and
- c) Other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senates.

The governing board shall attempt to provide for mutual agreement with the Senates. 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. In such instances, in the spirit of collegiality, all parties shall continue to participate in the resolution process. In the event mutual agreement cannot be reached, the Board shall communicate the reasons in writing to the President of each Academic Senates within 30 days of the decision.

3) Committee Assignments

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 designee) by the Academic Senates.

## STUDENTS

### 1. DEFINITIONS

- a. Representative body of students: The districtwide United Student Council chaired by the Student Trustee.

### 2. RESPONSIBILITIES

- a. The Board of Trustees shall provide students the opportunity to participate effectively in district governance.
- b. The Board will usually not take action on a matter having a "significant effect on students" until the representative body of students has had the opportunity to participate in the development of recommendations and formulation of policies and procedures.
- c. All recommendations and positions developed by the representative body of students shall be afforded every reasonable consideration.
- d. District policies that have a significant effect on students include:
  - 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) process 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.
- e. The selection of student representatives to serve on district committees shall be made in consultation with the representative body of students.

## STAFF

### 1. DEFINITIONS

- a. Non-supervisory classified staff: shall include all employees in classified position exclusive of those who are designated management or supervisory.
- b. Supervisory staff: shall include employees in positions designated as supervisory including academic and classified positions.
- c. Management staff: shall include all employees in positions designated as management including academic and classified positions.
- d. Staff: shall include all non-supervisory classified staff, supervisory staff and management staff.

### 2. RESPONSIBILITIES

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.

Staff will be included in appropriate committees, councils, advisory groups and other structures at all sites in order to participate in the formulation and development of matters which impact staff.

Procedures shall be distributed by the Chancellor to implement districtwide participating of staff in shared governance.

Education Code Section 70902(b)(7);

Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students);  
Accreditation Standard IV.A

Adopted: 12/14/2006

SDCCD – former policy 0003

## **SAN FRANCISCO COMMUNITY COLLEGE DISTRICT POLICY MANUAL**

<b>Title:</b> <b>CITY COLLEGE OF SAN FRANCISCO COLLEGIAL GOVERNANCE: ACADEMIC SENATE</b>	<b>Number:</b> <b>2.08</b>
<b>Legal Authority:</b> California Code of Regulations <b>Title 5, Sections 53200 and 53203</b>	<b>Page:</b> 1 of 2

The Board of Trustees, and its official representative, the Chancellor, shall rely primarily upon and normally accept the advice and judgment of the Academic Senate in the areas defined by Title 5, Sections 53200 and 53203.

### A. Areas of Collegial Consultation

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

<b>Approved by District Board of Trustees</b>	<b>Authenticated by Chancellor:</b>	<b>Date: 11/15/2012</b>
<b>Date: 11/15/2012</b>	<b>Revision Number:</b>	<b>Date:</b>

<b>Title:</b> <b>CITY COLLEGE OF SAN FRANCISCO COLLEGIAL GOVERNANCE: ACADEMIC SENATE</b>	<b>Number:</b> <b>2.08</b>
<b>Reference: California Code of Regulations Title 5, Section 53200</b>	<b>Page:</b> <b>2 of 2</b>

**B. Guidelines**

1. Only in exceptional circumstances and for compelling reasons will the recommendations of the Academic Senate 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. It is understood that the Board of Trustees may refer a particular proposal back to the Academic Senate to for clarification or to consider concerns.

C. The Chancellor shall rely primarily on the Academic Senate's recommendations to establish procedures to ensure effective collegial consultation with respect to Areas 1-10 in Section A of this policy.

<b>Approved by District Board of Trustees</b>	<b>Authenticated by Chancellor:</b>	<b>Date:</b>
	<b>Revision Number:</b>	<b>Date:</b>

## ATTACHMENT FOR DISCUSSION

### TITLE 5 REGULATIONS REFERENCED IN POLICY 2.08

#### TITLE 5 CCR § 53200 DEFINITIONS

(b) "Academic senate," "faculty council," and "faculty senate" means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters....

(c) "Academic and professional matters" means the following policy development and implementation matters:

- (1) curriculum, including establishing prerequisites and placing courses within disciplines;
- (2) degree and certificate requirements;
- (3) grading policies;
- (4) educational program development;
- (5) standards or policies regarding student preparation and success;
- (6) district and college governance structures, as related to faculty roles;
- (7) faculty roles and involvement in accreditation processes, including self-study and annual reports;
- (8) policies for faculty professional development activities;
- (9) processes for program review;
- (10) processes for institutional planning and budget development; and
- (11) other academic and professional matters as are mutually agreed upon between the 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
- (2) 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 CCR § 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.

(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.

**Board Policy 2500 Academic Senate**

Page 1 of 2

**BP 2500      Academic Senate of San Joaquin Delta College**

- A. The Academic Senate is recognized as the official representative of the teaching staff of San Joaquin Delta College to advise on matters of academic and professional concern according to Section 53200 through 53205 of Title V of the California Administrative Code. The Academic Senate Bylaws and Standing Rules as currently on file in the Senate Office shall serve as the guide for Senate operations.
- B. The Academic Senate shall represent the faculty on academic and professional matters. "Academic and professional matters" means the following policies and procedures development and implementation matters:
  - 1. Curriculum, including establishing prerequisites and placing courses within disciplines;
  - 2. Degree and certificate requirements;
  - 3. Grading policies;
  - 4. Educational program development;
  - 5. Standards or policies regarding student preparation and success;
  - 6. District and College governance structures, as related to faculty roles;
  - 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
  - 8. Policies for faculty professional development activities;
  - 9. Processes for program review;
  - 10. Processes for institutional planning and budget development; and
  - 11. Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senate.
- C. With regard to academic and professional matters enumerated in Section B of this policy, the Board will consult collegially, meaning that the Superintendent/ President, as the designated representative of the Board, and representatives of the Academic Senate shall have the obligation to reach mutual agreement. The following process shall be used to attain mutual agreement:
  - 1. Recommendations of the Academic Senate regarding academic and professional matters will be made to the Superintendent/President. Whenever the Superintendent/President disagrees with a recommendation sent to him by the Academic Senate, he or she will, within fifteen working days, return the recommendation with a written explanation of his or her concerns and request that the recommendation be reconsidered.
  - 2. If, after due consideration of the Superintendent/President's comments, the Academic Senate decides not to modify its original recommendation, the Academic Senate President shall contact the Superintendent/ President to arrange a meeting on the matter.

**Board Policy 2500 Academic Senate**

Page 2 of 2

**BP 2500      Academic Senate of San Joaquin Delta College**

3. Within ten working days of the request for a meeting, the Superintendent/President and up to two other administrators shall meet with the Academic Senate President and up to two other members of the Academic Senate with the purpose of reaching agreement on the subject in question.
4. If, after good faith effort to resolve differences, the Superintendent/ President and the representatives of the Academic Senate are unable to achieve agreement, the matter will be presented to the Board of Trustees with two sets of background information and recommendations: one from the Superintendent/President and one from Academic Senate. This shall be done within one calendar month of the last meeting between the Superintendent/President and Academic Senate representatives, except that no such matter shall be brought before the Board outside of the regular academic year. The Board of Trustees will be asked to provide advice and direction on the matter to the Superintendent/President and the Academic Senate.
5. After receiving the advice and direction of the Board of Trustees, the Superintendent/President and up to two other administrators shall again meet with the Academic Senate President and up to two other members of the Academic Senate with the purpose of reaching agreement on the subject in question.
6. Steps 4 and 5 shall be repeated, if necessary, up to two times.

Where agreement has not been reached, existing policy and/or procedure shall remain in effect unless continuing with such policy exposes the District to legal liability or substantial hardship as defined in Title 5 Regulations.

- D. The Senate shall determine its own agenda. It may consider subjects on its own initiative or upon recommendation from faculty or administration.
- E. The Senate shall receive at least 1.0 FTE of reassigned time.
- F. The Senate shall determine its own meeting schedule during the college year. The meeting dates shall be included in the college calendar. Divisional or other meetings involving senators shall not be scheduled at the time the Senate is scheduled to meet.
- G. The Senate President or representative shall attend each session of the Board of Trustees.
- H. A summary of Senate actions shall be distributed to the administration, the Board of Trustees, and the District staff.
- I. The officers of the Senate shall meet with the Superintendent/President on a regular basis to discuss matters of mutual concern.

**Board Policy 2505 Management Senate of San Joaquin Delta Community College District**  
Page 1 of 1**BP 2505      Management Senate of San Joaquin Delta Community College District**

- A. The Management Senate is recognized as the official representative of the management staff of the San Joaquin Delta Community College District (except the Superintendent/President and administrators reporting directly to the Superintendent/President) to advise on District matters according to Section 51023.5 of Title V of the California Administrative Code. The Management Senate constitution, approved and ratified by management, shall serve as the guide for senate operations. Nothing in this policy shall be construed to impinge upon:
  - 1. Rights of faculty, classified staff, or students pursuant to Title 5 §53200-53205, §51023.5, and §51203.7; or
  - 2. Collective bargaining rights of faculty and classified staff.
- B. The Management Senate shall participate effectively by making recommendations through the District's governance process on instructional, business, and student service matters concerning policy development and implementation from a management perspective.
- C. The Management Senate shall determine its own agenda. It may consider subjects on its own initiative or upon recommendation by District staff.
- D. The Management Senate shall determine its own meeting schedule. The meeting dates shall be included in the college calendar.
- E. The Management Senate chairperson or representative shall attend each session of the President's Council and Board of Trustees.
- F. A summary of Management Senate actions shall be distributed to the Board of Trustees and District staff.
- G. The officers of the Management Senate shall meet with the Superintendent/President on a regular basis to discuss matters of mutual concern.

**Board Policy 2510****Classified Senate of the San Joaquin Delta Community College District**

Page 1 of 1

**BP 2510      Classified Senate of San Joaquin Delta Community College District**

- A. The Classified Senate is recognized as an official representative body of the classified staff in order to communicate with the administration and governing board of the San Joaquin Delta Community College District on matters which are not subject to negotiation with collective bargaining units. The Classified Senate Constitution and Bylaws, on file in the Senate Office, shall serve as the guide for Classified Senate.
- B. The Senate shall determine its own agenda based upon recommendations from classified staff, administration, or internal initiative.
- C. The Classified Senate shall receive twenty hours per week reassigned time (the equivalent of 0.50 (FTE)) for conduct of Senate operations. Attendance by Classified Senate representatives at meetings of the Classified Senate or shared governance committees shall be without charge against this reassigned time allocation.
- D. The Senate may present its views and recommendations directly to the Board of Trustees either in writing or orally.
- E. The Senate shall determine its own meeting schedule during the college year. The meeting dates shall be included in the college calendar.
- F. The Senate President or representative shall attend every meeting of the Board of Trustees.
- G. A summary of Senate actions shall be distributed to the District staff, administration, and the Board of Trustees.
- H. The officers of the Senate shall meet with the Superintendent/President on a regular basis to discuss matters of mutual concern.



## Board Policy 2600 Basic Principles of Staff Participation in Policy Making

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### **BP 2600      Basic Principles of Staff Participation in Policy Making**

- A. The following basic principles shall govern participation in policy making:
1. Effective means of two-way communication between staff and administration shall exist and shall be used.
  2. The Academic Senate, as the representative body of the certificated staff in matters of an academic or professional nature, shall review all proposed policies and procedures or changes in policy and procedures and such other matters as designated in the Master Contract prior to their adoption or implementation.
  3. The San Joaquin Delta College Teachers' Association (CTA/NEA), as the bargaining unit for faculty, shall review all proposed policies and procedures or changes in policy and procedures which include negotiable matters or existing contracts prior to their adoption or implementation.
  4. The California School Employees' Association (CSEA), Chapter 359, San Joaquin Delta College, as the bargaining unit for classified employees, shall review all proposed policies and procedures or changes in policy and procedures which include negotiable matters or existing contracts prior to their adoption or implementation.
  5. The Management Senate, as the representative body for management personnel, shall review all proposed policies and procedures or changes in policy and procedures and such other matters as appropriate prior to their adoption or implementation.
  6. A realistic time frame will be used for each staff group to analyze and make recommendations on proposed changes in policy and procedure.
  7. All matters of policy and procedure shall follow the established consultation shown in implementing Administrative Procedures 2601 and 2602.
- B. Standing committees shall provide an additional avenue for staff involvement in policy making. Unless otherwise noted in AP 2430, Governance Committee Structure, the following will govern the establishment of the standing committees:
1. Faculty will be appointed by the Academic Senate President.
  2. Classified employees will be appointed by the classified bargaining unit and the Classified Senate as appropriate.
  3. Management personnel will be appointed by the Management Senate as appropriate.

*Reference: Accreditation Standard IV.B.1*

The Board shall conduct an evaluation of the Chancellor at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with the Chancellor as well as this policy.

The Board shall evaluate the Chancellor using an evaluation process developed by the Board with input from the Chancellor.

The process shall provide opportunities for input from all constituency groups listed in Board Policy 2510.5.

The criteria for evaluation shall be based on Board policy, the Chancellor's job description, and performance goals and objectives developed in accordance with Board Policy 2430.

See Administrative Procedure [ # ].

## **BP 2510 Participation in Local Decision Making**

*Reference: Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq., 51023.5, 51023.7; Accreditation Standard IV.A*

### **BP 2510.1 Academic Senate**

*Legal Reference: Education Code Sections 70901, 70902; Title 5 Sections 53200-53204.*

Chapter 973, Statutes of 1988 enacted a new structure of governance for the California Community College system. In accord with this directive as implemented by Administrative Code, Title 5, it shall be the policy of San

Jose/Evergreen Community Colleges Governing Board to consult collegially with the San Jose and Evergreen Academic Senates when adopting policies and procedures on academic and professional matters.

The Governing Board or their designee or Academic Senate or their designee, shall initiate the consultative process. While consulting collegially, the Academic Senates shall retain the right to present their views and recommendations directly to the Governing Board.

In consulting collegially, the Governing Board will rely primarily upon the advice and judgment of the Academic Senates on all policies and procedures related to Academic and Professional Matters listed as numbers one through eight in Board Policy 2510.2. For Academic and Professional Matters numbers nine, ten and eleven of Board Policy 2510.2, collegial consultation shall be defined as mutual agreement between the Senates and the Governing Board or their representatives.

Where the governing Board has elected to rely primarily upon the advice and judgment of the Academic Senate, the recommendations of the Senates will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If the recommendations are not accepted, the Governing Board or its designee shall promptly communicate its reasons in writing to the Academic Senates.

Where the Governing Board has elected to provide for mutual agreement with the Academic Senates, 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 policy to be changed, the governing Board may act, after good effort to reach agreement and only for compelling legal, fiscal, or organizational reasons.

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 by the Academic Senate. Faculty appointed to committees shall follow procedures established by the Academic Senates.

See Administrative Procedures [ # ].

## **BP 2510.2 Academic and Professional Matters**

The Chancellor or his/her designee or the Academic Senate Presidents or their designees are responsible for the initiation and facilitation of appropriate collegial consultation on “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 and college governance structure, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development
9. Processes for program review
10. Processes for institutional planning and budget development, and
11. Other academic professional matters as mutually agreed upon between the Governing Board and the Academic Senate

## **BP 2510.3 Collective Bargaining Matters**

Board policies and procedures shall not interfere or conflict with any legal rights of the officially recognized collective bargaining representatives. Nothing in these policies shall be construed to infringe upon the due process rights of faculty.

## **BP 2510.4 Fiscal Support for Academic and Professional Matters**

The Academic Senate presidents shall receive adequate reassigned time to perform required duties. The San Jose/Evergreen Community College District shall provide an adequate account in each college budget to support the participation of the Academic Senates in governance activities.

**BP 2510.5 The Participation of Recognized Employee/Student Representative Groups in Policy Development.**

Note: all of the rights granted in this section are subject to the special requirements of Policy Sections 2510.1, 2510.2 and 2510.3

2510.51 The following officially recognized District employee/student representative groups shall be given the opportunity to participate in the development of Board policies and Board adopted procedures: Academic Senates, Classified Senates, Management, Supervisory and Confidential Employee Council, Associated Student Councils, FA-AFT 6157, CSEA 363 and Executive Management. The opinions and recommendations of these groups will be given every reasonable consideration.

2510.52 Except for unforeseeable emergency situations the Board shall not take action on new Board policies and procedures without giving the above-mentioned representative groups reasonable time to meet with their members and discuss those proposals.

2510.53 All of the representative groups mentioned herein may initiate and participate effectively in the formulation and development of proposals for new policies or Board adopted procedures. The representatives initiating such proposals shall first consult with the chief executive or President as appropriate or her/his representative. Proposals initiated by the representative groups are subject to all the requirements of the Board Policies contained in section 2510.

**BP 2510.6 Appointment of Representatives**

When there is to be representation from a specific constituency group mentioned in Section 2510.51, those groups shall appoint all of their own representatives.

See Administrative Procedure [ # ].

## **BP 2610 Presentation of Initial Collective Bargaining Proposals**

*Reference: Government Code Section 3547*

The Chancellor is directed to enact administrative procedures that assure compliance with the requirements of Government Code Section 3547 regarding the presentation to the Board of initial proposals for collective bargaining.

Collective bargaining begins when either an exclusive representative or the District itself presents an initial proposal for consideration in accordance with the timelines outlined in the collective bargaining agreements.

See Administrative Procedure [ # ].

## **BP 2710 Conflict of Interest**

*Reference: Government Code Sections 1090, et seq.; 1126; 87200, et seq.; Title 2, Sections 18730 et seq.*

Board members shall not be financially interested in any contract made by the Board or in any contract they make in their capacity as Board members.

A Board member shall not be considered to be financially interested in a contract if his or her interest is limited to those interests defined as remote

## **BP 2510      Minimum Standards for Participation in Local Decision Making**

**References:** Education Code Section 70902(b)(7); Title 5 Sections 53200 et seq. (Academic Senate), 51023.5 (Staff), and 51023.7 (Students); Accreditation Standard IV.A

- I. **Scope of Authority.** The governing board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the governing board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action and administrative procedures for Superintendent/President action under which the District is governed and administered.
- II. **Role.** Each of the following shall participate as required by law in the decision-making processes of the District:
  - A. **Academic Senate** (Title 5 Sections 53200-53206)  
The primary function of the Academic senate 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, and the district governing board shall develop policies accordingly on academic and professional matters with use of either or both of the following methods:
    - (1) rely primarily upon the advice and judgment of the academic senate; or
    - (2) reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.
  - B. **Staff (Title 5 Section 51023.5)**  
Staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of appropriate stake holders will be given every reasonable consideration.
  - C. **Students (Title 5 Section 51023.7)**  
The Associated Students of Cuesta College shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on college or district committees, task forces, or other governance groups, shall be made after consultation with the Superintendent/President by the President of the Associated Students of Cuesta College.
- III. **Exceptions.** Except for unforeseeable emergency situations, the governing board shall not take any action on matters subject to this policy until the appropriate stakeholder groups have been provided the opportunity to participate.
- IV. **Rights.** Nothing in this policy will be construed to interfere with the formation or administrations of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540 et seq.; or impinge upon the due process rights of students.

See Administrative Procedure 2510.

**CHAPTER 2: Administration and General Institution  
BOARD POLICY NO. 2.08 (BP 2510)**

**BOARD POLICY**  
**San Mateo County Community College District**

**Subject:** BP 2.08 District Participatory Governance Process

**Revision Date:** 3/13

**Policy References:** Education Code Section 70901.2; Title 5 Sections 53200-53206, 51023.5 and 51023.7; Accreditation Standard IV.A

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1. In order to provide an opportunity for students, staff, and faculty to participate effectively in District governance, the Board of Trustees of the San Mateo County Community College District hereby establishes a District Participatory Governance Council (DPGC).
2. Nothing in this policy shall be construed to impinge upon the due process rights of students, faculty or staff, nor detract from any negotiated agreement between collective bargaining representatives and the Board of Trustees.
3. The Board respects agreements between the Academic Senate and collective bargaining representatives as to how they will consult, share or delegate among themselves the responsibilities that are or may be delegated to the Academic Senate by the Education Code or Title 5.
4. Governance is defined as those institutional structures and processes for decision-making and communications that engage students, staff, faculty, and administrators relative to the mission and values of the District.
5. The Board of Trustees is committed to a participatory governance system which ensures faculty, staff and students the right to participate effectively in district and college governance and the opportunity to express their opinions at the campus and District levels and to ensure that these opinions are given every reasonable consideration.
6. The purpose of the District Participatory Governance Council is to advise the Board of Trustees, through its designee, the Chancellor, on the following matters:
  - a. Procedures for faculty, staff, and management hiring and equal employment opportunities
  - b. Periodic review of the District Participatory Governance Council policy
  - c. Planning for Districtwide professional development activities
  - d. Oversight of the District Budget and Planning Subcommittee
  - e. Changes to or the addition of locally determined student fees
  - f. Educational and facilities master planning processes
  - g. Board policies that directly affect faculty, staff and students of the District, as determined by the District administrator responsible for Board Policies, in conjunction with the DPGC co-chairs. All other Board policies will be brought to the DPGC as information items.

In addition to these items, any Council member may, after consultation with the DPGC co-chairs, place informational or advisory items on the agenda.

BP 2.08 District Participatory Governance Process (Continued)

7. The DPGC makes decisions democratically by polling appointed members to determine if general agreement has been reached, based upon the following levels of responses:
  - a. I support the recommendation completely.
  - b. I support the recommendation with reservations.
  - c. I cannot support the recommendation.

A recommendation will be forwarded to the Chancellor when 60% of members present are at any one level. Any member of DPGC can submit a brief rationale for his or her vote which will accompany the recommendation to the Chancellor and the Board of Trustees.

8. The District Participatory Governance Council membership is twenty (20) representatives with (5) representatives from Faculty, Administration, Classified, and Student constituencies, and specifically includes:

- a. Faculty (5): the District Academic Senate President, the three Academic Senate Presidents of each college or designees, and the AFT president or designee.
  - b. Administration (5): one Manager appointed by the President of each college, one appointment from the District office chosen by the Chancellor, and one non-represented member. The non-represented member is appointed by the Chancellor and represents non-union associated employees and can be either classified or administrative.
  - c. Classified (5): the CSEA President or designee, the AFSCME president or designee, and three additional classified representatives appointed by CSEA.
  - d. Students (5): the three Associated Students Presidents or designees from each college, the Student Trustee, and one at-large member.
  - e. Council Chair: The Council will be served by co-chairs, namely, the District Academic Senate President and the District administrator appointed by the Chancellor in (b.) above.
9. Term of Appointments: Membership appointments for students are for one semester and may be continued from semester to semester. Membership appointments for all other constituent groups are for one year and may be continued.
  10. A quorum for a meeting is as follows:
    - a. Presence of fifty percent plus one of current members, and
    - b. At least one representative from each site (District office and the three colleges), and
    - c. At least one representative from each constituency (faculty, administration, classified staff, and students).
  11. The Board recognizes the Academic Senate as the official body representing faculty in participatory governance (Title 5, 53200) and the “the right of Academic Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards”. In academic and professional matters, the Board will rely primarily on faculty expertise through the

BP 2.08 District Participatory Governance Process (Continued)

established Academic Senate processes. The Academic Senate is expected to provide an opportunity for students and staff to participate effectively in the formulation and development of policies and procedures that have or will have a significant effect upon them. (See Policy 2.05 for the delineation of authority agreement between the Board and the Academic Senates.) “Academic and professional matters” include the following:

- a. curriculum, including establishing prerequisites and placing courses within disciplines;
- b. degree and certificate requirements;
- c. grading policies;
- d. educational program development;
- e. standards or policies regarding student preparation and success;
- f. district and college governance structures, as related to faculty roles;
- g. faculty roles and involvement in accreditation processes, including self-study and annual reports;
- h. policies for faculty professional development activities;
- i. processes for program review;
- j. processes for institutional planning and budget development; and
- k. other academic and professional matters as are mutually agreed upon between the governing board and the academic senate. (Title 5 §53200.c)

12. The Board recognizes the Associated Students organizations as the official bodies representing students and considers students to be full participants in participatory governance on all items pertaining to their interests. District and college policies and procedures that have or will have a “significant effect on students” include the following (Title 5, §51023.7,4 (b)):

- a. grading policies;
- b. codes of student conduct;
- c. academic disciplinary policies;
- d. curriculum development;
- e. courses or programs which should be initiated or discontinued;
- f. processes for institutional planning and budget development;
- g. standards and policies regarding student preparation and success;
- h. student services planning and development;
- i. student fees within the authority of the district to adopt; and
- j. any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

13. The Board recognizes CSEA as the official body representing classified staff and considers classified staff to be full participants in participatory governance on all items pertaining to their interests (Education Code §70901.2). The selection of classified representatives to serve on District and/or College committees, task forces, or other governance groups shall be made by CSEA with the expectation that all classified staff will be considered in the process of selecting representatives (Title 5 §51023.5).

14. A copy of the complete and updated text of the District participatory governance policy shall be maintained in the Office of the Chancellor.

**BP 2510 PARTICIPATION IN LOCAL DECISION MAKING**

**Reference:** *Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students); Accreditation Standard IV.A*

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

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

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

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

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

The Board or its designee(s) will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Academic and professional matters include:

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

In addition, the consultation will include faculty hiring processes.

**Staff, Management and Supervisors, Confidential Employees** (Title 5, Section 51023.5)

Staff, managers and supervisors, and confidential employees shall be provided with opportunities to participate effectively in the formulation and development of policies and procedures that have a significant effect on them. The opinions and recommendations of the California School Employees Association and its Chapter 289, the management/supervisory group, and confidential employees will be given every reasonable consideration.

**Non-Credit Instructors**

Non-credit instructors shall be provided with opportunities to participate effectively in the formulation and development of District policies and procedures that have a significant effect on non-credit instructors. The opinions and recommendations of the Continuing Education Instructors Association will be given every reasonable consideration.

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

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

## **BP 2510 Participation in Local Decision Making**

### **Reference:**

Education Code Section 70902(b)(7);  
Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7  
(students); Accreditation Standard IV.A

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

Each of the groups of the district, as defined by the Education Code, shall be given the opportunity to participate as required by law in the collegial consultation processes of the district:

See Administrative Procedure AP 2510

Approved 12/04/13



## **ARTICLE 2200: PARTICIPATORY GOVERNANCE**

Santa Monica College is a community composed of students, faculty, staff, administration and the Board of Trustees who are committed to the implementation of the Participatory Governance Policy (AB 1725). The Board of Trustees honors the concept of participatory governance in all areas defined by State laws and regulations as policy of the Santa Monica Community College District, while retaining its own rights and responsibilities as the ultimate authority.

The Board of Trustees has adopted the following participatory governance policies developed by the Academic Senate, Classified Staff, Associated Students and Management Association.

*Revised: 11/15/2004, 5/4/2009*

### **BP 2210 Academic Senate**

The Board recognizes and endorses the rights and responsibilities assigned to faculty by Assembly Bill 1725 (1988) and in order that the faculty may have formal and effective procedures for participating in the formation and implementation of District policies on academic and professional matters, an Academic Senate is hereby established at Santa Monica College.

The Board recognizes the Academic Senate (The Senate) as the body which represents the faculty in collegial governance relating to academic and professional matters. The Academic Senate President or designee shall be accorded an opportunity on the Board's regular agenda to address the Board regarding its concerns. The Board of Trustees shall consider and respond to such views and recommendations.

#### **Formation, Procedures, Membership**

The Board of Trustees of the Santa Monica Community College District hereby authorizes the faculty of the college to:

1. Fix and amend by vote of the faculty the composition, structure, and procedures of the Academic Senate.
2. Provide for the selection, in accordance with accepted democratic election procedures, of the members of the Academic Senate.
3. Provide for the membership of part-time faculty members in the Academic Senate.

#### **Powers**

The Board shall rely primarily upon the advice and judgment of the Academic Senate in the areas listed below. Rely primarily means that 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.

1. Grading Policies
2. Faculty roles and involvement in accreditation processes, including self-study and annual reports
3. The assessment of faculty professional development needs

If a Senate recommendation in the above areas is not accepted, the Board or its designee shall promptly communicate its reasons in writing to the Senate.



The process for mutual agreement shall be used for all other academic and professional matters and shall occur primarily through the Academic Senate's joint committee process. Mutual agreement means that the policy and implementation recommendations shall be prepared by an Academic Senate joint committee and/or the joint Educational Policies Committee of the Academic Senate and ratified by the Academic Senate and the Superintendent/President.

1. The Board of Trustees designates and directs the Superintendent/ President or designee to meet and confer with representatives of the Academic Senate with respect to recommendations made or proposed to be made by the Senate.
2. The list of academic and professional matters which are to be resolved by mutual agreement, includes but is not limited to:
  - A. Curriculum, including establishing prerequisites and placing courses within disciplines.
  - B. Degree and certificate requirements.
  - C. Educational program development.
  - D. Standards or policies regarding student preparation and success.
  - E. District and college governance structures, as related to faculty roles.
  - F. Policies for faculty professional development activities.
  - G. Processes for program review.
  - H. Processes for institutional planning and budget development.
  - I. Policies for academic personnel matters.
  - J. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.
3. The Educational Policies Committee consists of Senate Executive Committee members and senior staff.
4. The structure and composition of the Academic Senate joint committees will be based on the tradition of joint committees at the college. Each Academic Senate joint committee shall be constructed as follows:
  - A. Faculty members shall be appointed by the Academic Senate.
  - B. Administrators shall be appointed by the Superintendent/President.
  - C. The committee chair shall be a faculty member appointed by the Academic Senate President after consultation with the Superintendent/President or designee.
  - D. The committee secretary shall be an administrator appointed by the Superintendent/President or designee after consultation with the Academic Senate President.
  - E. All Academic Senate joint committees shall be comprised in such a manner so that the ratio of the faculty appointees to administrative appointees is approximately 2:1.
  - F. The Academic Senate and the Superintendent/President shall mutually agree on the addition of any classified staff and students to the designated joint committees.



5. If, within one month, during the Fall and Spring semesters when the Academic Senate is in session, either party fails to ratify the policy development and implementation recommendation, the Academic Senate President and the Superintendent/President shall decide, within ten working days from the date, which of the following options shall be used to resolve the impasse.
  - A. Send the recommendations back to the committee of origin and direct them to develop a new recommendation.
  - B. The Academic Senate and the Superintendent/President shall both delegate their ratification authority to the committee of origin and the committee's final recommendation shall become the recommendation on the issue.
  - C. The Academic Senate President and the Superintendent/President shall resolve the issue independent of the committee of origin.
6. The Senate reserves the right, after consultation with the administration, to present its concerns and recommendations directly to the Board and the Board shall respond to the Senate.
7. District standing committees (e.g., District Planning and Advisory Council and its planning subcommittees, matriculation advisory committee, staff diversity advisory committee) shall be structured to include appropriate representation of the Academic Senate, administrators, and classified staff when matters being considered are within their purview. Student representation shall be included on such groups whenever appropriate and possible.
8. 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 by the Senate, after consultation with the Superintendent/President or designee.

Duties Assigned by Administration and the Board of Trustees

The Academic Senate may assume such responsibilities and perform such functions as may be requested of it by the administration or by the Board of Trustees.

Scope of Regulations

Nothing in this Board policy shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiated agreements between collective bargaining representatives and the Board of Trustees.

It is the intent of the Board of Trustees to respect agreements between the Academic Senate and the Faculty Association as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to the Academic Senate pursuant to these recognitions.

Reference: Education Code Sections 66700, 70901, 70902

*Reviewed and Adopted: 5/1/2000*

*Revised: 7/9/2007*



## **ARTICLE 2200: PARTICIPATORY GOVERNANCE**

### **BP 2220      Classified Staff**

The Board recognizes and endorses the rights and responsibilities assigned to non-management classified staff by Title 5 Section 51023.5. Classified staff includes permanent non-management, non-confidential, full-time and part-time non-academic employees. Further, the Board recognizes the technical, professional and skilled expertise of the classified staff whose functions are critical to the successful operation of the District and to the success of the faculty and students.

#### Participation

In view of the management structure of the District as it pertains to classified staff, and pursuant to Title 5, Section 51023.5 subsection 4, classified staff shall be afforded opportunities to participate in the formation and development of District and college policies and procedures, and in processes which have or will have a significant effect on classified staff.

When a classified staff representative is to serve on a District task force, committee, or other governance group, California School Employees Association (CSEA) Chapter 36, the exclusive representative of classified employees of the District, shall appoint the representative for the respective bargaining unit members. The exclusive representative of the classified employees and the Board of Trustees may mutually agree to an alternative appointment process through a memorandum of understanding.

#### Scope of Regulations

Nothing in this Classified Staff Participatory Governance Policy shall be construed to impinge upon the due process rights of non-management classified staff, nor to detract from any negotiated agreements between collective bargaining representatives and the Board of Trustees.

Reference:      Title 5 Sections: 51023.5, 70901.2

*Reviewed and Adopted: 5/1/2000, 5/4/2009*



## **ARTICLE 2200: PARTICIPATORY GOVERNANCE**

### **BP 2230 Associated Students**

The Board of Trustees recognizes the Associated Students as the duly elected representatives of the student body of Santa Monica College, as provided by Education Code Section 76060. The Associated Students are encouraged to voice opinions and make recommendations to the administration of the college and the Board of Trustees with regard to District and college policies and procedures that have or will have a significant effect on the student body.

The Board of Trustees of Santa Monica Community College District hereby authorizes the students of the college to establish the Associated Students and charges them with the responsibility to:

- A. Fix and amend by vote of the A.S. Board of Directors the composition, structure, and procedures of the Associated Students.
- B. Provide for the selection, in accordance with accepted democratic election procedures, of the members of the Associated Students.
1. District policies and procedures that have or will have a significant effect on students include the following:
  - A. grading policies
  - B. codes of student conduct
  - C. academic disciplinary policies
  - D. curriculum development
  - E. courses or programs which should be initiated or discontinued
  - F. processes for institutional planning and budget development
  - G. standards and policies regarding student preparation and success
  - H. student services planning and development
  - I. student fees the adoption of which are within the authority of the District
  - J. any other District and college policy, procedure, or related matter the Board of Trustees (and the Associated Students) determine(s) will have a significant effect on the student bodyThis list does not preclude the opportunity for students to request participation in other District committees as appropriate.
2. The Associated Students of Santa Monica College shall be provided an opportunity to participate in the formulation and development of District and college policies and procedures that have or will have a significant effect on the student body, as defined in item 3. This right includes the opportunity to participate in processes for developing recommendations for the Board of Trustees regarding such policies and procedures in collaboration with the appropriate college organization(s).
3. The Board of Trustees, except in an unforeseeable emergency, shall not take action on a matter having significant effect on the student body until it has provided the Associated Students with an opportunity to participate in the formulation of the policy or the procedure or the joint development of recommendations regarding the action.
4. The Board of Trustees shall ensure that at the District and college levels, recommendations and positions developed by the Associated Students are given every reasonable consideration.



The selection of all student representatives to serve on all appropriate college committees, appropriate Academic Senate Joint Committees, task forces, or other governance groups shall be made by the Associated Students after consultation with the Superintendent/President and the President of the Academic Senate.

- A. In order that the recommendations and opinions of students are given every reasonable consideration, the Associated Students will designate students to participate in each of the appropriate college committees: Academic Senate Joint committees, task forces, or other governance groups, according to item number 3 and in the spirit of AB 1725.
  - B. To facilitate student attendance, the prior commitments of all student members of any given committee should receive equal consideration in scheduling meetings. Students should have ready access to campus resources to carry out adequately committee responsibilities.
  - C. Student members on committees will annually review, evaluate, and make recommendations for any changes in the governance structure, if needed, to insure an adequate voice. The recommendations will be given to the appropriate committee chairs, organizational leaders, administrators and the Board of Trustees.
6. Administration, faculty, and staff should provide appropriate means and understanding of governance issues in order to increase student preparedness, self-confidence, and credibility in the collegial governance process.
    - A. Administration, faculty, and committee chairs will provide training and orientation at the beginning of each academic year for the purpose of building trust, fostering teamwork, and preparing for meaningful participation in the governance process.
    - B. Both faculty and administration will provide ongoing consultative services such as regular, timely meetings with committee chairpersons, the development of mentorships, or other alternative means of sharing with students.
  7. The A.S. President, or a designee, regularly shall be accorded the opportunity to present positions and recommendations of the Associated Students to the Board of Trustees.
  8. The Board of Trustees shall give reasonable consideration to recommendations and positions developed by the Associated Students regarding District and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.
  9. The Associated Students embrace the philosophy of participatory governance by encouraging faculty, staff, and administration to participate effectively on appropriate Associated Student boards, committees, and task forces. Appointment of faculty and staff to A.S. Committees shall be made by appropriate representative organizations after consultation with the President of the Associated Students.
  10. Nothing in this section shall be construed to impinge upon the due process rights of faculty, staff, and administration, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and the Board of Trustees.

Reference: Title 5, Section 51023.7  
Education Code 76060

*Reviewed and Adopted: 5/1/2000*



## **ARTICLE 2200: PARTICIPATORY GOVERNANCE**

### **BP 2240 Management Association**

The Board recognizes the Santa Monica College Management Association as a professional organization chartered to promote the success and professional development of all academic managers, classified administrators and managers, and confidential staff. The goal is to assist and support managers and confidential employees in developing their skills to promote professional achievement and support student success. Through mentoring and professional development, the goal and objectives further the college's mission and vision statements. This provision does not confer any collective bargaining rights.

#### Formation and Membership

Members of the Management Association are comprised of academic managers (Superintendent/President, Vice-Presidents, Deans, Associate Deans, Assistant Deans, Directors, Assistant Directors and Project Managers) and classified administrators, managers, and confidential employees.

The officers of the SMC Management Association are: president, vice president, a secretary and a treasurer. The officers are nominated by the managers at large and elected by a majority vote to serve a term of one year. Elections shall be held in May of each year for the following fiscal year.

#### Participation

The process of participatory governance shall be used for all professional matters on which managers have expertise and shall occur through the representation on college-wide committees exclusive of collective bargaining issues.

The appointment of managers and confidential employees to represent the Management Association on the District Planning and Advisory Council (DPAC) and its planning subcommittees shall be made by the Management Association after consultation with the Superintendent/President or designee.

The Management Association may present proposals to the Superintendent/President regarding policies, administrative regulations and procedures. The Management Association may assume such responsibilities and perform such functions as may be requested by the Superintendent/President.

Reference: Government Code Section 3540.1(c)

*Adopted: 11/15/2004*

*Revised: 5/2010*



## **ARTICLE 2200: PARTICIPATORY GOVERNANCE**

### **BP 2250 District Planning and Advisory Council**

The Board of Trustees establishes the District Planning and Advisory Council. The Board recognizes the Council as the body primarily responsible for making recommendations to the Superintendent/President on matters that are not otherwise the primary responsibility of the Academic Senate (BP 2210), Classified Staff (BP 2220), Associated Students (BP 2230) or the Management Association (BP 2240). Issues include, but are not limited to, District budget, facilities, human resources, instruction, student services and technology planning. Discussion of these issues by the Council will not supplant the collective bargaining process.

DPAC is the College's primary planning body and coordinates institutional planning. It is the responsibility of DPAC to develop the annual Master Plan for Education Update and oversee the long-term planning efforts of reviewing the Vision, Mission, Values, and Goals, assessing the College's planning process, and developing new Strategic Initiatives every five years.

The District Planning and Advisory Council shall comprise representatives of the faculty (Academic Senate and Faculty Association), classified staff (CSEA Chapter 36), students (Associated Students) and management (Administration/Management Association), who shall mutually agree upon the numbers, privileges, and obligations of Council members. The District Planning and Advisory Council shall establish its own procedures in conformity with the law.

*Adopted: 1/10/2005*

*Revised 5/4/2009, 12/10/2013*

**PARTICIPATION IN LOCAL DECISION-MAKING**

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District have the opportunity to participate in developing recommended policies for board action and administrative procedures for Superintendent/President action under which the District is governed and administered. The *College of the Sequoias Governance and Decision-making Manual* describes roles/responsibilities, process, protocols and authority for decision-making. If any group or individual fails to participate in the opportunities provided for input in local decision-making, the Superintendent/President will note such actions and will complete the participatory process and present final recommendations to the Board.

The Board of Trustees is the legal entity accountable to the Accrediting Commission for Community and Junior Colleges, the State Chancellor for Community Colleges, the State Department of Education and the Federal Department of Education. As such, no part of any policy or administrative procedure can abdicate their sole authority to govern in accordance with all state and federal laws and regulations and the collective bargaining agreements by and between the employee associations and the District. The Board may take action to reject recommendations or outcomes achieved through the process described in Board Policy 2510 and Administrative Procedure 2510 when they determine that there are compelling legal, fiscal or organizational reasons.

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

**Staff (Title 5, Section 51023.5.)**

Staff shall be provided with opportunities to participate in the development and revision of (non-Ten Plus One) district policies and administrative procedures in accordance with BP/AP 2410. The opinions and recommendations of staff in governance and decision making are represented through staff participation in District Governance Senate and processes set forth in the *College of the Sequoias Governance and Decision-making Manual*.

**Students (Title 5, Section 51023.7.)**

The Student Senate shall be given an opportunity to participate effectively in the development and revision of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Student Senate will be presented to the superintendent/president in accordance with the process set forth in BP/AP 2410 the *College of the Sequoias Governance and Decision-making Manual* and given every reasonable consideration. The selection of student

representatives to serve on District senates, committees or task forces shall be made in consultation with the Student Senate.

Academic Senate (Title 5, Sections 53200-53206.)

The Board or its designee will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Under the Ten Plus One provision of Title 5, AB 1725, Academic Senate has the right to present recommendations directly to the superintendent/president for presentation to the Board. Recommendations for Ten Plus One items should be presented to the superintendent/president for proposal to the Board of Trustees.

The methods by which the Board of Trustees and its designee will consult with the Academic Senate on Ten Plus One items are specified below:

- A. Primarily rely upon the advice and judgment of the Academic Senate on:
  1. Degree and certificate requirements
  2. Grading policies
  3. Policies for faculty professional development activities
  4. Curriculum, including establishing prerequisites and placing courses within disciplines
  
- B. Mutually Agree on:
  1. Educational program development
  2. Standards or policies regarding student preparation and success
  3. District and college governance structures, as related to faculty roles
  4. Faculty roles and involvement in accreditation process, including self-study and annual reports
  5. Processes for program review
  6. Processes for institutional planning and budget development
  7. Other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate.

Procedures to implement this section are carried out in accordance with BP/AP 2410 the *College of the Sequoias Governance and Decision-making Manual*.

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

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

See Administrative Procedure 2510

Reference: Educ. Code Section 70902(b)(7); Title 5, Sections 53200 et seq.,  
(Academic Senate), 51023.5 (staff), 51023.7 (students); Accreditation  
Standard IV.A

Adopted: October 8, 2007

Revised: June 19, 2013

Revised: May 12, 2014

## Participation in Local Decision Making

BP 2510

Reference: ***Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq.  
(Academic Senate), 51023.5 (Staff) and 51023.7 (Students)***

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

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

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

1. The administration of the College and the Governing Board shall rely primarily on the advice and judgment of the Academic Senate regarding the academic and professional matters listed below:
  - a. Curriculum, including establishing prerequisites and placing courses with disciplines
  - b. Degree, certificate requirements, and grading policies
2. General Statement of Policy for Reaching Mutual Agreement

It is agreed that the following general guidelines and principles be adhered to:

- a. Participants must be free to communicate all aspects of any discussion with their principals.
- b. Since this process is not adversarial, proposals should be presented in complete a form as possible.
- c. Proposals should be publicly transmitted in writing from one party to the other.
  1. Requests from the Administration shall be made by the Superintendent to the President of the Academic Senate.
  2. Requests from the Academic Senate shall be made by the President of the Academic Senate to the Superintendent.
  3. Either party has the right to initiate communication.
  4. To insure more complete communication, the Senate President will be given the opportunity to review the tentative Governing Board agenda prior to its final preparation.
- d. Each party should strive to arrive at agreement in a timely fashion.
  1. In ordinary circumstances, there should be no more than a 3-week interval between the transmission of positions.

## **Participation in Local Decision Making**

**BP 2510**

2. In ordinary circumstances, the Senate will require two meetings before responding (one to introduce the issue to the Committee and one to act on it). The Executive Committee meets twice monthly during the academic year.
  3. In special circumstances, the President of the Academic Senate may call special meetings of the Executive Committee to shorten the time between responses and decisions.
  4. If appropriate, the Executive Committee will refer action to a standing committee.
  5. If one party appears to be dilatory, public fact may be made if private efforts have not been effective in advancing the process.
- e. All final agreements will be put in writing and made a part of the Shasta College Governing Board's records.

### Mutual Agreement Areas:

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 for the following matters:

- 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.
- 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 Governing Board and the Academic Senate.

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

College staff shall be provided an opportunity to participate effectively in college governance in accordance with Title 5 and college procedures.

The "Staff" definition excludes short-term or substitute staff.

## **Participation in Local Decision Making**

**BP 2510**

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

Students shall be provided an opportunity to participate in formulation and development of college policies and procedures that have or will have a significant effect on students in accordance with Title 5, Section 51023.7, which states in part:

This right includes the opportunity to participate in processes for jointly developing recommendations to the Governing Board regarding such policies and procedures.

Except in unforeseeable 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.

Governing Board procedures shall ensure that recommendations and positions developed by students are given every reasonable consideration.

The Shasta College Student Senate is the designated representative body of the students.

The selection of a student representative to serve on District or college committees, task forces, or other governance groups shall be made, after consultation with designated parties, by the designated representative body of the students, the Shasta College Student Senate.

College policies and procedures that have or will have a "significant effect on students" include 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 college policy, procedure, or related matter that the District Governing Board determines will have a significant effect on students.

The Governing Board shall give reasonable consideration to recommendations and positions developed by students regarding college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

Shasta-Tehama-Trinity Joint Community College District  
Board of Trustees  
Board Policy Manual

**Participation in Local Decision Making**

**BP 2510**

Nothing in this policy shall be construed to impinge upon the due process rights of faculty, or to detract from any negotiations or negotiated agreements between collective bargaining agents and district governing boards.

***See Administrative Procedure 2510***

Board Approved 4/09/03

Reviewed by the Board Ad Hoc Committee on Policy 9/12/07

# **Sierra College**

## **BOARD POLICY**

**No. 2510**

### **Participation in Local Decision Making of the Board of Trustees**

Date Adopted: 6/13/1989

Date Revised: 6/11/2013

Date Reviewed: 6/11/2013

References: Accreditation Standard IV.A; Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq., 51023.5, 51023.7

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

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

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

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

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

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

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

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of

student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.

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

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

See Administrative Procedure 2510.

**BOARD POLICY**  
**SISKIYOU JOINT COMMUNITY COLLEGE DISTRICT**

**Subject:** Participation in Local Decision Making

**Adoption Date:**  
01/1/94  
**Revision Date(s):**  
01/12/99  
9/2/08  
11/1/11  
**Review Date(s):**

**Policy Reference:** Education Code Section 70902(b)(7);

**Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students); Accreditation Standard IV.A**

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

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

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

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

**Staff (Title 5, Section 51023.5.)**

Staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of the California School Employees Association (CSEA) functioning as the Classified Senate and the Administrative Support/Management (ASM) employees will be given every reasonable consideration.

**Students (Title 5, Section 51023.7.)**

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

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

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

## SOLANO COMMUNITY COLLEGE DISTRICT

### PARTICIPATION IN LOCAL DECISION MAKING

1077

#### **POLICY:**

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

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

Academic Senate(s) (Title 5, Sections 53200-53206.)

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

Staff (Title 5, Section 51023.5.)

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

Students (Title 5, Section 51023.7.)

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

## **SOLANO COMMUNITY COLLEGE DISTRICT**

### **PARTICIPATION IN LOCAL DECISION MAKING**

**1077**

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

- (1) The applicable campus group or groups shall have no more than two months (three months if over summer or semester break) from the Boards first reading of a policy to propose addition(s)/deletion(s) to a policy or agree to policy as submitted to the Board for first reading.
- (2) After a policy has been perused by all applicable campus groups for their input, the Secretary of the Board shall submit the proposed policy to the Board Ad Hoc Policy Committee within two weeks following the meeting date at which policy was reviewed by the last campus group submitting their input on the policy that was submitted to the Board for first reading.
- (3) The Board Ad Hoc Policy Committee will recommend the policy to the Board for approval by the second Governing Board meeting following receipt of policy from the Secretary of the Board.

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

#### **REFERENCES/**

#### **AUTHORITY:**

Education Code Section 70902(b)(7); Title 5 Sections 53200 et seq., (Academic Senate), 51023.5 (Staff), 51023.7 (Students)

Accreditation Standard IV.A

**BP 1077**

**ADOPTED:** June 18, 2014



2.5

GOVERNANCE AND THE COMMITTEE SYSTEM

ADOPT: APRIL 8, 1985

REVISED: MAY 11, 1995

REVISED: AUGUST 8, 2000

REVISED: MARCH 13, 2001

REVISED: DECEMBER 9, 2008

CATEGORY 3 REVISION: FEBRUARY 11, 2014

ED CODE: 70902, 87360, 87357, 87458, 87359, 87663, 87743.1, 87743.2

Title 5, Section 53200-53204, 51023.5, 51023.7

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Participatory governance at the Sonoma County Junior College District follows State and Federal legislative directives and California Education Code and statutes, enhanced by historical traditions and appropriate professional innovations permissible within these codes.

Participatory governance is the collective responsibility of the Board of Trustees and four constituent groups: faculty, administration, classified staff and students. The Board of Trustees and its designee, the Superintendent/President, receive advice and recommendations through the District governance committee system, collegial consultation with constituent groups, and the drafting or revising of written policy and procedures.

College Council coordinates and supervises the District governance committee system. As the final District-wide policy recommending body, College Council solicits, involves and utilizes the opinion of faculty, administrators, classified staff, and students, and provides an opportunity for constituent groups to inform and advise each other on policy matters and to debate differences of opinion. It shall insure that committees do not misconceive their purpose or overlap their function, and that any policy recommendation emanating from one group but affecting other groups be reviewed by appropriate committees and/or constituent groups before reaching final approval and being submitted to the Board of Trustees.

Faculty participates in the governance of the District through the Academic Senate and through its recognized bargaining unit(s).

The rights and responsibilities of bargaining agents are described in the contracts between the District and the recognized faculty bargaining unit(s). The faculty bargaining units maintains a process for assigning representation to College or District committees where designated.

The rights and responsibilities of the Academic Senate are enumerated in the California Education Code and Title 5 Regulations. The Academic Senate advises the Board through the use of Academic Senate resolutions, bilateral agreements with the Board, Academic Senate committees, ad hoc task forces, Academic Senate Consultation committees, and other District-wide committees. When appropriate, the Academic Senate will ensure that students and staff effectively participate in the processes through which it develops its recommendations to the Board. The Board of Trustees or its designee will consult collegially with the Academic Senate when adopting policies and procedures on academic and professional matters, relying primarily on the advice and judgment of the Academic Senate or reaching mutual agreement with the Academic Senate by written resolution, regulation, or policy. The Academic Senate designs and administers a process to appoint faculty to serve on College or District committees, task forces or other groups dealing with academic and professional matters.

Administrators participate in the governance of the District through the Superintendent/President and the Management Team. Administrative members of committees are appointed by the Superintendent/President.

Classified staff participates in the governance of the District and the development of policies, procedures and recommendations that will have a significant effect on staff through the Classified Senate and its recognized collective bargaining unit(s).

The rights and responsibilities of bargaining agents are described in the contracts between the District and the recognized classified bargaining unit(s). The classified bargaining units maintains a process for assigning representation to College or District committees where designated.

The rights and responsibilities of the Classified Senate are enumerated in the California Education Code and Title 5 Regulations.

Students participate in the development of policies, procedures and recommendations that will have a significant effect on students through the Associated Students Senate. These topics shall include:

- 1) Grading policies;
- 2) Code 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; and
- 9) Student fees within the authority of the District to adopt.

Student members of committees are selected in a process designed and administered by the Associated Students' Senate and its President.

Except in unforeseeable, emergency situations, the Board of Trustees shall not take action on matters significantly affecting faculty, administration, classified staff or students until consultation within this participatory governance system has taken place.

Whenever current policies or procedures recorded in the District Policy Manual do not suffice to regulate campus activity, past practice shall prevail while participatory governance procedures are activated to develop new policy and procedures.

# **BOARD POLICY**

**2100.1**

SOUTH ORANGE COUNTY  
COMMUNITY COLLEGE DISTRICT

ADMINISTRATION

## **DELEGATION OF AUTHORITY TO THE ACADEMIC SENATE**

In response to Title 5, Calif. Code of Regulations, it is the policy of the Board of Trustees that there shall be appropriate delegation to the college academic senates of responsibility for and authority over academic and professional matters. Regarding such matters, the Board of Trustees:

1. Recognizes the college academic senates as the representative of the faculties; and
2. Will rely primarily upon the advice and judgment of the academic senates in accordance with processes of collegial consultation as defined below; and
3. Designates the Chancellor of the District as its agent for purposes of implementation.

### **I. SCOPE**

Academic and professional matters upon which the Board of Trustees will rely primarily upon the advice and counsel of the academic senates.

1. Curriculum, including established prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. District and college governance structures, as related to faculty roles;
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;

10. Processes for institutional planning and budget development; and
11. Other matters as mutually agreed upon between the Board of Trustees and the academic senate, or as otherwise provided by statute or regulation.

## **II. PROCESS OF COLLEGIAL CONSULTATION**

Primary reliance upon the advice and counsel of the academic senates means that the Board of Trustees and/or its designees will accept the recommendations of the academic senates regarding academic and professional matters as itemized above, and will act otherwise only in exceptional circumstances and for compelling reasons. If a recommendation of the senate is not accepted, the Board of Trustees or its designee will promptly communicate its reasons in writing. Such explanation will convey the “exceptional circumstances and compelling reasons” that necessitated the action in question.

In exercising their delegated authorities and responsibilities, the college academic senates will consult collegially with administrative staff and other governance groups and will do so through appropriate governance processes developed and implemented at each college. Each college president has the responsibility and the authority to determine whether the college senate has duly observed these obligations and may refuse to accept recommendations that have been formulated outside defined processes of college governance. Any such rejection is to be made in writing and is to specify the procedural concerns to be addressed before the recommendation is reconveyed.

## **III. IMPLEMENTATION**

All existing policy regulations, procedures, and guidelines addressing academic and professional matters will remain in place and be subject to modification only through the processes of collegial consultation as defined herein. The academic senates will honor requests from the Board of Trustees and/or its agents to review relevant policies, regulations, procedures, and/or guidelines should the Board of Trustees and/or its agents believe that modifications are necessary or appropriate.

## **IV. STATUS**

Board Policy 2100.1 is in mutual agreement between the governing board and the academic senates and may be modified upon mutual consent of the parties.

Nothing contained herein will limit other rights and responsibilities of the academic senate as otherwise provided in statute or regulation, nor will this policy constrain the Board of Trustees in ways other than are herein agreed. Nothing contained herein is to impinge upon the due process rights of faculty, nor to limit the collective bargaining rights of the faculty's exclusive representative. The Board of Trustees will respect agreements between the academic senates and

Adopted: 5-08-95

Revised: 4-26-99

Revised: 2-25-02

Revised: 7-26-04

Revised: 6-25-12

collective bargaining agents as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are delegated to the senates pursuant to this policy.

*Reference:*

*Title 5 California Code of Regulations; Sections 53200-53205, 53203(a), (d), (d.1)*

Adopted: 5-08-95

Revised: 4-26-99

Revised: 2-25-02

Revised: 7-26-04

Revised: 6-25-12

**SHARED PLANNING & DECISION MAKING**

**References:** *Education Code Sections 70902(b)(7); AB 1725  
Title 5, Sections 53200 et seq., 51023.5, and 51023.7;  
Accreditation Standard IV.A.2 and IV. A.5*

Southwestern Community College District believes that the high quality of decision-making, and planning and the resulting programs and services offered by the College are dependent upon a collaborative process in which creative thinking, ideas and perspectives contribute to the well being of the entire College community. The Governing Board of Southwestern Community College District adopts the following principles and policies when receiving, adopting and acting upon recommendations from the Academic Senate in areas of academic and professional matters as specified in Title 5, Section 53200, of the California State Code of Regulations, and AB 1725 (1988) and in respect to the concept and need for shared planning and decision-making in all areas defined by State laws and regulations. In executing that responsibility, the Governing Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Superintendent/President action under which the District is governed and administered.

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

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

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

**1. Faculty (Title 5 Sections 53200-53206 & AB 1725)**

Faculty shall be provided with opportunities for participatory decision making and have a substantial voice in decision-making. The Governing Board or its designees will consult with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law, District Policy and Procedure No. 2510, "Shared Planning & Decision Making," and District Policy and Procedure No. 2515, "Role & Scope of the Academic Senate: 10 + 1 Agreement".

The Governing Board recognizes Southwestern College Educator's Association (SCEA) as the exclusive bargaining unit for faculty.

**SHARED PLANNING & DECISION MAKING****2. Staff** (Title 5 Section 51023.5 & Education Code Section 70901.2)

Staff shall be provided with opportunities for participatory decision making and have a substantial voice in decision making. "Staff" means all employees in the Classified Service, including Classified Administrators, Classified Confidentials and Classified Bargaining Unit members.

The Governing Board recognizes California School Employees' Association (CSEA) Chapter 524 as the exclusive bargaining agent for all members of the classified bargaining unit. The Governing Board or its designee will work jointly with CSEA Chapter 524 to ensure the District's compliance with California Education Code Section 70901.2 and any other legislation, legal decisions, or administrative determinations affecting shared governance issues.

**3. Students** (Title 5 Section 51023.7)

The Associated Students Organization (ASO) shall be provided with opportunities to participate for participatory decision making and have a substantial voice in decision-making. The recommendations and positions of the ASO will be given equal value and every reasonable consideration.

The Governing Board recognizes the ASO as the official voice for all Southwestern College students in the areas listed below:

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
10. any other District or College policy, procedure or related matter that the District Governing Board determines will have a significant effect on students.
11. policies and procedures pertaining to the hiring and evaluation of faculty, administration and staff.

**SHARED PLANNING & DECISION MAKING****4. Administrators**

Administrators shall be provided with opportunities for participatory decision making and have a substantial voice in decision making.

The Governing Board recognizes Southwestern Community College District Administrator's Association (SCCDAA) as the sole and official representation of administrators promoting the interest of administrators of the District

## **Participation in Local Decision-making**

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

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

- Academic Senate(s) (Title 5, sections 53200-53206.)  
The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.
- Staff (Title 5, section 51023.5.)  
Staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of the Classified Senate will be given every reasonable consideration.
- Students (Title 5, section 51023.7.)  
The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on district committees or task forces shall be made after consultation with the Associated Students.

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

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

See Administrative Regulation 2510

Reference: Education Code Section 70902(b) (7); Title 5 Sections 53200, et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students); Accreditation Standard IV.A

Adopted by the Governing Board: June 2, 1992; November 4, 2003



Book	VCCCD Board Policy Manual
Section	Chapter 2 Board of Trustees
Title	BP 2510 PARTICIPATION IN LOCAL DECISION MAKING
Number	BP 2510
Status	Active
Legal	Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students); Accreditation Standard IV.A
Adopted	November 8, 2005
Last Revised	April 12, 2011
Last Reviewed	March 10, 2011

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

Each of the following shall participate effectively as required by law (AB 1725) in the decision-making processes of the district:

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

The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. The district and academic senates shall have the obligation to reach mutual agreement by written resolution, regulation, or Board Policy in academic and professional matters. The Governing Board may change policies regarding academic and professional matters in mutual agreement with the senate or after a good faith effort to reach agreement only for compelling legal, fiscal, or organizational reasons.

The board shall determine on an annual basis the amount of release time to be granted the senate presidents for the purpose of performing those participative functions as may be requested by the district and its colleges. Academic senate presidents or designees will receive remuneration for participating fully in governance during the summer months.

Procedures to implement this section are developed collegially with the Academic Senate.

**Staff** (Title 5, Section 51023.5.)

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

**Students** (Title 5, Section 51023.7.)

The Associated Students shall be given an opportunity to participate effectively in the formulation and

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

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

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

See Administrative Procedure 2510.

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT  
BOARD POLICIES

Board Of Trustees

Chapter 2

**Participation in Local Decision Making**

**2510**

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the district participate in developing recommended policies for Board action and Administrative Procedures for Superintendent/President action under which the district is governed and administered. This policy shall not be interpreted to imply that there must be total agreement by all participants with majority rule. The ultimate responsibility for decisions rests with the Board of Trustees.

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

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

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

- **Staff** (Title 5, Section 51023.5.)

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

- **Students** (Title 5, Section 51023.7.)

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

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

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

Reference: Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students), Accreditation Standard IV: A.

Policy adopted 9/11/01

Policy revised 11/11/03

Board Reviewed/Approved – 8/11/09



Reference: *Education Code Section 70902(b)(7);  
Title 5, Sections 53200 et seq., (Academic Senate); 51023.5 (Staff);  
51023.7 (Students)  
Accreditation Standard IV.A.2; IV.A.5*

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

It is the intent of the Board of Trustees to have a governance process for the District which provides opportunities for students, faculty, and staff to participate in the governance of the college. At the district level, the vehicle which shall be used to carry out the Board's intent is the District Leadership Council (DLC). At the college level, the vehicle which shall be used to carry out the Board's intent is the College Planning Council (CPC) at West Hills College Coalinga and the Planning and Governance Council (PGC) at West Hills College Lemoore.

The DLC will meet a minimum of six (6) times each academic year. Meetings will be conducted during the summer months only as necessary. The Chancellor's Office is responsible for the meeting schedule. Meeting locations will rotate among the District Office, West Hills College Coalinga and West Hills College Lemoore. The DLC shall consist of the following membership:

- Chancellor
- Vice Chancellor of Business Services
- Director of Human Resources
- Vice Chancellor of Educational Services and Workforce Development
- Vice Chancellor of Institutional Effectiveness and Enrollment Management
- President, West Hills College Coalinga
- President, West Hills College Lemoore
- Academic Senate President, West Hills College Coalinga
- Academic Senate President, West Hills College Lemoore
- CTA Representative
- CSEA Representative
- Student Representatives (as determined by the College Presidents)

The CPC at West Hills College Coalinga shall consist of the following membership:

Voting Membership

- College President
- Chief Instructional Officer (CIO)
- Chief Student Services Officer (CSSO)
- Academic Senate President or designee
- Associate Dean of Student Services/Athletic Director
- Director of Farm of the Future
- Director of North District Center, Firebaugh
- Classified Manager (1)
- Classified Staff (3)
- Faculty (3 - including one counselor)
- Students (2)

Non Voting Membership

- Associate Dean of Student Learning
- Vice Chancellor of Educational Services and Workforce Development
- Vice Chancellor of Institutional Effectiveness and Enrollment Management
- Director of Maintenance & Operations

The PGC at West Hills College Lemoore shall consist of the following membership:

Voting Membership

- College President
- Dean of Educational Services
- Dean of Students
- Academic Senate Representative
- Classified Representative (2)
- Student Government Representative (2)
- WHC Faculty Association Representative

Non Voting Membership

- Vice President of Educational Services
- Student Success Committee Chair
- Technology Committee Chair
- Budget Allocation Committee Chair
- Counselor
- Employee Development and Success Committee Chair
- Curriculum Committee Chair
- Director of Maintenance & Operations
- Student Learning Outcomes Committee Chair
- Librarian

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

Academic Senate (Title 5, Sections 53200-53206.)

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

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

Procedures to implement this section are developed collegially with the Academic Senate.

Staff (Title 5, Section 51023.5.)

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

Students (Title 5, Section 51023.7.)

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

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

Board Policy 2510  
Participation in  
Local Decision Making

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

See Administrative Procedure 2510

Board approval date: 8/28/01

Revised: 5/21/02

Revised: 1/24/06

Revised: 6/26/07

Revised: 9/18/12

## SECTION SIX

### FACULTY/ACADEMIC SENATE

#### **6A Recognition of Academic Senates (Revised July 13, 2000)**

- 6A1** The Board of Trustees affirms recognition of the Academic Senates of the Colleges of the Kern Community College District under Title 5 of the California Administrative Code and as provided for in law.
- 6A2** The Academic Senates shall be recognized to make recommendations to the District Chancellor, and to the Board of Trustees with respect to academic and professional matters.
- 6A3** The Academic Senate of each College shall be recognized to make recommendations with respect to academic and professional matters to the College President and Management Team of each College, and, if necessary, consult collegially with the Board of Trustees about individual College matters as outlined in **Policy 6A4**.
- 6A4** *Academic and professional matters* means the following policy development and implementation matters:
  - curriculum, including establishing pre-requisites and placing courses within 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;
  - policies for faculty professional development activities;

- processes for program review;
  - processes for institutional planning and budget development; and
  - other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senates.
- 6A5** The Board of Trustees or its designee shall consult collegially with the College Academic Senates when identifying or adopting policies on academic and professional matters. This requirement to consult collegially shall not limit other rights and responsibilities of the Academic Senates which are specifically provided for in statute, regulations, or other sections of the District Board Policy Manual.
- 6A6** *Consult collegially* means that the Board of Trustees shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:
- relying primarily upon the advice and judgment of the Academic Senates; or
  - that the Board of Trustees, or such representatives as it may designate, and the representatives of the Academic Senates shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the Board of Trustees effectuating such recommendations.
- 6A7** With respect to academic and professional matters listed in **Policy 6A4**, the Board of Trustees shall rely primarily upon the advice and judgement of the Academic Senates.
- 6A8** While in the process of consulting collegially, the Academic Senates shall retain the right to meet with or appear before the Board of Trustees with respect to views, recommendations, or proposals of the Academic Senates. In addition, after consultation with the administration of the College and/or District, the Academic Senates may present their views and recommendations to the Board of Trustees according to **Policies 6C1** and **6C2**.
- 6A9** The Board of Trustees shall rely primarily upon the advice and judgment of the Academic Senates in determining which policies, proposed and existing, relate to academic and professional matters. The Chancellor shall rely primarily upon the advice and judgment of the academic senates in determining which procedures relate to academic and professional matters and shall consult collegially with the Academic Senate with respect to these procedures.

**6B** Responsibilities of the College Academic Senates

- 6B1** 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/her designee, by the Academic Senates.
- 6B2** The Academic Senates shall implement the sections of the District's and Colleges' faculty hiring and evaluation policies for which they are responsible.
- 6B3** The College curriculum committee shall be established by mutual agreement between the College administration and Academic Senate.
- 6B4** The Academic Senates may assume such responsibilities and perform such functions as may be delegated to them in writing by the Board of Trustees of the District pursuant to Section 53203(a) of Title 5.
- 6B5** Each College Academic Senate and College administration shall agree upon written responsibilities delegated to the Academic Senate, including, but not limited to, academic and professional matters as defined in Section 53200 of Title 5, California Administration Code.

**6C** Recommendation and Consultation

- 6C1** In making a recommendation to the Board of Trustees, the College Academic Senates shall, using their own procedures, jointly agree upon the recommendation before forwarding it to the Board of Trustees.
- 6C2** When the Board of Trustees or its designee consults collegially with the College Academic Senates, the Academic Senates shall, using their own procedures, jointly agree upon a response before forwarding it to the Board of Trustees or its designee.
- 6C3** In instances where the Board of Trustees elects to rely primarily upon the advice and judgment of the Academic Senates, the recommendations of the Academic Senates shall 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 Senates, shall promptly communicate its reasons for its action in writing to the Academic Senates.

- 6C4** In instances where the Board of Trustees elects to provide for mutual agreement with the Academic Senates, the Academic Senates shall determine their representatives to meet with the Board of Trustees' representatives to reach a tentative mutual agreement, to be approved by each College Academic Senate. If final mutual agreement cannot be 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 not existing policy, or in cases where exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the Board of Trustees may act, after a good faith effort to reach agreement with the Academic Senates, only for compelling legal, fiscal, or organizational reasons.
- 6D** **Scope**--Nothing in **Policies 6A** through **6F** of this policy shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiated agreements between the collective bargaining representatives and the Board of Trustees.
- 6E** **Implementation**--This policy shall be deemed as a formal statement of compliance with the law and Title 5 regulations. The Academic Senate and administration of each College shall consult collegially on any additional procedures to implement the policies in **Section Six** of the District Board Policy Manual.
- 6F** **Review and Revision**--Policies on academic and professional matters are subject to review and revision at the request of any one (1) of the Academic Senates or the Board of Trustees. The Academic Senates and the Board of Trustees shall consult collegially on such revised policies as outlined in **Policy 6C**, before adoption of said revised policies.
- 6G** **Faculty Hiring** (Applicable to all personnel with employment contracts based on the Basic Faculty Salary Schedule)
- 6G1** **Philosophy**
- 6G1A** It shall be the policy of the Kern Community College District that a faculty hiring process be established to provide for highly qualified College faculty who are expert in their subject areas, who are skilled in teaching and serving the needs of a varied student population, who can enhance overall College effectiveness, and who are sensitive to and representative of the racial and cultural diversity of the District adult community.
- 6G1B** The governing board of a community college district derives its authority from statute and from its status as the entity holding the institution in trust for the benefit of the public. The governing board and the administrators it appoints have the principal legal and public responsibility for ensuring an effective hiring process.

**BP 2510 PARTICIPATION IN LOCAL DECISION-MAKING****References:**

Education Code Section 70902(b)(7);  
Title 5 Sections 53200 et seq. (Academic Senate), 51023.5 (Staff), and 51023.7  
(Students);  
Accreditation Standard IV.A

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

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

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

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

**Classified Senate (Title 5 Section 51023.5)**

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

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

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

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

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

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**Date Adopted: January 17, 2012**  
*(This is a new policy recommended by the  
Policy and Procedure Service)*



Yosemite Community College District Policies and Administrative Procedures

No. 2510

**Policy**

**2510            Participation in Local Decision Making**

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

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

Academic Senates (Title 5, Sections 53200-53206., also see YCCD Policy 8049)

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

Staff (Title 5, Section 51023.5.)

All staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of the appropriate classified staff members or groups will be given every reasonable consideration.

Students (Title 5, Section 51023.7., also see YCCD Policy 5015)

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

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

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

**References:**

Education Code Section [70902\(b\)\(7\)](#); Title 5, Sections [53200 et seq.](#), (Academic Senate), [51023.5](#) (staff), [51023.7](#) (students); Accreditation Standard [IV.A](#)

**Adopted:** August 6, 2002

## Administrative Procedure

### 2510 Participation in Local Decision Making

All matters requiring a review or action by the Board of Trustees may be submitted to the Chancellor according to the process and procedures established by the shared governance entities.

The Chancellor shall decide whether to place an issue from a shared governance entity on the Board agenda for formal review and action by the Board of Trustees. In some instances the Chancellor may consult with the Board Chair before placing an item from a shared governance entity on the Board agenda.

#### References:

Education Code Section [70902\(b\)\(7\)](#); Title 5, Sections [53200 et seq](#); [51023.5](#); [51023.7](#) Accreditation Standard [IV.A.2](#), [IV.A.5](#)

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Procedure Last Revised: April 11, 2007



Book	Board Policies
Section	Chapter 2: The District and The Board of Trustees
Title	Participation in Local Decision Making
Number	2510
Status	Active
Legal	
Adopted	July 21, 2004
Last Revised	July 14, 2010

*Reference: Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students); Accreditation Standard IV.A*

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

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

- Academic Senate (Title 5, Sections 53200-53206.)

The Board or its designees will consult collegially with the Academic Senates of the District, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senates. In accordance with Title 5 regulations, the primary function of Yuba College's and Woodland Community College's Academic Senates, as representatives of the faculty, is to make recommendations to the administration of its respective college and to the Board with respect to academic and professional matters (the "10+1").

A. The Board has affirmed that it will rely primarily upon the advice and judgment of the Academic Senates in the following matters (items 1-3 of the "10+1"):

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies.

In these matters, the recommendations of the Senate(s) 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(s), shall promptly communicate its reasons in writing to the academic senate(s).

B. The Board has also affirmed that the Board, or such representatives as it may designate, and the representatives of the Academic Senates shall have the obligation to reach mutual agreement by written resolution, regulation, or Board policy for the following matters (items 4-10 of the 10+1):

1. Educational / program development;
2. Standards or policies regarding student preparation and success;

3. District and college governance structures, as related to faculty roles;
4. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
5. Policies for faculty professional development activities;
6. Processes for program review;
7. Processes for institutional planning and budget development.

In these matters, either party has the right to initiate communication. The Board or its designee shall make its requests to the Chair(s) of the Academic Senate(s); the Senate(s) may make their requests directly to the Board or to the Board's designee. Proposals shall be presented in as complete and timely a manner possible and shall be transmitted in writing from one party to the other. In ordinary circumstances there should be no more than a three week interval between the transmission of positions. All final agreements will be put in writing and made part of the District's records.

When mutual agreement in these matters cannot be 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 Board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons. In such cases, the final determination and rationale will be communicated to the Senates in writing.

C. The Senate chairs or designees shall be allowed to review the Board agenda prior to the Board meeting. Further, Senate chairs or designees shall be accorded an opportunity on the Board's regular agenda to address the Board regarding its concerns. The Board shall consider and respond to such views and recommendations.

- Staff (Title 5, Section 51023.5.)

Staff (management, supervisory, and classified) shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of the staff will be given every reasonable consideration in the decision-making process.

- Students (Title 5, Section 51023.7.)

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

Processes have been established for local decision making; constituent groups will have the opportunity to participate in established processes. When matters come before the Board, there is the expectation that the process has occurred.

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

See Memorandum of Understanding Between The Yuba College Academic Senate and The Woodland Community College Academic Senate, adopted by the College Academic Senates on April 12, 2010 and by the Board of Trustees on May 12, 2010.

Reviewed and revised: July 14, 2010

Adopted: July 21, 2004