# Participatory Governance Model

*Governance and Procedures Handbook*

## 2016-2019

An overview of the
participatory governance process at
Cerro Coso Community College;
how decisions are made
and the linkage among the
various constituent groups.

**Revised Fall 2015**

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# Participatory Governance Model

This document serves to provide an overview of the participatory governance process at Cerro Coso Community College; how decisions are made and the linkage among the various constituent groups. This document strives to demonstrate how those constituent groups' items and issues of concern are brought forward to the College President to ensure that all parties are heard and represented. This document also provides information regarding the procedures and responsibilities of the College Council, its associated and reporting committees, and representatives.

## Introduction & Purpose

Cerro Coso Community College hereby establishes a model for participatory governance to facilitate broad participation and involvement in college decision-making by all members of the college community, including students, faculty, classified staff and administrators. The College President, however, retains ultimate authority and responsibility for all decisions. In keeping with the spirit of the Education Code of the State of California, the success of participatory governance at Cerro Coso depends upon the levels of cooperation and trust attained, the values shared, and the consensus achieved among all college constituencies. The goal of the participatory governance process is to bring together all constituent groups in order to facilitate the development of college-wide recommendations.

Participatory governance at Cerro Coso must also function harmoniously with, but separate from, collective bargaining laws and the negotiated agreements between the respective employee bargaining units and the Kern Community College District. The California School Employees Association (CSEA) and the Community College Association (CCA) represent the college classified staff and the faculty, respectively, in all matters pertaining to hours, wages, and working conditions. The Academic Senate also has rights and responsibilities that are defined by AB1725 (commonly referred to as the 10 + 1) and reflected in District Board Policy. A complete list of these rights and responsibilities is available in the State Academic Senate website.

The participatory governance model strives to function within:

- the mandates of AB 1725, the Education Code, and Title V of the Code of Regulations
- the Collective Bargaining Agreement(s), and
- the Board Policies of the Kern Community College District.

## Value of Participatory Governance

Participatory governance is a process and structure designed to enable those who work and study in an academic institution to share the responsibility for planning and guiding the direction of the institution and for the implementation of recommendations and decisions. While decisions are not always based on majority rule, due to a number of factors, participatory governance shares the democratic belief in the inherent equality and dignity of persons, and the goal of promoting mutual benefit and individual liberty through an open deliberative process. It is this process that, when embraced by its participants, can lead to effective governance and can result in an environment of innovation, respect, collaboration, and collegiality.

### Structure of Participatory Governance

Participatory governance at Cerro Coso relies on advisory committees, each concerned with functions critical to the well-being of the college community. The College Council is the primary body for participatory recommendations to the President. The Academic Senate President and the College President jointly chair College Council. College Council is assisted by information gathered by many segments of the college. Information will be provided on a regular basis by representatives of Business Services, Human Resources, the Cerro Coso Community College Foundation, Facilities Construction, and Maintenance and Operations.

Other governance and representative groups at the college include:

- Academic Senate (Full-time Faculty)
- Administrative Cabinet (Management Team)
- California State Employees Association (CSEA) (Permanent Full-time & Part-time Classified)
- Classified Senate (All Classified Staff)
- Community College Association (CCA) (Full-time & Part-time Faculty)
- Student Senate/Student Government of Cerro Coso (SGCC) (Students)

# College Council

College Council is primarily responsible for setting the mission, vision, values, and long-term direction of the entire college also known as the Strategic Plan. The mission, vision, and values are reviewed every three years to ensure appropriateness, while the strategic objectives and benchmarks are assessed annually In all its actions, College Council must place the highest value on building communication and trust with the entire college community, and in using consensus to reach its decisions. It defines a shared vision that has college wide support. College Council integrates the planning efforts of all organizations within the college. College Council makes recommendations regarding District policy, college procedures, instruction, student services, facilities, financial planning, staffing, and organizational development.

College Council defines the roles of, gives direction to, and coordinates operations of sub and associated committees where appropriate.

Each constituent group retains all rights granted it by state law, the Education Code, Title V, Board Policy, and negotiated Collective Bargaining Agreements. These groups cannot give away those rights. Access to College Council is available to constituent groups through their designated representative. College Council actions and activities will be communicated via the College Group; located on the college website under Inside CC. Representatives will be responsible for communicating issues and information to their constituent group and for feedback or input which has been requested by College Council.

College Council and all of its subcommittees represent only one layer of participatory governance at the college. As defined in Title V of the California Code of Regulations, the Academic Senate represents the faculty on academic and professional matters. The Community College Association (CCA) and California State Employees Association (CSEA) unions represent the faculty and classified staff on bargaining unit issues such as wages, hours, working conditions and other contractual matters. The students are represented by the Student Government of Cerro Coso (SGCC) and are covered by the rights defined in Title V. College Council is

not a Brown Act Committee (see **http://files.cerrocoso.edu/portal/governance/files/BrownActResponse.pdf** for legal opinion)

## Structure of College Council

College Council is structured to serve as the primary recommending body to the College President and works closely with associated and reporting committees to inform the work of the council and its constituents. The College Council does not develop policy but may establish guidelines as recommended by the standing committees and task forces. The College President and the Academic Senate President shall co-chair the College Council. The co-chairs shall be responsible for reviewing minutes and creating agendas that reflect the areas of responsibility of the College Council. The agenda building process will allow for agenda suggestions from all College Council members and members of the college community.

Members from the various constituent groups bring items of concern to the College Council through their representative or through the appropriate standing committee. When items are brought from committees or constituent groups to College Council, the proposal is discussed, accepted or rejected or sent back to the originating group for additional information. Similarly, once an item has reached the College President, the President has the same options as College Council. However, if the College President does not accept the recommendations of College Council, the reasons for not accepting the recommendation(s) will be made in writing, in a timely manner, to the members of the College Council.

The associated and reporting committees of the College Council are: (see Appendices A-D for committee information)

**Reporting:**

- Facilities Committee
- Safety & Security Committee
- Technology Resource Team

**Associated:**

- Accreditation Steering Committee
- Budget Development Committee
- Institutional Effectiveness Committee
- Professional Development Committee

## Role of College Council

Specifically, College Council:

- Serves as the chief advisory body to the college president
- Serves as the participatory recommending body of the college

- Develops a shared vision, mission, and strategic goals for the college
- Factors the college mission into all recommendations
- Recommends the annual college budget
- Evaluates the effectiveness of participatory governance process
- Provides a conduit for receiving and disseminating information college-wide. (Through IEC, oversees the college's planning process and ensures that the college meets accreditation standards.)
- Oversees and assesses the strategic direction of the college
- Assesses progress on the college's Strategic Plan annually.

## College Council Membership

College Council recommends that representative term limits should be two-to-three year terms at the discretion of each senate or representative selection committee.

**Note:** *The President's Assistant serves as permanent note-taker for College Council.*

- President, Co-Chair
- Academic Senate President, Co-Chair
- Vice President, Academic Affairs
- Vice President, Student Services
- Mid-level Management, One Representative
- Faculty, Four Representatives (CTE, Academic, Counselor, Member at Large)
- Classified Senate, One Representative
- CSEA, Chapter 617, Two Representatives
- Student Government, Two Representatives (one is the SGCC President)
- ESCC Director
- KRV Campus Manager
- EK Campus Manager
- CCA, One Representative (At least one of the five faculty representatives should be from either, ESCC, EK, or KRV)

## Evaluation and Assessment

College Council conducts an annual assessment of the effectiveness of the participatory governance process, in general, and of College Council, specifically. This assessment is conducted through surveying

representatives of all constituent groups, as well as the college community as a whole. Where feedback suggests areas for improvement, focus groups may be conducted to further evaluate a problem area for more specific information and the development of an improvement plan. Results of this assessment are reported out as part of the college president's State of the College report.

# College Constituencies

These constituency groups contribute to the participatory governance process and are made up of organizations that, for the most part, fall under the Brown Act. Each constituency operates under a constitution conceived and adopted by its own membership and periodically reviewed by the College Council.

## Academic Senate

### Purpose

The Academic Senate is the official organization for the professional development and support of all College faculty members.

### Membership

Membership includes all full-time certificated staff members (excluding Administrators; a process shall exist to ensure a voice for part-time certificated staff in the Senate and, hence, in participatory governance).

### Responsibilities

Title V §53200 (b): Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. Section 53200 (c) "Academic and professional matter" means the following policy development and implementation matters:

- Curriculum including establishing prerequisites 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
- Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

## Kern Community College District Faculty Union (KCCD CCA/CTA/NEA)

**Purpose**

The primary purposes of this Association shall be to: represent its members in their relations with their employer, and to seek to be the exclusive representative of appropriate units of college employees in

all matters relating to employment conditions and employer-employee relations including, but not limited to, wages, hours, and other terms and conditions of employment;

**Membership**

KCCD CCA represents all faculty (full-time and adjunct) of KCCD including Cerro Coso Community College. Paid membership is voluntarily and open to all faculty (full-time and adjunct)

**Responsibilities:**

Form a representative body capable of developing group opinion on professional matters to speak with authority for faculty; implement the Association's policies and goals through negotiations with the Kern Community College District; provide an opportunity for continuous study and action on problems of the profession including, but not limited to, political and legislative activities; provide a means of representation or its ethnic, minority, and other historically underrepresented members; promote professional attitudes and ethical conduct among members; encourage cooperation and communication between the profession and the community; and foster good fellowship among members.

## Administrative Cabinet*

**Purpose**

The Administrative Cabinet meets monthly to discuss matters affecting the college and to be certain that tasks will be accomplished in a timely manner. The Cabinet is accountable to the President, the Chancellor, and the Board of Trustees for the efficient and effective operations of the college and stewardship of the public trust.

**Membership**

All members of the Administrative Cabinet and the Assistant to the President (Confidential) participate in the Administrative Cabinet meetings.

**Responsibilities**

- Maintain the direction of the college in compliance with Board Policy, State Law, Education Code, and the standards of accreditation.
- Assure that student needs are being met.
- Assure that instruction is carried out as approved by the Curriculum and Instruction Council and that student learning outcomes are established, assessed, and adjusted as needed.
- Direct the faculty and staff of the college to support the mission, vision, and values of the district and the college within the guidelines of the law, Education Code, and any pertinent labor contracts.
- Maintain the facilities and support services of the college so that the mission may be accomplished.
- The Administrative Cabinet does not fall under the Brown Act, nor does it operate under a constitution.

## Classified Senate and California State Employees Association (CSEA)

**Purpose**

The Classified Senate serves as one of the official organizations for the professional development and support of the college's Classified Staff. CSEA is the bargaining unit for the classified employees. Under Senate Bill 235, CSEA was granted additional rights as the exclusive representative status in participatory governance in consideration of the common overlap of bargaining issues within the decision making process. Together, these two bodies collectively have chosen to represent classified in a spirit of collaboration in the best interest of the classified members.

**Membership**

Classified Senate and CSEA include all members of the full-time and part-time permanent Classified Staff.

**Responsibilities**

- Develop and periodically review, and revise, as necessary, a constitution and by-laws.
- Select representatives to College Council. The selection will be determined according to the process outlined in the selection process outlined between the Classified Senate and the CSEA, Chapter 617.
- Take responsibility for an active role in participatory governance, develop a classified staff perspective on college issues and proposals, and provide input to and receive information from College Council Representatives.
- Provide for a direct communication link between individual members and College Council.
- Develop Senate standing committees, as necessary, and submit their functions and membership to College Council for review and recommendations.

## Student Senate

### Purpose

The Student Senate is the official organization of the Student Government of Cerro Coso, which provides for representation of all approved clubs and other student groups.

### Membership

All interested students and student representatives of approved clubs and other student organizations.

### Responsibilities

- Establish a constitution and bylaws.
- Develop process for selecting the student representatives on the College Council and Resources Teams, as appropriate.
- Take responsibility for an active role in participatory governance. Develop student perspective on campus issues and proposals, and provide input to and receive information from, College Council Representatives.
- Provide a forum to discuss college issues and facilitate communication between students and staff.
- Provide for a direct communication link between individual students and the College Council.
- Develop, as necessary, Senate standing committees, and submit their functions and membership to the College Council for review and recommendations.

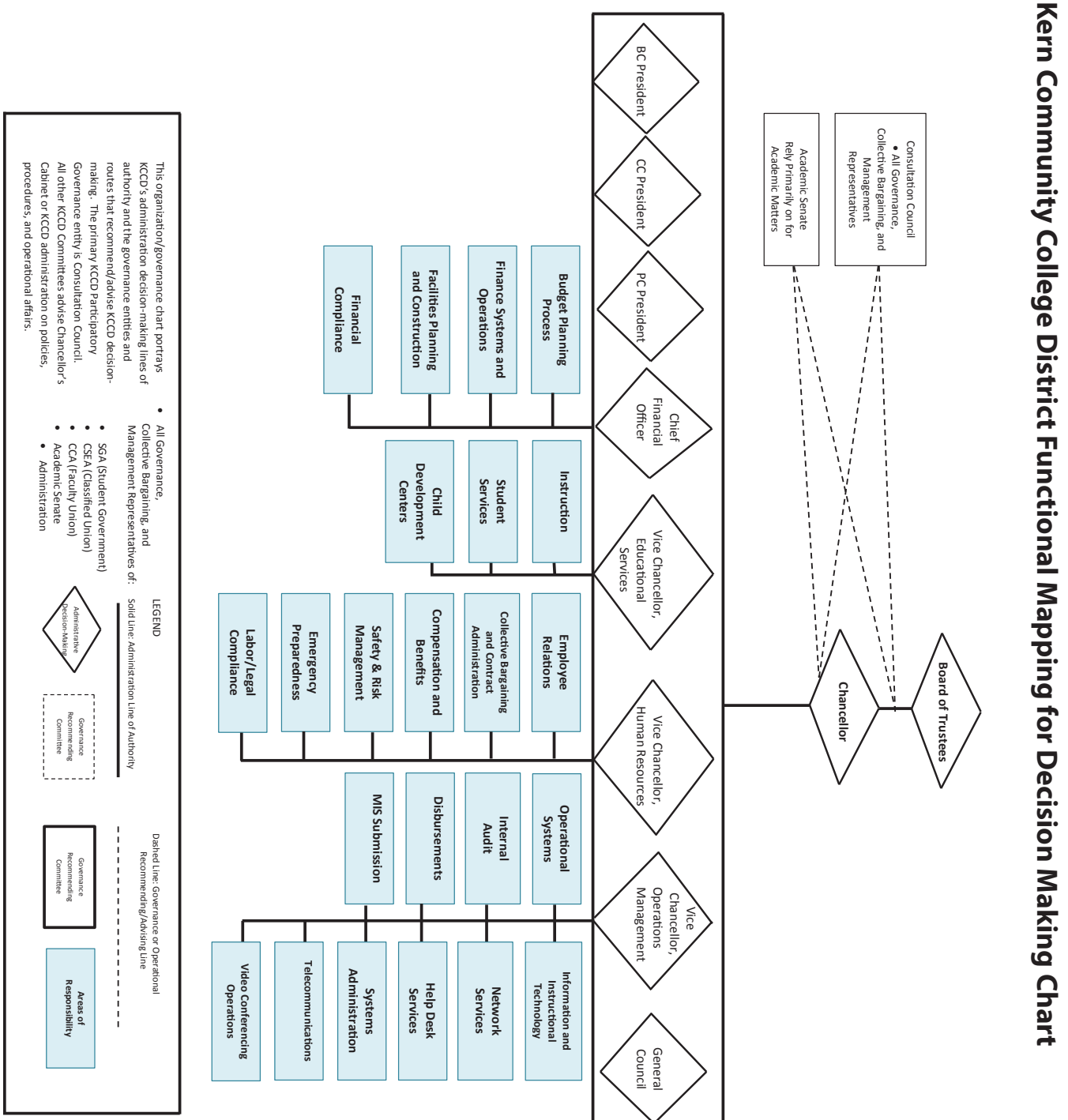
# KCCD Process of District Wide Decision Making

The Chancellor, through delegated authority of the Board of Trustees, has numerous committees, council, and other groups who provide advice, recommendations, and/or formal proposals related to Policies and Procedures, and other decisions necessary to the operation of the district. This participatory governance structure provides the Chancellor with advice and recommendations, but it is the Chancellor who has the responsibility for deciding on the route a proposal will take, and for its final disposition. To review the complete KCCD decision making process document go to www.kccd.edu/chancellors-office and select Decision-Making Process. See chart on page 12.

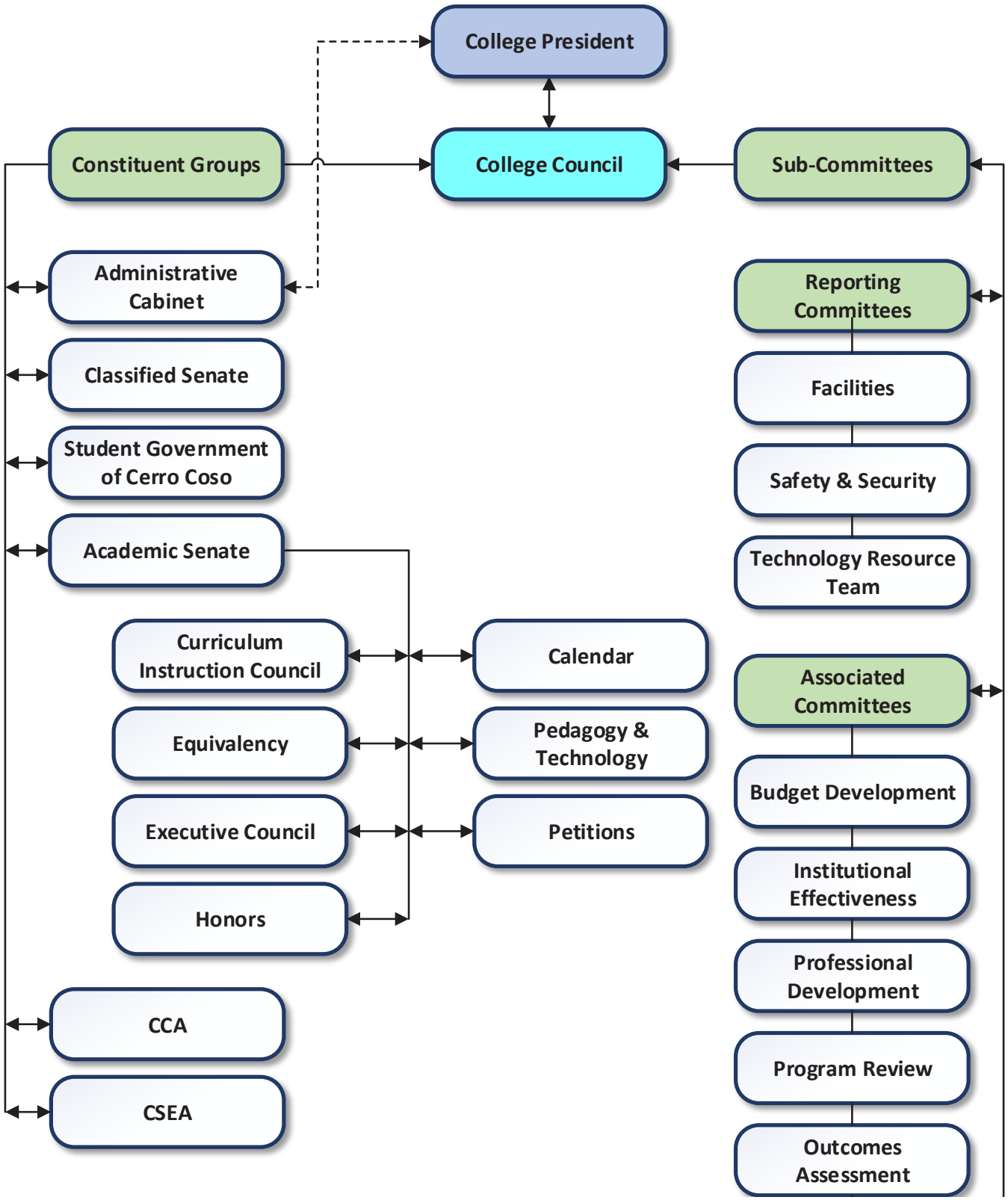
# Cerro Coso Community College  Process of Decision Making

The decision-making process at the college-level occurs through recommendations to the president from College Council. Sub-committees, associated committees, and constituent groups present items to College Council for consideration. College Council then considers the submissions, engages in dialogue, and makes final recommendations to the president. Although the authority to make decisions for the College rests with the president, great responsibility lies with the recommending bodies to provide the president with the information needed to make the decisions that are in the best interest of the College and its students. See chart on page 13.

# Kern Community College District Functional Mapping for Decision Making Chart



## Cerro Coso Community College Functional Mapping for Decision Making Chart



# Procedures for College Council and Its Committees

## Agendas

Agendas should be posted 72 hours in advance. Action items appearing on any agenda must be specific.

Agendas should include:

- Date, time, and location
- Committee purpose or mission statement
- CCCC mission
- Meeting facilitator
- Approval of previous meeting minutes
- Discussion items
- Information items
- Committee reports
- Future meeting dates
- Future agenda items and review of action items of current meeting

See Appendix L for an agenda template.

## Minutes

Minutes should be kept for all committee meetings; this includes standing committees. Any handouts that were passed out must be kept attached to the minutes. Minutes are the primary tool for communication and serve as a reporting method and a means of distributing information to constituent groups. Minutes should be distributed to committee members within one week following a meeting in draft form for review and input. Minutes should be reviewed and approved at the next meeting of the committee. Minutes should be posted on the Inside CC Group site as soon as they are approved.

Minutes should include:

- Date, time, and location of the meeting
- Type of meeting
- Name(s) of meeting facilitator(s)
- A listing of members present, members absent, and guests present
- Committee's purpose or mission statement

- Added action items
- Summaries of reports given
- Decision or action taken on all action items, who was responsible, and when completed
- Future meeting dates
- Time meeting was adjourned

See Appendix M for minute's template.

### Meeting Schedule

College Council meets twice a month during the regular Fall and Spring semesters and schedule/hold summer meetings as needed.

The College President shall be responsible for providing all necessary clerical support for College Council including a recorder for all College Council meetings.

## Conducting Meetings

### Quorum

A quorum consists of a majority of the voting members. Substitutes for members are allowed on a meeting-to-meeting basis and may vote, with the exception of chair elections.

### Voting

All voting must be public.

**College Council**

A motion passes if there is consensus. Lack of support by three or more voting members indicates an absence of consensus.

**Committees of the College Council**

A motion passes if a majority of those present vote in favor of the motion.

### Absences

Because of the importance of all college constituencies being represented effectively in the participatory

governance process, members of the College Council or its associated and reporting committees are expected to attend all regular meetings. Members can send substitutes in their absence, if appropriate.

### Changes to Committee Representation

In the event that an associated committee of College Council determines that its representation should be modified, the Chair of the Committee should bring a recommendation forward to the College Council in the same way that other recommendations are brought before the council.

### Committee Websites

College Council and each participatory governance committee is expected to have a Channel on the Governance Tab and a Group on Inside CC. The primary purpose of this site is to serve as a college-wide resource and repository of committee documentation and information. The website should be kept current and have a means to contact committee representatives. Information available on the website should include, but not be limited to:

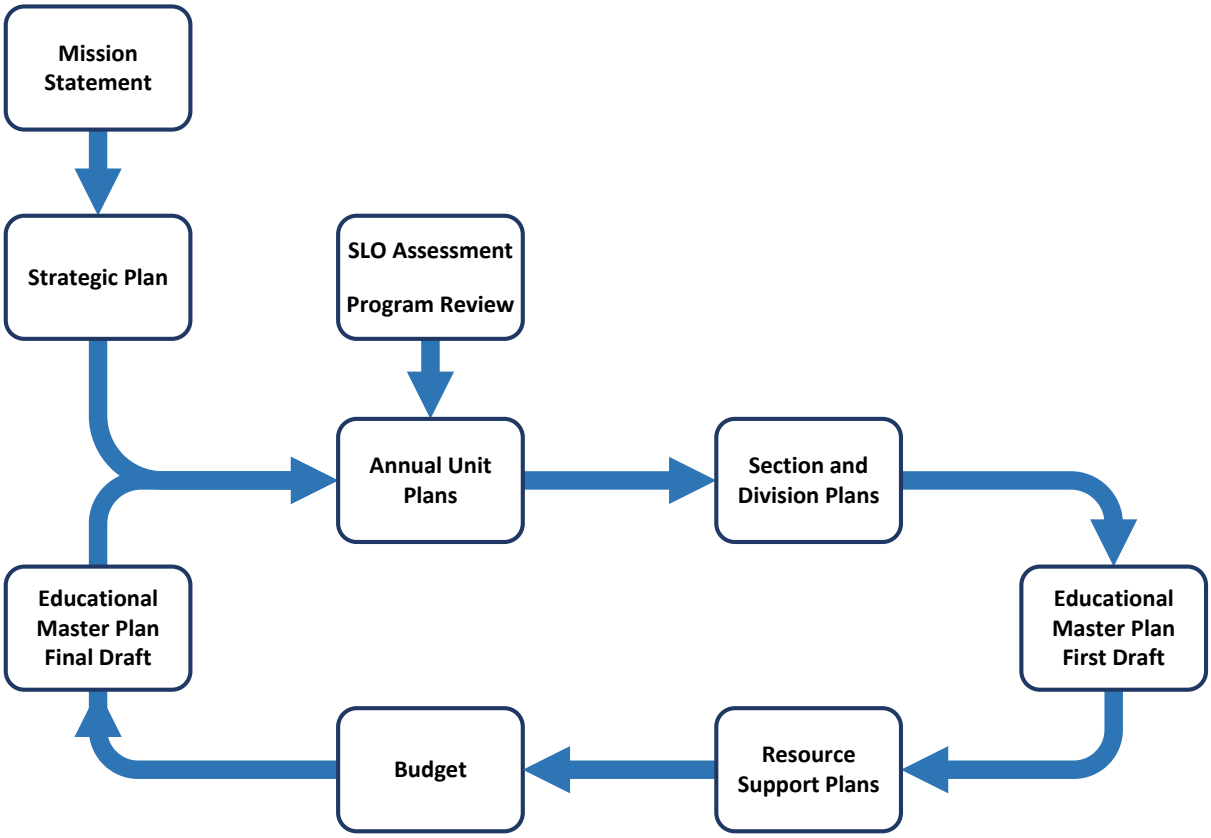
- Mission/Charge/Purpose
- Committee Chair
- Membership (including areas represented)
- Term Limits
- Minutes
- Agendas
- List of scheduled meetings

## Institutional Planning Process

College Council integrates the institutional planning efforts of all organizations within the college. As previously mentioned, College Council sets the direction of the college through the development and assessment of the college's mission, vision, values, and its strategic goals. Annually, beginning in October, departments develop nad present an Annual Unit Plan (AUP) to College Council. The AUPs inform Section and Division Plans, which in turn inform the Resource Support Plans for staff, facilities, marketing, information technology, professional development, and student success/equity. These plans drive the college budget development, as well as assist in updating the Educational Master Plan and Facility Plan, and in assessing the college's strategic goals.

The diagram on page 17 represents the Institutional Planning Cycle, and the following chart identifies aforementioned college planning documents.

## Institutional Planning Cycle




| Document | Responsible Position | Lifecycle | Last Update |
|---|---|---|---|
| Strategic Plan | President | 3 years | 2015-2018 |
| Educational Master Plan | Vice President of Academic Affairs | 5 years (with an annual update) | 2012-2017 |

| Cerro Coso Community College Planning Documents | | | |
|---|---|---|---|
| **Legend:** AUP = Annual Unit Plan; ASP = Annual Section Plan; ADP = Annual Division Plan | | | |
| **ORG Description** | **AUP** | **ASP** | **ADP** |
| **President** | | | x |
| Accreditation | | | x |
| Institutional Research | | | x |
| Staff Development | | | x |
| Academic Senate | | | x |
| Information Technology | x | | |
| Public Information-External Relations | x | | |
| Community Education | x | | |
| Contract Education | x | | |
| **VP Academic Affairs** | | | x |
| Basic Skills | x | | |
| Communications | x | | |
| Honors Program | x | | |
| Humanities | x | | |
| Learning Center | x | | |
| Library | x | | |
| Math | x | | |
| PE & Health | x | | |
| Science | x | | |
| Social Science | x | | |
| Visual & Performing Arts | x | | |
| **Dean CTE** | | x | |
| Child Development | x | | |
| Computer Science & Business | x | | |
| Industrial Arts | x | | |
| Media Arts | x | | |
| Public Service | x | | |
| Allied Health | x | | |
| Bishop Campus | | x | |
| Mammoth Campus | | x | |
| Kern Valley Campus | | x | |
| South Kern Campus | | x | |
| Director of Distance Learning | | x | |
| CCOnline | | x | |

| | | | |
|---|---|---|---|
| **VP Student Services** | | | x |
| CARE | x | | |
| Counseling & Guidance | x | | |
| CalWORKS | x | | |
| DSPS | x | | |
| EOPS | x | | |
| Matriculation | x | | |
| TANF | x | | |
| Transfer Center | x | | |
| Admissions & Records | x | | |
| Financial Aid | x | | |
| Veterans Affairs | x | | |
| Director of Student Programs & Athletics | x | | |
| Athletics-General | x | | |
| Student Activities | x | | |
| **Director of Administrative Services** | | | x |
| Print Shop | | | x |
| Receptionist | | | x |
| Utilities | | | x |
| **M&O Director** | x | | |
| M&O Building | x | | |
| M&O Custodial Services | x | | |
| M&O Grounds | x | | |
| Maintenance Projects | x | | |
| M&O Safety | x | | |
| M&O Vehicles | x | | |

## Resource Request Plans:

- Facilities
- Information Technology
- Marketing
- Professional Development
- Staffing
- Student Success/Equity (proposed)

# The College Budget

## Budget Process

A tentative allocation for the college is determined through the KCCD Budget Allocation Model. A tentative annual budget is prepared in cooperation with the college planning groups and consistent with the strategic planning document of the college. The college budget is prepared to support the Unit Plans that support the mission and strategic goals of the institution. The College President, Vice President of Academic Affairs, Vice President of Student Services, and Director of Administrative Services, in collaboration with Human Resources, determine the cost of permanent labor, instructional adjunct and overload costs, and the college reserve. A standardized budget worksheet that provides the current year's adopted budget is disseminated to budget managers and Faculty Chairs for them to submit all other expenditure requests. The worksheet also includes an area for addressing budgeting instructions.

The budget worksheets are submitted to the Director of Administrative Services to be compiled and sorted into various account categories. Copies of the budget requests and summary worksheets are provided to the Budget Development Committee, a subcommittee of the College Council, where all requests are considered in light of college planning documents and the current fiscal condition. Duplication of requests and possible alternative funding sources are also identified during the process. A Tentative Budget Recommendation is then sent back to College Council for review. The final tentative budget recommendation is then distributed back to budget managers and Faculty Chairs.

Upon receipt of the budget allocation, the committee will reconvene to review the updated budget to determine if further reductions need to be made or if previously deleted items can be reinstated. The proposed budget will then be forwarded to College Council for review and recommendation.

## Academic Senate Budget Process

Ad Hoc Committee Members: Yihfen Chen, Matt Crow, Annette Hodgins, Matt Jones, Mary O'Neal, Claudia Sellers

The Academic, as per Title 5, §53200 (c) (10), and the interpretation of Regulation agreed upon by the Academic Senate for California Community Colleges and the Community College League of California is understood to have authority with respect to the development of planning and budget processes, but not with respect to the specific plans and budgets that are the products of these processes. Revision of the Cerro Coso Budget Process may be initiated by the Academic Senate of Cerro Coso Community College or the governing board.

## Guiding Principles, The Budget

- Is student centered
- Is bottom-up
- Is comprehensive and fully inclusive

- Incorporates evaluation
- Relies upon transparent communication

A budget is a best guess about what will happen in the future. A budget is a planning tool and is but one of many tools used by Cerro Coso to achieve our mission – student learning. Students must always be the locus of our planning and budget processes. Budgets, the planned inflow and outgo of money, are driven by our program plans and not the other way around. A budget is only one part of a multiple pronged process that includes:

- Formulate annual budget based on program plans that have student learning at the center of the plans
- Implement budget
- Evaluate actual performance against budget quarterly
- Apply lessons learned from variances between budget and actual performance as well as program input on trends and problems to formulation of new, annual budget

The budget process at Cerro Coso is not zero based—the practice of making every department start from $0.00 every year then detail and justify every expenditure. Zero basing is extraordinarily labor intensive with no demonstration that it is a more efficient or effective method of budgeting. Cerro Coso's budget process starts with a base budget allocation for each program based on actual, historic expenditures. Programs wishing to increase the base budget submit an augmentation request with detailed justification. Augmentations may be one-time or ongoing (added to the base allocation).

**Comprehensive, fully inclusive budgets must be reviewed by the Academic Senate. All grants must be approved by the Academic Senate before being submitted.**

Every phase of planning and budgeting must include all funding streams and expenditures – not just the general fund. For example, if a department or specific service is dependent on a grant for 80% of its operating revenue and that grant goes away in 3 years, what's the plan for the program? Because specially funded programs may often become a part of the permanent cadre of programs and services at Cerro Coso, the budget process explicitly requires that all funding streams and expenditures will be reflected in a comprehensive budget and no grant will be competed for without first being approved by the Academic Senate.

**The Cerro Coso Budget Committee will be comprised of**

- 3 faculty
- 1 student
- 3 classified staff
- 2 Vice-Presidents, Deans OR Directors
- Chief Business Officer

The Cerro Coso Budget Committee will conduct regular analysis of local and district reports:

**Nov 1** First quarter (July-Sept) Cerro Coso budget vs. actuals

KCCD CCFS 311 Annual Community College Financial Status Report for prior fiscal year

KCCD CCFS-311Q Quarterly Financial Status Reports

KCCD CCFS-320 Apportionment Attendance Report (Annual Amended) for prior fiscal year
Faculty Obligation Number (FON) Data – annual obligation number posted in September at State Chancellor's Office website, **http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/FullTimeFacultyObligation.aspx**

**Feb 1** Second quarter (Oct-Dec) Cerro Coso budget vs. actuals

KCCD Annual External Audit

KCCD CCFS-311Q Quarterly Financial Status Report

KCCD CCFS-320 Apportionment Attendance Report (P1)

**April 20** Third quarter (Jan-March) Cerro Coso budget vs. actuals

KCCD CCFS-311Q Quarterly Financial Status Report

KCCD CCFS-320 Apportionment Attendance Report (P2)

**May 30** KCCD CCFS-311Q Quarterly Financial Status Report

## Annual Unit Plans

All members of the department review prior years' plans and budgets and what actually happened. Departments discuss the base allocation and, if needed, focus on no more than 3 new items where there is the most urgent need based on the greatest contribution to student success. Cost should not be a factor in the department's decision about its focus. The department will mindfully rank augmentation requests with each request having a different priority ranking.

- **August 15.** Vice-President or designee will provide Department Chairs with base, line-item budget worksheets reflecting the previous 3 years' budget and actual performance data. Base, line-item budget worksheets will include the total cost for full-time faculty, part-time faculty, and benefits. The budget worksheets will include all revenue streams including total FTES revenue generated by the department.
- Base, line-item budget worksheets will be posted on the Cerro Coso budget web page.
- **October 15.** Department Chairs/Unit Leaders are responsible for submitting Annual Unit Plan (AUP) for the subsequent Academic Year (e.g. AUP for 2014-2015 is due Oct 15, 2013) In consultation with department/unit:
- Review college mission and strategic plan
- Review outcome assessment and program review
- Discuss student achievement/unit performance

- Make augmentation resource requests, complete line-item budget worksheets.

Annual Unit Plan's completed budget worksheets will be posted to the Cerro Coso budget web page.

## Annual Section Plans

Section Plan Leaders (Liberal Arts & Science—VP AA, CTE—CTE Dean, ESCC—ESCC Director, KRV/EK –KRV/EK Manager, Distance Education—Director, Distance Education) in consultation with Department Chairs / Unit leaders.

- Discuss Department Budgets
- Observe commonalities and trends
- Adjust priorities, ADJUST RESOURCE REQUESTS (add or delete)
- Review section-level budget(s)
- Write section goals

Resource plans may only be changed by a Section Plan Leader with the written, mutual agreement of the Department Chair/Unit Leader.

- **November 15.** Section Plan Leaders are responsible for submitting Section Plans to Division Plan Leaders

Annual Section Plan's completed budget worksheets will be posted to the Cerro Coso budget web page.

## Annual Division Plans

Division Plan Leaders (Academic Affairs—VP AA, Student Services—VP SS, Administrative Services—Administrative Director, President's Office—President) in consultation with Section Plan leaders,

- Discuss ASP's
- Observe commonalities and trends
- Adjust priorities, discard unrealistic resource requests
- Review division-level budget(s)
- Write division goals

Resource plans may only be changed by a Division Plan Leader with the written, mutual agreement of the Department Chair / Unit Leader.

- **December 1.** Division Plan Leaders are responsible for compiling Annual Division Plans.

Annual Division Plan's completed budget worksheets will be posted to the Cerro Coso budget web page.

## Educational Master Plan

- **December 15.** Division Plan Leaders are responsible for compiling the Educational Master Plan by synthesizing information from the AUP's, ASP's, and ADP's.

A link to the Educational Master Plan Annual Division Plans will be posted to the Cerro Coso budget web page.

## Resources Analysis

- **February 15.** Directors of Facilities and IT; Public Information Officer; Professional Development; Committee Chairs; Vice-Presidents; and President:
  - Review college mission and strategic plan
  - Discuss goals set by Educational Master Plan
  - Observe commonalities and trends
  - Write analysis of aggregated goals and requests, compile work plans, and budgets

Resources Analysis will be posted to the Cerro Coso budget web page.

## College Budget

- **March 1.** The Chief Business Officer (CBO) is responsible for facilitating the work of the Cerro Coso Budget Committee. The committee will establish and/or review the explicit, detailed criteria for evaluating base budget augmentation requests. This criteria must include the requesting department's priority ranking which will be given special, positive, consideration. The Budget Committee will establish the criteria in advance of reviewing any budget requests.

  Evaluation criteria will be posted to the Cerro Coso budget web page.

- **March 15.** CBO is responsible facilitating the work of the Cerro Coso Budget Committee who will conduct a critical assessment of successes and failures in current and prior years' budget projections.

Chief Business Officer (CBO) is responsible for facilitating the work of the Cerro Coso Budget Committee who will:

- Review college mission and strategic plan
- Review all budgeted requests in divisional plans
- Discuss resource request analyses
- Consider following-year budget forecast
- Meet individually with faculty chairs requesting augmentation
- Make adjustments, compile recommended budget

Resource plans may only be changed after the budget committee has met with the Department / Unit Leader and with the written, mutual agreement of the Department Chair / Unit Leader.

- **April 15 – Draft Budget.** CBO is responsible for submitting draft budget to the President.

The president will review that draft budget with College Council. The president will bring back to the Budget Committee for further discussion any recommendations the President does not intend to implement.

Draft annual budget will be posted to the Cerro Coso budget web page.

- **May 1 – Final Budget.** President is responsible for final budget and for making a presentation of the final budget to the full Academic Senate and the college community prior to the end of the Spring semester.

Final annual budget will be posted to the Cerro Coso budget web page.

Much of the Cerro Coso Budget Process is informed by and derived from the following publications of the Academic Senate for California Community Colleges:

The Faculty Role in Planning and Budgeting (Fall 2001)

Budget Considerations: A Primer for Senate Leaders (Fall 2009)

## Role of the Budget Development Committee

The Budget Development Committee is an associated committee of the College Council that is comprised of the college's Vice Presidents, Director of Business Services, three faculty representatives, three classified representatives, and a student representative. The role of the Budget Development Committee is to give due consideration to all budget requests and submit a balanced budget proposal to College Council. See Appendix A for more information about this committee.

## Role of College Council

Under the authority given to it by College Council, the Budget Development Committee oversees the process of the development of the tentative annual college budget. Once the College Council receives the tentative budget recommendation from the Budget Development Committee the document is reviewed, possible revisions are completed, and the final recommendation is made. The budget then moves forward for approval by the college president.

# Appendices

**A. Accreditation Steering Committee**

**B. Institutional Effectiveness Committee**

**C. Budget Development Committee**

**D. Facilities Committee**

**E. Professional Development Committee**

**F. Program Review Committee**

**G. Safety and Security Committee**

**H. Outcomes Assessment Committee**

**I. Student Services Support Programs Council**

**J. Technology Resource Team (TRT)**

**K. Meeting Agenda Template**

**L. Minutes Template**

**M. Title V**

**APPENDIX A**

# Accreditation Steering Committee

## Mission

To act as a standing committee to provide ongoing leadership to accreditation recommendations and action plans and provide leadership and direction in the creation of the required interim reports and accreditation self-study to the Accreditation Commission for Community and Junior Colleges.

## Goals

- Provide accountability to Standard Areas in the progress of completing recommendations and actions plans
- Participate in the development and review of the required interim reports
- Participate as team leaders on assigned standards during the self-study process

## Composition:

Membership of the Accreditation Steering Committee is as follows:

- VP of Academic Affairs, Chair and ALO (I.A, I.B, II.A, II.C)
- VP of Student Services (I.A, I.B, II.B)
- Human Resources Manager (III.A)
- Maintenance and Operations Manager (III.B)
- Information Technology Manager (III.C)
- Director of Administrative Services (III.D)
- President (IV.A, IV.B)
- Site Director
- Director, Counseling Services
- Experienced College Council Member
- CIC Chair (II.A)
- SLO Coordinator (II.A)
- Program Review Chair (II.A)

- Counselor (II.B)
- Librarian (II.C)
- Faculty Flex Coordinator (III.A)
- Experienced Safety ***or*** Facilities Committee Faculty Member (III.B)
- Experienced TRT ***or*** Ped and Tech Committee Faculty Member (III.C)
- Experienced Budget Committee Faculty Member (III.D)
- CCA Faculty College Chair (III.A)
- Academic Senate President (IV.A, IV.B)
- CSEA President
- Classified Senate President
- Student Representative

## Evaluation and Assessment

Successful completion of self evaluation and required interim reports

**APPENDIX B**

# Institutional Effectiveness Committee

## Charge:

The Institutional Effectiveness Committee (IEC) is charged with providing oversight to the planning and assessment processes to develop and maintain sustainable continuous quality improvement.

## Purpose:

The purpose of the Institutional Effectiveness Committee is to:

- Identify evaluative approaches that yield results useful in institutional planning, resource allocation, and renewal.
- Foster the collaboration of faculty, staff, and administration around assessment initiatives.
- Provide an integrated structure by which institutional planning is annually evaluated, updated, and communicated.
- Set and review the processes by which operational units in instruction, student services, and administrative services submit an Annual Unit Plan that supports the College's Strategic Plan and uses the results of program review and student learning outcome assessment in decision making.
- Set and review the processes by which resource allocation is tied directly to the College's Strategic Plan and the results of program review and student learning outcome assessment.
- Provide a schedule for all planning and evaluation processes and documents.
- Define the College's assessment repository for systematic tracking and reporting.

## Committee Membership

- Vice President, Academic Affairs – Co-Chair
- Academic Senate President—Co-Chair
- CIC Chair
- Director of Student Programs and Athletics
- Institutional Researcher
- SLO Coordinator
- Vice President, Academic Affairs Administrative Assistant – Recorder

- Vice President, Student Services

## Evaluation and Assessment

- Annual self-evaluation of the committee's goals, self-scored with a rubric together with the self evaluations of the Outcomes Assessment Committee nad the Program Review Committee
- Annual satisfaction survey of the college community through the Strategic Planning Survey

**APPENDIX C**

# Budget Development Committee

## Mission

The mission of the Budget Development Committee is, through a transparent, collegial, and inclusive process, to recommend a tentative budget to the College Council that is consistent with the strategic planning document of the college and supports the strategic initiatives of the institution, as well as the Area Unit Plans of the Education Master Plan.

## Composition

Membership of the Budget Development Committee is as follows:

- Director of Administrative Services, Chair
- Vice President of Academic Affairs
- Vice President of Student Services
- Three (3) faculty representatives
- Three (3) classified representatives
- A student representative

## Evaluation and Assessment

Evaluation and assessment, by constituent groups, of the budget development process and the linkage of resource allocation to planning is incorporated in the college's annual Strategicv Planning Survey. In recognition of the need to formalize internal assessment, the Budget Development Committee will develop an instrument for self-evaluation.

**APPENDIX D**

# Facilities Committee

## Mission

The Cerro Coso Facilities Committee works with district facilities team members and the college and its departments, to develop plans to identify, prioritize, integrate, acquire and maintain the facilities and infrastructure for the college. The Facilities Committee assists with the development of long-term plans for supporting the space needs and the capacity for growth of the college as part of the Strategic Plan.

## Composition

Membership of the Facilities Committee is as follows:

- Maintenance & Operations Manager (chair)
- Director of Eastern Sierra College Center
- Director of Kern River Valley/East Kern campuses
- Director of Administrative Services
- 3 faculty (Academic/CTE/Student Services – DSPS)
- 2 classified
- 2 district facilities personnel
- 1 student representative

## Evaluation and Assessment

Periodic evaluation and assessment is critical to the Facilities Committee to maintain our facilities to the highest standard and learning environment.

- Prioritize projects brought forward by evaluating where they are in the facilities 5 year planning, do the projects support current and or future programs offered by Cerro Coso Community College.

- Success of the approved projects and self – evaluation of the committee will be evaluated through project completion and college surveys.

## APPENDIX E

# Professional Development Committee

The Professional Development Committee yearly:

- determines for each academic year professional development needs among faculty, staff, and administration,
- establishes professional development goals,
- devises a comprehensive plan of activities based on goals, accreditation recommendations, evaluations, feedback and faculty and staff surveys,
- proposes a yearly calendar of professional development events,
- publicizes ongoing activities for professional development throughout the academic year,
- creates or revise forms for tracking activities and evaluation as needed,
- maintains appropriate records,
- submits a summary of each academic year's professional development activities to the California Community Colleges Chancellor's Office,
- publishes a self-evaluation.

However, the ultimate responsibility for faculty and staff development at Cerro Coso lies with each employee. While the role of college leadership is to nurture a climate where continued professional growth is valued and pursued, it is the individual employee's responsibility to seek out and complete the opportunities that will grow them professionally in a way that is tied to college strategic and educational goals.

| **The Professional Development Committee will:** | **Individual faculty and staff members will:** |
|---|---|
| annually determine professional development needs among faculty, staff, and administration | annually determine his or her own areas of improvement/professional growth |
| develop a comprehensive plan for staff development | develop a personal plan for professional improvement |
| create and publish a list of suggested activities | identify specific activities from the listings provided on the Professional Development web page such as webinars, iStreams, Lynda.com or other sources as appropriate |
| maintain appropriate records as required by law | maintain and submit all required personal record-keeping |
| annually evaluate the effectiveness of conducted activities | participate in evaluating the effectiveness of conducted activities |
| act as the advisory committee for the flexible calendar | participate in surveys to determine ongoing needs |

## Types of Activities

All activities for faculty and staff development must be linked to the comprehensive plan for staff development and (for faculty) to the goals and objectives of the flexible calendar program. Types of activities include but are not limited to:

- Group address or training presented by expert or keynote speaker
- Flex Days
- Workshops
- Entire Flex Day sessions or time blocks devoted to a single topic or theme
- Group training presented by member(s) of the college community
- Retreat/In-service days
- New faculty/staff orientation
- Focused training within a committee or work-group meetings
- "Lunch and Learn" Activities
- Faculty Inquiry Groups
- Group-attended webinars
- Group conference attendance
- Individual activities pursued according to a personal plan of development, such as completion of planned projects, viewing of webinars, participating in workshops, taking a course, etc.

## Use of Funds

When available, professional development funds are to be used to encourage and support staff, faculty, and administrators who wish to develop and/or participate in training/programs that achieve one or more of the goals established by the Professional Development Committee.

**Eligibility Considerations for Professional Development Funds**

- Needs to support events and/or trainings that are offered college-wide and benefit many people.
- Not to be used for individual attendance at conferences.( Policy Below)
- Must be pursuant to professional development goals and institutional needs.
- Presenter/speaker fees
- Training costs.

**Conference Policy approved 10/2/12 by PDC**

- Conferences will be attended by a team.
- Funding must be pre-approved as coming from general, categorical or grant funds.
- Conferences must benefit the college and will relate to professional, college or unit plan goals.
- Staff member will agree to provide an implementation plan that demonstrates tangible benefit to the college.
- If the attendee wishes to attend a conference not meeting one of these goals they may request partial funding or pay out-of pocket.

## Faculty Chair Duties

Faculty chair's main duties reflect the college's response to state established flex calendar requirements and with the PD committee advisement ensure

1. Planning Professional Development and Flex Day activities
2. Record keeping for faculty Professional Development
3. Informing the campus of Professional Development opportunities through email, web pages and other etc.
4. Designing, implementing and tabulating assessments of PD activities and presentations
5. Surveying needs of faculty and staff yearly
6. Establishing yearly goals and communicating these back to the campus
7. Providing opportunities for classified staff training
8. Maintaining communication with Human Resources about needs and opportunities
9. Relaying pressing or ongoing needs to Institutional Effectiveness Committee
10. Completing state required report and submitting to the California Community Colleges Chancellor's Office

## Composition

Membership of the Professional Development Committee is as follows:

- 5 faculty (one being chair of committee)
- 2 classified
- 1-2 administrators
- 1 student representative

## Evaluation and Assessment

Systematic evaluation of professional development activities is crucial for maintaining quality and pursuing institutional excellence and improvement.

1. Evaluation of Conducted Activities. Each activity will be evaluated either qualitatively or quantitatively based on the nature of the conducted activity and how it affects the staff member's job performance and contributes to his or her achievement of college goals, student success, individual competence, and/or better or more transparent communication.
2. Self-Evaluation of Professional Development at Cerro Coso Community College. Each year, the success of the Professional Development Committee's own performance will be evaluated through a review of the evaluation of conducted activities as well through a faculty and staff survey distributed at the end of the spring semester.

**APPENDIX F**

# Program Review Committee

## Mission

To provide oversight for the college's program review processes and documents to order to improve student learning and achievement.

## Purpose

- Ensure that program review processes are ongoing, systematic, and used to assess and improve student learning and achievement
- Oversee the review and refinement of the program review processes to improve institutional effectiveness
- Ensure that the results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning

## Composition

The Professional Development Committee is co-chaired as follows:

- Program Review Coordinator (faculty) - Chair
- VP of Academic Affairs
- 1 additional management representative
- 5 additional faculty representatives
- 2 classified representatives
- 1 student representative

## Evaluation

- Annual self-evaluation of the committee's goals, scored with a rubric by the Institutional Effectiveness Committee
- Annual satisfaction survey of the college community through the Strategic Planning Survey

**APPENDIX G**

# Safety and Security Committee

## Mission

The Cerro Coso Safety and Security Committee's mission is to protect the health and safety of employees, students, community members, and the environment; identify and address health and safety concerns and issues; and inform the college community of safety practices, procedures, and training related to health and safety. Cerro Coso Community College will make every reasonable effort to promote, create, and maintain a safe and healthful environment.

## Composition

Membership of the Safety and Security Committee is as follows:

- Maintenance and Operations Manager – chair
- Director of East Kern/Kern River Valley Center
- Director of Eastern Sierra College Center
- 3 faculty (Academic, CTE, Student Services)
- 2 classified representatives
- 1 student representative

## Evaluation and Assessment

Annual evaluation and assessment of the Safety and Security Committee is crucial for the safety of our students and staff.

- Evaluate safety and security by participating in drills and exercises to maintain preparedness at all times.
- Assessment will be determined by success of the drills and response time to complete the drill, additionally assessment will be through college surveys.

**APPENDIX H**

# Outcomes Assessment Committee

## Mission

To provide oversight for the college's outcome assessment processes nad documetns to order to improve student learning and achievement.

## Purpose

- Ensure that outcomes assessment is ongoing, systematic, and used to assess and improve student learning and achievement
- Promote ontoing, pervasive, and robust dialogue about student learning
- Ensure that evaluationa dn fine-tuning of organizational stuctures to support student learning are ongoing
- Maintain student learning improvement as a visible priority in all practices and stuctures across the college
- Ensure that student learning and administrative unit outcomes are specifically linked to program reviews

## Composition

Membership of the Student Learning Outcomes is as follows:

- Student Learning Coodinator (faculty) - Chair
- VP of Academic Affairs
- 1 additional management representative
- 6 additional faculty representatives, representatives from sites
- 2 classified representatives
- 1 student representative

## Evaluation and Assessment

- Annual self-evaluation of the committee's goals, scored with a rubric by the Institutional Effectiveness Committee
- Annual satisfaction survey of the college community through the Strategic Planning Survey

**APPENDIX I**

# Student Success and Support Program Council

## Committee Charge

Through the integrated efforts of academic and student services, the Student Success and Support Program Committee reviews and recommends strategies and initiatives designed to help students achieve success. The committee engages in research, analysis and dialogue to guide implementation of initiatives to ensure college access and improve sutdent success.

## Composition:

Membership of the Student Success and Support Program Council is as follows:

- VP of Student Services - Chair
- VP of Academic Affairs
- Academic Senate President
- Director of Student Programs and Counselor
- Director of Financial Aid and A&R
- Basic Skills Coordinator
- All three Site Directors
- Director of Distance Education
- Faculty Rep - Math
- Faculty Rep - English
- Faculty Rep - CTE
- Faculty Rep - Basic Skills
- Faculty Rep - Site
- Faculty Rep - Lib. Arts
- Faculty Rep - Counselor
- Faculty Rep - Library
- Representative - College Council
- Representative - Professional Development Committee

- Classified Rep - Student Services
- Classified Rep - Instruction
- 2 students

## Evaluation and Assessment

Successful completion of self-evaluation and the following required plans and reports:

- Student Success and Support plans and reports - state
- Student Equity plans and reports - state
- Basic Skills plans and reports - state
- Student Success plans - local
- Achieving the Dream plans and reports

**APPENDIX J**

# Technology Resource Team

## Mission

The Mission of the Technology Resource Team (TRT) is to recommend to the College Council technology practices, procedures, standards, and planning the areas of instruction and information. TRT's goal is for the advancement of technology in the areas perceived as beneficial by the College departments, faculty, staff, and students.

## Composition

TRT is a college-wide representative body. Membership of the Technology Resource Team is as follows:

- 1 administrator (team chair)
- 4 faculty members
- 4 classified staff members
- 1 student

The members will represent:

- career-technical instruction
- transfer instruction
- web services
- network administration
- CC Online
- student services
- interactive television

## Evaluation and Assessment

Continuous evaluation and assessment of the work of the Technology Resource Team is crucial for maintaining quality and pursuing institutional excellence and improvement.

- One of the recommendations that was brought forward from this year's self-evaluation is that we conduct an awareness survey, this survey could be part of a campus wide committee awareness survey that is sent out to all staff/faculty and students each spring.

- Self-Evaluation of the TRT Committee. Each year, the success of the TRT Committee's own effectiveness will be evaluated through a self-reflection of the work and communications that TRT performed during the past year.

**APPENDIX K**

# Meeting Agenda Template

Committee

Agenda

Date

Location

Time

Start Time: Adjournment:

| Topic | Facilitator | Action | Materials |
|---|---|---|---|
| Purpose of Meeting: | | | |
| 1. Call to Order | | | |
| 2. Reading of the Purpose of the Meeting | | | |
| 3. Approval of Minutes & Action Items | | | |
| 4. Approval of Agenda | | | |
| 5. Reporting Committees | | | |
| 6. Associated Committees | | | |
| 7. Constituency Reports | | | |
| 8. Discussion Items | | | |
| 9. President's Reports | | | |
| 10. Review of Action Items | | | |
| 11. Future Agenda Items | | | |
| 12. Future Meeting Dates | | | |
| 13. Adjournment | | | |

**Please bring your copies*

Meeting Chair: Recorder:

**APPENDIX L**

# Meeting Minutes Template

Committee

Date

Location

Time

Present:
Absent:

| Topic | Facilitator | Summary/Follow-Up | O | C |
|---|---|---|---|---|
| 1. Call to Order | | | | |
| 2. Reading of the Purpose of the Meeting | | | | |
| 3. Approval of Minutes & Action Items | | | | |
| 4. Approval of Agenda | | | | |
| 5. Reporting Committees | | | | |
| 6. Associated Committees | | | | |
| 7. President's Report | | | | |
| 8. Review of Action Items | | | | |
| 9. Miscellaneous | | | | |
| 12. Future Agenda Items | | | | |
| 13. Future Meeting Dates | | | | |
| 14. Adjourned | | | | |

**O** Open/**C** Closed

Meeting Chair: Recorder:

## APPENDIX M

# Title V

## California Code of Regulations

**Section 53200**

Definitions. For the purpose of this Subchapter:

a. "Faculty" means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.

b. "Academic senate," "faculty council," and "faculty senate" means an organization formed in accordance with the provisions of this 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. For purposes of this Subchapter, reference to the term "academic senate" also constitutes reference to "faculty council" or "faculty senate."

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

1. curriculum, including establishing prerequisites and placing courses within disciplines;
2. degree and certificate requirements;
3. grading policies;
3. educational program development;
4. 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.

**Section 53206. Academic Senate for California Community Colleges**

a. An Academic Senate for the California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters.

b. The Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office.

**Section 51023. Faculty. The governing board of a community college district shall:**

a. adopt a policy statement on academic freedom which shall be made available to faculty;

b. adopt procedures which are consistent with the provisions of sections 53200-53206, regarding the role of academic senates and faculty councils;

c. substantially comply with district adopted policy and procedures adopted pursuant to subdivisions (a) and (b).

**Section 51023.5. Staff**

a. The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. At minimum, these policies and procedures shall include the following:

    1. Definitions or categories of positions or groups of positions other than faculty that compose the staff of the district and its college(s) that, for the purposes of this section, the governing board is required by law to recognize or chooses to recognize pursuant to legal authority. In addition, for the purposes of this section, management and non-management positions or groups of positions shall be separately defined or categorized.

    2. Participation structures and procedures for the staff positions defined or categorized.

    3. In performing the requirements of subsections (a)(1) and (2), the governing board or its designees shall consult with the representatives of existing staff councils, committees, employee organizations, and other such bodies. Where no groups or structures for participation exist that provide representation for the purposes of this section for particular groups of staff, the governing board or its designees, shall broadly inform all staff of the policies and procedures being developed, invite the participation of staff, and provide opportunities for staff to express their views.

    4. Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably

determines, in consultation with staff, have or will have a significant effect on staff.

5. Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.

6. The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.

7. When a college or district task force, committee, or other governance group, is used to consult with staff regarding implementation of this section or to deal with other issues which have been determined to significantly affect staff pursuant to subdivision (a)(4), the appointment of staff representatives shall be made as follows:

   A. The exclusive representative shall appoint representatives for the respective bargaining unit employees, unless the exclusive representative and the governing board mutually agree in a memorandum of understanding to an alternative appointment process.

   B. Where a group of employees is not represented by an exclusive agent, the appointment of a representative of such employees on any task force, committee or governance group shall be made by, or in consultation with, any other councils, committees, employee organizations, or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation.

   C. When the task force, committee or governance group will deal with issues outside the scope of collective bargaining, any other council, committee or staff group, other than an exclusive agent, that the governing board has officially recognized in its policies and procedures for staff participation may be allowed to designate an additional representative. These organizations shall not receive release time, rights, or representation on such task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees.

   D. In all cases, representatives shall be selected from the category that they represent.

b. In developing and carrying out policies and procedures pursuant to subsection (a), the district governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. In addition, in order to comply with Government Code sections 3540, et seq., such procedures for staff participation shall not intrude on matters within the scope of representation under section 3543.2 of the Government Code. Governing boards shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.

c. Nothing in this section shall be construed to impinge upon the policies and procedures governing the participation rights of faculty and students pursuant to sections 53200-53204, and section 51023.7, respectively.

d. The governing board of a community college district shall comply substantially with the provisions of this section.

**Section 51023.7. Students**

a. The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following:

   1. Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.

   2. Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

   3. Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.

   4. For the purpose of this Section, the governing board shall recognize each associated student organization or its equivalent within the district as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made, after consultation with designated parties, by the appropriate officially recognized associated student organization(s) within the district.

b. For the purposes of this Section, district and college policies and procedures that have or will have a "significant effect on students" includes the following:

   1. grading policies;

   2. codes of student conduct;

   3. academic disciplinary policies;

   4. curriculum development;

   5. courses or programs which should be initiated or discontinued;

   6. processes for institutional planning and budget development;

7. standards and policies regarding student preparation and success;

8. student services planning and development;

9. student fees within the authority of the district to adopt; and

10. any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

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

d. Nothing in this Section shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining agents as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to the regulations on academic senates contained in Sections 53200-53206.

e. The governing board of a community college district shall comply substantially with policies and procedures adopted in accordance with this Section.