



Participatory Governance Model

*Governance and
Procedures Handbook*

2007-2012

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

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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 subcommittees, 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 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 Academic Senate Handbook held for reference at the LRC.

The participatory governance model should be one that functions within:

- the mandates of AB 1725, the Education Code, and Title V of the Code of Regulations
- the Collective Bargaining Agreement(s), and
- the policies of the Board of Trustees 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 various 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.

Active service in participatory governance requires a significant expenditure of time and effort, both during, and in addition to, regularly assigned working hours. Substantial faculty and staff involvement is critical to the success of this endeavor. Each member of the college community belongs to one or more of the college constituent groups and has the responsibility to actively participate in the participatory governance process. This responsibility may be a leadership role or a representative role, in which one may be required to attend meetings, report information and collect input, or as a general college member it may be to communicate questions, concerns and opinions to one's representatives. Regardless of a member's role, they may be asked to serve on committees or task forces and they have the responsibility to keep informed about the issues facing their constituent group. Whatever a member's role, it is through active involvement, by all members, in the participatory government process that effective governance will occur.

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/Associated Students of Cerro Coso (ASCC) (Students)

Mission, Vision, & Values

The following Mission, Vision, and Values statement was adopted by the Kern Community College District Board of Trustees at the June 14, 2007 Board meeting.

Mission

Our mission is to educate, innovate, inspire and serve. We demonstrate our commitment to student learning and accomplish our mission as we:

Educate students who seek transfer for baccalaureate degrees, career and technical education, workforce training, college preparation, and lifelong learning;

Innovate through our instructional processes, delivery systems, and business operations;

Inspire our students to strive for excellence in achieving their aspirations, our employees to deliver quality instruction and learning support, and our communities by supporting economic development and responding to their needs in a timely and professional manner; and

Serve our clients and our communities with relevance, timeliness and excellence.

Vision

Cerro Coso Community College will be recognized as a leader in higher education, a source of programs and services for tomorrow's workforce, a model for student learning, and a partner with its diverse clientele and communities.

Values

At Cerro Coso Community College, we value:

Student learning and student success in all areas of endeavor;

Creativity and the implementation of best practices in a rapidly changing world;

Accountability to our students for their learning experience, our communities for good stewardship of public funds, and to each other through the participatory governance process;

Diversity in our students, our communities, our environment and our programs and services;

Our **Communities** and the partnerships and relationships we build with them; and

Our **Faculty and Staff** who turn the wheels of learning.

Strategic Goals

The Strategic Goals, found in our Strategic Plan, are the guiding principles from which each committee and constituent group sets goals and makes decisions.

Goal 1: Improve our response to community needs through customized educational opportunities, transfer program, area workforce development, and quality student services.

- A. Strengthen instructional programs and services.
 - Maintain availability of comprehensive quality associate degrees and transfer program
 - Move Program Review to the level of Proficiency as defined by Accrediting Commission for Community and Junior Colleges (ACCJC)
 - Maintain progress on Student Learning Outcomes to achieve the level of Proficiency by 2012 (Defined by ACCJC)
- B. Stabilize career and technical education and workforce development in our diverse service area.
 - Continue to assess the needs of our communities
 - Expand the annual Employer Summit to include health careers and business
 - Improve student success rates and productivity numbers in CTE programs and classes
- C. Improve support for Distance Education
 - Develop and implement a comprehensive Distance Education Plan
 - Stabilize learning support services that support Distance Education
 - Replace outdated equipment
 - Review and update training certificate and best practices for online instructors
 - Develop a training program and best practices for iTV instruction
 - Analyze and improve student success rates for Distance Education
- D. Evaluate strategies to maintain or improve the scope and quality of Student Services college-wide
 - Stabilize Student Support Services to support Matriculation, articulation, transfer, career technical education, basic skills, outreach, and recruitment college-wide, given the state of the economy
 - Develop strategies that continue to offer quality and effective student services programs
 - Expand student life activities to all campuses, including online
 - Strive to serve the underrepresented populations in our communities
- E. Improve college-going rates with area K-12 school districts
 - Research grants that will engage the college with local high schools
 - Evaluate the K-16 Bridge program and plan for expansion
 - Facilitate interactions between a broad range of Cerro Coso faculty and our feeder schools
- F. Offer alternative instructional venues for meeting community and employer needs
 - Develop and implement a vibrant and cost-effective program for Contract Education and Community Service Education
 - Assess Contract and Community Service Education through data feedback loops

KCCD Goal 1: Greater response to community needs through programs offered, the establishment of college areas of particular strength, and area workforce development.

Goal 2. Improve service to under-prepared students and increase their success rates.

- A. Implement best practices in Basic Skills
- Address the holistic learning needs of developmental students
 - Integrate instruction and advising services
 - Provide a comprehensive basic skills program serving all communities
 - Utilize data to drive decisions to improve the program
 - Analyze the needs of under-prepared students in our communities
 - Create a program which meets those needs
- B. Train all faculty and staff to understand and effectively teach developmental students
- Institute professional development activities that support the success of developmental students across the curriculum
 - Establish a developmental faculty training program for all instructors in the program
 - Apply data analysis to improve professional development

KCCD Goal 2: Respond more effectively to the needs of under-prepared students.

Goal 3. Seek opportunities to enhance the acquisition and use of resources.

- A. Together with the CCC Foundation expand the fund raising horizons of the college and the foundation.
- Institutionalize the current fund raising events: Star Party, Denim & Diamonds Ball, Book Scholarship Golf Tournament
 - Develop a Capital Campaign
 - Implement Alumni and Employee Giving Programs
- B. Clarify the process for business entities to support a particular program or class
- Clarify the acquisition and allocation process for donations
 - Implement a recognition process for all donors
 - Create a data base of all specific program donors for future reference
- C. Complete and obtain at least one Federal grant
- Solicit additional Federal and private support for all disciplines
 - Follow up with the National Science Foundation to maximize the likelihood that Cerro
 - Coso's grant application will be approved
 - Work with the Bishop-Paiute tribe grant on renewable energy training and other needs
- D. Develop affordable textbook alternatives and funding streams to support textbook scholarships
- Encourage faculty to adopt textbooks less frequently
 - Review textbook alternatives, like open-source e-textbooks
 - Develop an additional funding stream for textbook scholarships
- E. Institute a more timely and inclusive budget development process
- Develop initial list of priorities in the fall
 - Disseminate the initial priorities college-wide to gain consensus

- Reduce the list to an attainable number of priorities in College Council
- Use these priorities to develop the new budget in the spring

KCCD Goal C: Increased funding for KCCD functions.

Goal 4. Build upon our culture of accountability, responsibility, and collegiality amongst all stakeholders.

- A. Restore and maintain institutional research functions necessary to meet the needs of the college
- B. Increase the college's reliance on data-driven decision making
 - Secure regular and dependable research data
 - Tie budget development to unit plans, student learning outcomes, and budget priorities
 - Complete Program Reviews on schedule
 - Use data feedback loops to drive decisions
- C. Encourage more collegial discourse on important issues
 - Increase transparency of participatory governance groups by posting agendas and publishing minutes
 - Update the college's internal procedures to match the board policies
 - Offer training in workplace communication and team building

KCCD Goal D: Creation and maintenance of trust between employee groups, the colleges, and the District Office.

Goal 5. Identify and implement principles of effective communications in support of our mission.

- A. Ensure all stakeholders are knowledgeable about college issues
 - Identify frequently asked questions and place on website
 - Introduce proposed changes, their benefits, transition period, and what they mean to stakeholders
 - Focus on the conveyance of information to and from College Council
- B. Improve and enhance communication to and from our communities
 - Develop an Annual Report from the college in time for the Denim & Diamonds event
 - Provide our communities with opportunities for input to the college

KCCD Goal E: Establish adequate and effective communication throughout the KCCD.

Goal 6. Recruit, retain and develop employees who uphold the Cerro Coso culture of excellence.

- A. Explore creative alternatives for recruiting employees
- B. Develop a schedule of recognition events that include all campuses and recognize employee longevity, leadership, enthusiasm, and achievement
 - Assure that the events are replicable at all centers
 - Continue the NISOD reward for those selected as Outstanding
 - Remember to thank people for their accomplishments

C. Develop staff events that motivate & improve morale

- Develop measures and assess college climate and morale
- Reassess climate at the end of the planning period

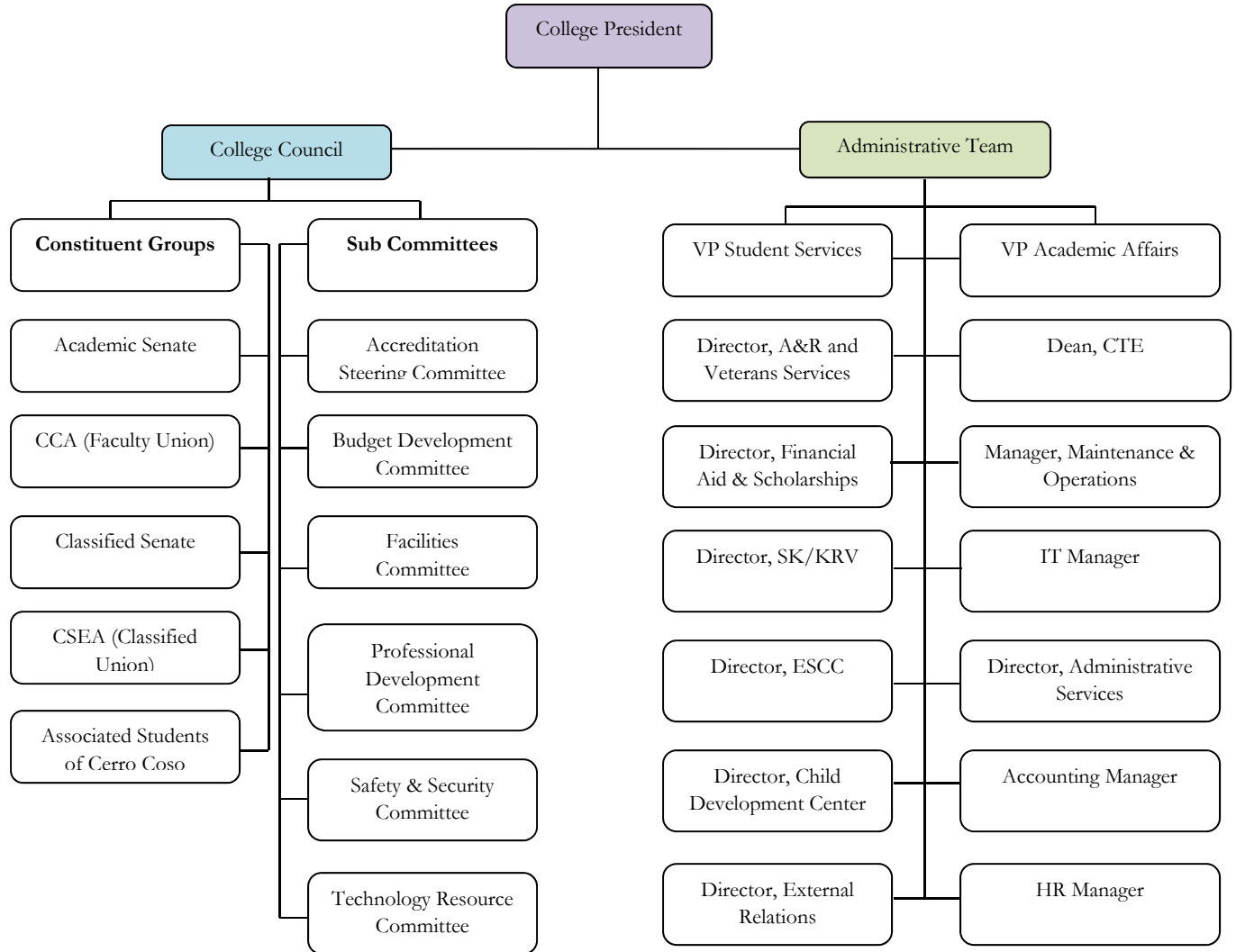
D. Develop a sustainable approach to professional development

- Identify short- and long-term professional development needs
- Incorporate *i-Stream* from the League for Innovation for staff, faculty, and student development
- Recruit speakers to address development needs
- Expand the scope of the In-House Training Center
- Facilitate the exchange of effective instructional strategies among faculty

KCCCD Goal F: Recruit and retain an effective workforce and promote high morale.

Committee & Governance Structure

This flowchart depicts the participatory governance and administrative cabinet structure at the college.



Planning Documents

A listing of planning documents with what committee or area is responsible for reviewing, revising, and implementing them. For links to documents please see:

<http://intranet.cerrocoso.edu/general/institutional/>

Document	Responsible Position	Lifecycle	Last Update
Strategic Plan	President	2 years	2010 - 2011
Educational Master Plan	Vice President of Academic Affairs	5 years	2007 - 2012
Technology Plan	Director of Information Technology, Distance Education & Learning Support Services	2 years	2010
Facilities Plan	Kern Community College District Facilities Office	5 year rolling plan	2005
Staffing Plan	President	Biannual	2010
Site Business Plans	Vice President of Academic Affairs	3 years	2010
Student Equity Plan	Vice President of Student Services	4 years	2010
Marketing Plan	Director of External Relations	3 years	2006

College Council

College Council is primarily responsible for setting the vision, mission, and long-term direction of the entire college. 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, weighing those plans by the course set by the Kern Community College District. College Council makes recommendations regarding District policy, college procedures, instruction, student services, facilities, financial planning, staffing, and organizational development. It also serves, under the direction of the President, as the liaison between the college community and construction planning. College Council defines the roles of, gives direction to, and coordinates operations of sub committees where appropriate.

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 Associated Students of Cerro Coso (ASCC) and are covered by the rights defined in Title V.

Each constituent group retains all rights granted them by state law, the Education Code, Title V, Board Policy, and negotiated Collective Bargaining Agreements and 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 in the form of minutes posted on the college intranet website. Representatives will be responsible for communicating issues specifically relevant to their constituent group and for feedback or input which has been requested by College Council.

Structure of College Council

College Council is structured to serve as the primary recommending body to the College President and is also made up of subcommittees in order to facilitate planning. 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 college-wide 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 will either be accepted or rejected and then sent back to the originating group. 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 existing standing subcommittees of the College Council are: (see Appendices A-D for committee information)

Accreditation Steering Committee
Budget Development Committee
Facilities Committee
Professional Development
Safety & Security Committee
Technology Resource Team

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 long-range goals for the college
- Factors the college goals into all recommendations
- Develops the annual college budget
- Evaluates the effectiveness of participatory governance process
- Provides a conduit for receiving and disseminating information college-wide
- Oversees the college's planning process
- Ensures that the college meets accreditation standards
- Oversees and assesses the strategic direction of the College
- Reviews the College's Strategic Plan

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
- Academic Senate, Five Representatives (CTE, Academic, Counselor, Union, Member at Large) *At least one of the five representatives should be from either ESCC, SK/KRV.*
- Classified Senate, One Representative
- CSEA, Chapter 617, Two Representatives
- Associated Student Body President
- Associated Student Body, Two Representatives
- ESCC Director
- KRV Director

Responsibilities

It is everyone's responsibility to work toward achieving the Mission, Vision, and Strategic Goals of the College. Additionally, the members and chairs of committees are responsible for ensuring a continuous flow of communication regarding decision making from the College President, the College Council, committees, constituency groups, and the campus at large.

Chair Responsibilities

1. Prepare and distribute the agenda.
2. Report on the status of action items.
3. Set the calendar for meetings and retreats (if applicable).
4. Hold meetings once a month, or additionally if needed, during the Fall and Spring semesters.
5. Attend all College Council meetings or send a substitute as needed.
6. Submit written report on motions from the committee.
7. Set annual goals that correspond to the college Strategic Plan with input from the committee.
8. Review the mission statement of the committee.
9. File an annual report on the achievement of the goals with College Council.
10. Other responsibilities as specified in Collective Bargaining Agreements.
11. Attend related district meetings (for example, the Budget Development Committee chair attends the District Budget Committee).

Committee Member Responsibilities

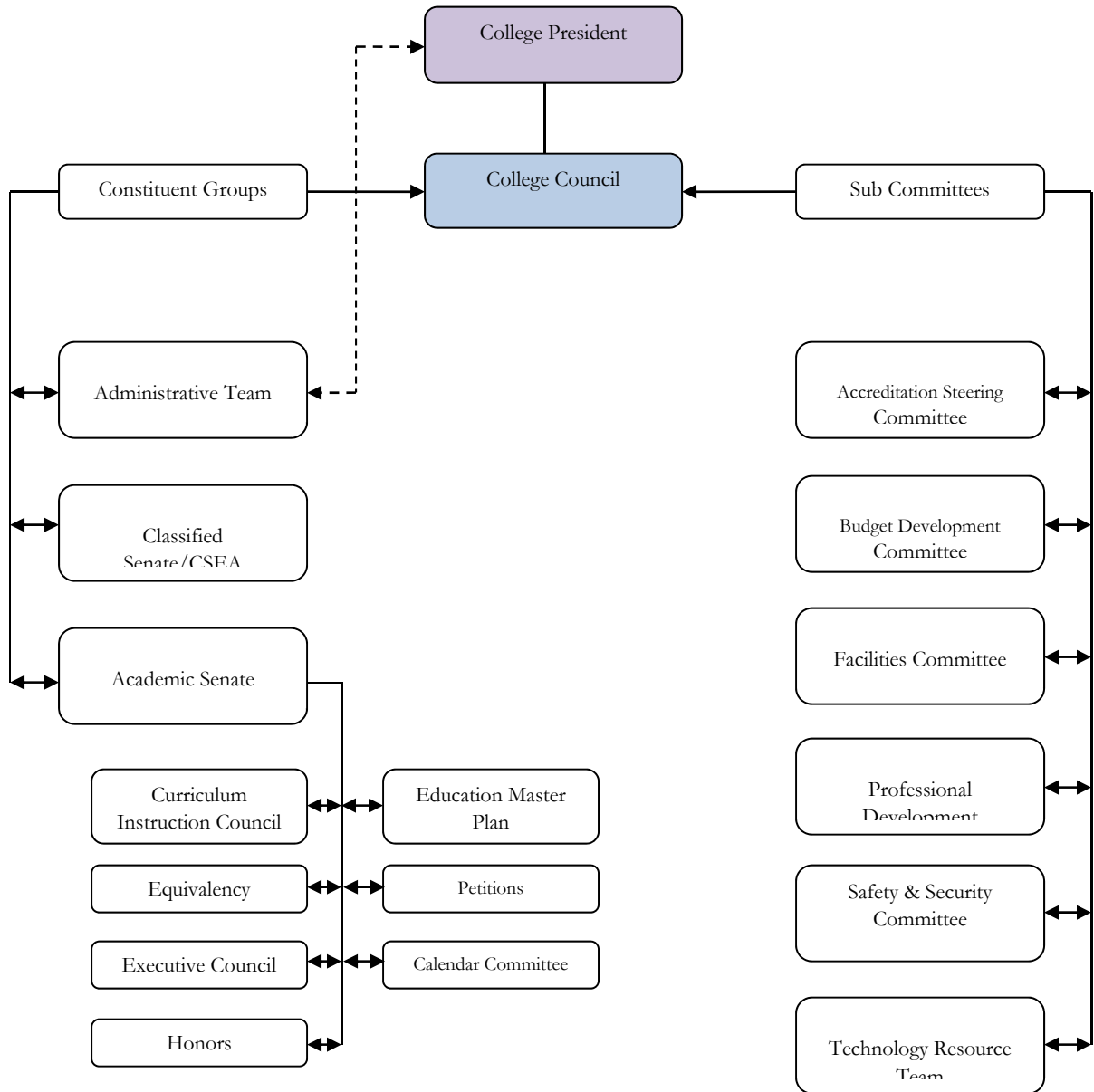
- A. Attend all meetings or send a substitute as needed.
- B. Come to meetings prepared to participate and carry concerns from the constituent group.
- C. Report back to the constituent group or other college committees the information discussed and actions taken in the committee.
- D. Listen to all participants during committee meetings and actively contribute to the meeting.

Decision Making Process

The decision making process occurs through recommendations made to the College President that come from College Council, its standing subcommittees and the various constituent groups at the college. Although the authority to make decisions for the college rests with the College President, great responsibility lies with the recommending bodies to provide the College President with the information needed to make the decisions that are in the best interest of the college and its most valuable asset – our students.

Decision Making Model

This flowchart depicts how items reach the College President for approval.



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 of meeting
- the committee purpose or mission statement
- the CCCC mission
- approval of previous meeting minutes
- committee reports
- future meeting dates

See Appendix H for an agenda template.

Minutes

Minutes must 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 must be approved at the next meeting of the committee. Minutes should be posted on the intranet as soon as they are approved.

Minutes should include:

- a listing of members present, members absent, and guests present
- the committee purpose or mission statement
- the CCCC mission
- summaries of reports given
- decision or action taken on all action items, who is responsible, and when

See Appendix I for minute's template.

Meeting Schedule

College Council meets twice a month during the regular Fall and Spring semesters on the first and third Thursday of the month, unless a scheduling conflict occurs.

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

Summer meetings will be scheduled and held as needed.

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 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 shared governance process, members of the College Council or its 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 a 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 website on the college intranet or accessible elsewhere on the internet. 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
- Representatives (including areas represented)
- Term Limits
- Minutes
- Agendas
- List of scheduled meetings

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 strategic initiatives of the institution. The College President, Vice President of Academic Affairs, Vice President of Student Services, and Director of Business 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 Business 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.

Role of the Budget Development Committee

The Budget Development Committee is a subcommittee 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

College Council oversees the process of the development of the 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.

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.

Administrative Cabinet*

Purpose

The Administrative Cabinet meets weekly 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 & 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 includes all members of the full-time Classified Staff and part-time permanent staff members. CSEA includes all dues paying, voting members of its bargaining unit.

Responsibilities

- Develop 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 Associated Students 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.

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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 action 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
- VP of Student Services
- Dean, Career Technical Education
- Manager, Information Technology
- Research Analyst
- Chair, Curriculum & Instruction Council
- Coordinator, Student Learning Outcomes
- Faculty*
- Faculty*
- Faculty*
- Faculty*
- Classified Staff
- Student Representative
- Community Members (2)

*Faculty representation should include one from career technical education, one from general education, one from student services, and the Academic Senate President. Some years they may overlap.

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

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 Easter Sierra College Center
- Director of Kern River Valley/South Kern campuses
- Director of Administrative Services
- 3 faculty (Academic/CTE/Student Services – DSPP)
- 2 classified
- 2 district facilities personnel
- 1 student representative

Professional Development Committee

Mission

The Professional Development Committee facilitates the expansion of knowledge, understanding, and creative expression for the professional development of all Cerro Coso Community College staff.

Goals

The Professional Development Committee will develop and post an annual calendar of professional activities. Said calendar shall encompass categories listed below, but may include other activities as well.

- Use of technology
- Role in the community
- Build partnerships for Career/Workforce Development
- System Effectiveness
- Resource Development
- Leadership/Excellence
- Team building
- Total college involvement
- Student Learning Outcomes/Program Learning Outcomes and Assessment Planning
- Flex activities
- In-house Training Center (IHTC) sessions
- College-wide employee recognition

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.

Funding Eligibility

- 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.
- Must be pursuant to professional development goals and institutional needs.
- Presenter/speaker fees.
- Training costs.

Composition

The Professional Development Committee is co-chaired as follows:

- 3 Faculty (1 co-chair)
- 3 Classified (1 co-chair)
- 2 Administrators (HR Manager is one of these)
- 1 Student

Safety and Security Committee

Mission

The Cerro Coso Safety and Security Committee's mission is to promote campus security by preparing the college to respond effectively to a range of safety-related issues.

Composition:

Membership of the Safety and Security Committee is as follows:

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

Technology Resource Team

Mission

The Technology Resource Team (TRT) is a subcommittee of College Council that serves as its primary recommending body for all information and educational technology as well as with distance education in the areas of practices, procedures, equipment standards, and training.

Composition

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

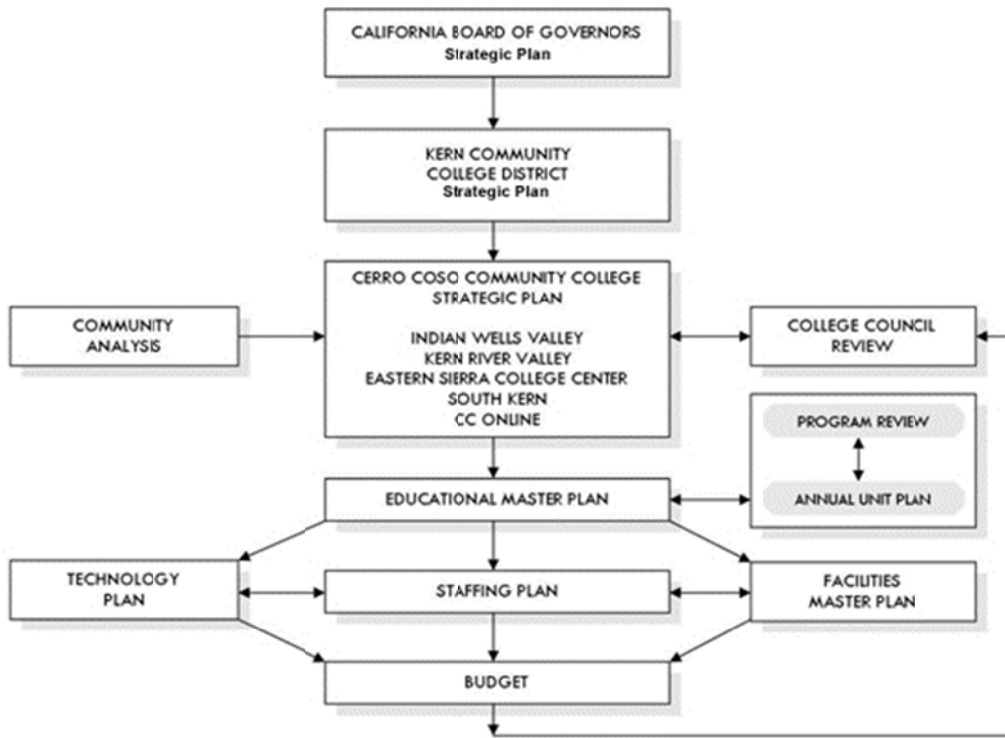
- 1 administrator (team chair)
- 4 faculty members
- 4 classified staff members
- 1 student

The members will represent:

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

Approved by College Council 5-17-2007

Planning, Resource Allocation & Evaluation Process



Strategic Plan

Agenda Template

Cerro Coso College Council Meeting Agenda

Date:

Time:

Location:

Type of Meeting: College Council Regular Meeting

Purpose of Meeting:

Meeting Facilitator:

- I. Call to Order**
- II. Roll Call**
- III. Reading of Mission Statement**
- IV. Adding Action Items**
- V. Approval of Minutes from Last Meeting – (Date)**
- VI. Closed Session**
- VII. Discussion Issues**
 - a) Issue
- VIII. Information Issues**
 - a) Issue
- IX. Standing Committee Reports**
 - a) Accreditation Steering
 - b) Budget Development
 - c) Facilities
 - d) Professional Development
 - e) Safety and Security
 - f) Technology Resource Team
- X. Future Meeting Dates**
 - a) Next Meeting
 - b) Schedule
- XI. Future Agenda Items and Review of Action Items of Current Meeting**
- XII. Adjournment**

Our mission is to Educate, Innovate, Inspire, and Serve.

Minutes Template

Cerro Coso College Council Meeting Minutes

DATE:

TIME:

LOCATION:

Type of Meeting: College Council Regular Meeting

Meeting Facilitator: (NAMES)

Call to Order

(NAME) called to order the regular meeting of the **College Council** at (TIME) on (DATE) in (ROOM).

Roll call

The following persons were present: (NAMES)

Guests: (NAMES)

Reading of Mission Statement:

Added Action Items:

Approval of Minutes from Last Meeting – [DATE]

The (DATE), were presented review and feedback via electronically and a hard copy at the meeting.

The Council accepted (DATE) meeting minutes as presented.

Closed Session

Discussion Issues

- c) Topic – (Presenter)
Discussion
Action Item: *Item*

Information Issues

- a) Topic – (Presenter)
Information

Standing Committee Reports

- a) **Budget Development (NAME)**
• Report
- b) **Facilities Committee**
• Report
- c) **Professional Development (NAME)**
• Report
- d) **Technology Resource Team (TRT) (NAME)**
• Report

e) Safety and Security Committee (NAME)

- Report

f) Accreditation Steering Committee (NAME)

- Report

Future Meeting Dates

a) Next Meeting: (DATE)

b) (SEMESTER) Schedule (DATES)

Future Agenda Items and Review of Action Items of Current Meeting

Adjournment

The meeting adjourned at (TIME).

Recorded by:

Meeting Minutes Approved:

Our mission is to Educate, Innovate, Inspire and Serve.

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;
 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.

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.