

# Participatory Governance Model Handbook

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 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 its representatives.

## Introduction and 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. However, Kern Community College District (KCCD) board policy grants the ultimate authority and responsibility for all decisions to the college president. 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 to the president.

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 KCCD. 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 Cerro Coso Community College Academic Senate also has rights and responsibilities that are defined in AB1725 (commonly referred to as "10 + 1" rights) and reflected in board policy. With very few exceptions, KCCD relies primarily upon the advice and judgment of the academic senate for 10 + 1 academic and professional matters.

This participatory governance model strives to function within:

- California Education Code,
- California Code of Regulations Title 5,
- KCCD board policies, and
- the collective bargaining agreement(s) with CCA and CSEA

## 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 institution's direction 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

### KCCD Process of District Wide Decision Making

The chancellor, through delegated authority of the board of trustees, has numerous committees, councils, 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 on its final disposition. The complete KCCD decision making process is

captured in the document Elements of Decision Making posted to the RCCD website. See also the chart on page 10.

## Cerro Coso Community College Process of Decision Making

Participatory governance at Cerro Coso Community College relies on advisory committees, each concerned with functions critical to the well-being of the college community. The decision-making process 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 11.

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. College Council does not develop policy but may establish guidelines as recommended by the standing committees and task forces. Information is provided on a regular basis by representatives of human resources, the Cerro Coso Community College Foundation, and facilities construction.

Other governance and representative groups at the college include:

- Academic Senate (academic and professional matters of full- and part-time faculty)
- Administrative Cabinet (management)
- California State Employees Association (CSEA) (working conditions of permanent full-time and part-time classified staff)
- Classified Senate (governance matters of all classified staff)
- Community College Association (CCA) (working conditions of full- and part-time faculty)
- Student Government of Cerro Coso (SGCC) (students)

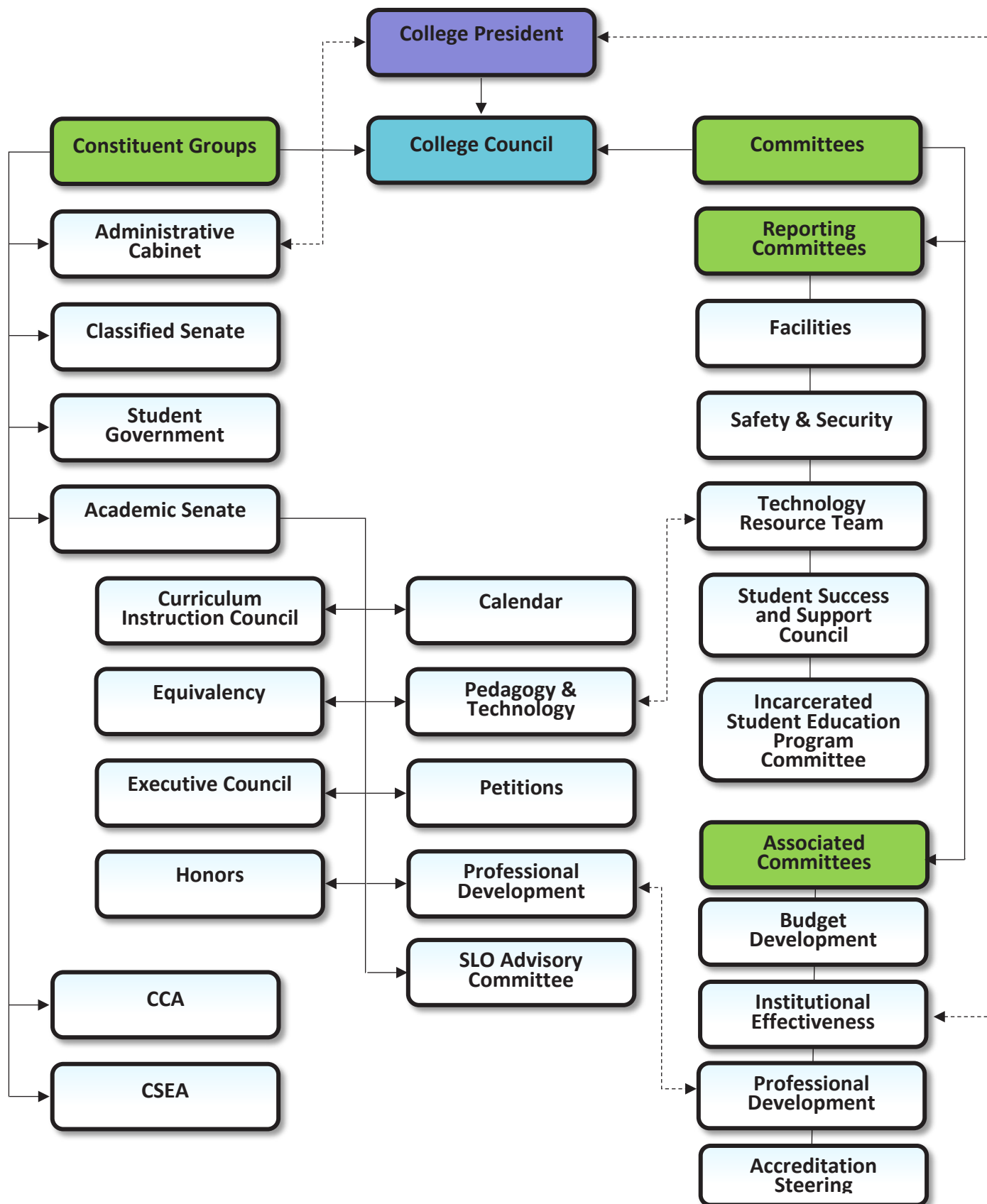
## College Council

College Council is primarily responsible for setting the mission, vision, values, institution-set standards and institutional priorities (or strategic goals) of the college. The mission, vision, values, institution-set standards, and institutional priorities are reviewed every three years to ensure appropriateness, relevance, and currency. In all its actions, College Council places 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. It integrates the planning efforts of all organizations within the college. It makes recommendations regarding district policy, college procedures, instruction, student services, facilities, financial planning, staffing, and organizational development. And it 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 5, 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 representatives. College Council actions and activities are communicated via a shared workspace located on the college website and Inside CC. Representatives will be responsible for communicating issues and information to their constituent group and for providing feedback and input which has been requested by College Council.

The college president and the academic senate president shall co-chair College Council. The co-chairs shall be responsible for reviewing minutes and creating agendas that reflect the areas of responsibility of College Council. The agenda building process will allow for agenda suggestions from all College Council members and members of the college community. As a college work group not established through state law, College Council is not a Brown Act Committee.

# Cerro Coso Community College Decision Making Flow Chart



# Procedures for College Council and Its Committees

## Agendas

Agendas should be posted 72 hours in advance as a best practice. Action items appearing on any agenda must be specific. Agendas should include the following.

- 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 to the governance location on the college website.

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 a minutes template.

## Meeting Schedule

College Council meets twice a month during the primary terms of fall and spring semesters. Meetings are held during the summer session rarely and only if absolutely necessary. The college president shall be responsible for providing all necessary clerical support for College Council, including a recorder for all College Council meetings.

All associated and reporting committees are expected to meet at least once a month in order to provide a conduit for information to get out to constituent groups and feedback to be generated for reporting back to College Council in a timely manner. The chair is responsible for arranging for all necessary clerical support for each associated and reporting committee.

## 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. For College Council itself, a motion passes if there is consensus. Lack of support by three or more voting members indicates an absence of consensus. For associated and reporting committees, 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 College Council or its associated and reporting committees are expected to attend all regular meetings. Members can send substitutes in their absence, if appropriate. As indicated above, substitutes may vote except for chair elections.

## Changes to Committee Representation

In the event that an associated or reporting committee of College Council determines that its representation should be modified, the Chair of the Committee should bring a recommendation forward to 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 post meeting agendas, materials, and minutes in the location available from the college website reserved for that purpose. 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

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 assessment and review of the college's mission, vision, values, institution-set standards, and strategic goals. In addition, College Council plays a fundamental role in the annual integrated planning effort to ensure that all departments and units are participating in the process and that all constituent groups are represented for report-outs, discussions, and recommendations.

### Review and Revision of the Mission and Other Guiding Principles

The mission, goals, vision, and values of Cerro Coso Community College define the college's purpose and identity and are the basis for institutional planning and the evaluation of institutional effectiveness. Institution-set standards are established, assessed, and published with respect to student achievement in relation to the institution's mission. And institutional priorities are set for the purpose of continuously improving student learning and achievement of the mission. In order to ensure that programs and services are aligned with the purposes of the college and district, as well as designed and organized to serve immediate and long range community needs, a formal procedure is established for the regular review and revision of mission statement and other guiding principles.

#### Systematic Three-Year Review

The mission statement, vision, values, institution-set standards, and strategic goals are reviewed once every three years in concert with RCCD's three-year district-wide planning effort. Starting in the most recent cycle, the colleges took the lead in reviewing and revising their guiding principles first in the spring of 2018, to be followed by a review and revision of RCCD's guiding principles in the fall.

The college president calls an ad hoc committee to accomplish this task instead of charging it directly to College Council. This ensures a broad base of input from engaged stakeholders. College Council still receives the report from the committee, discusses the review, reports to stakeholders for feedback, and votes to recommend to the president.

#### Triggered Review

An off-cycle review and revision may be called at any time by the president if recommended to do so by College Council or if, in the president's judgment, circumstances warrant it. Examples of such a triggering event might be:

- change in the California Community College system direction or focus
- sudden or profound demographic shifts in the service area
- significant local or state-wide economic developments
- other substantial variation in system status or student and community need

If it is found through the triggered review process that revisions to the mission statement and/or priorities are advisable, College Council will recommend that the president lead a process charged with the following:

- Conducting a thorough evaluation of the existing mission statement and planning priorities in light of the triggering condition.
- Holding informational forums for both internal and external constituencies at all campus locations to increase dialogue and gather the widest possible input.