

# **Fresno City College Governance**



## **Handbook**

Prepared by the College Governance Review Committee  
Revised Spring 2012

# Table of Contents

<b>Fresno City College Governance Introductory Statement</b> .....	2
<b>Part 1 - Guiding Principles</b> .....	3
<b>Part 2 - Governance Structure at Fresno City College</b> .....	4
<b>Part 3 - Constituent Groups</b> .....	5
<b>Part 4 - College Governance Review Committee Operating Agreement</b> .....	9
<b>Part 5 - Due Process</b> .....	11
<b>Part 6 - Legal Mandates</b> .....	13
1. State Law (Education Code 70901) .....	13
2. Title 5: The Role of Staff in District and College Governance.....	13
3. Accreditation Standards for Effective Participation in College Governance ..	19
4. AB 1725 - Governance.....	20
5. Senate Bill No. 235, Chapter 799 .....	21
6. Board Policies: State Center Community College District .....	22
<b>Part 7 - Glossary of Terms</b> .....	23

## **Fresno City College Governance Introductory Statement**

Fresno City College recognizes that ethical and effective leadership throughout the organization enables the college to identify institutional values, set and achieve goals, and monitor and evaluate the governance process.

The goal of participatory decision-making at Fresno City College is to provide an environment that encourages the participation of the entire college community – students, faculty, classified professionals, and administrators – in the process of making decisions that directly and indirectly affect them. Participatory decision-making promotes the vision and values of Fresno City College.

The purpose of the Fresno City College governance structure is to provide each constituent group the opportunity to participate in the planning processes and initiatives as well as develop, review, and revise policies and procedures by representation. The governance structure promotes collegiality, facilitates collegial communication, and resolves issues as close to the point of origin as possible.

The purpose of the College Governance Review Committee is to ensure all constituent groups actively participate in the college's planning and decision-making. The role of the committee is to review and insure that the participatory governance process is maintained. The College Governance Review Committee does not make recommendations related to the actual decision, but rather serves as an investigating body regarding whether or not participatory governance has been violated.

This handbook is designed to provide easy reference to legal mandates for faculty, administration, students, and classified professionals as it pertains to participatory governance. The information is presented in seven parts including: 1) the guiding principles; 2) the governance structure at Fresno City College; 3) a description of the constituent groups making up the entire college community; 4) the College Governance Review Committee operating agreement; 5) due process form for individuals or groups expressing a concern; 6) legal mandates for college governance responsibilities; and 7) glossary of terms.



## **Part 1 - Guiding Principles**

### **Participatory Governance Principles**

Preamble: The principles of participatory governance permeate the campus. The following principles apply to all campus-wide committees.

#### **Principles: Participatory Governance**

- Participatory governance necessitates consistent, trustworthy communication that is multidirectional.
- Everyone has a right to provide input and have that input acknowledged.
- The participatory process is transparent and the status of any proposal shall be available to all constituencies at any point in the approval process.
- Decisions made through the participatory governance process shall be communicated along with the rationales to those directly affected.
- The degree of constituent involvement shall be directly related to the extent of the impact of the decision.
- Participants are responsible and accountable to their constituent groups in communication and execution of role.
- Decisions made through the participatory governance process necessitate joint commitment and support for implementation.
- These principles will be in compliance with:
  - Federal and State laws.
  - District and college policies.
  - Accreditation requirements.



## **Part 2 - Governance Structure at Fresno City College**

Through established governance structures, policies and practices, the governing board, administrators, faculty, staff and students will work together for the benefit of our students. Students will be at the center of our decision-making processes. These processes will facilitate the discussion of ideas and effective communication among the college's constituencies.

Constituent groups are responsible to ensure representatives are appointed and participate regularly on college governance councils and committees. Such participation includes attending meetings, reporting back to the appointing group the issues under discussion, and representing the positions of the appointing constituent group in order for these participative processes to assure effective discussion, planning, and implementation. It is the belief of the college community that such participation will encourage individuals and constituent groups to bring forward ideas for institutional improvement, create an environment in which there is greater campus acceptance, and support for decisions made in this manner.

Individuals assigned by constituent groups to college governance councils and committees are responsible to participate as described above in a professional manner and to work together for the good of the institution.

College governance councils and committees are responsible to address significant issues in a manner that will allow members to consult effectively with their appointing constituent groups and represent the groups in discussions prior to decisions being made. These councils and committees must also communicate effectively with the college community to ensure that communication is consistent, trustworthy, and multi-directional. With the authority to make recommendations and decisions comes the responsibility for those decisions. Once decisions have been made in such a participatory manner, it is incumbent on the college community to make every effort to make the implementation of the decision successful.

The president of the college guides institutional improvement through effective leadership that includes the responsibility to ensure participative decision-making processes are established and utilized throughout the campus. The president will ensure that an environment is created that will encourage and support every student and employee to bring forward ideas for institutional improvement. This means establishing collegial processes that encourage empowerment, innovation, and institutional excellence. This includes ensuring that educational planning is integrated with resource planning and resource allocation that will serve to support the ideas and decisions that emanate from these participative governance processes.



## **Part 3 - Constituent Groups**

### **Associated Student Government**

The Associated Student Government of Fresno City College shall be the means whereby students of the college share in the administration and governance of the college. The students of Fresno City College establish this organization in order to enhance sound governance and citizenship; to guarantee a participatory governance structure; to further cooperation with faculty, community, staff, and other educational institutions; and to create and maintain adequate activities in the furtherance of student welfare. The purpose herein stated are those which all of the college recognizes as the privileges, rights, and responsibilities of the students.

### **Faculty**

The District recognizes the State Center Federation of Teacher Local 1533, as the sole and exclusive representative of those members of the bargaining unit enumerated in the certification of the Educational Employment Relations Board dated March 1977, effective May 26, 1981.

The Fresno City College Academic Senate represents all non-management certificated personnel employed by Fresno City College, and purpose is to:

1. Represent the faculty in the formation of policy in academic and professional matters. "Academic and professional matters" means the following policy development and implementation matters: 1) Curriculum, including establishing prerequisites and placing course 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 matter as mutually agreed upon between the governing board and the academic senate.
2. Make recommendations to the college and district administration, the student and the Board of Trustees.
3. Facilitate communication among the faculty, the college and district administration, the students, and the Board of Trustees.
4. Promote the development and maintenance of teaching excellence within the framework of academic freedom and professional responsibilities and ethics.
5. Carry out all responsibilities delegated to the community college academic senate by state laws, the Board of Governors of the California community Colleges, and the Board of trustees.
6. Consult collegially means that the district governing board shall develop policies on academic and professional matters through either or both of the following: 1) rely primarily upon the advice and judgment of the academic senate, or 2) the governing

board, or its designees, and the academic senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

Agreement for fiscal years 2006-07; 2007-08; 2008-09 between State Center Community College District and State Center Federation of Teachers Local 1533, CFT/AFT, AFL-CIO  
Academic Senate California Community College

### **Classified Professionals**

#### **California School Employees Association (CSEA)**

California School Employees Association (CSEA) Chapter 379 is a representative of classified professionals employed by State Center Community College District, which encompasses, Fresno City College, Reedley College, as well as Madera, Clovis, Willow/International and Oakhurst Centers. CSEA is the largest classified school employees union in the United States representing nearly 230,000 classified employees in California. The mission statement of this Association is, "To improve the lives of our members, students, and community." CSEA serves as a representative body for classified professionals not designated as management. CSEA provides a means for increased participation and interaction within the campus community.

#### **Classified Professionals: Classified Senate**

The Classified Senate provides access to staff development funds and activities for any permanently employed classified professional to enhance job skills, job performance, and personal and professional development. Classified Senate facilitates a means of communication among classified professionals at Fresno City College, the various Fresno City College satellite centers, State Center Community College District Office and District Operations. Classified Senate provides a means for increased participation and interaction within the campus community.

### **Administration**

Educational and classified administrators and confidential employees are an unrepresented group, unlike CSEA and AFT.

#### **Educational Administrators**

Defined in Board Policy 7250 and Administrative Regulation 7250, educational administrators are persons employed by the Board in a supervisory or management position as defined in government code section 3540, et seq., Education Code sections 87458 (c) and (d), 87732, and 72411, and are employed by contract.

Educational administrators are those who exercise direct responsibility for supervising the operation of, or formulating policy regarding instructional or student services programs of the district.

### Classified Administrators

Defined in Board Policy 7260, classified administrators, supervisors and managers are administrators who are not employed as educational administrators.

Classified administrators are those classified administrators, regardless of job description, having authority to hire, transfer suspend, recall, promote, discharge, assign, reward, or discipline other employees, or having the responsibility to assign work to and direct them, adjust their grievances, or effectively recommend such action.

Classified administrators may be employed in the same manner as the other members of the classified service and consistent with provisions of personnel commission rules.

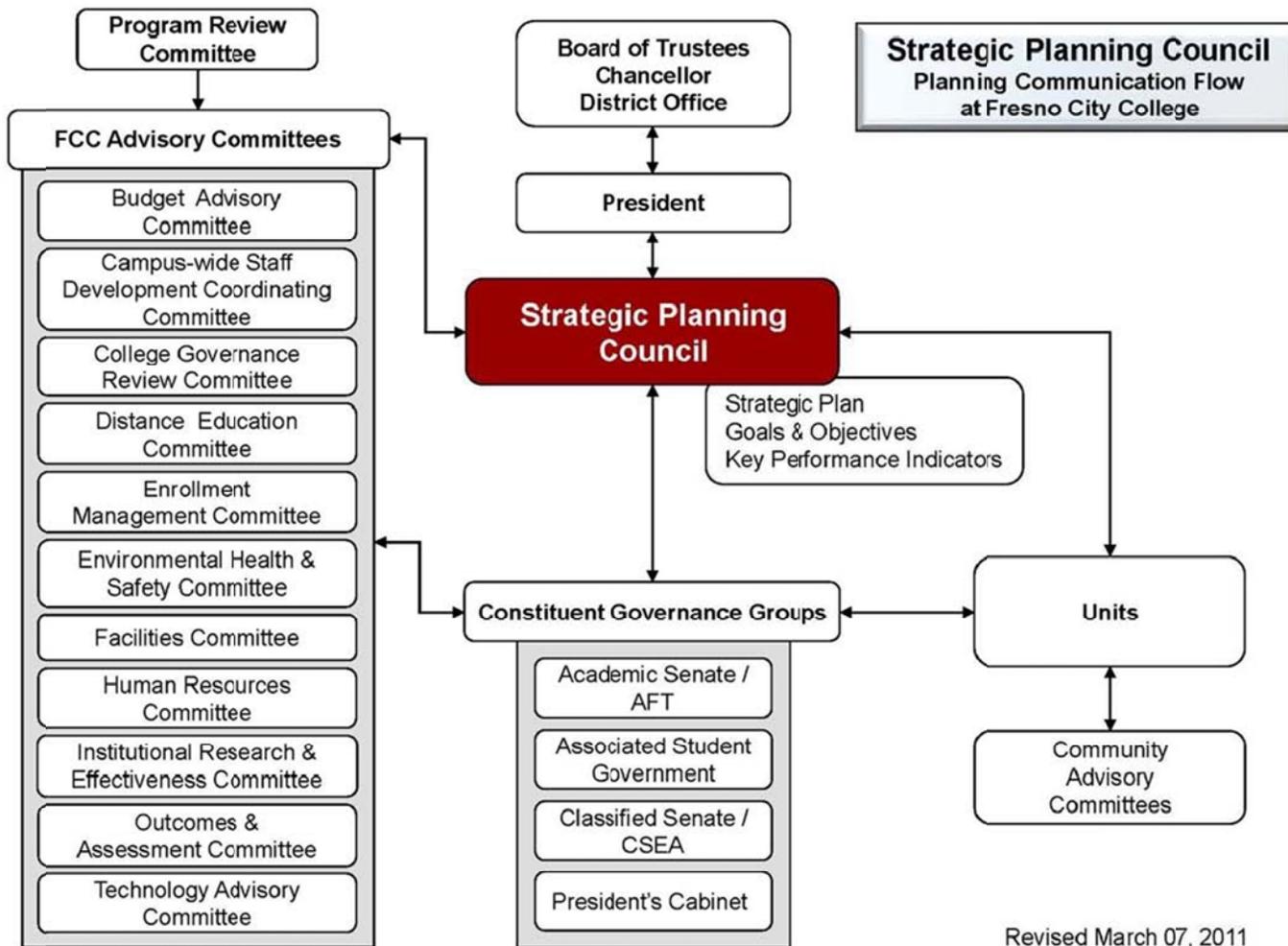
### Confidential Employees

Confidential employees are also an unrepresented group, unlike CSEA and AFT. Defined by Board Policy 7240 and Administrative Regulation 7240, confidential employees are those who are required to develop or represent management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management bargaining positions. The fact that an employee has access to confidential or sensitive information shall not in and of itself make the employee a confidential employee.

Confidential employees are identified in the CSEA collective bargaining agreement.

The terms and conditions of employment for confidential employees shall be provided for by established regulations or Personnel Commission rules. Such terms and conditions of employment shall include, but not be limited to, regulations for evaluation and rules regarding leaves, transfers, and reassignments.

**The Fresno City College Planning Communication Flow model is shown on the next page.**



## **Part 4 - College Governance Review Committee Operating Agreement**

### **Scope of the Committee:**

The purpose of the College Governance Review Committee is to ensure that all constituent groups actively participate in the college's planning and decision-making. The role of the committee is to review and insure that the participatory governance process is maintained. The College Governance Review Committee does not make recommendations related to the actual decision, but rather serves as an investigating body regarding whether or not participatory governance has been followed.

### **Duties and Functions:**

- Establish a governance relationship with the District that fosters collaboration between the District and Fresno City College.
- Consider college wide governance concerns and forward recommendations to the Strategic Planning Council (SPC).
- Develop and maintain a participatory governance handbook.
- Develop and submit a yearly activity report to SPC.
- Develop, monitor, and coordinate college wide governance awareness activities.

### **Membership:**

- Three (3) faculty – appointed by Academic Senate.
- Three (3) classified – two (2) appointed by CSEA, one (1) appointed by Classified Senate.
- Two (2) administrators – appointed by the college president.
- Three (3) students – appointed by Associated Student Government.
- College president or designee.

### **Terms for Membership:**

- The members, who shall be appointed by their respective constituent groups, shall serve a two-year term. Membership will be staggered.
- Substitution of members is at the discretion of the constituent group.
- The chair of the committee will notify the constituent group leader upon two consecutive absences without notification or substitution of a member.

### **Management of the College Governance Review Committee:**

- The committee chair from the previous year shall call the first meeting of the new academic year.
- The chair shall serve for one year. The duties and responsibilities of the chair shall include:
  - Call meetings.
  - Develop agendas.
  - Ensure that all committee materials are recorded and posted.
  - Facilitate meetings.
  - Report committee recommendations to the Strategic Planning Council.

- Submit required annual reports.
- The chair-elect of the committee shall be selected by the membership of the committee at the first meeting of the academic year.
- The duties and responsibilities of the chair-elect shall include:
  - Perform all the duties of the chair in case of his or her absence.
  - Assist the chair with any of his or her duties if necessary.
  - Perform other duties as needed.
  - The chair-elect automatically assumes the position of chair at the end of the current chair's term.
- The committee shall meet regularly during the academic year as announced by the chair.
- The committee works on a consensus basis.
- **All constituent groups must be represented in order to approve a decision.**



Revised by CGRC: 3/09/2012  
Academic Senate: 3/14/2012  
ASG: 4/24/2012  
CSEA: 4/17/2012  
Classified Senate: 3/21/2012  
President's Cabinet: 3/01/2012

## **Part 5 - Due Process**

*Disclaimer: The College Governance Review Committee does not handle matters or issues pertaining to collective bargaining or Board policies.*

The due process form on the next page is aimed at those who have a concern regarding the lack or absence of the participatory governance process used in reaching decisions. This form may be submitted by an individual or a group. Although all campus constituents are welcome at any time to petition the College Governance Review Committee, the committee appreciates if you pursue other avenues to resolve your concern prior to submitting an appeal. If you are unsure whether or not your issue falls under the committee's purview, consider the following example. Curriculum development is a participatory governance issue. The scheduling and offering of courses is not.

Please be advised that the College Governance Review Committee's role is to review and ensure that the participatory governance process is maintained. The College Governance Review Committee does not make recommendations related to the actual decision. This form is used to submit the concern to the College Governance Review Committee for review and consideration. Please fill out the form citing the specific circumstances at issue, identify the rights, procedures, or policies that were violated and list any steps that were taken prior to coming to the committee.

Once the form has been filled out, please submit along with any backup documentation, to any member of the College Governance Review Committee. The individual or group may address the College Governance Review Committee with their concern by making a presentation (10-minute maximum) to the committee. The CGRC will then review, investigate, discuss, and reach consensus in closed session as to the course of action for the concern.



**College Governance Review Committee Due Process Form**  
Review Request

\_\_\_\_\_  
Requester(s)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Contact Information

---

*Disclaimer: This form is not intended for matters or issues pertaining to collective bargaining or Board policies.*

---

1. Explain the nature of the concern and the specific circumstances at issue including a timeline (attach a separate sheet if needed).

2. Identify the rights, procedures, or policies violated.

3. What prior steps have you taken before coming to the CGRC?

\_\_\_\_\_  
\_\_\_\_\_date request reviewed by College Governance Review Committee (CGRC) (agenda item)

\_\_\_\_\_date response by CGRC (review completed and response issued)

\_\_\_\_\_date CGRC forwards to Strategic Planning Council and requests placement on agenda

**Please submit completed form to any member of the College Governance Review Committee.**

## **Part 6 - Legal Mandates**

### **College Governance Review Committee Legal Mandates**

1. California Education Code
2. Title 5
3. Accreditation Standards
4. AB1725
5. SB235
6. Board Policies & Administrative Regulations



#### **1. State Law (Education Code 70901)**

The Board of Governors shall provide general supervision over community college districts, and shall, in furtherance thereof, perform the following functions:

(1) Establish minimum standards as required by law, including, but not limited to the following:

(E) Minimum standards governing procedures established by governing boards of community college districts to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level, and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

The Board of Governors has adopted the following Title 5 Regulations to direct the governing board of each community college district to adopt policies and procedures that provide district and college faculty, staff and students the opportunity to participate effectively in district and college governance.

#### **2. Title 5: The Role of Staff in District and College Governance**

**California Administrative Code Title 5, § 51023.5, as adopted by the Board of Governors of the California Community Colleges**

(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.

### **The Role of Students in District and College Governance**

#### **California Administrative Code Title 5, § 51023.7, as adopted by the Board of Governors of the California Community Colleges**

(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.

**California Administrative Code Title 5, § 53200, as adopted by the Board of Governors of the California Community Colleges**

**Definitions**

(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.

**California Administrative Code Title 5, § 53203, as adopted by the Board of Governors of the California Community Colleges**

(a) The governing board of a community college district shall adopt policies for appropriate delegation of authority and responsibility to its college and/or district academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters. This requirement to consult collegially shall not limit other rights and responsibilities of the academic senate, which are specifically provided in statute or other Board of Governors regulations.

(b) In adopting the policies and procedures described in Subsection (a), the governing board or its designees shall consult collegially with representatives of the academic senate.

(c) While in the process of consulting collegially, the academic senate shall retain the right to meet with or to appear before the governing board with respect to the views, recommendations, or proposals of the senate. In addition, after consultation with the administration of the college and/or district, the academic senate may present its views and recommendations to the governing board.

(d) The governing board of a district shall adopt procedures for responding to recommendations of the academic senate that incorporate the following:

(1) in instances where the governing board elects to rely primarily upon the advice and judgment of the academic senate, the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate.

(2) in instances where the governing board elects to provide for mutual agreement with the academic senate, and agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

(e) An academic senate may assume such responsibilities and perform such functions as may be delegated to it by the governing board of the district pursuant to Subsection (a).

(f) The appointment of faculty members to serve on college or district committees, task forces, or other groups dealing with academic and professional matters, shall be made, after consultation with the chief executive officer or his or her designee, by the academic senate.

Notwithstanding this Subsection, the collective bargaining representative may seek to appoint faculty members to committees, task forces, or other groups.

### **3. Accreditation Standards for Effective Participation in College Governance**

#### **Standard IV: Leadership and Governance**

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

#### **IVA: Decision-Making Roles and Processes**

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IVA.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

IVA.2 The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special purpose bodies.

IVA.2a Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

IVA.2b The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

IVA.3 Through established governance structures, processes, and practices, the

governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

#### **4. AB 1725 - Governance**

Chapter 973, Statutes of 1988) enacted a new structure of community college governance by taking initial steps to create a postsecondary governance structure through strengthening the role of faculty.

With respect to faculty roles in governance, one of the ongoing responsibilities of the Board of Governors provided in the AB1725 delineation of functions is to establish:

...the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards (Education Code Section 70901.

The district governing boards are charged to "establish procedures not inconsistent with minimum standards established by the Board of Governors" to implement those various roles of faculty. (Education Code Section 70902(b) (7).

As an implementation activity, AB 1725 also requires the Board of governors to develop policies and guidelines of strengthening the role of the academic senate with regard to the determination and administration of academic and professional standards, course approval and curricula, and other academic matters. (Chapter 973, section 61(a)).

Title 5 Section 53205 of the California Administrative Code (CAC) requires a local governing board to consult collegially with representatives of the academic senate when adopting policies and procedures on academic and professional matters.

Title 5 Section 532 defines academic and professional matters as including 11 specified "policy development and implementation matters."

The 11 specified items are:

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. Process for program review.
10. Processes for institutional planning and budget development.
11. Any other district and college policy, procedure or related matter that the district governing board determines will have a significant effect on students.

“Consult collegially” means that the district governing board shall develop policies on academic and professional matters through either or both of the following:

1. Rely primarily on the advice and judgment of the academic senate or
2. The district governing board, or its designees, and the academic senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

## **5. Senate Bill No. 235, Chapter 799**

An act to add Section 70901.2 to the Education Code, relating to community colleges. [Approved by Governor October 12, 2001. Filed with Secretary of State October 13, 2001.]

### **SB 235, Vasconcellos. Community colleges: classified staff representatives.**

1. Existing law establishes the California Community Colleges under the administration of the Board of Governors of the California Community Colleges. Existing law authorizes the establishment of community college governing boards, and authorizes these districts to provide instruction at community college campuses throughout the state. Existing law also establishes a procedure for the selection of an exclusive representative of employees of a community college district to meet and negotiate with an employer on matters within the scope of representation.

This bill would require that, notwithstanding any other provision of law, when a classified staff representative is to serve on a college or district task force, committee, or other governance group, the exclusive representative of the classified employees of that college or district appoint the representative for the respective bargaining unit members. This bill would authorize a local governing board to consult with other organizations of classified employees on shared governance issues, as specified. The bill would require the governing board of the community college district to determine a process for the selection of a classified staff representative in a situation where no exclusive representative exists. The imposition of this requirement of the governing boards of community college districts would impose a state-mandated local program.

2. The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provision establish procedures for making that reimbursement including the creation of a State Mandates Claims Fund to pay the costs of mandates that do not exceed \$1,000,000 statewide and other procedures for claims whose statewide costs exceed \$1,000,000.

## 6. Board Policies: State Center Community College District

### Board Policy 2510 Participation in Local Decision-Making

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

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

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

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

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



## **Part 7 - Glossary of Terms**

### **Board Policy: As taken from the Administrative Regulations at SCCCD - Policy and Administrative Regulations**

The Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction. The policies have been written to be consistent with provisions of law pertinent to their job responsibilities.

Policies of the Board may be adopted, revised, added to, or amended at any regular board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended.

Administrative regulations are to be issued by the Chancellor as statements of method to be used in implementing Board Policy. Such administrative regulations shall be consistent with the intent of Board Policy. Administrative regulations may be revised as deemed necessary by the Chancellor. The Board does not adopt administrative regulations unless specially requested to do so by the Chancellor, however, it reserves the right to review them. The Chancellor shall, biennially, provide each member of the Board with copies of the administrative regulations or any revisions since the last time they were provided. The Board reserves the right to direct revisions of the administrative regulations should they, in the Board's judgment, is inconsistent with the Board's own policies.

Copies of all policies and administrative regulations shall be readily available to District employees through the Chancellor.

Rules of the system to solve conflicts and adopt decisions; structures of authority and collaboration to allocate resources and coordinate activity. Included are the relationships among the various stakeholders.

#### **Charge:**

To lay on or impose, as a task, duty, or trust; to command, instruct, or exhort with authority. A task that has been assigned to a person or group; a formal statement of a command or injunction to do something.

#### **Collective Bargaining:**

The negotiation between organized workers and their employer or employers to determine wages, hours, rules, and working conditions.

#### **Concern:**

A matter that engages a person's attention, interest, or care, or that affects a person's welfare or working conditions.

**Consensus Decision-Making:**

Usually involves collaboration, rather than compromise. Instead of one opinion being adopted by a plurality, stakeholders are brought together through facilitation until a convergent decision is developed. This method requires a focus on working together to achieve a willing consent from stakeholders.

**Constituent Groups:**

The membership of the College Governance Review Committee represents all the constituencies and includes the college president, two administrators, three classified professionals, three faculty, and three students. The constituencies are administration, classified professionals, faculty, and students and their corresponding constituent groups are the President’s Cabinet, the Classified Senate and the Classified School Employees’ Union (CSEA), the Academic Senate and the American Federation of Teachers, and the Associated Student Government.

**Consult Collegially:**

According to Title 5, requires the district governing board to develop policies on academic and professional matters through either or both of the following: 1) rely primarily upon the advice and judgment of the academic senate, or 2) the governing board, or its designees, and the academic senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

**Documentation:**

The creation and/or collection of documents, which provide evidence for future reference.

**Due Process:**

An established course for judicial proceedings or other governmental activities designed to safeguard the legal rights of the individual.

**Educational Master Plan:**

A blueprint for the College’s future that takes into account its history, core values, mission and vision, internal and external environments, constituency group input and program review. It establishes a clear direction for the college and its individual plans for programs and is the primary resource for decision-making.

**FCC Advisory Committees:**

FCC committees whose duties are to review, prioritize, and recommend Action Plans, which impact their areas of responsibility.

**Goal:**

A broad statement of what is to be accomplished. It is derived and synthesized from the sum total of activity and analysis of external and internal factors, performance on key indicators, and an analysis of district goals. Refer to Strategic Planning Council for current goals.

**Governance Relationship:**

Discussion of the various constituency groups compromised within the campus and the interaction on the various Strategic Planning Committees (SPC) and the SPC process. The relationship among classified professionals, CSEA, AFT, management, and Academic Senate.

**Mission:**

Fresno City College is a comprehensive community college offering innovative, instructional programs in anticipation of and responsive to the life-long learning needs of our diverse population. Fresno City College provides a wide variety of quality services to support student success by engaging our students in achieving their educational goals. Moreover, we are dedicated to working collaboratively with our community to enhance the economic and social development of the region.

**Objective:**

Specific results or effects of a program's activities that must be achieved in pursuing the program's ultimate goals. A statement of how a goal will be accomplished. An objective has a definable and measurable end result.

**Oversight:**

Watchful care; committee review of the activities by overseeing the performance or operation of a group.

**Participatory Governance:**

The process of enabling constituencies, through consultation, to participate in decision-making. Describes the relationship between the administration and faculty/staff/students in which the faculty/staff/students participate in giving direction and advice to the college administration on important policy decisions. Participatory governance is the set of practices under which the college faculty, staff, and students participate in significant decisions about the operation of the institution.

**Standing Committees**

FCC permanent committees intended to consider all matters pertaining to a designated subject. These committees meet on a regular basis to conduct ongoing business. They differ from ad-hoc committees in that they do not dissolve once a task is completed.

**Strategic Planning:**

The purpose of Strategic Planning is to promote, coordinate, and oversee the planning across the College. It attempts to link the College's programs and services with its mission, vision, community needs, and its resources. In meeting the challenges of external as well as the internal environment, it strives to display and foster strategic thinking, timely action, and adequate communication.

**Timelines:**

Any chronological summary or listings of historical or planned events: a chart, table, etc. of historical dates and events in chronological order, typically including summaries and illustrations.

**Vision:**

Fresno City College is a premier learning institution that strives to prepare the members of our community to meet the challenges of an increasingly complex global environment.