What's the difference between "governance" and "managerial/ operational functions?"

Governance involves providing input on the development and review of policies, processes, and practices. Managerial and operational functions, in contrast, involve the day-to-day implementation of those processes and practices. These day-to-day operations are conducted within each of the district's organizational units. These units include:

- The Office of the Superintendent/President, which the President oversees;
- The Office of Academic Affairs, led by the Vice President of Instruction;
- Student Affairs, led by the Vice President of Student Affairs;
- Administrative Services, led by the Vice President of Administrative Services;
- Information Technology, led by the Vice President of Information Technology;
- Advancement, led by the Vice President of Advancement/Executive Director, Hartnell College Foundation;
- Institutional Equity, Effectiveness, and Success, led by the Vice President of Institutional Equity, Effectiveness, and Success; and;
- Marketing and Communications, led by the Director of Marketing and Communications.

As the college's Chief Executive Officer, the superintendent/president works in coordination with their direct reports to engage in the planning and operations of the college. Each of the vice presidents works with other administrators, faculty, and classified personnel to carry out their respective functions. All of the superintendent/president's direct reports meet together as the President's Cabinet.

Some of the organizational groups have leadership teams that meet to discuss and act on operational issues within their purview. For example, the Vice President of Instruction meets with the Academic Affairs Deans, and the Vice President of Student Affairs meets with the Student Affairs Leadership Team (SALT).

Table 1 identifies some examples of the distinction between the role that governance entities play, and how managerial and operational units engage in the implementation of the decisions made via the governance process.

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Table 1: Governance vs. Managerial/ Operational Functions

	Governance function	Managerial/operational function
Academic Affairs	Reviewing and revising Board Policies (4000 series); establishing processes for program review*	Developing the course schedule; making faculty teaching assignments; engaging in the day-to-day management of area budgets
Student Affairs	Reviewing and revising Board Policies (5000 series); establishing student codes of conduct; ** approving student fees**	Overseeing the evaluation of student programs and services; engaging in day-to-day management of area budgets
Institutional Resources	Developing a set of policies and processes for reviewing resource requests from the General Fund, after salaries and benefits are accounted for*	Engaging in the day-to-day decision-making regarding the use of resources, in line with college policies and processes; engaging in day-to-day business office processes, including payroll, purchasing, handling reimbursements, and processing travel authorization paperwork
Institutional Research	Developing and approving institutional goals, KPIs, and targets; reviewing and approving the district's annual research and data plan	Implementing the district's research and data plan; fulfilling day-to-day research requests; developing data dashboards and other tools

Professional Development	Developing policies identifying the kinds of individual professional development activities that are appropriate in fulfilling contractually obligated flex hours*	Managing the planning, scheduling, and logistics of professional development workshops, adhering to established college policies
Technology	Developing policies on the use of technology in teaching and learning. Reviewing and approving the Technology Master Plan.	Managing implementation of technology tools; providing trainings to end users; reviewing effectiveness of the tool
Equity	Reviewing and approving the three-year Student Equity Plan; receiving information about Student Equity and Achievement funds and how they align with equity priorities	Implementing efforts designed to close equity gaps; engaging in day-to-day management of the SEA funds
Human Resources	Review and approve the district's EEO plan; developing a process for prioritizing full-time faculty hires*	Implementing the district's EEO plan; managing the selection process for new hires

*Item is under the 10+1 purview of the Academic Senate.
**Item is under the 9+1 purview of the Student Senate.

Academic Senate 10+1

HCCD BP 2510 establishes the legislated requirement for the Board of Trustees, through the Superintendent/President, to consult collegially with the Academic Senate on academic and professional matters, known as the "10+1." Those matters, listed in AP 2510, and also codified Title 5 § 53200 (c), include the 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
11. Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

Recommendations from the Academic Senate in the eleven areas listed above will normally be accepted and only in exceptional circumstances and for compelling reasons will the recommendation not be accepted. If a recommendation is not accepted, the Board of Trustees through the superintendent/president, upon request of the Academic Senate, shall promptly communicate its reasons in writing to the Academic Senate.

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ASHC 9+1

HCCD AP 2510 establishes the following areas that may have a significant effect on students:

1. Grading policies.
2. Codes of student conduct.
3. Academic disciplinary policies.
4. Curriculum development.
5. Courses or programs that should be initiated or discontinued.
6. Processes for institutional planning and budget development.
7. Standards and policies regarding student preparation and success.
8. Student services planning and development.
9. Student fees within the authority of the district to adopt.
10. Any other district and college policy, procedure, or related matter the board determines have or will have a significant effect on students.

Per AP 2510 and Title 5 § 51023.7, except in unforeseeable, emergency situations, administrators and the board shall not act 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.

Staff

Per AP 2510 and Title 5 § Section 51023.5 Staff (includes classified employees, confidential employees, and administrators) 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 staff will be given every reasonable consideration.

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