GOVERNANCE ORIENTATION

Willard Lewallen
Superintendent/President

October 12, 2018
A Little Bit of History—The CCC Mission

1988

- AB 1725 (Vasconcellos) sets the following mission priorities:
  - Lower Division Arts and Sciences
  - Vocational and Occupational Fields
  - Remedial Instruction
  - Adult Noncredit Education
  - Community Service Courses and Programs
AB1725: Redefining Our System

What did AB 1725 do?

- Funding system changed
- Mission priorities set
- Established faculty qualifications, tenure periods, evaluation processes
- Set goal of 75% full-time faculty
- Funding for professional development
- Diversity goals set
- Delineated governance and decision-making
Participatory Governance

“... not a simple process to implement – goodwill, thoughtful people, a willingness to take risks and the ability to admit problems exist – can go far toward establishing a positive environment...

The central objective should be creation of a climate where energy is devoted to solving crucial educational tasks and not to turf battles over governance.”

CCCT/CEOCCC Policy Paper, December 1989
Title 5 Terminology: Effective Participation

Participating effectively in district and college governance is shared involvement in the decision-making process.

- It does not imply total agreement;
- The same level of involvement by all is not required; and
- Final decisions rest with the board.
Benefits and Values of Our Governance System

- Expertise and analytical skills of many
- Understanding of objective/decisions
- Commitment to implementation
- Leadership opportunities
- Promotion of trust and cooperation
- Opportunities for conflict resolution
- Less dissent
Challenges of Our Governance System

- Participation by individuals with limited expertise
- Time away from other duties
- Can require considerable time for decision
- Shared accountability
- Differing expectations and understanding
- Potential conflict if board/designee rejects recommendation
The Law—Education Code

Board of Governors shall establish "minimum standards" and local governing boards shall "establish procedures not inconsistent" with those standards to ensure the following:

- Faculty, staff and students the right to participate effectively in district and college governance

- The right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

Education Code Sections 70901 and 70902
BP/AP 2510
Participation in Local Decision-Making
Academic Senate Role in Collegial Governance for Academic and Professional Matters (10 +1)

1. Curriculum, including establishing prerequisites and placing courses within the disciplines.

2. Degree and certificate requirements.

3. Grading policies.

4. Educational program development.

5. Standards or policies regarding student preparation and success.
Academic Senate Role in Collegial Governance for Academic and Professional Matters

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. Establishing 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 mutually agreed upon between the Board of Trustees and the Academic Senate.
Administrator Role in Collegial Governance

A. Recommend appointment of administrators to serve on governance committees.

B. Serve in an advisory role to the superintendent/president.

C. Make recommendations to the superintendent/president on actions by governance committees related to board policies and administrative procedures that have been routed to administrators.

D. Make recommendations to the superintendent/president on district budgets.

E. Make recommendations to the superintendent/president on district operations, plans, policies and procedures.

F. Promote the appropriate inclusion of students, faculty, and staff in making recommendations to the superintendent/president.

G. Serve as a resource to the superintendent/president, the Board of Trustees, and district faculty and staff.
Classified Employees Role in Collegial Governance

Pursuant to Title 5, Section 51023.5, classified employees are to be included in all governance and advisory committees of the college when a college or district task force, committee, or other governance group, is used to deal with issues which have been determined to significantly affect staff. Individuals who represent CSEA or L-39 in collegial governance shall be recommended by the leadership of these groups. Classified employees will have an opportunity to provide input into all board policies and administrative procedures that are reviewed through the District’s process for review of board policies and administrative procedures.
Confidential Employees Role in Collegial Governance

Confidential employees shall be provided with opportunities to participate effectively in the formulation and development of policies and procedures that have a significant effect on them. The opinions and recommendations of confidential employees will be given every reasonable consideration.
Student Participation in Collegial Governance

In accordance with Title 5, section 51023.7, of the California Code of Regulations, the Hartnell Community College District Board of Trustees affirms the role of students in the collegial governance process. The board recognizes the Associated Students Hartnell College (ASHC) as the representative body authorized to make recommendations to the administrators and the Board of Trustees on policies and procedures of the college that have or will have a significant effect on students. This right shall include the opportunity to participate in processes for jointly developing recommendations on policies and procedures under which the college is governed and administered and that have or will have a significant effect on students.
Governance at Hartnell College

Hartnell College Governance and Decision-Making Model

COUNCILS & PLANNING GROUPS
- Academic Affairs Council
- Academic Senate
- Accreditation Council
- Administrative Services Council
- Advancement Council
- Facilities Development Council
- Student Affairs Council
- Technology Development Council
- Other Committees and Workgroups

Recommendations
- Policies
- Procedures
- Actions
- Plans/Initiatives
- Resources
- Allocation

Communication of decisions and implementation of plans, actions, resource allocation, policies and procedures to employees, students, constituencies, community, and/or other groups. Evaluation of the effectiveness of plans, actions, policies, and procedures.

Adopted by Governance Planning Task Force
2016-05-13, rev 2016-09-02

Note: Some recommendations require BOT approval.
Governance Councils

- Governance and Decision-Making Model
- Academic Affairs
- Academic Senate
- Accreditation
- Administrative Services
- Advancement
- College Planning
- Facilities Development
- Institutional Effectiveness
- Student Affairs
- Advisory Research Group (ARG)
- Technology Development

Discontinued May 2017 (College Planning Council modified to incorporate)

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Money Monday Lab
Governance at Hartnell College

- College Planning Council
  - Agendas, Minutes and Documents
  - Council Handbook
  - Council Members
  - Documents
  - Resources

GROWING LEADERS Opportunity, Engagement, Achievement. www.hartnell.edu
### Agendas, Minutes, and Documents

<table>
<thead>
<tr>
<th>DATE/TIME/LOCATION</th>
<th>AGENDAS</th>
<th>MINUTES AND HIGHLIGHTS</th>
<th>DOCUMENTS</th>
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<td>Highlights</td>
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- Proposed Addition – CPC Handbook
- Establishment of CI Process Task Forces
- Task forces and Presentation
- New Funding Formula
- Example of funding formula
- College Re-Design Organizational Structure
- PPA – Office of the Superintendent/President Budget Update
- Completion of Program Planning & Assessments
- Completion of Program Planning Assessments
• MEMBERSHIP (and terms of service)
• MEMBER RESPONSIBILITY AND EXPECTATIONS FOR PARTICIPATING IN GOVERNANCE
• PURPOSE
• COUNCIL RESPONSIBILITIES
MEMBER RESPONSIBILITY AND EXPECTATIONS FOR PARTICIPATING IN GOVERNANCE

• Council members are responsible for keeping their constituent groups informed about Council actions and matters under review and consideration.

• Council members commit to representing and working toward the best interests of all students, the college, and the community, although each member is encouraged to interact with and express the viewpoints of his/her constituent group.

• Council members commit to preparing in advance of meetings, and to participating fully in Council meetings.

• Council members commit to engaging in civil and respectful discussion, debate, and deliberation.

• Council members commit to working toward consensus in Council deliberations prior to taking action. Council members reserve their right to cast an independent vote.

• Council members commit to supporting all actions taken by the Council, regardless of the viewpoint each member may individually hold or express on any specific issue or action item.
### EXAMPLE OF GOVERNANCE PROCESS IN ACTION

<table>
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<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>December 2017 – January 2018</td>
<td>Employee and student survey of current vision, mission and values statements, including an opportunity to provided suggestions for improving vision, mission and values statements.</td>
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<td>February 2018</td>
<td>Results of survey reviewed by College Planning Council and an Ad Hoc Committee was formed to further evaluate the survey results and to bring back to the CPC any recommended changes to vision, mission, and values statements.</td>
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<td>February – March 2018</td>
<td>Ad Hoc Committee met.</td>
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<td>March 21, 2018</td>
<td>Ad Hoc Committee presented its recommended revisions to College Planning Council. Members of College Planning Council provided additional recommendations for revisions.</td>
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<tr>
<td>April 4, 2018</td>
<td>College Planning Council recommended approval of revised vision, mission, and values statements.</td>
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<td>April 17, 2018</td>
<td>First reading by governing board.</td>
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### EXAMPLE OF GOVERNANCE PROCESS IN ACTION

**AP 2410  Board Policies and Administrative Procedures**

**Reference:** Education Code Section 70902; Accreditation Standard I.B.7; I.C.5; IV.C.7; and IV.D.4

**PROCEDURE FOR REVIEW AND APPROVAL OF BOARD POLICIES AND ADMINISTRATIVE PROCEDURES**

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- **1.** BP/AP distributed to constituent groups from the supt/pres office.
- **2.** Constituent groups review BP/AP and provide input; return tracking form with recommended action to supt/pres office.
- **3.** Council will review input from constituent groups; return tracking form with recommended action to supt/pres office.
- **4.** Superintendent/president will submit the BP/AP to the Board of Trustees for a first reading.
- **5.** Supt/pres will recommend approval of BP to Board of Trustees on second reading; APs will be approved by the supt/pres.
- **6.** After Board of Trustee approval, the BP will be posted on the college website. After superintendent/president approval, the AP will be posted on the college website.