



NORCO
COLLEGE

CONSTITUENCY ROLES IN PARTICIPATORY GOVERNANCE

ISPC
DEC 14, 2020

Overall Approach

A stylized, geometric illustration of a horse's head in shades of red and maroon, positioned in the upper right corner of the slide.

- We want Norco College to be the best it can be.
- We respect, hear, and value all voices.
- We are responding to the suggestions and recommendations from Classified Professionals.
- There is a natural, human response to want to support all recommendations offered, but we need to pause and define our given roles.
- We uphold the roles that we all signed up for.

SPGM Draft I Feedback Received & Appreciated

- **Terminology**
 - Staff vs Classified Professionals
- **Amendment Process**
 - Added into evaluation cycle (procedure #6) and into IEGC scope

Amending the SPGM



Evaluation of the Planning & Decision-Making Process.

Procedure #6:

Assessment of the Evaluation Procedures & Governance Structure: Every odd year in spring, the Institutional Effectiveness & Governance Council shall assess and review the aforementioned five evaluation procedures and associated processes (e.g. chartering process, KPI metrics, governance structure, and EMP objective assignments) to determine if any improvements or changes are necessary in order to improve effectiveness. This includes edits/enhancement suggestions to the Strategic Planning & Governance Manual itself.

It was also added into the IEGC's Scope/Goals:

“Coordinate the development, review and evaluation of the Strategic Plan and Governance Manual, Student Equity Plan, marketing and communications plans. Evaluate and recommend updates/amendments to the SPGM.”

Additional amendment language is also being added into Chapter 1 of the SPGM

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- Appeals Process

Appeals Process of Committee/Council Decisions

(2013 procedure updated and added into SPGM Chapter 7)

The Appeals process is used in a situation in which a faculty, staff, or administrator believes that the strategic process was not followed in arriving at a decision.

1. An ad hoc committee of the College Council co-chairs convenes. If one of the co-chairs was involved in the governance entity in question, a designee will be appointed by another co-chair to serve on the appeals committee. The appeals committee will be comprised of one administrator, one faculty, and one classified professional.
2. The petitioner provides a report to the co-chairs (or their designee(s)) with a written document outlining their appeal of the process.
3. Co-Chairs of the Council/Committee in question provide a (rebuttal) report to chairs of College Council outlining the process used in making the decision and the reasoning for the decision made.
4. The Co-Chairs of College Council will review the process that was followed in the course of the council/committee's decision and make a determination for a resolution and report back to both parties.
5. If a petitioner submits an appeal pertaining to a decision made by the College Council, the president shall appoint three co-chairs (staff, faculty, and administrator) from three separate and unrelated councils/committees to implement the process noted above.
6. The final determination/recommendation will be given to the President for a final decision.

Note: The appeals process reviews the process of the council/committee during the course of its evaluation of a proposal. It does not re-evaluate the content of the proposal itself. Council/committee decisions will only be overturned on the bases of errors in the process. Content appeals should be directed to the respective council/committee.

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- Clarification of exclusive representation



CLARIFICATION of EXCLUSIVE REPRESENTATION

The regulations address participation of staff on shared governance committees at 5 Cal.Code Regs. § 51023.5(a)(7) as follows:

The selection of staff representatives to serve on college and district task forces, committees, or other governance groups shall, when required by law, be made by those councils, committees, employee organizations, or other staff groups **that the governing board has officially recognized** in its policies and procedures for staff participation. In all other instances, the selection shall either be made by, or in consultation with, such staff groups. In all cases, representatives shall be selected from the category that they represent.

SB 235 added Section 70901.2 to the Education Code effective January 1, 2002. It provides, in relevant part, as follows:

(a) 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 classified employees of that college or district shall appoint the representative for the respective bargaining unit members. **The exclusive representative of the classified employees and the local governing board may mutually agree to an alternative appointment process through a memorandum of understanding.** A local governing board may consult with other organizations of classified employees on shared governance issues that are outside the scope of bargaining.

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- **Crosswalk with Core Commitments**

SPGM Crosswalk with Core Commitments

Norco College Strategic Planning and Governance Manual Core Commitments Alignment

Access: Providing open admissions and comprehensive educational opportunities for all students.

- Educational Master Plan-2030 Goal 1: (Access) Expand college access by increasing both headcount and FTES.
 - College Plan Alignment
 - EMP Objective Alignment
 - Academic Council Goal
 - Student Support Council Goal
- Provide and protect access to the educational
- Internal Scan
- Analysis of Key Performance Indicators and T

Equity: Engineering and sustaining an environment where proportionate outcomes.

- Educational Master Plan-2030 Goal 3: (Equity)
 - College Plan Alignment
 - Environmental Scan
 - Internal Scan
- Analysis of Key Performance Indicators and T
- ISER Quality Focus Essay (QFE) Projects

Student Success: Being an institution that places high value in and outside of the classroom and where meeting student programs and services.

- Educational Master Plan 2030 Goal 2: (Success)
 - Internal Scan
 - State Goal Alignment
 - Analysis of Key Performance Indicators and T
 - ISER Quality Focus Essay (QFE) Projects
 - Program Review and resource allocation pro

Expertise: Committing to ongoing improvement of teaching and institutional effectiveness and integrated planning and ongoing development and continuous improvement

- Educational Master Plan 2030 Goal 8: (Effectiveness) Assignments of EMP objectives to specific college
- Roles of College Constituencies
- College Councils / Committees
 - membership
- Participation on workgroups, project teams, e

Mutual Respect: Belief in the personal dignity and full potential of every individual and in fostering positive human values in the classroom and in all interactions.

- Educational Master Plan 2030 Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture.
- Use of the term Classified Professionals throughout
- Protect human dignity and freedom of expression assure that all are respected as individuals.
- Background and Framework of Governance
 - Ground Rules for Civility
- Principles for Ethical Behavior in Decision-Ma
- Decision-making processes will be made by d
- Chartering Template – expectations for Chair

Collegiality: Being a supportive community that is distinguished by respect, humor and enjoyment of work are expected

- Educational Master Plan 2030 Goal 9: (Work) comprehensive college and develop/sustain
- Use care and integrity in managing confidential credit for accomplishments.
- Facilitate a climate of collegiality, transparency
- Background and Framework of Governance
- Explanation of, and respect for, the Roles of C
- Decision-making processes by consensus where

Inclusiveness: Embracing diversity in all its forms — global that encourages a variety of perspectives and opinions

- Encourage open dialogue and positive contributions to participate in the governance process.
- Provide accurate, objective, and clear information interests of students, employees, Norco Colle
- Background and Framework of Governance
- Principles for Governance
- Co-Chairs in college councils/ committees (ex
- College councils and committee's membership
- Decision-Making Process includes participative
- Appeals Process of Committee/Council Decis
- College meetings calendared during college h
- constituencies including students.

Integrity: Maintaining an open, honest, and ethical environment

- Principles for Ethical Behavior in Decision-Ma
- Background and Framework of Governance

Quality: Achieving excellence in the broad range of academic programs and services provided to students and to the community, fostering an environment of inquiry, learning and culture, and providing professional development opportunities for faculty and staff.

- Roles of College Constituencies
- Foster openness and courtesy by encouraging and maintaining communication consistent with Norco College's organizational and administrative protocols.
- Strategic Planning entities to post charters online visibly & transparently
- Evaluation of the Planning and Decision-Making Process
- Educational Master Plan 2030 Goal 4: (Professional Development) Implement Professional Development around Guided Path- ways and equity framework; foster a culture of ongoing improvement.
- Educational Master Plans 2030 Goal 7: (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.
- Abide by established college and district policies and procedures and act within applicable laws, codes, regulations (cited throughout SPGM), and Roberts Rules of Order procedures.
- Environmental Scan
- ISER Improvement Plans
- ISER Quality Focus Essay (QFE) Projects
- EMP goal alignment with other college, district, and state plans
- Program Review process which includes goal-setting and focus on student learning

Environmental Stewardship: Being mindful of the impact we have on the environment, as individuals and community, and fostering environmental responsibility among our students.

- Environmental Scan
- Act as stewards of the campus, protecting and providing for its environmental sustainability and beauty through conscientious conduct.
- Educational Master Plan 2030 Goal 10: (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and t

Innovation: Valuing creative solutions and continuing to seek inventive ways to improve instruction and to students and to the community.

- Educational Master Plan 2030 Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to ongoing development and continuous improvement as we become a comprehensive college
- Educational Master Plan 2030 Goal 11: (Operations) Implement professional, intuitive, technology enhanced systems.
- Educational Master Plan 2030 Goal 12: (Resources) Develop innovative and diversified build and sustain a comprehensive college and achieve our visionary goals.

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- Clarification of exclusive representation
- Crosswalk with Core Commitments
- **Over 90% of redline edits in SPGM Draft I provided by Classified Professionals added and incorporated**
(Including CSEA's Committee Appointment Process, additional citations and clarifications; terminology changes, language re: roles of constituencies, excluding recognition of a Classified Senate.)



NORCO
COLLEGE

“SHARED” VS. “PARTICIPATORY” GOVERNANCE



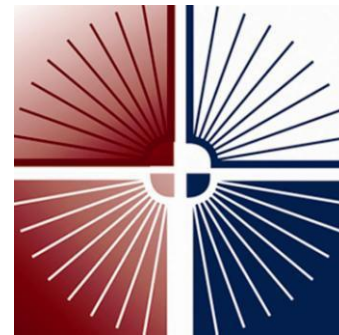
Participating Effectively in District and College Governance

The Law, Regulation and Guidelines



ACADEMIC SENATE
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for California Community Colleges

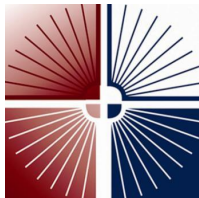


Community College League
OF CALIFORNIA

Definition

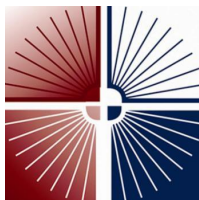
Participating effectively in district and college governance is shared involvement in the decision-making process.

- It does not imply total agreement;
- The same level of involvement by all is not required; and
- Final decisions rest with the board or designee (President).



Value of Participatory Governance

- 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



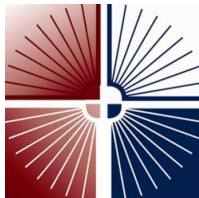
Participatory Governance

“ 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



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The Law

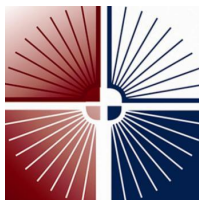
Board of Governors shall establish "minimum standards" and local governing boards shall "establish procedures not inconsistent" with those standards to ensure:

- Faculty, staff and students the right to participate effectively in district and college governance and
- 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](#)



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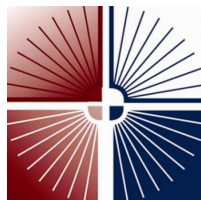


Regulation: Academic Senates

- (a) The governing board shall adopt policies for appropriate delegation of authority and responsibility to its academic senate.

...providing at a minimum the governing board or its designees consult collegially with the academic senate when adopting policies and procedures on academic and professional matters.

[Title 5 §53203](#)

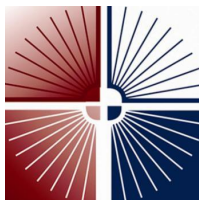


Regulation: Academic Senates

Academic and professional matters means the following policy development and implementation matters:

1. Degree and certificate requirements
2. Curriculum, including establishing prerequisites and placing courses within disciplines
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 mutually agreed upon between the governing board and the academic senate.

Title 5 §53200-53206 and [RCCD Board Policy 2005](#)



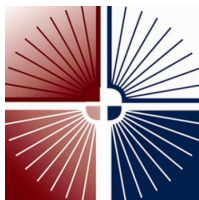
Regulation: Academic Senates

"Consult collegially" means:

Relying primarily upon the advice and judgment of the academic senate; or

Reaching mutual agreement between the governing board/designee and representatives of the academic senate.

[Title 5 §53203](#) and RCCD [BP2005](#)



Regulation: Academic Senates

In our district, the Board of Trustees have identified items 1-5 and 8 as “**primarily rely**” and 6-7 and 9-11 as “**mutually agree**” ([BP2005](#)). “Primarily rely” items are generally accepted by the Board of Trustees without discussion, whereas “mutually agree” items require ongoing dialog. The Board of Trustees is the ultimate governing body of the District, and their decisions are final.

Primarily Rely	Mutually Agree
<ul style="list-style-type: none">• Curriculum	<ul style="list-style-type: none">• Governance structures
<ul style="list-style-type: none">• Degree and certificates	<ul style="list-style-type: none">• Accreditation
<ul style="list-style-type: none">• Grading	<ul style="list-style-type: none">• Program review
<ul style="list-style-type: none">• Program development	<ul style="list-style-type: none">• Institutional planning and budget
<ul style="list-style-type: none">• Student preparation and success	<ul style="list-style-type: none">• Other academic and professional matters
<ul style="list-style-type: none">• Professional development	

Regulation: Academic Senates



“Examples of ‘institutional planning and budget development’ include: development of educational master plan and college planning structures, development of institutional budget priorities, policies for how the budget will be developed. Note that this item involves the policies for budget and planning, not line-item budget allocation.”

- ASCCC Training Course for Participatory Governance

“In this, it is clarified that the 10+1 item “processes for institutional planning and budget development” is for all institutional plans and governance. Thus, planning and governance is a 10+1 item.”

-Participating Effectively in District and College Governance

The Academic Senate for California Community Colleges and The Community College League of California

Adopted Fall 1998

Regulation: Academic Senates



The 10+1 areas of "academic and professional matters" do not just happen within Academic Senate meetings nor solely within standing committees of the Academic Senate.

They happen here in ISPC also. Because we are an academic institution, the bulk of our institutional planning involves 10+1 areas.

Effective Participation



“Many board policies or regulations on district governance deal not just with the academic senate but also with the roles in consultation of staff and students under the heading of “shared governance.” Such an inclusive structure for a policy may be logical, as Education Code and Title 5 mandate that faculty, staff, and students all have a role in institutional decision-making. However, while all constituent groups are guaranteed under Education Code Section 70902 (b) (7) the rights to “express their opinions” and to “participate effectively,” the academic senate is provided a much stronger role and greater responsibilities that should not be compromised or diminished under board policy or district practice in the name of inclusivity. In this sense, **while the term “shared governance” has long been a favorite rallying cry of faculty, it may in some cases be used in ways detrimental to academic senate purview. Local academic senates must ensure that while all voices are respected and included, the roles and responsibilities granted to the academic senate under Education Code and Title 5 are appropriately respected.** Local policies and processes must indicate that when decisions are made regarding academic and professional matters, the voices of other constituent groups are considered but the final recommendation is developed by the academic senate or by the senate and the college or district administration as appropriate.”

The Legal Basis for Academic Senates and Collegial Consultation: Who We Are and What We Do

- John Stankas,
ASCCC President
- Dolores Davison,
ASCCC Vice President

**2019 Faculty
Leadership Institute**

**June 13-15,
Sacramento**



ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

Shared Governance vs. Collegial Consultation

“Shared governance” is not a term that appears in law or regulation. Education Code §70902(b)(7) calls on the Board of Governors to enact regulations to “ensure faculty, staff, and students...the right to participate effectively in district and college governance” and, further, to ensure “the right of **academic senates** to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.”*

Consequently, the more precise terms call for the governing board to assure **effective participation** of staff and students** and to **consult collegially with academic senates**.

* From *Participating Effectively in District and College Governance*, ASCCC/CCLC, Fall 1998

** See Title 5 sections 51023.5 and 51023.7, respectively

Regulation: Administration



The College Administration is the primary constituent group for the formulation and development of college policies and procedures.

- [Education Code § 87002 \(b\)](#) gives educational administrators “**responsibility** for supervising the operation of or formulating policy regarding the instructional or student services program of the college or district.”
- [Accreditation Standard IV.A.3](#) states that administrators, “through policy and procedures, have a **substantive and clearly defined role** in institutional governance and exercise a substantial voice in institutional policies, planning, and budget in their areas of responsibility and expertise.”
- [Accreditation Standard IV.A.4](#) states that academic administrators, “through policy and procedures, and through well-defined structures, have **responsibility** for recommendations about curriculum and student learning programs and services.”

Regulation: Staff

- Governing boards adopt policies and procedures that provide staff opportunity to **participate effectively** in district and college governance.
 - formulation and development of policies and procedures, and
 - processes for jointly developing recommendations that have or will have a significant effect on staff.
- Board shall not take action on matters significantly affecting staff until the recommendations and opinions of staff are given every **reasonable consideration**.

[Title 5 §51023.5](#)

- When the staff has an established bargaining unit, such as the California School Employees Association (CSEA), it is given authority to select the members who will represent staff on committees.

[Education Code 70901.2\(a\)](#)

Shared Participatory Governance

A Position Paper
By

California Community Colleges Classified Senate (4CS)

"What is shared governance? Specifically, Education Code Section 70901(b) required the Board of Governors to adopt regulations setting "minimum standards governing procedures established by governing boards in 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 their opinions are given every reasonable consideration." shared governance, then, is a complex web of consultation and decision-making and responsibility that translates goals into district policy or action.

Currently it is widely agreed that the term "shared" governance is not truly descriptive of the process as the implementation intended. "Participatory" governance is more descriptive of the actual process. Ultimately liability continues to remain with the local governing board. Although the term "participatory" is replacing the term "shared" governance, we will, for clarity, use the original term in this position paper.

AB1725 (1988) and Title 5 of the California Education Code bring the force of law to the concept of shared governance. However, shared governance, as outlined in AB1725, is not a new concept. Title 5§53203 directs district boards to delegate authority and responsibility to district faculty, through their academic senates, in the shared governance process as it relates to academic and professional matters, i.e. curriculum, degree/certificate requirements, grading policies. AB 1725 also defined a role for student participation in governance. Title V of the Education Code was amended to ensure that students would have the opportunity to participate in college governance and to make recommendations concerning College policies and procedures that would have significant effect on participation in governance. [See: §10723.7] The 4CS applaud this action and strongly supports the role of student participation in governance.

In less detail, classified staff, referred to as "staff" are guaranteed the opportunity to provide input in all areas that affect staff. "... for staff participation in governance outside of the arena of collective bargaining." (Minimum Standards for Staff Participation in Governance, Board of Governors, California Community Colleges, September 13-14, 1990.) AB 1725 directs boards of faculty, students, and staff receive reasonable consideration, and ensure that the recommendations and opinions of faculty, students, and staff receive reasonable consideration. Moreover, it charges the faculty to assume a degree of responsibility and active participation in shared governance not previously exercised, and institutionalizes the roll of classified staff and students. Shared governance brings to institutions a total quality management model that includes all employees in the successful operation and accountability of that institution. This form of participatory government provides a unique model of governance that has resulted in the potential to serve institutions well.

Perhaps, in the beginning, the term "shared" governance created an atmosphere of expectation of greater control by all commitments. Perhaps it threatened those who had, up to that time, made unilateral decisions without adequate input and research. Whatever the case, in some institutions

Page 1 of 3

A Position Paper By California Community Colleges Classified Senate (4CS)

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A Position Paper By California Community Colleges Classified Senate (4CS)

“Shared governance has many definitions. There are a multitude of variations of governance structures and local policies. Each district has evolved individually in regards to shared governance. Some have evolved positively; some have stagnated, depending on their administration and leadership. There are also those districts that have struggled to understand and accept the participatory governance ideal or are struggling among their faculty, students, and staff to establish their roles. Shared governance has had its time to evolve - now it is time to revisit its successes and failures and to redefine and improve it. Using the term "participatory" rather than "shared" is a beginning step to clarify this difficult concept. ([p.2-3](#))

Regulation: Staff



Title 5 and California Education Code **do not** state that staff:

1) have an affirmative right to a particular form of direct, substantive participation in the construction of particular policy recommendations or

2) have the ability to determine the number of participants who may serve on the committees created to pursue these ends.

It is up to the administrative leads, in partnership with the leadership of the Academic Senate, to make these determinations, as they are the primary groups who formulate the policy recommendations.

Regulation: Students

- Governing boards adopt policies and procedures that provide students opportunity to **participate effectively** in district and college governance on formulation and development policies and procedures and processes for jointly developing recommendations that have or will have a significant effect on students.
- Boards shall not take action on a matter having a significant effect on students until recommendations and positions by students are given every **reasonable consideration**.

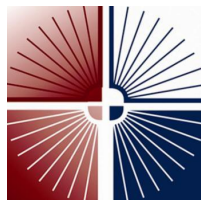
[Title 5 §51023.7](#)

- Student Associations (like ASNC) are empowered to select student members on committees/councils.

[Education Code Section 76060](#)



ACADEMIC SENATE
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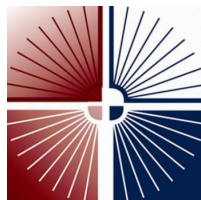


Regulation: Students

Polices and procedure that have a “significant effect on students” include:

- (1) grading polices
- (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 polices 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 that the district governing board determines will have a significant effect on students

Title 5 §51023.7



Staff & Students have the same Guarantee for Effective Participation

5 CCR § 51023.5

§ 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 nonmanagement 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.

Staff & Students have the same Guarantee for Effective Participation



5 CCR § 51023.7

§ 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.

Different Roles Regarding Institutional Planning & Governance

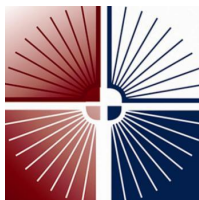
Faculty | Students | Staff | Administration

According to Law and Regulation

- ✓ Different *Levels* of Participation
- ✓ Different *Areas* of Participation
- ✓ Different *Consideration* of Recommendations



ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES



Different roles regarding Institutional Planning and Governance



- Administrators have responsibility and accountability for Institutional Planning and Governance
(is in job descriptions and used in evaluations)
- Faculty have responsibility and accountability for Institutional Planning and Governance
(is in job descriptions, the faculty contract, and institutional service is included in evaluations which may include governance)
- Students are guaranteed the right to participate. *No responsibility nor accountability* for Institutional Planning and Governance.
(not in student handbook nor any impact on grades)
- Classified Professionals are guaranteed the right to participate. *No responsibility nor accountability* for Institutional Planning and Governance.
(not in job descriptions, not in contract, nor included in evaluations)

ACCJC Reinforces Law, Regulations, and Roles

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

3. Administrators and faculty, through policy and procedures, 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.

PARTICIPATING EFFECTIVELY

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Participating effectively in District and College Governance:

- Grants faculty a louder voice through its academic senate
- Requires faculty to seek and consider the informed views of students and staff
- Requires policy makers to rely primarily on the recommendations of faculty senates or to reach mutual agreement with them
- Requires faculty senates and faculty unions to consult with one another on certain matters

Summary

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Students and classified professionals are not afforded the same “primary responsibility” for institutional decision-making.

While students do not have the same rights as academic senates to reach mutual agreement or to be primarily relied upon in these areas, they do have a right to participate effectively and should be given an opportunity to provide input into governance decisions. They deserve to be heard, to have their concerns considered seriously, and their perspective should always be given fair and sincere consideration.

While classified professionals do not have the same rights as academic senates to reach mutual agreement or to be primarily relied upon in the area of “processes for institutional planning and budget development,” they do have a right to participate effectively and should be given an opportunity to provide input. They deserve to be heard, to have their concerns considered seriously, and their perspective should always be given fair and sincere consideration.

Council Membership

Classified Professionals recommend to have equal vote share with, or more members on governance committees than, faculty.

As Suggested by Classified Professionals (SPGM Drafts I & II):

Total DRAFT/Proposed membership (duplicated headcount highlighted)

- 21 faculty (+5 duplicated) = 26
- 19 Administration (+5 duplicated) = 24
- ~~20~~ 24 Classified Professionals (+4 duplicated) = ~~24~~ 28
- 5 Students

Council Membership

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- We are too lean as a college to unnecessarily bloat the membership of our governance groups (across all constituencies). Representatives need to make sense.
- Administrators and Faculty serving on governance groups are very intentional and strategic based upon differing roles & perspectives (such as one faculty rep per department).
- Classified Professionals intentionally identified would similarly ensure differing roles and perspectives.
- Without recommended expertise for membership, surely 1-2 classified professionals could represent the body and bring a perspective forward.

Council Membership

A stylized, dark red graphic of a horse's head and neck, facing right, positioned in the upper right corner of the slide.

- There are 1-2 students that regularly attend Academic Senate. They always have a voice and are respected and valued. Their input carries great weight. Having 10 of them there would not increase their value (real or perceived).
- Analogously, more vote share on a council shall not increase the genuine value of the classified professional voice.

Council Membership

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- We are an academic institution. As such, the bulk of our planning and efforts are squarely academic and professional matters.
- It is fundamentally inappropriate for students or staff to have a larger vote share than faculty on any strategic planning entity. However, depending on a specific charter/scope, it is completely reasonable that some entities (e.g. committees/planning teams) could have equal or more student and classified professional representation (including perhaps student co-chairs).
- Academic Senates have been given a formal responsibility and primacy role in planning...it would be irresponsible to shirk this responsibility for institutional planning upon other constituencies.

Terminology: Tri-Chairs



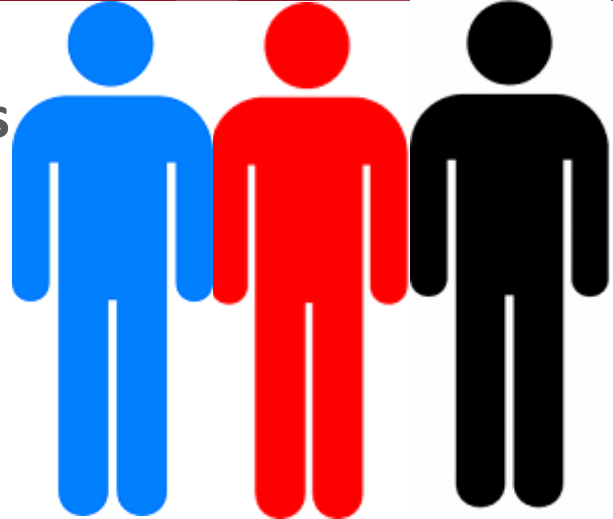
- The term “Tri-chairs” excludes students from the possibility of leadership roles and falsely implies that all constituencies have an equal role/responsibility in processes for institutional planning.
- Some governance entities may need one chair (e.g. Teaching and Learning Committee), some entities may warrant two (e.g. Program Review Committee), some may warrant three (Student Services Council) and some may warrant four co-chairs (Guided Pathways Project Teams).
- Each group’s charter should outline the needs and appropriate representation of the group’s membership/co-chairs.

Terminology: Tri-Chairs

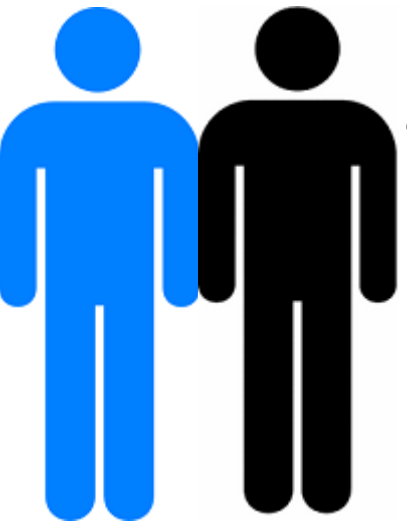


1 Chair

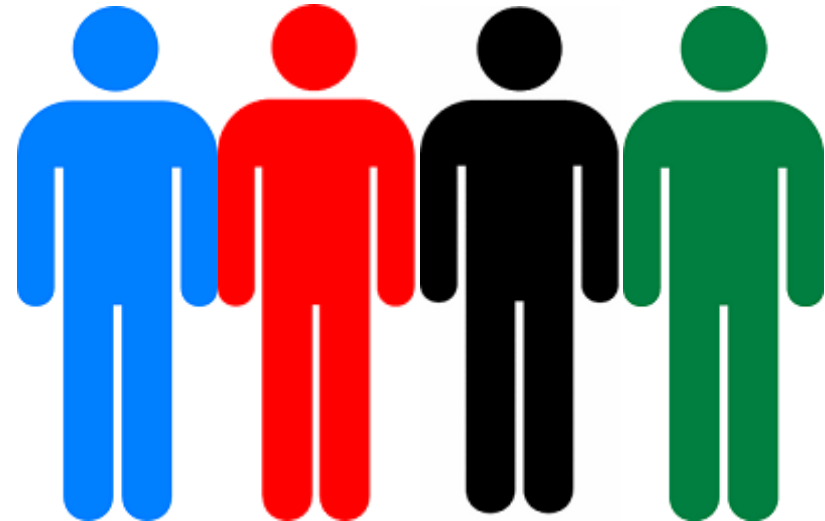
3 Co-Chairs



2 Co-Chairs



4 Co-Chairs



VOTES *versus* VALUE



- All voices have value and may participate.
- We all have roles and different lanes. Each is to be respected and valued, but they are not the same.
- Let us not conflate the institutional planning votes (measurable) versus the institutional value (immeasurable).
- The number of “seats” on a particular governance entity doesn’t diminish anyone’s importance or value.

Terminology: Classified Professionals vs. Staff

- Tone was perceived as defensive.
- Everyone at Norco College values the nature of work, level of competency, professionalism, experience, formal education, etc. provided by our classified professionals.
- Possible discussion: What is the root of this?



NORCO
COLLEGE

DISCUSSION

