NORCO COLLEGE

Part 3:
Governance Manual

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Part 3: Governance Manual

Executive Summary

The Governance Manual outlines the governance structures of the College and its alignment to the District. The Manual's purpose is to provide clear explanations of those structures, to describe the role of each constituent group at the college, and to outline clear policies and procedures to guide the college's functions. The Manual consists of the following sections:

1. An overview of the values and commitments that guide governance structures and decision-making at the college.
2. Descriptions of the primary governance entities and constituent groups at the district and college.
3. Guiding principles and expectations for communication and decision-making for councils, committees, and other college governance entities.
4. Charter requirements for governance entities and current lists of active councils and committees.

Governance Overview
Participatory Governance

Norco College seeks to operate through a framework of participatory governance. At Norco, participatory governance is understood to mean a philosophy and structure which provides each constituent group, through their representatives, the opportunity to participate in the College's planning process; the College-wide creation and implementation of initiatives; and the development, review, and revision of policies and procedures that guide the goals and function of the College. In practice, this philosophy and structure are accomplished by the creation and operation of councils, committees, and other groups that encourage collegiality and cooperation, facilitate effective and purposeful communication, and resolve issues in mutually supportive ways, all with a mission-focused approach.

To facilitate these goals, the college's constituent groups are encouraged to adhere to the following General Principles in their communications, engagement with colleagues, and service to students.

Guiding Principles of Participatory Governance at Norco College:

1. All decision-making is based on the recognition that Norco College and the Riverside Community College District exist to serve students through educational efforts that improve student outcomes and address historical equity gaps.
2. All constituent groups have a vested interest and a role in ensuring that Norco College fulfills its mission as defined by the state legislature, the State Board of Governors, and the Board of Trustees of the Riverside Community College District.
3. Planning and decision-making are most effective through mutual agreement, which is achieved by active participation and collegial interaction among all constituent groups.
4. The most effective way to develop policies and procedures is to ensure opportunities for involvement from the constituent groups affected by the implementation of said policies and procedures.
5. Representatives of constituent groups involved in the participatory/shared governance process are expected to keep their respective groups informed of the proceedings and recommendations of governance groups.

6. All members of the college community are welcome to attend governance meetings as guests to provide input and participate in dialogue. Additionally, individuals not serving as representatives may share concerns with the elected representatives of their constituent groups, anticipating that their views will be represented in governance councils, committees, and other groups.

The graphic below (see Figure 6) outlines the participatory governance structure at Norco College, illustrating the decision-making hierarchy from leadership councils to district-level governance. It highlights the four key leadership councils—Academic Council, Institutional Effectiveness and Governance Council, Resources Council, and Student Support Council —whose recommendations inform the Academic Senate and College Council. These bodies then communicate with the College President, who collaborates with the Chancellor's Cabinet and the District Strategic Planning Council. Ultimately, the Board of Trustees oversees district-wide decision-making. This participatory governance structure ensures broad input from faculty, classified professionals, managers, and students, supporting strategic planning and operational decisions.
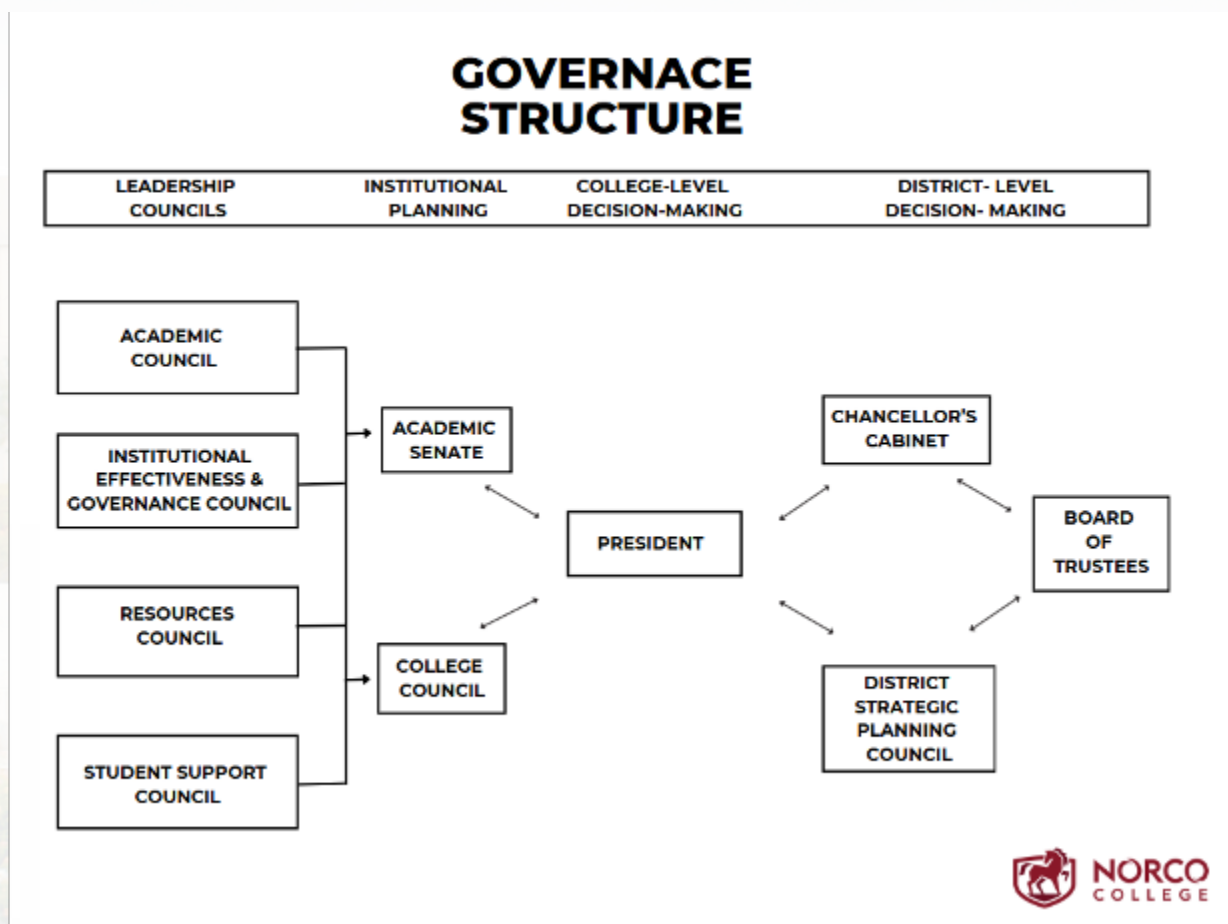

Figure 6. Governance Structure: Alignment of the four leadership councils to the institutional planning bodies, Academic Senate and College Council, and their relationship to decision-making at the college and district level

The Academic Senate serves as a key representative body at the College, receiving input from multiple Senate Subcommittees, including the Assessment Committee, Curriculum Committee, Distance Education Committee, Program Review Committee, and others focused on academic planning, teaching, and program review. The Academic Senate then forwards recommendations and decisions to the College President and the Board of Trustees, ensuring faculty voices shape governance and strategic planning (see Figure 7). The structure promotes inclusive decision-making and shared governance at the college.

All Senate Sub-Committees share alignment with College Leadership Councils. Assessment Committee, Program Review Committee, Faculty Professional Development Committee, and Teaching and Learning Committee align to IEGC. Academic Planning Chairs, Curriculum Committee, Distance Education Committee, LGBTQ+ Committee, and Library and Academic Support Committee align to Academic Council.
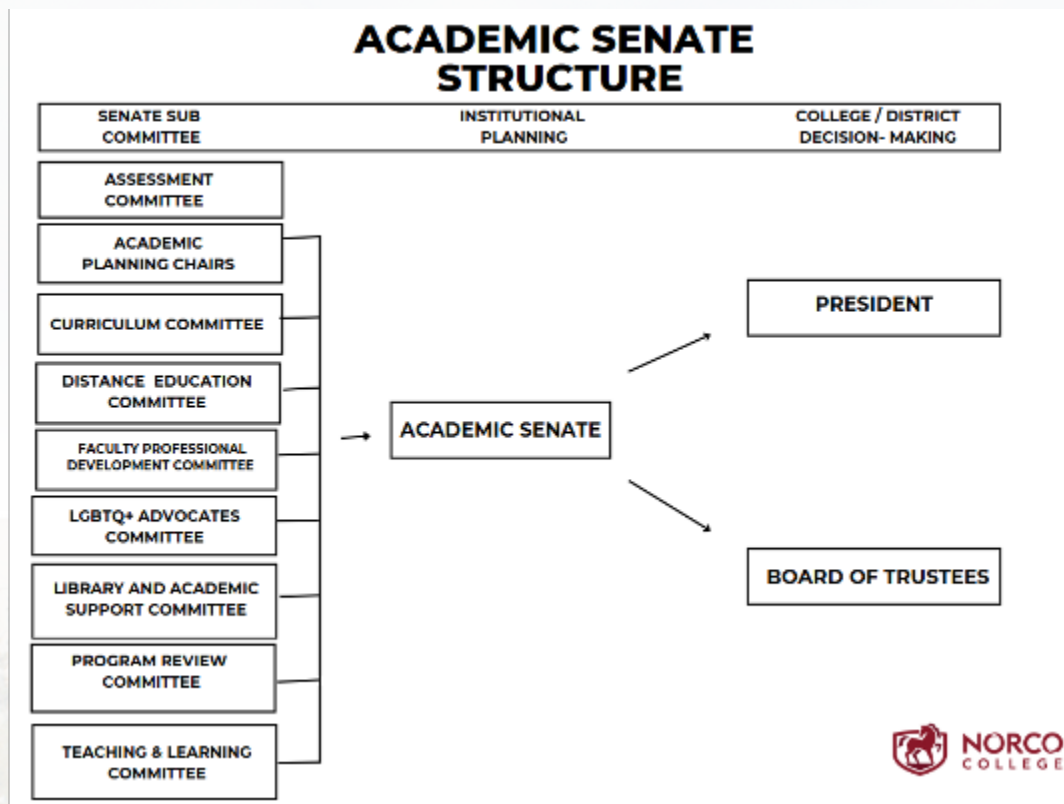

Figure 7. Academic Senate Structure: Alignment of the Academic Senate sub-committees and the role of the Academic Senate in institutional planning in relationship to 10+1 matters.

Definitions of Groups

Norco College contains various groups that serve as part of participatory governance and contribute to its operation and strategic development. The following definitions are intended to help orient newcomers to the college and assist those seeking to establish new groups in identifying how their proposed group might fit into the College's existing structures. Please note that some groups may deviate from specific elements of these definitions, and these definitions are provided only as guidance. Additionally, please note that other participatory or shared governance entities within the college, established by legislation, the Education Code, collective bargaining, or other outside agencies (e.g., Academic Senate, CTA, CSEA), may contain groups that follow different definitions.

1. **Councils** – Councils at Norco are generally defined as bodies that contain the following features:
   a. Councils are primarily responsible for decision-making and recommendations related to the college's strategic vision.
   b. Voting membership comprises representatives from all significant constituent groups at the college: administration, faculty, classified professionals, and students.
   c. Voting members are specifically identified and selected by their constituent groups. Only those individuals specifically identified and selected can serve as voting members.
   d. Councils meet on a regular schedule. They publish agendas in advance of meetings and produce minutes of the meetings.
   e. Councils are established bodies that do not need to be regularly reaffirmed or reconstituted to continue their work. They have a charter that is reviewed regularly.

2. **Committees** – Committees at Norco are generally defined as bodies that contain the following features.
   a. Committees are primarily responsible for decision-making and recommendations related to the operational functions of the College.
   b. Voting membership varies across college committees and standing committees of the Academic Senate. Standing committees of the Senate are commonly composed of representatives of just one or two major constituent groups. Voting members on college committees are typically identified
   c. Committees meet on a regular schedule. They publish agendas in advance of meetings and produce minutes of the meetings.
   d. Committees are generally constituted by a higher organizing body (e.g., committees of councils, committees of the Academic Senate, etc.). A committee's continued existence is at the behest of its higher-organizing body. Committees have a charter that is reviewed regularly and reaffirmed by their higher-organizing body.

3. **Operational Groups** – Advisory Groups, Networks, Planning Teams, Project Teams, Taskforces, and Workgroups.
   a. The above groups are generally constituted on an ad-hoc basis to complete a specific task or review a particular issue.
   b. The above groups may or may not have voting membership, depending upon a specific group's needs.
   c. The group itself determines membership: membership may be open to all, limited to specific constituent groups, or limited to particular individuals or expertise as identified by the group or by the body creating the group.
   d. The above groups are encouraged to generate agendas, but doing so is not required. They are also encouraged to produce notes (rather than minutes) and share these notes as appropriate.
   e. The above groups typically do not require a charter, although they can create one if desired. They generally exist until their task is complete and then disband.

Council and Committee Structures

Norco College utilizes a common council and committee structure for most decision-making and recommending bodies at the college. This common structure helps establish greater clarity about the college's processes and governance structures, which in turn facilitates easier access to governance structure and overall broader participation. These common structures establish clear expectations about how Councils and Committees will function, enabling College members to participate more easily in Council and Committee activities.

Common Council and Committee Structures including the following elements:
- Chair/Co-Chair System
- Membership Appointments
- Student Participation

Chair/Co-Chair System

In recognition that the councils, committees, and other groups at the college have different functions, needs, and requirements, this manual does not establish direct requirements for how the chairs/co-chairs of each council, committee, or other group should be chosen or operate, with some exceptions (see below). Instead, this manual provides the following guidelines to assist councils, committees, and other groups with establishing more effective governance procedures.

- Councils and Committees with membership from multiple constituencies are encouraged to adopt a co-chair/tri-chair system.
  o Norco College has a long tradition of shared leadership among administrators, classified professionals, and faculty. Co-chair/tri-chair systems honor this tradition and help to provide all constituency groups with a voice in the College's Council and Committee leadership structures.
- Councils and Committees that include membership from multiple constituencies and adopt a co-chair/tri-chair system are encouraged to follow these guidelines:
  o When a particular constituency holds chair positions, the voting members of the Council or Committee who are part of that constituency are responsible for selecting the relevant chair.
  o Co-chairs/tri-chairs should serve two-year terms with no term limits.
  o Co-chairs/tri-chairs should serve in staggered terms to help prevent an entire Council or Committee's leadership changing simultaneously.
  o If a co-chair/tri-chair resigns their position before the end of their term, the Membership

> Appointment authority or the Council or Committee voting members of the relevant constituent group shall select an individual to finish the remaining term.
>   o Councils/committees should maintain a document detailing the terms of chairs/co-chairs.
> - In all cases, Council and Committee chairs/co-chairs are considered voting members of their groups and are counted for the purposes of quorum.

Participants

The following entities represent primary participatory governance groups and organizations at Norco College and Riverside Community College District. The descriptions here provide an overview of each group, their roles in the governance and strategic planning of the College and District, and bodies that serve as representatives of each group.

Board of Trustees

- **Description:** The Riverside Community College District (RCCD) Board of Trustees is the governing body responsible for overseeing the district's operations, policies, and fiscal health. Comprising seven elected members, each representing distinct areas within the district, the Board plays a key role in setting the strategic direction of the district. Trustees work to ensure that the district's colleges, Riverside City College, Moreno Valley College, and Norco College, are aligned with the needs of students, faculty, staff, and the broader community.

- **Role in College Governance:** The RCCD Board of Trustees is tasked with major governance responsibilities, including approving district policies, adopting budgets, hiring and evaluating the Chancellor, and overseeing the allocation of resources to ensure effective service delivery to students. The Board's functions also include setting long-term goals, approving strategic plans, and ensuring compliance with state and federal regulations. Trustees hold regular meetings to review and make decisions regarding academic programs, financial allocations, and district operations. They represent the interests of the community and work closely with district leadership to foster an inclusive, equitable educational environment for all students.

- **Relevant Bodies:** Key relevant bodies representing the RCCD Board of Trustees in operational and strategic decision-making include the Chancellor's Cabinet, the District Planning Council, and the Faculty Senate. These entities work collaboratively with the Board to ensure that decisions reflect the needs and priorities of the district's stakeholders. The Faculty Association, Academic Senate, and the California School Employees Association (CSEA) also play crucial roles in advocating for the perspectives of classified professionals and faculty in decision-making.

Chancellor

- **Description:** The Chancellor is the chief executive officer of the Riverside Community College District (RCCD), responsible for the overall administration and leadership of the district's three colleges—Riverside City College, Moreno Valley College, and Norco College. Appointed by the Board of Trustees, the Chancellor is responsible for implementing board policies, managing daily operations, and overseeing the academic, financial, and strategic direction of the district. The Chancellor serves as the primary liaison between the Board of Trustees, faculty, classified professionals, administration, students, and the community.

- **Role in College Governance:** The Chancellor plays a pivotal role in the governance of RCCD, ensuring that district goals and policies are carried out effectively. Responsibilities include overseeing the district's academic and administrative functions, developing budgets, managing human resources, and advancing the strategic priorities set by the Board of Trustees. The Chancellor works closely with college presidents and other senior administrators to ensure alignment with the district's mission, vision, and strategic plans. Additionally, the Chancellor represents RCCD in interactions with government agencies, community stakeholders, and external partners, advocating for the district's interests and securing resources for its growth and development.

- **Relevant Bodies:** Key relevant bodies for the Chancellor in operational and strategic decision-making include the Chancellor's Cabinet, the District Planning Council, and the President's Cabinet at each of the three colleges. These bodies work closely with the Chancellor to ensure alignment of district-wide goals with the needs of the colleges. Other significant bodies include the Faculty Senate, the Classified Employees Union, and the student government associations, which provide valuable input on faculty, classified professional, and student perspectives in decision-making.

President

- **Description:** The President of Norco College is the chief executive officer of the college, responsible for overseeing all aspects of the college's operations and implementing policies set by the Riverside Community College District (RCCD) Board of Trustees and the RCCD Chancellor. As the primary leader of Norco College, the President ensures alignment with the college's mission, vision, and strategic priorities while promoting academic excellence, student success, and community engagement. The President reports directly to the RCCD Chancellor and works closely with faculty, classified professionals, administration, students, and external partners to advance the college's goals.

- **Role in College Governance:** The Norco College President has a critical leadership role in the governance of the college, ensuring the effective execution of district-wide initiatives while addressing the unique needs of Norco College. The President is responsible for academic, financial, and administrative management, including overseeing curriculum development, student services, faculty hiring, and budget allocation. The President also serves as the primary spokesperson for the college, advocating for resources and community support, and representing the college in district-wide meetings. Additionally, the President collaborates with the Chancellor and other college presidents to ensure that Norco College's goals are aligned with district objectives, and they foster a campus culture of inclusion, collaboration, and innovation.

- **Relevant Bodies:** Key relevant bodies for the Norco College President in operational and strategic decision-making include the President's Cabinet, which consists of senior leadership within the college, as well as the College Council, which represents various campus constituencies. Other relevant bodies include the Faculty Association, Academic Senate, California School Employees Association (CSEA), and Associated Students of Norco College (ASNC), which serve as important representatives of faculty, classified professionals, and students in the decision-making process.

Administration

- **Description:** Managers and administrators at Norco College play a critical role in the daily operations and overall administration of the college. This group includes department heads, deans, and other senior leadership positions responsible for the oversight and management of academic affairs, business services, planning and development, and support services. These individuals work under the direction of the college president and collaborate with faculty, staff, and students to ensure that the college's mission, vision, and strategic goals are met. Managers and administrators are responsible for managing resources, developing programs, and ensuring the college functions efficiently and effectively.

- **Roles in College Governance:** Managers and administrators are responsible for the execution of policies, procedures, and programs within their respective departments or areas. Their roles include managing budgets, allocating resources, supervising staff, and ensuring compliance with district policies and state regulations. They are integral to the strategic decision-making process, providing input on academic planning, student services, and operational improvements. Managers and administrators also serve as key liaisons between the faculty, staff, and senior leadership, ensuring that communication flows effectively across the college.

- **Relevant Bodies:** Relevant bodies for managers and administrators in operational and strategic decision-making include the College Cabinet, which consists of senior leadership, and the College Council, which engages key stakeholders in the planning and decision-making processes. Managers and administrators also work closely with college stakeholders ensuring that decisions reflect the perspectives and needs of faculty, classified professionals, and students across the college. These groups collaborate to support institutional goals and ensure the effective operation of the college.

Faculty

- **Description:** The primary role of faculty is to teach and support students. Faculty at Norco College are comprised of full-time and part-time educators, all of whom make important contributions to student success and the college mission as a whole.

- **Roles in College Governance:** Faculty also serve in college governance. Faculty roles in governance are focused around the "10+1" which represent major areas in which faculty provide recommendations to the College's administration and the Board of Trustees. In manners related to education, including grading, curriculum, and program development, the College's administration and the Board of Trustees have agreed to primarily rely upon faculty recommendations. In manners related to governance, including college and district structures, program review, budgeting, and institutional planning, the College's administration and the Board of Trustees have agreed to consult with faculty as part of college and district decision-making processes.

- **Relevant Bodies:** Faculty are primarily represented by two governance entities. For matters related to academics and institutional governance, faculty are represented by the Norco College Academic Senate and its standing committees. In district matters regarding academics and institutional governance, faculty are represented by the District Academic Senate. For matters related to workplace conditions, including compensation, work hours, and professional evaluations, faculty are represented by the California Teachers Association.

Classified Professionals
- **Description:** Classified professionals at Norco College, represented by the California School Employees Association (CSEA), are integral members of the college community, supporting various administrative, technical, and service functions across the campus. This group includes office staff, custodians, maintenance workers, library assistants, and other non-academic employees who contribute to the daily operations and support of students, faculty, and staff. Classified professionals are essential to maintaining a smooth and efficient campus environment, ensuring that the college's facilities, services, and administrative functions run effectively

- **Roles in College Governance:** Classified professionals at Norco College, represented by CSEA, play a crucial role in participatory governance by contributing to the decision-making processes that impact college operations and services. In addition to fulfilling their core responsibilities—such as providing clerical, technical, and maintenance support—CSEA members participate in college committees and councils, offering valuable input on policies, procedures, and campus initiatives. Their involvement ensures that the perspectives and needs of classified staff are considered in strategic planning and operational decisions. By collaborating with college leadership, faculty, and administrators, classified professionals help shape a more effective and inclusive college environment, advocating for improvements in work conditions and supporting initiatives that enhance student success and institutional efficiency.

- **Relevant Bodies:** Relevant bodies for classified professionals at Norco College include the CSEA Chapter, which represents their interests in negotiations, policy discussions, and campus-wide decisions. The CSEA chapter works closely with college administrators and leadership to ensure that classified employees have a voice in key decisions affecting their roles and the overall functioning of the college.

Students
- **Description:** Students shall be defined as currently enrolled students in good standing with the District who are appointed to serve as representatives of the student body by the Associated Students of Norco College (ASNC), in accordance with 5 CCR § 51023.7. The student must list Norco College as their official home campus.

- **Roles in College Governance:** Students shall "participate in [the] 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" (5 CCR § 51023.7a1). To prepare students for participation, it shall be the role of ASNC to appoint students, train students on their role and responsibilities, and establish initial communication between the committee leadership and the students.

  It shall be the role of students to communicate with committee members, review all meeting materials in preparation for meetings, participate actively in meetings, and provide reports to the ASNC Senate after every meeting. Voting rights for students shall be defined in the committee charter.

- **Relevant Bodies:** The relevant bodies of students include the Associated Students of Norco College, the Associated Students Organizations (also known as ASRCCD) as outlined in Board Policy 3400, and the Student Senate for the California Community Colleges (SSCCC) in accordance with 5 CCR § 50002.

Membership Appointments

For Councils, Committees, and other groups where a constituent representative is warranted/requested, the following Membership Appointment procedures shall be used:

- Administrative appointments shall be determined by the President and Executive Cabinet.
- Classified Professional appointments shall be determined by CSEA Chapter 535.
- Faculty appointments shall be determined by the Norco College Academic Senate.
- Student appointments shall be determined by the Associated Students at Norco College (ASNC).

Individuals or groups seeking appointments should contact the relevant appointment-making body for more information on that body's policies and procedures.

Student Participation

As students and student success are a primary focus of the College, the College values and encourages student participation in the development of college policies and procedures that significantly impact students. Moreover, students' right to participate in developing college policies and procedures that impact them is outlined in the California Education Code and current Accreditation standards.

Student participation is primarily achieved by having students serve as Council and Committee members. To better facilitate and encourage student participation, all College members are encouraged to observe the following recommendations:

- College employees should recognize and appreciate the uniqueness of student members' experience at and with the College.
- College employees should take care to ensure abbreviations, acronyms, and other jargon are clear to student members.
- College employees should encourage and solicit student participation. All efforts should be made to ensure that student participation is valued and that student participants are welcomed.
- The Office of Planning and Development will include student leaders in the Annual Governance Orientation for all College Co-Chairs and encourage mentorship of student appointees by Council Co-Chairs in collaboration with ASNC Leadership.

The first Guiding Principle of the College holds that the College and District "exist to serve students through educational efforts that improve student outcomes and address historical equity gaps." Successful adherence to this Guiding Principle requires that all college members work to create environments in which students feel welcome to actively participate in the College's Councils, Committees, and other groups.

Communication & Decision-Making
Principles of Communication

A participatory governance structure requires effective communication with and between the groups that contribute to the college's operational and strategic success. All groups are encouraged to follow the Principles of Communication to ensure that college members are aware of decisions, the decision-making process, and other ongoing efforts and initiatives.

These Principles of Communication are heavily based upon the requirements of The Ralph M. Brown Act ("the Brown Act"), legislation that governs public access to legislative meetings in the state of California. While only certain bodies at the College are officially governed by the Brown Act (ex: Norco College Academic Senate), it still serves as a guide for best practices in communication with the College, the District, and the public at large. Please note that groups subject to the Brown Act, i.e. Academic Senate, may have requirements above and beyond the principles listed below.

Norco's Principles of Communication ask all governance entities at the college to regularly keep and make publicly accessible the following documents and communication methods:
- Agendas
- Minutes
- Websites

Agendas

Councils and committees should publicly publish their agendas at least three days (including weekends) prior to a meeting. Publication and contents of agendas should follow these guidelines.
- Agendas should be published as widely as is practical. In general, agendas should be, at the very least, sent via email to the College as a whole.
- Agendas can be modified before the approval of the agenda, except for Action Items. Last-minute agenda changes should be minimized to ensure meeting transparency.
- **Agendas should include the following information:**
  o The name of the Council or Group.
  o The meeting date, time, expected duration, and location, including physical and virtual location information as appropriate.
  o How many members must be present to achieve quorum.
  o Whether the group is subject to the Brown Act.
- **Agendas should include the following elements:**
  o Approval of Agenda/Approval of Minutes
  o Comments from the Public/For the Good of the Order: specific opportunity for interested parties to share their positions on issues of interest to the group.
  o Action Items.
    - These are proposals upon which the group intends to make a decision.
    - Groups are encouraged to use the principle of first reading and second reading. Groups are encouraged not to decide on an item the first time the item appears before the group. Exceptions may be made as appropriate for particularly uncontroversial or uniformly supported actions.
    - **Action items should not be added to an agenda after its publication.**
    - In those extreme circumstances in which an action item must be added to an agenda after its publication, a revised draft of the agenda should be published, with specific effort made to clarify the exact nature of the revision.
    - **Action items should not be added to the agenda during a group's meeting.**
    - Adding an action item at a group's meeting defeats a primary goal of the Brown Act: to ensure that all interested parties are aware of an upcoming decision and can voice their respective positions on the decision.
  o Information/Discussion Items.
    - These are proposals or other forms of group business that will be shared and discussed, with no intent to act.
  o A link to the group's website.
  o Attachments to decision-making and other relevant material.
  o Any other information that facilitates good communication and full participation of all interested parties.
  o Agendas may optionally include the following:
    - The group's mission statement and purpose.

Visit the Norco College Governance Resources webpage to access a sample agenda and agenda template: https://www.norcocollege.edu/sd/ie/sp/governance-resources.html

Minutes

The previous version of the Strategic Planning & Governance Manual distinguished between minutes and notes. To clarify and simplify the college's governance procedures, the idea of notes is being removed unless enshrined in existing bylaws. Instead, all councils, committees, and other groups should generate and publish minutes of their meetings.

As a general guiding principle, minutes are expected to represent a <u>full</u> meeting record and be <u>brief yet accessible</u>.

- "Full record" means that minutes should include decisions reached and a summary of the deliberation surrounding those decisions. Minutes should also include summaries of information and discussion items.

- "Brief yet accessible" means that minutes should be succinct summaries of relevant decisions, discussions, and information items but detailed enough that readers who were not present at the meeting can still develop a strong sense of the meeting's contents.

This focus on more detailed minutes serves several purposes. First, it facilitates stronger communication with the college. Second, it enables a greater understanding of the decisions made and the decision-making process. Finally, it provides valuable evidence necessary for accreditation and other governance purposes.

The contents of the minutes should follow these guidelines.
- **Minutes should include the following information:**
  - The name of the Council or Group.
  - The meeting date, time, and location, including both physical and virtual location information as appropriate.
  - The names of all individuals present at the meeting.
    - Councils, committees, and groups with set membership rolls may distinguish between members and visitors.
    - Councils, committees, and groups with set membership rolls may identify absent members.
    - All members, including those absent, may offer corrections to the meeting minutes and vote on their approval.
- **Minutes should include the following elements:**
  - A description of any decisions that were made. The description of each decision should include the following elements:
    - A description of the decision.
    - The names of the group members who made and seconded the motion to approve the decision.
    - A brief yet accessible summary of any discussions surrounding the decision.
    - Whether the decision was made by consensus or voting.
  - If the decision was made by voting, vote totals (yes, no, abstain) should be included.
    - A description of information/discussion items.
      - For items that involved discussion, groups may determine on their own whether to include the names of the individuals who participated in the discussion.
    - A brief yet accessible description of any issues raised during Comments from the Public/For the Good of the Order.
    - Any other information or details deemed necessary for individuals who did not attend the meeting to understand the meeting's contents.
The publication of minutes should follow these guidelines:

- Members of the group should have the opportunity to review and offer revisions to minutes before official publication.
- Minutes for one meeting should be considered and approved at the next meeting.
- The minutes should include, as an appendix, any documents or presentations that were shared at the meeting.
- Once approved with any revisions, minutes should be published on the group's website. Approved minutes may also be published by other means (e.g., email) as appropriate.
- Draft minutes may be distributed before approval when necessary. However, the draft status of said minutes should be clearly marked.
- Any documentation presented at the meeting must be added to the meeting minutes as an appendix (no links).
- Meeting minutes and agendas need to be submitted to the college's document control platform for historical record.

Visit the Norco College Governance Resources webpage to access details regarding the procedures for Document Control, as well as a sample of meeting minutes and meeting minutes template: https://www.norcocollege.edu/sd/ie/sp/governance-resources.html

Websites

All Councils and Committees of the College are expected to maintain websites related to their group. While other groups should determine on their own whether a website is necessary, in general, groups are encouraged to establish and maintain websites to facilitate communication and openness. Previously, there have been no guidelines on what websites should contain. These guidelines aim to establish a more uniform, college-wide approach to website development and maintenance.

Website Guidelines

All College group websites are expected to have the following elements. Please note that these elements are considered only a starting point and that groups can and likely should include additional information beyond these guidelines to carry out the group's charge best.

The expected elements consist of the following:
- Name.
- A description of the group's purpose and/or the group's mission statement.
- The regular meeting dates, times, and locations, including physical and virtual as appropriate.
- Contact information.
  - The primary contact will likely be the chair or co-chairs.
  - Contact information should include how to submit items for the group's agendas.
- Meeting Schedule
- Committee Members
  - Group Membership should be updated at least annually and ideally at the beginning of each semester.
  - Chairs/co-chairs should be clearly identified.
  - If a group's membership is based on representation from particular College communities, those affiliations may be included (i.e., the Student Representative may be identified as such, or the Representative from a particular School or constituent group may be identified as such).
  - A statement regarding how group members are selected or who is welcome to join the group.
- Planning Documents
- Group Charter
- Reports
- Archived Agendas and Minutes

Responsibility for Website Updates

All groups with a website should assign a person or team to be formally responsible for updating the website (either directly or by working with College or District IT to implement the updates). While this responsibility will commonly fall to the chair/co-chairs, any group member can perform this task. The person/team assigned should expect to perform the following duties:

- Review the website at the beginning of each semester to identify needed updates. Examples of common updates include:
    o   Changes to group roster or membership.
    o   Changes or updates to meeting days, times, and locations.
    o   Changes to any linked documents, guides, or other resources provided to the community.
- Perform a monthly review and update of the council/committee website to ensure documentation is uploaded and accessible. This includes agendas with documentation and meeting minutes.
- At the conclusion of each term (Fall and Spring), work with the College or District IT for assistance and support as needed to ensure the site is fully functional and up to date.

Principles of Decision-Making

The following section outlines the basic decision-making procedures that bodies governed by this manual are to use. While individual councils, committees, and other groups may modify some decision-making procedures to suit particular circumstances, they are generally encouraged to follow the procedures outlined below. Using uniform decision-making procedures enables easier participation by new members and establishes standard expectations about how governance groups will operate.

This section covers the following areas:
- Consensus and Voting
- Quorum Requirements

Consensus and Voting

Consensus

All college bodies are encouraged to use consensus as their primary method of decision-making. This focus aligns with the College's guiding principles and encourages constituent groups to engage openly and honestly, prioritizing compromise to resolve disagreements.

Consensus is characterized by the following five elements:

1. Collaboration: The group develops proposals with input from all interested group members.
2. Inclusion: The group includes all appropriate constituencies in its discussions and seeks to identify relevant voices that might be missing.
3. Participation: All interest group members contribute to the discussion. The group solicits contributions from all members and seeks to identify any voices that may not have been heard yet.
4. Agreement Seeking: The group makes a concerted attempt to reach a complete agreement that is satisfactory to all group members
5. Cooperation: Decisions may incorporate individual concerns but are designed to benefit the whole group. Personal preferences do not override the needs and interests of students, the College, the District, and other constituent bodies.

It is important to remember that consensus does not mean nor require full endorsement by all members of a given decision. Consensus almost always involves compromise; reaching consensus most often means that all group members agree that they can support a decision while also acknowledging that members may hold reservations about certain parts of the decision. Consensus requires the group to attempt to hear members' perspectives for mutual understanding and to strive for compromise.

Councils, committees, and other groups are encouraged to use the following best practices to reach consensus:

- Clarification of the Issue: At the outset of the discussion, the group works to identify the issue being considered and the details of any proposals.
- Discussion/Dialogue: Participants combine their insights and knowledge to develop a broader and collective understanding of the issues.
- Participation: Council, committee, or workgroup members accept responsibility for attending meetings, designating a substitute when unable to participate, contributing to the discussion, and following up on action items. Committee chairs are expected to schedule meetings to maximize participation.
- Support: Once a consensus is reached, all group members are expected to support the decision-making process.
  - At the same time, groups are encouraged to share, through their minutes, the differing viewpoints that were expressed and to forward all viewpoints to the next decision-making level to give a complete picture of the issues considered.

Voting

For decisions where consensus is not achievable, voting should be used to make a decision. Groups are asked to use the following principles when voting:

- Chairs and co-chairs of Councils and Committees are considered voting members and encouraged to participate.
  - Advisory groups, task forces, and other entities are encouraged to treat chairs and co-chairs as voting members but can adopt different rules as appropriate.
- Voting should be public, with all group members expressing their votes openly. Secret ballots should be used only on rare occasions.
  - One notable area where secret ballots may be preferable is votes to elect officers or members of a particular group or other situations in which members are chosen for particular roles. If possible, such decisions should also be reached via consensus.
- Vote totals (e.g., for, against, and abstain) should be recorded and included in a group's minutes.
- Electronic voting is not allowed for groups subject to the Brown Act. Groups not subject to the Brown Act can use electronic voting as appropriate. E-voting procedures are detailed in Institutional Effectiveness and Governance Procedures for groups not subject to the Brown Act, including all Leadership Councils and Committees.
  - Groups subject to the Brown Act may use electronic means to conduct elections (e.g., Academic Senate may use electronic voting to elect officers or other representatives).
- Once a vote is taken, all group members are expected to support the decision-making process.
  - At the same time, groups are encouraged to share the differing viewpoints that were expressed through their minutes and to forward all viewpoints to the next decision-making level in order to give a full picture of the issues considered.

Quorum Requirements

Councils and committees are required to establish quorum to make decisions, whether those decisions are reached by consensus or voting. Unless otherwise stated in a group's charter or by-laws, quorum is 50% + 1 of the group's voting membership (please see Electronic Voting Procedures for groups not subject to the Brown Act).

Chairs and co-chairs are counted towards the determination of quorum.

If a group does not establish quorum, it may not hold votes or make decisions on action items, but it can still discuss the items on its agenda, and the group should still take minutes of the meeting.

Council/Committee Templates

The following pages contain charters for Councils and Committees representing all standing bodies active in the college at the time this edition of the Strategic Planning and Governance Manual was published. While this list and the descriptions will be updated annually as necessary, readers are encouraged to contact any listed body directly for more current information.

Please find up-to-date council and committee information online at the Norco College governance website.

This section includes the following:
- Charter Requirements
- List of Councils and Committees

Charter Requirements

Charters at Norco College serve two purposes:
- Charters serve as a central location for basic information about each Council and Committee.
- Charters provide a central organizational document to help orient the efforts of Councils and Committees regarding their contributions to the operational and strategic efforts of the college.

All charters contain the following elements:
- Name of Council/Committee
- Description: a 25-50 word overview (brief and descriptive) of the Council/Committee's mission or central charge.
- Brown Act: identification of bodies subject to the Brown Act
- Meeting Schedule: regularly occurring meeting schedule
- Chair/Co-Chairs (include constituent group when relevant)
- Committee Membership: composition of the committee members by constituency group
- Reports and Recommends to: the governance entity or office that the council or committee reports and submits recommendations to
- Required Reports and Updates: specific reports and updates related to institutional effectiveness and strategic goals
- Key Performance Indicators/Goals: specific KPIs or Goals that the Council/Committee has been assigned and the specific KPIs or Goals that the Council/Committee has chosen to pursue.
- ACCJC Accreditation Standards: alignment to specific standards that guide the committee or council's work
- Equity Focus: a brief statement about how it will contribute to the development of equity at the college, including but not limited to equity-focused efforts, populations, or initiatives.
- Edition Date: date of their most recent revision and dates of previous versions of the charter.
- Link: Provide URL to site with Membership Roster.

Refer to the Charter Procedures (under Governance Procedures) prior to making changes to any of the above charter elements.

List of Councils and Committees

Councils
- Academic Council
- College Council
- Institutional Effectiveness & Governance Council
- Resources Council
- Student Support Council

Committees
- Academic Planning Chairs [Senate]
- Academic Senate [Senate]
- Assessment Committee [Seante]
- Associated Students of Norco College (ASNC) [College]
- Course Materials Affordability Committee [College]
- Curriculum Committee [College]
- Distance Education Committee [College]
- Diversity, Equity, Inclusion & Accessibility Committee [College]
- EOPS/CARE Advisory Committee [College]
- Faculty Professional Development Committee [Senate]
- Foster Youth Success Committee [College]
- Grants Advisory Panel [College]
- LGBTQ+ Advocates Committee [College]
- Library and Academic Support Committee [Senate]
- Marketing Committee [College]
- Program Review Committee [Senate]
- Safety Workgroup [College]
- Scholarship Committee [College]
- Teaching & Learning Committee (TLC) [Senate]
- Transfer Advisory Committee [College]

Consider labeling Committees as [College] or [Senate] to make distinguishing each Committee's position easy.

Table 5. Council and Committee Charter Template.

Name of Council/Committee
Description (25-50 words):
Brown Act (Yes or No):
Meeting Schedule:
Chair(s):
Committee Membership
Reports and Recommends to:
Required Reports and Updates:
Key Performance Indicators/Goals:
ACCJC Accreditation Standard(s):
Equity Focus:
Edition Date:
Link to council/committee site with Membership Roster: www.norcocollege.edu/

College Meeting Calendar

Visit the Norco College Governance Resources webpage to access the Standing Meetings Calendar: https://www.norcocollege.edu/sd/ie/sp/governance-resources.html