Reedley College Governance Handbook



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# Participatory Governance

## Introduction

### Reedley College Mission, Vision, and Values

#### Mission

Reedley College motivates and empowers students to be successful by providing high-quality, innovative educational opportunities. We inspire a passion for learning to meet the academic and workforce goals of our diverse communities. Our associate degree programs, career technical education, transfer level, and basic skills courses are offered in an accessible and safe learning environment.

#### Vision

As an exemplary educational institution, Reedley College cultivates professional, well-prepared individuals who will enrich our ever changing local, regional, and global communities.

#### Values

Student Success: We are committed to students’ intellectual empowerment and the development of critical thinking. We are committed to support our students in their pursuit of individual academic, career, and personal goals.

Integrity: We are accountable and transparent, and we adhere to the highest professional standards. (from district strategic plan)

Stewardship: We are committed to the enhancement, preservation, conservation, and effective utilization of our resources. (from district strategic plan)

Inclusivity: We are committed to and intentional in creating an environment that cultivates, embraces and celebrates diversity. (from district strategic plan)

Collaboration: We are committed to fostering a spirit of teamwork with our students, faculty, classified professionals, and administrators while expanding our partnerships with education, industry, and our communities.

### Foundation of Governance at Reedley College

The foundation of all decision making and governance at Reedley Community College is grounded in the college [mission, vision, and values](https://www.reedleycollege.edu/about/mission-statement.html). All decisions and recommendations should be done through the lens of achieving the college mission and align with the college’s vision and values.

The Reedley College participatory governance process is collaborative and inclusive. It provides opportunity for involvement of faculty, staff, administration, and students in the planning and operation of the College. The governance process embraces the Reedley College mission, philosophy, and core values, which includes

* supporting individual and constituent viewpoints in collaborative decision-making;
* promoting mutual respect and trust through open communication and actions;
* and fostering integrity as the foundation for all we do.

The State Center Community College District (SCCCD) Board of Trustees is the final authority for governance at Reedley College and delegates authority to the Chancellor and the College President who in turn solicit and receive input through the participatory governance decision-making process.

Reedley College is committed to equity. We work to identify and remove barriers and create opportunities for historically underrepresented marginalized populations by

* Representational equity, the proportional participation at all levels of an institution
* Resource equity, the distribution of educational resources in order to close equity gaps
* Equity-mindedness, the demonstration of an awareness of and willingness to address equity issues among institutional leaders and staff.

## Decision Making, Philosophy and Guiding Principles

### Supporting the Mission and Promoting Collegiality

The primary goals of participatory governance process at Reedley College are to achieve effective participation by all constituencies, create a transparent decision-making process, and to allow and consider all opinions expressed by subject matter experts. As a result, a culture of participation and trust is established that focuses on student success and achieving the college mission.

### Fiduciary Responsibility

As a state-funded institution, Reedley College also has a duty to serve the public good and to be judicious in spending public funds. Effective participation by all constituencies in participatory government serves this purpose by ensuring good planning and transparency. Active and effective participation from all constituent groups creates a culture of participation and leadership development.

### Adherence to Regulation

The tenants and values of the Participatory Governance are clearly articulated in California Education Code § [70902(b)(7)](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=70902.) and § [53200-53204](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I6EEDBFA0D48411DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default&bhcp=1) of the California Code of Regulations. Reedley College governance ascribes to and is organized to be in line with the [SCCCD Roles of Constituents in Decision Making](https://www.scccd.edu/_uploaded-files/documents/about/roles_of_constituents.pdf) which is based on SCCCD [AR 2510](https://go.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=AHXK4W4E8A6C).

### Meeting Accreditation Standards

Reedley College is accredited by the [Accrediting Commission of Community and Junior Colleges](https://accjc.org/) (ACCJC), the two-year higher education division of the Western Association of Schools and Colleges. Governance, as defined in these accreditation standards, supports institutional effectiveness by requiring processes in which ethical and broad-based leadership: Guide the accomplishment of the mission, and promote ongoing dialogue focused on continuous improvement.

## Constituent Groups

### Ed Code

The Education Code § [70901(b)(1)(E)](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=70901.) describes the requirement of collaborative decision making as follows: “Minimum standards governing procedures established by governing boards of community college districts to ensure faculty, staff and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration and the right of the academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.”

### Title 5

Title 5 regulations [§ 50002](https://govt.westlaw.com/calregs/Document/I3CF6C370D48411DEBC02831C6D6C108E?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)) and SCCCD [BP 2510](https://go.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=AHXK4W4E8A6C) identify constituent groups who have rights and obligations to participate in the governance. These organizations include the following groups:

* Faculty through the Academic Senate
* Students through the Student Body Association
* Classified through the California School Employees Association (CSEA) and Classified Senate
* Administrators

### Brown Act

The Ralph M. Brown Act is an act that guarantees the public’s right to attend and participate in meetings of local legislative bodies. Within the Brown Act, legislative bodies include governing bodies and their subsidiary bodies. Subsidiary bodies are defined as “any board, commission, committee or other body of a local agency created by charter, ordinance, resolution or formal action of a legislative body itself”.

At Reedley College, groups subject to the Brown Act due to how they are established by Title 5 with authorization of the local Board of Trustees. are: Academic Senate, Curriculum Committee and the Equivalency Committee.

Reedley College Associated Student Government and its subcommittees are also bound by Brown Act.

### Faculty

Full- and part-time faculty members participate in decision-making by participating in committees, councils, and task forces that impact professional and academic matters as outlined in state regulations.

The Board recognizes that the Academic Senates on each SCCCD campus are representative of faculty and the Board will rely primarily on the advice and judgment of the Academic Senates on defined academic and professional matters: ([BP 2510](https://go.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=AHXK4W4E8A6C) and Title 5 sections §[53200-53204](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I6EEDBFA0D48411DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default&bhcp=1))

The [State Center Federation of Teachers](https://www.aft.org/affiliate/01533-0) (SCFT) is the exclusive bargaining agent for the faculty employed by the SCCCD and as such negotiates and represents faculty in contractual issues.

### Classified Professionals

Classified professionals work in a variety of roles across administrative services, student services, and instruction. Classified staff are provided with opportunities to participate in the formulation and development of College recommendations as well as in those processes for developing recommendations that have or will have a significant effect on them.

The Classified Senate represents permanent full-time, part-time, and hourly classified employees, including classified confidential and classified supervisory personnel, in matters of participatory governance.

The [California School Employees Association](https://www.csea.com/web/chapter379/) (CSEA) is the exclusive bargaining agent for classified staff employed by the college and as such negotiates and represents classified staff in contractual issues.

### Administrators/Managers

Administrative councils assist the College’s senior administration in coordinating the institutional logistics that implement the President’s, Chancellor’s, and Board’s plans, procedures, and policies. The authority for organizational groups is derived from the President, Chancellor, and Board of Trustees who assign specific responsibilities to positions through job descriptions. Administrative councils assess, discuss and make recommendations to a senior administrator about the general management and oversight of the College on a wide range of topics, such as resource allocation, personnel, staffing, instructional or student services issues, unit/program planning, safety, and emergency planning.

### Students

Students must be provided an opportunity to participate in formulation and development of College policies and issues that have or will have significant effect on students such as curriculum, grading, planning, and student fees, as outlined in education code and AB 1725.

The SCCCD Board of Trustees recognizes that the student body association is the recognized voice of the student body on each SCCCD campus and, therefore, will be contacted to participate and provide the student perspective in the shared governance process. At Reedley College the student body association is the Reedley College Associated Student Government.

## Governance Bodies

### Definition

Governance bodies are those whose authority is derived from law and regulation, either as written expressly in the law or regulation or as delegated by another group that possesses said authority. Governance groups assess, discuss and make recommendations to the President on topics appropriate to that group as defined in regulations, such as California Code of Regulations Title 5 § [53200](https://govt.westlaw.com/calregs/Document/I6EED7180D48411DEBC02831C6D6C108E?transitionType=Default&contextData=%28sc.Default%29).

The members of governance bodies represent specific constituencies. Each member is responsible to bring information and perspectives from the constituent group into the governance group dialogue as well as to bring information and perspectives from the governance group back to the constituent group.

### Constituent Representative Organization

A permanent, representative-endorsed governing body, essential to the governance of the college, and chosen for a specific purpose with a defined scope of responsibility to define/investigate/carry out a pre-ordained task. As defined in California Education Code, California Code of Regulations, and/or SCCCD Board Policy, these organizations include the following groups:

* Academic Senate
* Reedley College Associated Student Government
* California School Employees Association (CSEA)
* Classified Senate

### Academic Senate

Faculty are represented by Academic Senate, which consults collegially with both the college administration and the Governing Board (in line with [AB 1725](https://edsource.org/wp-content/uploads/old/ab1725.PDF)) to either rely primarily or reach mutual agreement (as defined in AR [2510](https://go.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=AHXK4W4E8A6C)) on the development of policies and procedures related to academic and professional matters, also known as “10+1”.

1. Curriculum including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

Reedley College Academic Senate has an approved Constitution and Bylaws to govern their operation.

In addition to these processes there are also collective bargaining processes which deal with contractual matters and working conditions as defined by the collective bargaining law. Such matters are addressed at the District level as all collective bargaining agreements are made with SCCCD and not the individual colleges within it, are outside of the scope of institutional participatory governance, and are not addressed in this publication.

As the roles of the Academic Senate and SCFT overlap on matters covered by both the “10+1” and the Collective Bargaining Agreement, the Reedley College Academic Senate has established appointment policies which include AFT representation.

### Reedley College Associated Student Government (RCASG)

The RCASG is the elected representative body of the student population and is responsible for appointing student representatives to serve on College and District committees. The RCASG and its representatives make recommendations to the administration and aid in the development of policies and procedures that affect students in all aspects of college life, also known as “9+1 rights”. This is done through the participatory governance process as student leaders sit on committees as well as the RCASG being consulted during the constituency review process.

The Reedley College Associated Student Government has an approved constitution and bylaws, as well as policies and procedures, to govern their operation.

9+1

Students will be provided an opportunity to participate in the formulation and development of District policies related to:

1. Grading policies;
2. Codes of student conduct;
3. Academic disciplinary policies;
4. Curriculum development;
5. Courses or programs that should be initiated or discontinued;
6. Processes for institutional planning and budget development;
7. Standards and policies regarding student preparation and success;
8. Student services planning and development;
9. Student fees within the authority of the District to adopt; and

+1 Any other District and college policy, procedure or related matter that the District governing board determines will have a significant effect on students.

### CSEA Union/Classified Senate

Per SCCCD AR [2510](https://go.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=AHXK4W4E8A6C) and the Classified Contract CSEA is the official representative of the Classified Staff in Governance. CSEA by contract and local regulation is the first body to appoint classified members to committees. Classified Senate can appoint if there are multiple classified appointees but if the numbers are uneven CSEA appointments take precedence.

The Classified Senate represents classified staff employees, including confidential employees. Throughout the district, the Classified Senates promote the interest of college staff. Reedley College Classified Senate has an approved Constitution and Bylaws to govern their operation.

## Reedley College Decision-Making and Governance

College Council is the apex committee through which all decision-making is filtered.

There are three complementary processes that govern the college:

* Academic Senate Committees: The academic participatory governance process, which provides faculty recommendations to the President with respect to academic and professional matters (known as the “10+1,” listed in 5 CCR 53200 of the California Code of Regulations and SCCCD Administrative Regulation 2510).
* College Committees: The general participatory governance process, which reviews, develops, and recommends policies, procedures, and priorities for the college to the President and the Board of Trustees (e.g. planning, budgeting, and assessment process).
* Operational Decision-Making: The administrative/operational processes, which deal with the day-to-day functioning of the college within established policies and procedures.

### College Council

The College Council, as the principal governance body of the college, creates the processes for recommending College policies and governance committee structures, with appropriate consultation from the constituent representative organizations. The College Council reviews actions, recommendations, and requests of committee and workgroups. The College Council is responsible for guiding and implementing the planning processes, resource allocation, and recommending policies and procedures to respond to the changing needs of the student population and the internal and external environments. The College Council develops, implements, evaluates continuously and reviews, if necessary, the College’s plans and initiatives, goals both long-term and short-term and the College mission.

### Academic Senate Committees

In addition to College Committees the Reedley College Academic Senate has committees that focus making recommendations on the academic and professional matters of the college.

These committees report their recommendations to the Senate before being taken to the College Council for acceptance rather than approval. Recommendations from these committees will be relied upon primarily or agreed upon by mutual written agreement by the council and president per SCCCD policy [AR 2510](https://go.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=AHXK4W4E8A6C).

Academic Senate Committees whose recommendations are forwarded directly to the Board of Trustees must abide by the [Ralph M Brown Act](https://leginfo.legislature.ca.gov/). (Associated Student Government is also bound by the Brown Act.)

Academic Senate Committees:

* Curriculum
* Equivalency
* Academic Standards

### College Committees

College Committees assist the President in fulfilling the Chancellor’s and Board’s plans, procedures, and policies as well as state mandates. The authority for College Committees is derived from the college and district as the President, Chancellor, and/or Board of Trustees assign specific responsibilities to committees. College Committees are formed to ensure broad participation in planning and completing tasks that have college-wide impact, such as unit/program planning, accreditation, safety, facilities, and assessment. Members are assigned or appointed to serve as College Committee members as representatives of specific constituencies as well as by virtue of their unique expertise or position.

College Committees**:**

* Enrollment and Onboarding
* Student Experience
* Equity
* Marketing and Communications
* Program Review and Student Learning Outcomes (SLO)
* Planning and Institutional Effectiveness
* Professional Learning and Support
* Resource Management
* Sabbatical Leave
* Salary Advancement
* Technology, Distance Education, and Online Student Support
* Dual Enrollment
* Noncredit

### Operational Decision-Making

Not every decision can be made through the formal committee structures. Daily decisions are made by deans, directors, faculty and staff that are operational and make the college run. These decisions are often influenced by the committee work but may not have been specifically agendized in a meeting. For example, Department Chairs and Deans often make decisions on offering classes without going through a governance committee. The Vice President of Administrative Services may make a decision to fix a broken pump. These decisions are still based on meeting the mission of the college.

### The Role of Pathways

The College has identified 7 student pathways that contain programs of study that lead to certificates and degrees. At the writing of this governance handbook, the implementation of pathways is still a work in progress. The contract and other structures still utilize the department structure. As implementation progresses, it is anticipated that Pathways will become more integrated into college and committee structures.

Currently, because most of the student-facing implementation is complete, committees that are student-facing should prefer the Pathways structure in student related matters such as communications going out to students and in describing their membership.

Reedley College Pathways

1) [Agriculture and Natural Resources](https://www.reedleycollege.edu/academics/guided-pathways/agriculture-natr.html)

2) [Art, Music and English](https://www.reedleycollege.edu/academics/guided-pathways/arts-music-english.html)

3) [Business](https://www.reedleycollege.edu/academics/guided-pathways/business.html)

4) [Early Childhood and Education](https://www.reedleycollege.edu/academics/guided-pathways/child-development-and-education.html)

5) [Industrial and Manufacturing](https://www.reedleycollege.edu/academics/guided-pathways/industrial-and-manufacturing.html)

6) [Social Sciences](https://www.reedleycollege.edu/academics/guided-pathways/social-sciences.html)

7) [STEM](https://www.reedleycollege.edu/academics/guided-pathways/stem.html)

## Reedley College Governance Organizational Chart

Shared Governance

**Key**

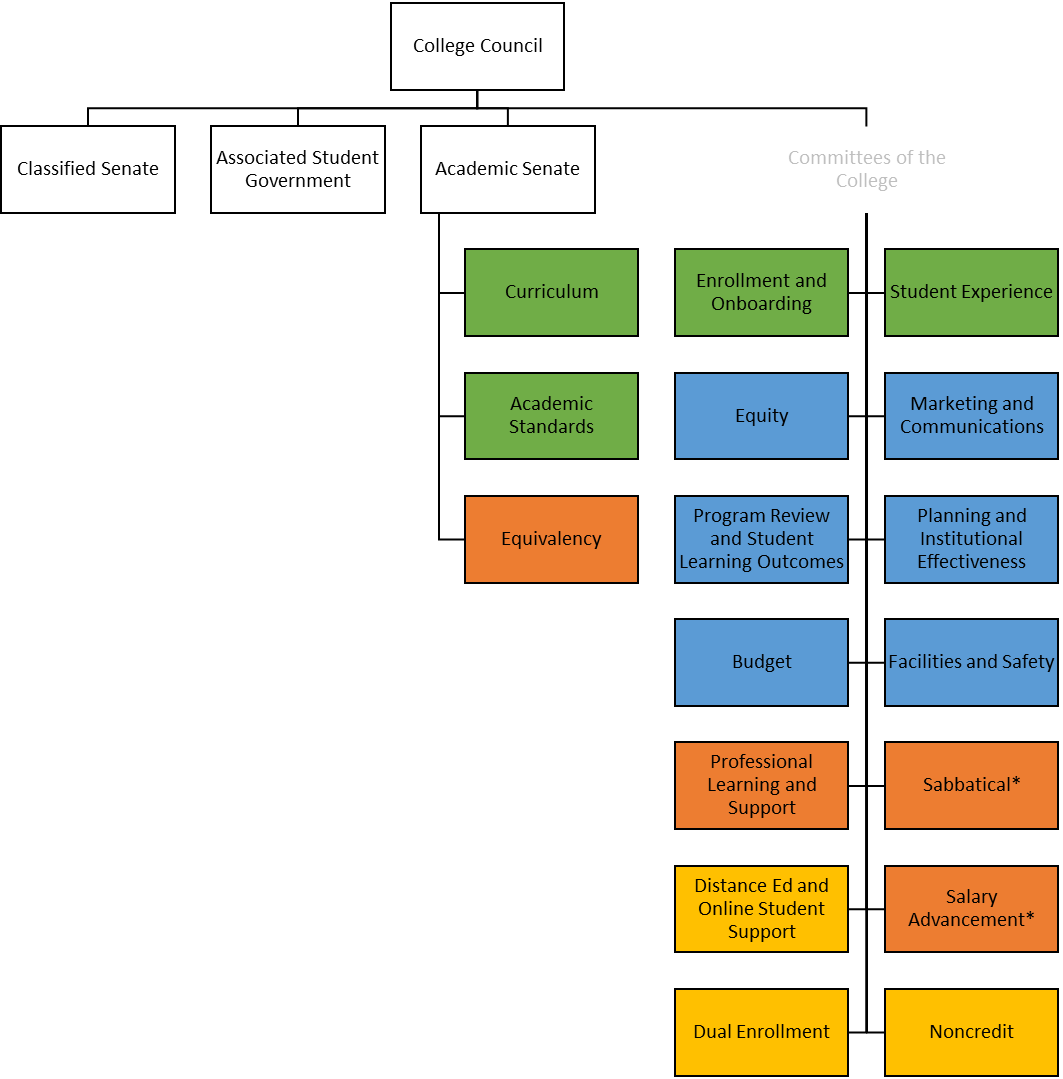
Student Journey

Planning

Excellent in Teaching

Areas of Special Focus

\*contractual



## Reedley College Decision-Making Guide



## Other Groups That Support the Mission of the College

### Advisory Committees

All Career & Technical Education (CTE) Programs are required by Title 5 to have CTE Program Advisory Committees to provide direction and guidance for the specific career and technical areas within the college to strengthen and enhance the success of college programs. By working closely with the business and labor communities, the various CTE programs offered by the college continue to provide high quality workforce training and education to its students so they will succeed in today’s job market.

The CTE Advisory Committee is comprised of members from the industry, local employers, community, faculty, K-12 and post-secondary education partners. It meets at least once a semester or twice annually. The committees support and strengthen the partnership between business, labor, the community, and education. The committees make recommendations that will strengthen and help to expand the curriculum to improve the quality of the program and to make it relevant to the skill-sets needed by the industry. Members provide valuable input in areas such as workforce needs, curriculum development, student recruitment, staff development, equipment and software recommendations. (Title 5 [55601](https://govt.westlaw.com/calregs/Document/I0C2454A0D48511DEBC02831C6D6C108E?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)))

Reedley College CTE Advisory Committees include:

* Mechanized Agriculture
* Animal Science, Plant Science, Ag Business (this is a combined group)
* Natural Resources
  + Wildland Fire is a sub-committee of Natural Resources
* Business Administration
* Information Systems
* Automotive
* Aviation Maintenance Technology
* Flight Science
* Manufacturing Technology
* Dental
* Child Development
* Nursing Assistant Training
* Criminology
* American Sign Language
* Art

### District Committees

SCCCD constituents participate in district-level decision-making as appropriate within their roles. The California Code of regulations describes the roles for each constituency in making decisions. The scope of decision-making for each constituency group is also outlined in SCCCD Board Policies, and the practices, procedures and job descriptions within the District. References to [SCCCD Board Policies and Administrative Regulations](https://www.scccd.edu/about/board-of-trustees/policies-and-regulations.html) are available on the SCCCD website.

## Evaluation of Governance Processes

At Reedley College, our values of Community and Connection, Equity and Inclusivity, and Trust and Accountability are our guiding principles for college planning. Each of these guiding principles contribute to student success. Each piece of our integrated planning model is designed and evaluated with these principles in mind. In order to support these values and meet its mission the college will reviews its governance processes, COAs, and committee reports annually.

Every three years the college will do a full review of this handbook to ensure that college governance processes are up to date and remain aligned to the mission of the college. A representative from administration, Academic Senate, Classified Senate, and Associated Student government will review data and practices. A summary of evaluation findings and recommendations from the workgroup will be presented to College Council.

Evaluation tools may include surveys, data review, and alignment with Strategic and Educational Master Planning as well as other planning documents.

## Supporting Documents for Governance and Decision Making

The following documents may be included as part of the review and evaluation of the college governance handbook:

* Participatory Governance Handbook
* COAs
* Committee Annual Reports
* Agenda Template
* Minutes Template
* COA Template
* Guiding Principles
* Norms
* ASG, Classified Senate, Academic Senate Constitutions and Bylaws

# Role of Committees on Campus

Committees play an important role on campus, carrying out the mission, vision, and values of the college.

A standing committee must be constituted by name and formed by the governing body to which it reports. At the college, committees are formed by and operated under their respective Committee Operating Agreements (COA) under the authority of the College Council or Academic Senate.

## Committee Design Principles

The design principles below were designed in alignment with equity, guided pathways, and participatory governance principles.  Input was solicited campus-wide in their development.

Committees will:

* Be clearly defined, inclusive, student focused decision-making process that includes all constituency groups (students, classified professionals, faculty, and administrators)
* Ensure stakeholders will be well prepared and encouraged to participate in decision making
* Have clear areas of focus, identified outcomes, outputs and role in decision making
* Keep equity at the forefront of all discussions and decisions
* Have chairs that ensure that committee agendas and documents are available to the members and the public in ample time to prepare for the meeting
* Have meetings and agendas that are focused on action and those actions will be communicated effectively across the college
* Have decision making that is centered in the college mission and goals and progress toward that achievement will be communicated frequently
* Well documented and shared transparency of decision making
* Make decisions that are timely and data informed (qualitative and quantitative)
* Ensure committee representatives will have a clear understanding of their role on the committee and trained in their roles
* Ensure committee chairs have clear guidance on the committee purview and training to run an effective committee and moving projects forward.
* Have governance processes that provide opportunities and support to take on leadership roles for all groups
* Participate with the college in systemically evaluating its decision-making processes for continuous quality improvement

## Committee Norms

Committees should follow the following norms that were agreed-upon by the college.

* Equity will be at the forefront of all discussion and decisions
* Decisions will be data-informed, both quantitative and qualitative
* Student voices will be brought to the forefront
* Discussions will be collegial and inclusive
* Committee will be transparent, thorough, and timely in its practices and communication
* Committee will design and decide with the student in mind

## Chairs, Co-Chairs, and Tri-Chairs

A tri-chair model is recommended for all committees though committees can choose a co-chair model if the committee deems that model most effective and sufficiently representative. At minimum, committees should appoint two chairs, usually an administrator and a faculty member, classified professional, or student, depending on the scope of the committee.

Even though there may be more than one chair, it is vital that the committee composition include enough members from each constituency that participate to ensure that individuals in leadership roles are not overburdened with committee chair work.

COAs should identify term lengths for chairs when appropriate.

## Committee Representation

Committee members are appointed by different constituencies on campus such as Administration, Departments, Academic Senate, Classified Senate, unions, and Associated Student Government. Each year constituent groups will solicit interest, make appointments, and notify representatives and alternates of their council and committee memberships for the following academic year.

Committee members appointed to committees to represent specific groups should act on behalf of that group as their appointed representative.  This means attending all meetings, or sending a proxy if needed, and reporting out new business and informational items from the meetings to their respective group in a timely manner.  This also means bringing back feedback from their representative group to the committee at large~~,~~ and voting on their behalf.

## Committee Operating Agreements (COAs)

Committee operating agreements define the charge, outputs, committee procedures, and composition.  Committees should review these annually.

## Subcommittees, Workgroups, and Taskforces

When work of a narrow scope needs to be completed, Taskforces and Workgroups can be established.

* Taskforce: Taskforces exist for a limited time. A group created to address a special college-wide subject/issue and meets for a designated time or task. (E.g. Governance Taskforce)
* Workgroup: Workgroups can be ongoing. A select group of persons, usually appointed by a larger group or governing body, to define and/or carry out specific task or process. (E.g. Commencement Workgroup)

Any committee can establish a Taskforce or Workgroup. To establish a Taskforce or Workgroup, the committee must:

* Establish a charge: A short description of the work to be completed and any expected outputs.
* Explain rationale: Explain the reason a taskforce or workgroup is necessary.
* Establish a reporting body: A committee or position; most likely, the committee establishing the Taskforce or Workgroup.
* Describe a membership: The membership can be made up of any member of the college or community and is not just limited to committee members. Taskforce leaders can solicit members themselves or ask for assistance from constituent groups.
* Set a timeline (taskforces only): A clear timeline for the completion of the work.

The formation of a Workgroup or Taskforce should be included in the Committee Report Out form so that College Council is aware of their formation.

## COA and COA Review

All committees should review annually their committee operating agreements with the recommendation to do so at the last business meeting of each academic year when going through committee evaluation.  All committee should be involved in this process.

A sound committee self-evaluation should include all the following elements at a minimum:

* Review of the committee’s charge, size, and representation
* Description of the most significant accomplishments of the committee for the cycle under consideration, including degree of fulfillment of its charge and progress on previously identified committee goals
* Identification of the committee’s principal operational strengths (e.g., collaboration, communication, use of evidence)
* Operational improvements (including any changes to committee charge, size, or representation, as well as other improvements) that the committee recommends in order to maintain or enhance its effectiveness during the next cycle
* Evaluation of the nature and extent of alignment or integration between the committee’s work with college planning documents (e.g. Mission and Strategic Plan).
* Committee goals for the next cycle.

Summaries should be provided to the committee’s reporting body.

## Planning and Annual Goals

* The Strategic Plan describes Reedley College’s strategic goals for a 3-year cycle. Each Spring, College Council will utilize the strategic plan to identify no more than 3 strategic drivers for the next year.
* Committees review the drivers in Fall and sets their own goals that align to and advance the work of the drivers. Committees should also set their own goals at this time.
* Committees will report out on their goal progress each spring prior to the next annual planning cycle.

## Emergency Clause

During a state or national designated emergency, the committees may work with administration to temporarily streamline processes outlined in this document.   Once the state of emergency has been lifted, the full process will be carried out.

## Committee and Chairs Training

Academic Senate, in collaboration with Classified Senate and Associated Student Government, will host an annual training for chairs and committee members. This will orient all committees to the role of participatory governance, best practices on committees and technology used by committees. Committees will be oriented to the role they play in fulfilling the Mission, Vision, and Values of the college and their role in the Strategic Drivers.

# Chairs Responsibilities

## Role of the Chairs

It is the duty of the chairs to prepare the agenda for committee meetings, organize the meeting times, distribute necessary materials, notify constituency groups of vacancies, act as or appoint a student mentor, and conduct the meeting.

It is also important that the Chairs set a collegial and action-oriented tone to the meeting and ensure that all voices are heard, encouraged and welcomed. Chairs also need to be aware of power dynamics and ensure that all voices are valued. Members should not be relegated to traditional campus duties (e.g. classified staff should not be asked to be note-takers at every meeting; students are not only there to watch and learn).

Chairs are tasked with ensuring that their committees keep equity at the forefront. Consider using these bullets to embed equity minded practices:

* Strives for Inclusiveness and Fairness - works to include all voices in decision-making.
* Values Difference - values, affirms, and respects difference as a principle and aspiration.
* Attends to Privilege and Marginality - recognizes how these influence intergroup relations and communication; recognizes that marginalization, oppression, racism, sexist and other social factors influence intergroup relations and communication impacting the leader and perceptions of the leader.
* Fosters Cultural Competence and Sensitivity - the range of knowledge (of culture, of its impact on people), skill, and awareness leaders must develop and strive to attain with respect to diversity; includes avoiding bias and stereotypical expectations.

## Committee Orientation

It is recommended that committee chairs orient committee members at least annually on the following topics:

* COA
* Responsibilities of the Committee
* Procedures and technology
* Important supporting documents
* Importance of supporting a diversity of voices in the committee

If new members are appointed after the training, it is the chairs’ responsibility to ensure the member is appropriately trained.  One option might be to record the initial training and post to committee Teams site.

## Student Member(s)/Mentor(s)

The chairs will identify a committee member to serve as a mentor for student member(s).  This mentor will assist the student in preparing for the meeting, accessing the meeting materials and technology, and understanding procedures.  Mentors should also help encourage the student voice in meetings. The student member may request, of the Chairs, another mentor at their discretion.

Committee chairs are encouraged to seek out student members but must get approval from the Associated Student Government, which will vet the student member and make the official appointment.

## Membership of the Committee

### Appointment of Members

Committee members are appointed by constituency groups identified in the COA.  Committee Chairs should review their membership in their COA and work with appointing constituent groups to fill all seats.  Membership should be solicited and appointed with equity, expertise, and the need for new voices in mind.

Adjuncts can be assigned to committees; if an adjunct is appointed to a committee, the constituent group making the appointment should work with the area Dean to ensure it does not affect their load and ensure compensation.

Committee chairs will update the membership in the committee member repository coordinated by the Office of the President.

Chairs will monitor the terms of members and notify committee members and constituency groups at the end of their terms.

### Vacancies and Replacements

It is the responsibility of the chairs to notify the appointing group of a need for a replacement in the case of excessive nonattendance or resignation of any designated Council or committee member.

## Facilitating Participation

### Facilitating Effective Cross-Functional Participation

It is important for employees in all the college areas—Instruction, Student Services, and Administrative Services—to have adequate opportunities to participate effectively in governance activities. The committees themselves and College Council should monitor their representation to ensure that participation from each college area as well as from each constituency group is appropriate to the functions of each committee. For example, in some committees, disproportionate representation from one college area may be appropriate, while in others, a more even distribution is appropriate.

### Effective Faculty Participation

The full participation of faculty is critical to participatory governance. The faculty shares responsibility for many important functions of the College, including curriculum, educational program development, program review and institutional planning processes, and other academic and professional matters. The work calendars for faculty include time for committee participation and leadership; this is contractually defined and encouraged as service to the college.

### Effective Classified Professional Participation

Classified Professionals provide the logistical and technical help crucial to facilitating both student success and smooth college operations. They often hold jobs that leave them little flexibility in their schedules. For this reason, manager support for their participation in governance is vital. Allowing staff members a reasonable amount of time for committee service and preparation away from the workstation, desk, or duties facilitates their participation in governance, and helps committees by ensuring their access to the valuable experience and perspective that classified employees bring.

### Effective Management Participation

Managers often serve on multiple committees, in part because they are operationally responsible for implementing many of the tasks recommended by committees. In addition, many committees list managers as ex officio members. If a scheduling conflict arises for a given meeting, a management representative may send a designee, but must notify the committee chair that they are doing so. However, if an appointed manager has to send a designee on more than an occasional basis, it may be appropriate to ask the committee to designate another appointee.

### Effective Student Participation

Student involvement in participatory governance is vital and mandated by Title 5 a. The ASG is the official appointing group for students but committees are also encouraged to solicit the student voice from a diversity of students with different backgrounds, ethnicities and experiences. Often full time students who attend during the day are more visible to faculty and staff, so particular attention should be paid to bringing additional student voices to the forefront (e.g. adult students, part-time students, student athletes, dorm residents).  The committee chair must provide sufficient support for students to effectively participate on a committee.   For these reasons it is recommended each committee chair either acts as or appoints a student mentor to ensure that students have the opportunity to learn about participatory governance and participate effectively in it. Chairs can also facilitate students’ participation by asking directly for their input, providing reinforcement for their contributions, and ensuring that communication with committee members occurs in a student-friendly way.

## Meeting Dates and Times

Meeting dates and times must be specified in the committee operating agreement, and every effort to hold the meeting at this date and time must be made to reduce the possibility of regularly meetings conflicting with one another.

A master calendar will be maintained to ensure that committees do not schedule overlapping meetings.

## Creating an Agenda/Minutes

### Agenda Norms

* Agendas will focus on action items and will provide sufficient time for discussions and debate
* Agendas will be distributed with sufficient time for committee members to read materials and prepare
* Committee members will read materials and be prepared to discuss agenda items
* Data, including disaggregated data, important to items on the agenda should be readily available (e.g. if discussing additional funding for embedded tutoring in English, disaggregated English success rates should be available to the committee.)

### Agenda Preparation and Formats

An agenda template has been provided in the appendix.  Not all sections of the template are necessary for all committees; however, agendas should at minimum identify action items versus informational items.

It is also recommended that committee chairs limit time on the agenda for report outs and focus the meeting on action items. Chairs may wish to set time limits on items to ensure that the committee can address all areas of the agenda in the meeting and set expectations. Chairs may also wish to add a specific agenda item that solicits student input.

### Brown Act Committee Agendas

Academic Senate, Student Government, and their committees are governed by Brown Act.

Brown Act committee agendas must be publicly posted at least 72 hours in advance of the meeting.  While there is no statutory requirement for other committees to post that far in advance, every effort should be made to distribute agendas and meeting materials early enough to give all members a chance to review them.  The suggested time-frame is at least 48 hours in advance.  If the chair expects the membership to be able to efficiently take action on items on the agenda, then the chair should be courteous enough to get those materials and agenda to the membership in a timely manner. It is well within the rights of the group to refuse to take action on an item they feel they have not had time to review and save it for the next meeting.

Chairs may also wish to solicit future agenda items from committee members to help build future agendas. Committee members should be made aware of the expectation that agenda items need to be forwarded to the chairs in a timely manner as well; chairs should set reasonable expectations for submitting new items to the agenda.

### Minute/Note Formats

A template for minutes/notes has been provided in the appendix.

A record of what happens in a meeting is recorded by the chairperson or designee and reported at the next meeting in the form of minutes/notes.

Committees subject to the Brown Act must record actions and individual votes in accordance with those regulations.

Other committees are not held to the same requirements, but minutes/notes should be a concise record of pertinent information from each meeting of the committee; they need not be a transcription of every detail. Actions and recommendations of the committee should be clearly noted.  Minutes should focus on action and generalize discussions without identifying individual speakers unless specifically requested by the speaker.  The only requirement for specific names or for motions and seconds. If more detailed notes are to be included in the official minutes, it is advisable that the Committee Operating Agreement addresses this issue.

## Running an Action-Orientated Meeting

### Facilitation

Chairs are highly encouraged to attend training annually to ensure continuous quality improvement in committees they lead and how they facilitate and support others in improving our committee process.

### Facilitating an Online or Hybrid Meeting

Online meetings might request additional norms such as asking members to raise hands, using the queue to speak.  It is often wise to have a facilitator assisting with meetings, monitoring the chat. Committees might consider banning the chat or discouraging side-conversations in the chat. All online or hybrid committees should determine in advance how to vote. This is especially important in Brown Act committees who must sometimes perform role call votes.

### Recording a Meeting

If a meeting is recorded (both virtual and in-person), the chair is responsible for indicating if the meeting is just being recorded to facilitate note-taking and will be deleted or if it will be made publicly available.  This might be noted on the agenda and in the committee training.  Brown Act committees are required to keep recordings for 30 days. Any participant in a Brown Act Committee may record the session.

### Reporting Decisions

Committees make important recommendations that need to be communicated to the governance structure (e.g. Academic Senate, College Council).  Individual committee members are responsible for reporting actions and discussions to their constituents.

Chairs complete a report-out form report should report-out actions and important committee activities (discussions, plans) within 24 hours of the meeting.

Reports should reflect the will of the committee.  Important discussions and differences of opinion should also be accurately represented without naming individual committee members or programs unless requested (e.g. While they endorsed the plan, counseling had concerns about capacity).

### Technology and Document Management

Microsoft Teams should be used by most committees unless there is a compelling reason to use another technology (e.g. Brown Act committees, which must post their agendas publicly).

Teams site should be updated regularly and committee chair is responsible for ensuring that all members can access the Teams site, including students.  Documents, including minutes and agendas, should be accessible.  Accessible templates for the COA, the agenda and minutes have been provided.

Training will be provided in how to best organize Teams for committee work.

## Meeting Logistics

### Brown Act

Academic senates and student body associations are recognized as decision-making bodies under California’s Education Code and Code of Regulations. As such, they are subject to the requirements of [Ralph M. Brown Act](http://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=GOV&division=2.&title=5.&part=1.&chapter=9.) (California Government Code, sections 54950-54963). In accordance with this law, the committees that fall under the Brown Act will: hold all meetings publicly; take action only on items on the agenda; publicly post the agenda and meeting materials three business days before the meeting; publicly post previous meeting minutes, and note individual votes within the meeting minutes.

Only those committees that are recognized as decision-making bodies under California’s Education Code and Code of Regulations (California Government Code, sections 54950-54963).  (Academic Senate has the option to make recommendations directly to the Board, so it is under the Brown Act.  College Council makes recommendations to the President, who then makes decisions or recommends to the Board, so it does not require Brown Act.).

### Bagley Keene Open Meeting Act

Even though Brown Act is not required, committees might want to follow some of the elements of the [Bagley Keene Open Meeting Act](https://oag.ca.gov/open-meetings), which requires:

* Public notice of meeting
* Agenda prepared in advance
* Public comment period
* Conducting action in public (all meetings are open and public)

Even when not mandated to follow these elements, they are best practices for all committees and are strongly encouraged.

### Roberts Rules

In a large organization or society the rules of order for conducting a meeting should be followed to allow for democratic decision making to take place. These rules are referred to as parliamentary procedure. There are many different books that outline these procedures but by far the most widely used and accepted is Robert’s Rules of Order Newly Revised.

The good news is that committees generally follow a relaxed version of parliamentary procedure. This more relaxed format allows for the vigorous discussion that is often necessary in a committee when ideas are being hashed out. The following is a list of modifications for Small Boards and Committees taken directly from Robert’s Rules of Order Newly Revised 12th Edition:

* Members may raise a hand to be recognized and remain seated when speaking
* No limit on the number of times one may speak on a subject
* Informal discussion is permitted even when no formal motion is pending
* The chairperson may speak on items for discussion and vote on all questions.
* A committee through its Committee Operating Agreement should formally recognize some form of parliamentary authority (Robert’s Rules of Order Newly Revised being the most widely used).

In anticipation of intense debate, the chair might want to enforce a more formal version of Robert’s Rules.  If so, the chair should indicate it at the beginning of the meeting.

See appendix A for a guide to Robert’s Rules.

### Attendance

If a member is not regularly attending a meeting, the chairs should contact that member to find out if there is a concern or if they would like to be replaced. If they need to be replaced because they are unresponsive or cannot continue on the committee, the chair should contact the appointing body as described in the COA.

### Proxies

If a member is unable to attend a meeting, encourage the member to appoint a proxy for that meeting. Proxies should be identified in advance and the official committee member should notify the committee chair.

### Quorum

Quorum is the minimum number of members of a committee that are required to be present at a meeting to conduct business. This number is determined by the committee in the Committee Operating Agreement. Membership vacancies do not count towards the quorum count.   It can be any part of the total group and may even specify specific members. The most standard quorum is a majority of the members. A majority means that more than 50% of the members must be present to conduct business.  While discussions and announcements may take place if quorum is not met, no official business can be conducted (no voting or decisions can be made) unless a quorum of members is present.

Examples of quorum:

* Membership is 12 – quorum is majority – 7 must be present.
* Membership is 7 – quorum is majority – 4 must be present.
* Membership is 12 – quorum is 2/3 – 9 must be present.
* Membership is 16 – quorum is 2/3 – 11 must be present.
* Membership is 12 – quorum is majority/must include at least 1 faculty – 7, including 1 faculty, must be present.

### Motions and Amendment

A motion needs to be made if a vote is to be taken. A motion is really a formal proposal to take action. Any member of a committee may make the motion. A second is required for the committee to take action. Once the motion has been made there is an opportunity for debate before action is taken on the motion.

As committees are usually recommending bodies, it is advisable to make motions in the form of a recommendation (e.g. I move to recommend this budget item for approval).

See appendix A for a guide to Robert’s Rules.

### Voting

In almost all cases voting should take place by voice, or in the case of a close call, by raising of hands or roll call. In synchronous virtual meetings, chat may be used to collect vote.  In asynchronous virtual meetings, an email vote is appropriate. During a Zoom meeting the chair may wish for members to raise thumbs or hands or vote in the chat. The minutes should note yeas, nays and abstentions.

Only those designated as voting members may vote.  In a committee the chairperson may vote.

After quorum is established, a simple majority of members present is required to pass a motion; that means that more than half of the members casting a vote must vote yes to pass. Members may abstain from voting; if abstaining, they are not counted toward the whole.  Some examples may be:

* 7 yes, 5 no, motion passes
* 6 yes, 6 no, motion fails
* 3 yes, 4 no, motions fails
* 4 yes, 3 no, 1 abstention, motion passes

# Members Responsibilities

## How Members are Appointed

There are multiple constituencies that appoint members to committees (Academic Senate, Classified Senate, CSEA, ASG).  Opportunities to volunteer for committees are announced annually.

If a faculty or staff member is interested in a particular committee, the COA for that committee will identify all appointing bodies for that committee.  Faculty and staff may notify the appropriate appointing body for their role at the college, informing them of their interest.  Oftentimes there are more volunteers than seats available.  Committees strive to maintain a balance of many things (experience, new ideas, representation from different areas of campus, etc.) and not all volunteers will be selected.

## Representation

The template agenda provided to committee chairs identifies each member’s role on the committee in the members grid. The appointing body (most faculty members are appointed by Academic Senate, classified by Classified Senate or CSEA, students by RCASG) is the group the member is representing.

As a representative it is the member’s responsibility to represent that appointing body and report actions of that committee to the appointing body.

While the appointing body is the member’s main responsibility, they may also have been appointed for their area expertise (pathway, program, discipline).  If that is the case, the member’s role as a representative is to represent the expertise and voices of those in that area.

No matter what body a member represent, input should always align with the mission of the college and the students’ best interests.

It is vital that members communicate regularly and solicit feedback and recommendations from those they represent.

## Meeting Preparation

In addition to attending the scheduled meetings, committee members are responsible for timely and thorough review of materials pertinent to the work of the committee. Members should review materials prior to each meeting so that committee may conduct business efficiently.

Many meetings are much more efficient if members have ideas prepared in advance and consult with the committee chair.  This is particularly true of those meetings that require amendments to formal motions; it is even more true in virtual meetings.

Being a member of a committee often comes with additional responsibilities beyond just attending the committee meeting:

* Review materials in advance of the meeting
* Offer meaningful input to the group/participate in discussions
* Vote on action items, including minutes/notes
* Serve on taskforces and workgroups, as needed. Much of the “work” done on the committee happens in small taskforces or workgroups.  Committee members are expected to serve on these smaller groups to participate in the work of the committee

## Attendance

Committee members are required to attend meetings and be on time or send a proxy.  They should be on-time, prepared, and not multitasking so that meetings can run efficiently.

If a member is unable to attend a meeting, the member should appoint a proxy for that meeting. Proxies should be identified in advance and members should notify the committee chair in advance.

It is recommended that members attend the entire meeting; if they cannot attend for the full meeting time, consider discussing finding another appointment with the committee chair.

## Reporting back to constituents

Those that committee members represent must be kept updated regarding the decisions and discussions in committees.  Oftentimes more than one member represents an appointing body.  It is recommended that members collaborate their constituencies to share the workload of reporting back to constituencies.  Members should report:

* First-read items
* Committee actions
* Important discussions and plans
* Any item in their judgment that is important to the constituency

Of these, first read items should be highlighted and members should solicit input from their constituency regarding their position on the item.

There is a formal reporting process through the report template; however, members might also use email to solicit further input from constituencies regarding upcoming decisions.

## Participating in a Meeting

Part of being a representative is speaking for a constituency, so it is important that a member’s voice is heard.

* Step up, step back (Step up and speak up when needed, but be willing to step back and let other voices be heard)
* Stay on Agenda/Topic
* Devote all attention to the meeting (don’t multi-task)
* If contentious, do not continue to repeat a point without any new information
* All committee members should be valued equally
* Avoid sidebar conversations

# Signature Page

Adopted Fall 2021.

Reedley College President, Jerry Buckley

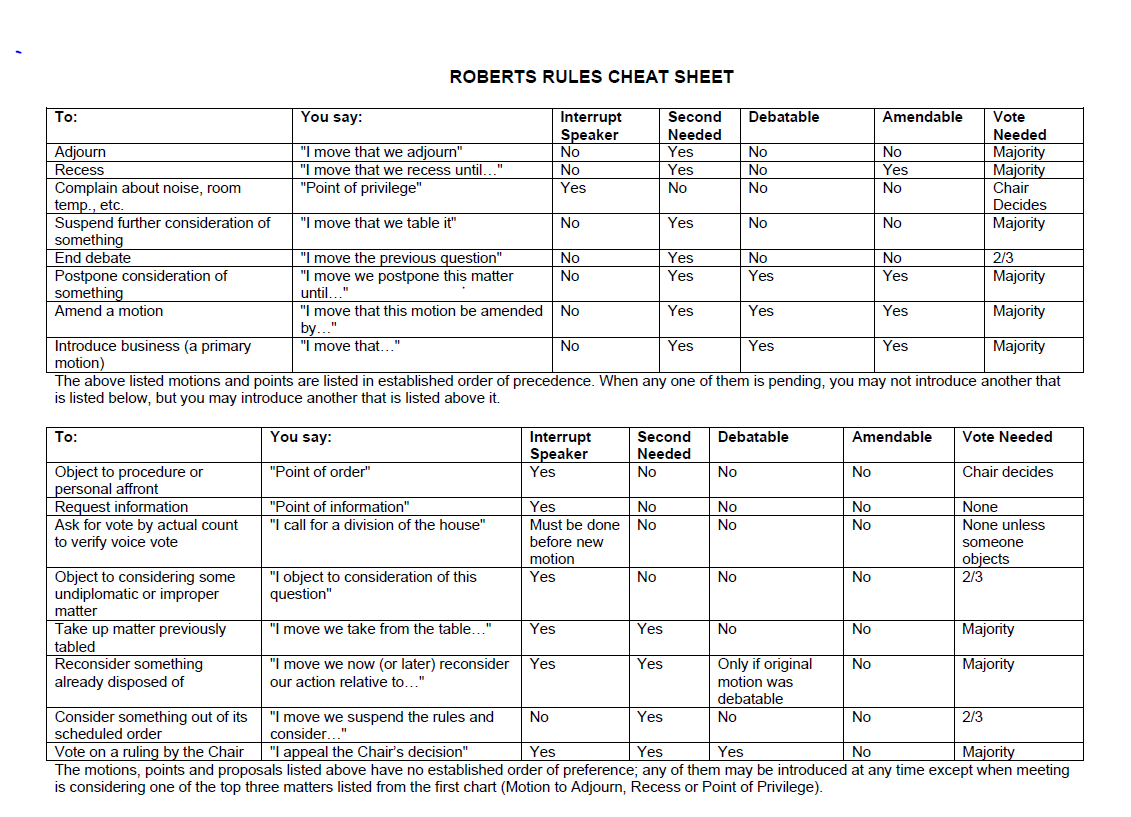
Academic Senate President, Rebecca Snyder

Classified Senate President, Katherine Guhin

Associated Student Government President, Gerardo Reyes

# Appendices

## Appendix A: Robert’s Rules Resources

[**Roberts Rules of Order Cheat Sheet**](https://diphi.web.unc.edu/wp-content/uploads/sites/2645/2016/10/cheat-sheet.pdf)

## Appendix B: Agenda and Minute Templates

The Word Versions of these documents can be found on the Governance site.

Agenda and Minutes Template and Sample



Notes Sample



## APPENDIX C: Glossary

**9+1-**List of areas in which students have the right to participate in decision making at the college.

**10+1-**List of the academic and professional matters that define the Academic Senates purview through statute

**Academic Senate-** Provides for the effective participation of faculty in governance and assumes primary responsibility for making recommendations in the areas of instruction, curriculum and academic and professional matters (also known as the 10+ 1) as detailed in Title 5 53200 and Education Code.

**Academic Senate for California Community Colleges (ASCCC)-** Academic Senate for the California Community Colleges. The statewide organization represents, by law, the faculty on matters of educational policy. Local academic senates also have legal rights and responsibilities related to local district policy.

**Accrediting Commission for Community and Junior Colleges (ACCJC**)- Regional Accreditor identified by the Federal Government to review the quality of higher education institutions and programs for the California Community Colleges.

**Action Items-**Action items on the agenda are intended to be voted upon at the meeting**.**The result of action items should be noted in the minutes/notes, shared with constituency groups and reported to the reporting body.

**Administrative Regulations (AR)-** Regulation designed to implement Board policy, laws, and regulations. They address how the general goals of the District are achieved and define operations of the District. They include details of policy implementation, responsibility, accountability, and standards of practice.

**Advisory Committee**- All CTE Programs are required by Title 5 to hold CTE Advisory Group meetings annually. These groups include local employer, community, faculty, and university representatives. They provide input and feedback to discipline faculty and programs regarding curriculum and workforce needs.  (Title 5 55601).

**Amendments-** A substitution, addition or deletion (removal) of words anywhere in a motion under discussion before it is put to vote.

**Appointing Body-** The group designed to appoint members to a committee (e.g. Academic Senate, ASG, Classified Senate, AFT or CSEA).

**Associated Student Government (ASG)-** Represents the students in the participatory governance especially in the areas of the 9+1 and provides students with opportunities to participate in the decision making processes of the college and improve the college experience for all students.

**Bagley-Keene Open Meeting Act –** State law that establishes notice and open meeting requirements for state bodies, including the Board of Governors.

**Board of Governors-** The California Community Colleges is guided by a process of participatory governance, and the Board of Governors of the California Community Colleges sets policy and provides guidance for the 73 districts and 116 colleges that constitute the system. Board members are appointed by the Governor and formally interact with state and federal officials and other state organizations.

**Board of Trustees-** Each of the 72 community college districts in the state has a locally-elected board of trustees, responsive to local community needs and charged with the policy leadership for the district. Boards range in size from five to seven members who are elected by the local community either on a district-wide or area basis.

**Board Policy (BP)-**The voice of the Governing Board and defines the general goals and acceptable practices for the operation of the district that adhere to federal and state laws and regulations.

**Brown Act-** The Ralph M. Brown Act (Gov. Code, § 549501) governs meetings conducted by local legislative bodies, such as Academic Senates. The Act represents the Legislature’s determination of how the balance should be struck between public access to meetings of multi‐member public bodies on the one hand and the need for confidential candor, debate, and information gathering on the other.

**California Community Colleges Classified Senate (4CS)-** A non-profit organization, formed by the California Community College's classified staff to serve as the statewide classified senate. 4CS supports the leadership roles of classified staff in the governance of the California Community College System through the development and support of local senates, advocating increased involvement at the state level, and promoting leadership skills among classified staff.

**California Community College Chancellors Office (CCCCO)-** The Chancellor's Office operates under the direction of the state chancellor who is guided by the Board of Governors. The Chancellor's Office is charged with providing leadership, advocacy and support of the California Community Colleges. Serving as the administrative branch of the California Community Colleges system, the Chancellor's Office is also responsible for allocating state funding to the colleges and districts.

**California School Employees Association (CSEA)-** Identified representative of the Classified Professional Staff and their bargaining unit.

**Classified Senate-** Constituency group representing all classified professional staff.

**Committee Operating Agreement (COA)-** Approved document that details the charge, membership and logistics of college committees.

**Constituency**- A governance group (e.g. ASG, Academic Senate, Classified Senate) that is represented by identified committee members.

**Council**- This is defined as 1) a group that is called together for consultation, discussion, advice etc. or 2) a group of people chosen as an administrative, advisory, or legislative assembly. At the college, councils normally have an ongoing purpose, a formal structure, and an area of college wide coordinating function (e.g. College Council).

**Department Chairs Group**- The Vice President of Instruction and Department Chairs meet monthly to provide recommendations on new staffing needs, operational issues, and budget allocations affecting the instructional and student services programs.

**Diversity** - Individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations)

**Education Code-**The body of California law governing elementary, secondary and postsecondary education in California. Implementing regulations are contained in Title 5 of the California Administrative Code.

**Equity** -The creation of opportunities for historically underserved populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

**Equity-Mindedness** - "The term 'Equity-Mindedness' refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education." ([Center for Urban Education, University of Southern California](https://cue.usc.edu/about/equity/equity-mindedness/))

**Ex-officio**- A non-voting appointee to a council or committee based on their position at the college.

**First Read-** On an agenda a first read item is the introduction of the item to the group. The intent is that committee members or representative will consult with their constituency on how they should act on that item.

**Inclusion -** The active, intentional, and ongoing engagement with diversity—in the curriculum, in the cocurriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

**Informational Item-** Informational items on the agenda are intended to provide information on topics that should be shared with their constituency.

**Microsoft Teams-** A online collaborative workspace used at Reedley College for committee organization including the posting of agendas, minutes and committee documents.

**Motion-** A motion is a formal proposal put to a group for a decision by vote in a meeting.

**Norms-** Agreed-upon definitions of productive behaviors and mindsets that should be usual, or “the norm,” whenever a group is working together. Norms are a “social contract” that supports a group’s collaborative work.

**Participatory Governance-**The practice of involving faculty, staff, administrators, and students in policy discussions at the local and state levels.

**Presidents Council (PC)**- The President and Vice Presidents meet weekly to prepare Board actions, discuss issues of college-wide impact, and coordinate activities from various areas of responsibility.

**President’s Advisory Council (PAC)**- The President meets bi-monthly with the College Vice Presidents, Deans, Director, and Researcher to review Board actions, discuss college-wide issues, review comments, concerns, and endorsements regarding recommendations by the College Committees, as well as to coordinate the general management and oversight of the College on a wide range of topics.

**Quorum-**The number (such as a majority) of members of a committee that are required for the committee/council to act.

**Reporting Body-** Each committee is responsible for reporting their actions and recommendations to a committee such as College Council or Academic Senate. The Reporting body of each committee is identified in its Committee Operating Agreement.

**Representative-**One that represents a constituency as a member of a group.

**Roberts Rules of Order**- A handbook for running meetings effectively and efficiently, based on the procedures used in the British parliament. The handbook sets the guidelines for such issues as leading debates; recognizing speakers; defining the role of the chair and other officers; proposing, seconding, and voting on motions; and writing and amending constitutions and bylaws.

**Second Read-**Second read items on the agenda are intended to be action items.

**Standing Committee**- A permanent, repeating committee that has been appointed or selected to review specific topics, areas, or issues and report back to the originating entity(s). It may consist of cyclical membership, which is established according to the rules adopted by the committee itself in conjunction with the originating entity.

**State Center Federation of Teachers (SCFT)-** Union representing faculty in the State Center Community College District.

**Student Senate of California Community Colleges (SSCCC)** -Represents the students of the California community college (CCC) system in state-level shared governance and legislative advocacy.

**Sub Committee** – A subset of committee members and/or additional members with expertise organized for a specific purpose on a permanent basis.

**Task Force-**A group created to address a special college-wide subject/issue and meets for a designated time or task.

**Tile 5-** The portion of the California Code of Regulations containing regulations adopted by the Board of Governors which are applicable to community college districts.

**Title V-** Title V of the Higher Education Act (HEA) is a federally funded grant program, created in 1998 to assist certain colleges and universities in improving the higher education of Hispanic students in the United States.

**Work Group**- A select group of persons, usually appointed by a larger group or governing body, to define and/or carry out specific task or process.

## APPENDIX D: Operational Councils and Groups

Operational councils’ membership is determined by the position held within the College.

**President’s Cabinet**

The President and Vice Presidents meet weekly to prepare Board actions, discuss issues of college-wide impact, and coordinate activities from various areas of responsibility.

**President’s Advisory Cabinet**

The President meets bi-monthly with the College Vice Presidents, Deans, Directors, and Equity Coordinator to review Board actions, discuss college-wide issues, review comments, concerns, and endorsements regarding recommendations by the College Committees, as well as to coordinate the general management and oversight of the College on a wide range of topics.

**Deans/Director**

The Vice President of Instruction and Deans meet weekly to discuss operational issues and share news from various areas of responsibility.

**Department Chairs**

The Vice President of Instruction, Deans and Department Chairs meet bi-monthly to provide recommendations on new staffing needs, operational issues, and budget allocations affecting the instructional and student services programs.

**Student Services Leadership Council (SSLC)**

The Vice President of Student Services meets monthly with deans, directors, managers, and/or representatives from each of the Student Services areas to discuss operational issues and share news regarding student services programs.

**Student Services Workgroup (SSWG)**

The Student Services Workgroup (SSWG) is chaired by the Vice President of Student Services and comprised of Deans of Student Services and Directors within the division. The workgroup focus is to support and assist the VPSS in identifying, coordinating, and implementing division-wide strategic priorities to support student success. The workgroup meets twice per month to discuss and address operational issues and share updates from various areas within the Student Services Division. Each year, SSWG engages in a strategic planning workshop to evaluate outcomes from previous year goals and to set goals and priorities for the upcoming academic year.

**Student Success Team**

Success teams are focused around the seven college pathways. The teams include faculty, staff, students and administrators with a focus on supporting individual students completing their educational goals.

## APPENDIX E: District Committees and Workgroups

**Chancellor’s Cabinet**

Purpose: Solve administrative problems of districtwide concern that are not solved elsewhere in the organization; share administrative information of districtwide interest/concern; Coordinate/guide districtwide planning and budgeting for districtwide attention and input; clarify and/or define districtwide operational policies and procedures and make recommendations to the Chancellor as appropriate; define standards of fairness and equity among the colleges/district office regarding resource allocations; make management decisions or recommendations to the Chancellor regarding personnel, litigation or collective bargaining matters; clarify or interpret, from a management perspective, union contracts for districtwide consistency in implementation

Chair: Chancellor

Members: Chancellor, College Presidents, District Administrators

**Communications Council**

Purpose: The Communications Council was formed to provide a venue for college/district constituency groups to participate in local decision-making. The Communications Council reviews the Board agenda and discusses items on the agenda as well as other topics regarding participatory governance.

Chair: Chancellor

Members: District Administrators, College Presidents, Academic Senate Presidents, Classified Senate Presidents, Associated Student Government Presidents, Student Trustees

**District Budget and Resource Allocation Advisory Committee (DBRAAC)**

Purpose: The DBRAAC is the district’s highest-level financial resource planning body. Its purpose is to recommend an allocation plan for the distribution of district resources and to provide input into financial matters of the district. This includes, but is not limited to, cost savings strategies, revenue generation strategies, and resource allocation modifications.

Chair: Vice Chancellor of Finance and Administration

Members: Two Academic Senate Representatives from each college, One AFT Representative, Three CSEA Representatives, Three ASG Representatives, One administrator from each college, Vice Chancellor of Finance and Administration, and the Director of Finance

**District Strategic Planning Committee (DSPC)**

Purpose: The DSPC is the district’s planning body. Its purpose is to recommend district goals and objectives that align with the districts’ Strategic Plan; to recommend guidelines and measurements by which to monitor progress towards the completion of these goals and objectives; to coordinate planning between the district and colleges/centers; to ensure that the colleges’/centers’ strategic plans align with the district’s Strategic Plan.

Chair: Vice Chancellor of Educational Services & Institutional Effectiveness

Members: Academic Senate Representative from each college, AFT Representative, Two CSEA, TWO Classified Senate Representatives, One administrator from each college, District Administrator

**Educational Coordination and Planning Committee (ECPC)**

Purpose: Review and recommend to the Board of Trustees new and revised curriculum proposals, including courses, programs and degrees. The Committee will also be in charge of district wide common catalog language.

Chair: Vice Chancellor of Educational Services & Institutional Effectiveness

Members: Vice Chancellor of Educational Services & Institutional Effectiveness, President of each college, Vice President of Instruction from each college, Academic Senate President from each college, Curriculum Chair from each college, Curriculum Analyst from each college, Articulation Officers from each college (non-voting), Vice President of Student Services from each college (non-voting)

**Equal Employment Opportunity Advisory Committee (EEO)**

Purpose: To assist in developing and implementing the district’s Equal Opportunity Plan. The committee may also assist in promoting understanding and support of equal employment opportunity and nondiscrimination policies and procedures. The committee may sponsor events, trainings, or other activities that promote equal employment opportunity, nondiscrimination, retention, or diversity.

Chair: Elected by committee

Members: Vice Chancellor of Finance and Administration or designee, Vice Chancellor of Educational Services and Institutional Effectiveness or designee, Vice Chancellor of Human Resources, Director of Classified Personnel, Director of Human Resources, One Administrator from each college and the Madera and Oakhurst Centers, One Academic Senate representative from each college and the Madera and Oakhurst Centers, One Classified representative from each college and the Madera and Oakhurst Centers, SCFT president or designee.

Meets: Two meetings per year with additional meetings if needed

**District Facilities and Safety Committee**

Purpose: In accordance with Board Policy 2510, the Districtwide Facilities & Safety Committee will operate on a collaborative and communicative level to assist in meeting the mission, vision, and values of the college/centers and the district through safe and effective facilities that support excellence in education.

Chair: Vice Chancellor of Operations and Information Systems

Members: Vice Chancellor of Operations & Information Systems, Two Academic Senate Representatives from each college, One Classified Senate Representative from each college, Three CSEA representatives, Vice President of Administrative Services from each college, Chief of Police, Director of Environmental Health & Safety, Chancellor (non-voting), Vice Chancellor of Finance & Administration (non-voting)

**International Education Committee**

Purpose: In progress from the district office.

Chair: Coordinator of International Education

Members: TBD

**Matriculation Workgroup**

Purpose: The District wide Matriculation work group is composed of faculty, staff, and administrators, whose common goal is to develop and implement practices that will enhance the student’s matriculation process at State Center Community College District (SCCCD) campuses and centers. A key goal of the workgroup is to review resources allocated to the district wide matriculation process and develop a plan for the effective distribution of resources in accordance with district outreach efforts. The workgroup will review enrollment trends in the District and develop a comprehensive set of processes for the efficient matriculation of students into SCCCD campuses and centers. The work group will solicit and review input from local high schools and community constituency groups to ensure broad dialogue regarding the matriculation process at SCCCD. The work group will focus on improving student access to SCCCD campuses and centers, while emphasizing student success and educational goal completion through the quality of services delivered.

Chair: District Dean of Admissions and Records

Members: Assistant to the Chancellor, Dean of Students or designee from each college, Dean of Student Services responsible for Outreach or similar position from each college, Matriculation Coordinator from each college, Counselor from each college

**Student Access Workgroup**

Purpose: The Districtwide Student Access Workgroup will operate on a strategic level focusing on districtwide topics and activities related to student access. This workgroup will provide guidance for districtwide access strategies; however, it is not intended to influence the schedule development process, program and course offerings, and student success initiatives. Those matters are in the hands of local committees and process at each college.

Chair: District Dean of Admissions and Records, Vice President of Instruction & Student Services, MCC Members: One Dean of Instruction from each college, Dean/Director of Outreach from each college, Enrollment Management lead from each college, Vice President of Student Services from each college, One faculty member from each college, One student from each college