



Importance of Shared Governance

President's Cabinet Presentation

October 27, 2009

*Rita Cepeda, Ed.D, President
Mesa College*



AB1725: A Little History

1989 Legislative Act after 5 years of study

Objectives of Legislation

- Established the California Community Colleges as segment of California Higher Education
- Defined the Mission of Community Colleges and the Priorities within that Mission.
- Defined the role/governance relationship between the Board of Governors (system) and the Board of Trustees (local).
- Offered funding to enable colleges to improve program quality and meet standards (Program based funding) such as 75/25 full-time credit faculty

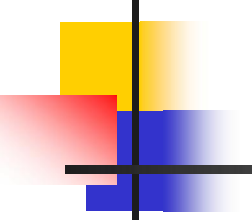


Governance Structure:

State ► System ► Local

- From Legislation (AB 1725)
 - amendable only by subsequent legislation
- to System-wide Regulation (Title 5)
 - amendable by Board of Governors' action
- to local district implementation through district policy, regulation that must at minimum meet the letter and spirit of Title 5

CCC Reform: Characteristics of a Segment of Postsecondary Education



- K-12-like credentials repealed
- New minimum qualifications (MQs and FSAs are Born) to ensure students and transfer partners of faculty expertise. Tenure period set at four years
- Required faculty evaluation and peer review
- Validated the need for Staff Development
- Set diversity objectives

Another Interesting Legal Provision



Evaluation of Faculty and Administrators

Ed Code 87663

It is the intent of the Legislature that faculty evaluation include, to the extent practicable, student evaluation.

It is the intent of the Legislature that evaluation of administrators include, to the extent practicable, faculty evaluation.



Intent of Reform

In short . . . AB 1725 aimed to

- Enhance the community college image
- Increase/change funding structure
- Clearly move from K-12 to higher education
- Develop a more unified system
- Establish processes for institutional renewal



Participants in Governance and Their Role

- The System (Board of Governors)
- The District (Board of Trustees)
- Administrators (Designees of Board)
- Faculty
- Students
- Staff

The Law and Participatory Governance

(Education Code Sections 70901 and 70902)

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

- faculty, staff and students the right to participate effectively in district and college governance and
- the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.



What does “Participating Effectively” Mean?

Participating effectively in district and college governance requires inclusive *involvement* in the decision-making process.

- It does not imply total agreement;
- It does not require the same level of involvement by all;
- Final decisions rest with the local board of trustees or designee.

Regulations Regarding Academic Senates

(see Title 5 §53203)

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

...providing at a minimum the governing board or its designees

- consult collegially with the academic senate when adopting policies and procedures on academic and professional matters.



Effective Faculty Participation in Governance: Outcomes

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



Rely Primarily or Mutually Agree

- The local board must adopt procedures identifying how it will consult collegially in these eleven areas; either to “rely primarily upon the advice and judgment of the academic senate” or to “reach mutual agreement.”
- It is recommended, although not required, that the specific procedure selected be identified in policy for each of the academic and professional matters.



Rely Primarily/Mutual Agreement: Definition

- **“rely primarily”** procedure is normally supposed to accept recommendations of the senate in any areas so designated, unless there are “exceptional circumstances” and “compelling reasons.”
- **“mutual agreement”** procedure implies that the Board is supposed to reach written agreement with the senate in any areas so designated.

Regulations: Areas of Participation for Faculty:10 + 1

(Title 5 §53200)

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

1. Degree and certificate requirements
2. Curriculum, including establishing prerequisites and placing courses within disciplines
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success



10 + 1 (cont'd)

6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

Regulations Regarding Student Participation

(Title 5 §51023.7)

Governing board adopts policies and procedures that provide students opportunity to participate effectively in district and college governance.

- formulation and development of selected policies and procedures and
- processes for jointly developing recommendations that have or will have a significant effect on students.

Board shall not take action on a matter having a significant effect on students until:

- recommendations and positions by students are given every reasonable consideration.

Regulations Specific to Student Participation

(Title 5 §51023.7)

- (1) grading polices;
- (2) codes of student conduct;
- (3) academic disciplinary policies;
- (4) curriculum development
- (5) courses or programs which should be initiated or discontinued;
- (6) processes for institutional planning and budget development;
- (7) standards and polices regarding student preparation and success;
- (8) student services planning and development;
- (9) student fees within the authority of the district to adopt;
- (10) any other district and college policy, procedure or related matter that the district governing board determines will have a significant effect on students a
- (11) policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.



Overlapping Student/Faculty Concerns

- (1) grading polices;
- (2) codes of student conduct;
- (3) academic disciplinary policies;
- (4) curriculum development
- (5) courses or programs which should be initiated or discontinued;
- (6) processes for institutional planning and budget development;
- (7) standards and polices regarding student preparation and success;
- (8) student services planning and development;
- (9) student fees within the authority of the district to adopt;
- (10) Other district/college policy that the board determines will have a significant impact on students

Grading policies

Curriculum, including prerequisites

Educational program development

Processes for institutional planning and budget development

Standards or policies regarding student preparation and success;

Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

Regulations Regarding Staff Participation (Title 5 §51023.5)



Governing board must adopt policies and procedures that provide staff opportunity to participate effectively in district and college governance.

- formulation and development of policies and procedures, and
- processes for jointly developing recommendations that have or will have a significant effect on staff.

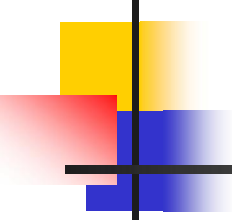
Board shall not take action on matters significantly affecting staff until

- the recommendations and opinions of staff are given every reasonable consideration.



Regulations Specific to Staff Participation (§51023.5. Staff).

- (1) Participation in development of structures, procedures and definitions or categories of positions or groups other than faculty that compose the staff of the college(s) and district.
- (2) Participation in the formulation and development of district and college policies and procedures that have or will have a significant effect on staff
- (3) Selection/nomination of staff representatives to serve on college and district task forces, committees, or other governance groups.
- (4) Staff roles and involvement in the accreditation process including self-study and annual reports
- (5) Policies for staff professional development activities
- (6) Institutional planning and budget development processes



SDCCD Participatory Governance Policy (BP 2510 Participation in Local Decision-Making)

ACADEMIC SENATES

Rely Primarily Upon

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. Processes for institutional planning and budget development

*Refers to number, make up and nature of committees in the governance structure and the Role faculty plays in these.



BP 2510 Participation in Local Decision-Making (cont'd)

Mutual agreement with the Academic Senates

The Board shall attempt to reach mutual agreement with the Academic Senates for the following policy development.

9. Policies for faculty professional development activities
10. Processes for program review; and
11. Other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senates.



BP 2510 Participation in Local Decision-Making (cont'd)

STUDENTS

The Board will usually not take action on a matter having a "significant effect on students." District policies that have a significant effect on students include:

- 1) grading policies;
- 2) codes of student conduct;
- 3) academic disciplinary policies;
- 4) curriculum development;
- 5) courses or programs which should be initiated or discontinued;
- 6) process 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
- 10) any other district and college policy, procedure or related matter that the district governing board determines will have a significant effect on students.



BP 2510 Participation in Local Decision-Making (cont'd)

STAFF

DEFINITIONS --Staff: shall include all non-supervisory Classified staff, supervisory staff and management staff.

Except in unforeseeable, emergency situations, the Governing board shall not take action on matter significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters.

- Staff will be included in appropriate committees, councils, advisory groups and other structures at all sites in order to participate in the formulation and development of matters which impact staff.
- Procedures shall be distributed by the Chancellor to implement districtwide participating of staff in shared governance.



The Ultimate Aim: Collegiality and Educational Excellence

- In short, participatory governance is “not a simple process to implement – goodwill, thoughtful people, a willingness to take risks and the ability to admit problems exist – can go far toward establishing a positive environment.”
- “The central objective should be creation of a climate where energy is devoted to solving crucial educational tasks”

Source: CCCT/CEOCCC Policy Paper, December 1989



References

Walton , Ian and Morris, Wanda,
**Participating Effectively in District
and College Governance: Student
Responsibilities;** *Student Leadership
Institute, San Jose, CA 2004*

Briones, Benita; Plyley, Cari; California
Community Colleges Classified Senate
(4CS); Diablo Valley College, April 7,
2009

Lovas John C and Kanter, Marta Shared,
Governance the Next Generation,
Annual International Education of the
League for Innovation in Community
Colleges; July 1994

The Academic Senate for California
Community Colleges and The Community
College League of California,
**Participating Effectively in District
and College Governance;** *Adopted Fall
1998*

Smith, Cindra, Director of Education Services,
*Advisory Committee on Education
Services*
***Perspectives on the Role of Student
Trustees,*** *October 1998; Updated May
2006.*