

Participatory Governance

Introduction

Governance at College of the Redwoods is a deliberate process which seeks out creative and constructive ideas and perspectives of this community of learners. It enables active, responsible participation of affected parties (which could be functional units and/or employee groups) in the decision-making process by providing meaningful opportunities to introduce, analyze, discuss and provide input or recommend courses of action before a final decision is made. Governance at CR is a process of participatory governance where decisions are made at the broadest possible level of the organizational structure.

Principles Embodied in Governance

1. Participatory Governance recognizes that the mission should drive governance and accepts the authority vested in the Board and the Administration. It also recognizes that such authority will be exercised after due consideration of the wisdom emanating from the participatory governance process.
2. Participatory Governance is most effective when individuals and groups can express their opinions and engage in discourse freely and without fear of retaliation. Thus, it is the responsibility of all parties to conduct themselves and act in a manner that is consistent with this principle.
3. Participatory Governance is a process that allows for many divergent views, opinions and perspectives to be brought forward and discussed. However, Participatory Governance will be effective only if all parties agree to respect the final decision and do their part in implementing it, though they may disagree with the decision itself.
4. Participatory Governance recognizes that the participation of affected constituent groups should be real and meaningful and that this participation should be based on the principle that each group has the largest influence in matters that concern it most. As an example, according to this principle, faculty will have the largest influence when it is a matter of curriculum (or the areas mandated by AB 1725) while student services staff will have the largest influence when it is a matter of matriculation.
5. Participatory Governance recognizes that in addition to the involvement of members of affected groups or functional units, the need for establishing regular communication between and among the representative bodies and seeking their participation as appropriate.
6. Participatory Governance recognizes that governance involves implementation of a combination of policies, procedures, guidelines and practices. It is recognized that the deliberate and formal process of participatory governance is appropriate for the first two while informal, and collegial, consultation is appropriate for the later two.
7. Participatory Governance recognizes the necessity and importance of participation of involved parties in the initial selection of supervisors and administrators and subsequently in providing feedback in the evaluation process of supervisors and administrators.

8. Participatory governance is most effective when decision-making is distributed throughout the organization so that decisions can be made at the broadest level of the organizational structure and when roles, responsibilities and decision-making authority of functional units and committees are clearly delineated.
9. Participatory Governance recognizes that while there is the presumption that the administration will abide by the advice and recommendation of the constituents there will be instances where it may choose to disregard such advice or recommendation. In such cases it is incumbent upon the administration to provide a rationale for the decision. It also recognizes that, in exceptional circumstances, it may become necessary to take action affecting institutional constituencies without the full benefit from the shared governance process. In such cases, the representative bodies will be informed as soon as possible and will be provided an opportunity to provide feedback.
10. Participatory Governance requires periodic assessment of the process itself. It is expected that the process will be evaluated at least once a year with the express objective of making it better.
11. Participatory Governance recognizes that there are many administrative decisions made in CR that do not fall under the purview of this process—for example, developing the facilities master plan is a matter of participatory governance while implementing the plan is not.
12. Effective participatory governance requires that constituents and functional units adopt processes and practices that allow for decision-making in a timely manner.

College of the Redwoods hereby establishes a model for Participatory Governance to facilitate broad participation and involvement in college decision-making by all members of the college community, including students, faculty, classified staff and administrators. A major role of governance for the college must rest with the President, directly accountable and responsible to the Board of Trustees for the educational leadership and effective management of the college's human, physical and fiscal resources. In keeping with the spirit of the Education Code of the State of California, the success of participatory governance at College of the Redwoods depends upon the levels of cooperation and trust attained, the values shared, and the consensus achieved among all college constituencies. The goal of the participatory governance process is to bring together all constituent groups in order to facilitate the development of college-wide recommendations.

Participatory governance at CR must also function harmoniously with, but separate from, collective bargaining laws and the negotiated agreements between the respective employee bargaining units and the Redwoods Community College District. The California School Employees Association (CSEA) and the College of the Redwoods Faculty Organization (CRFO) represent the college classified staff and the faculty, respectively, in all matters pertaining to hours, wages, and working conditions. The Academic Senate also has rights and responsibilities that are defined by AB1725 (commonly referred to as the 10 + 1) and reflected in District Board Policy. The participatory governance model should be one that functions within:

- the mandates of AB 1725, the Education Code, and Title V of the Code of Regulations
- the Collective Bargaining Agreement(s), and
- the policies of the Board of Trustees of the Redwoods Community College District.

Vision/Mission/Values

Vision

College of the Redwoods is a learning community where lives are transformed.

Mission

College of the Redwoods puts student success first by providing outstanding developmental, career technical, and transfer education. The College partners with the community to contribute to the economic vitality and lifelong learning needs of its service area. We continually assess student learning and institutional performance and practices to improve upon the programs and services we offer.

Values

Student Success and Access: We put students first, ensuring that student learning, advancement, and access are pivotal to all we do.

Educational Excellence and Innovation: We value ongoing and systematic planning and evaluating methods that that move us towards excellence

Honoring Diversity: We value all the members of our community and strive to create a nurturing, honest, open environment.

Participatory Governance: We value ethical behavior and strive to create a culture where all students, staff, faculty and administrators engage in an inclusive, ongoing and self-reflective decision making.

Environmental Awareness: we value the environment and the need to minimize our impacts upon it.

Community Development: We value the economic and intellectual development of the various communities we serve.

Supportive Culture: We strive to create a supportive, problem-solving culture, and we recognize the proven usefulness of an interest-based approach (IBA) for achieving trust, cooperation and effective problem solving.

Accreditation Standards

Redwoods Community College District is accredited by the Association of Community and Junior Colleges, 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.

Governance is addressed in two components of the accreditation standards. Standard IV includes these statements most relevant to this document:

- Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designed responsibilities of the governing board and chief administrator.
- The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

These accreditation standards provide a mandate for collaborative decision making and ongoing cooperation in decision making among the components of the District.

Value of Participatory Governance

Participatory governance is a process and structure designed to enable those who work and study in an academic institution to share the responsibility for planning and guiding the direction of the institution and for the implementation of recommendations and decisions. While decisions are not always based on majority rule, due to a number of various factors, participatory governance shares the democratic belief in the inherent equality and dignity of persons, and the goal of promoting mutual benefit and individual liberty through an open deliberative process. It is this process that, when embraced by its participants, can lead to effective governance and can result in an environment of innovation, respect, collaboration, and collegiality.

Active service in participatory governance requires a significant expenditure of time and effort, both during, and in addition to, regularly assigned working hours. Substantial faculty and staff involvement is critical to the success of this endeavor. Each member of the college community belongs to one or more of the college constituent groups and has the responsibility to actively participate in the participatory governance process. This responsibility may be a leadership role or a representative role, in which one may be required to attend meetings, report information and collect input, or as a general college member it may be to communicate questions, concerns and opinions to one's representatives.

Regardless of a member's role, they may be asked to serve on committees or task forces and they have the responsibility to keep informed about the issues facing their constituent group. Whatever a member's role, it is through active involvement, by all members, in the participatory government process that effective governance will occur.

Implementation of Participatory Governance at CR

The College and its governance groups strive to put into practice the spirit and principles of participatory governance. Effective participatory governance is a partnership between and among those who are charged with making recommendations and those who are held accountable for outcomes. An inclusive governance structure enables members of the college community to participate in developing recommendations for consideration by the Board of Trustees.

Through mechanisms of participatory governance, the knowledge and experience of committed individuals and organizations will be molded into better decisions than any individual could make alone. In addition, there is a greater likelihood that participants will understand, embrace, and faithfully execute these jointly-developed decisions. Toward this end, it is appropriate that each individual and each constituent group within the Redwoods Community College District make a commitment to the success of our students, our mission, and the governance process by

subscribing to a common set of standards of conduct within the participatory governance process.

The participatory governance process at College of the Redwoods shall be guided by the following commitments:

1. To hold as our first priority in each decision the best interests of students and the provision of the highest quality programs and services.
2. To recognize that we are mutually dependent upon one another to perform our respective roles. The Board of Trustees, administration, faculty, support staff, and students all play critical roles; none of us can be successful without the support of others.
3. To affirm that each of us who fulfills a role also has value because of the knowledge and experience we contribute to making enlightened decisions. Our primary objective will be to make the best decision.
4. To be honest, open, candid, and tolerant; to expect and cultivate the same behavior from all others in the process; and to refrain from words or behavior that either personally demean another participant, or discount his or her contribution or legitimate role.
5. To refrain from making decisions in a unilateral and authoritarian manner.
6. To respect the ultimate legal authority of another person or body to make the decision, so long as there has been an attempt to understand and incorporate the reasoning and perspectives of the various parties of interest, and so long as there has been a good-faith attempt to gain consensus about the decision.
7. To guard against tendencies of institutional, group, and personal self interest that can divert the focus from making the best decision.
8. To make our positions known to others as clearly and explicitly as possible, and to make every effort to resolve conflict within the shared governance framework.
9. To consider commitments of time and resources as a cost of governance that should not detract from our fundamental role of providing direct instruction and services to students.
10. To accept personal and group responsibility for the development of trust and communication.

The intent of AB 1725 and the accreditation standards is actualized in such a spirit of collaboration. Functionally, the process includes a system of committee meetings and activities designed to solve challenges at levels closest to the staff and work units affected and to provide the President with assistance in preparing plans, processes, and policies.

These processes work because members of the groups and administrative staff agree that shared responsibilities are important and are to be protected through adherence to the following mutual agreements:

- All members of College governance, advisory, and operational groups agree to:
 - Work for the greater good of our students.

- Use analytical skills, creativity, and expertise to further District long-range goals, effective day-to-day functioning, and students' well-being.
- Fulfill group member responsibilities through:
 - Attendance at meetings
 - Clear articulation of constituent needs
 - Function as a team member with other members of the group
 - Follow-through on tasks
 - Report meeting outcomes back to constituent groups
- Work toward common understanding and consensus in an atmosphere of respect.
- Support the implementation of recommendations once group consensus is reached.
- Welcome change and innovation.

In turn, the President agrees to support the work of District groups by making the commitment that members of College groups will have:

- Flexibility and resources needed to accomplish assigned tasks.
- Shared responsibility for outcomes.
- Praise and recognition for their work.
- Support for change and innovation.
- Access to leadership opportunities.

Relationship of College Constituency Groups: Roles of Board, President, Faculty, Staff, Administrators, and Students

The College has developed individualized processes to generate, review, and implement recommendations on the academic and professional matters defined in law and regulation. However, when the implementations of recommendations impact the Colleges as a whole, these recommendations are presented at the College Council. After being reviewed and considered by this group, recommendations flow to the President and Board of Trustees or return to the College group for clarification. This does not prevent the Academic Senate from communicating directly with the Board of Trustees.

Critical to the integrity of the College governance structure is that each member of the community understands the roles, responsibilities, and accountability of each constituent group in the governance process.

Members of the College have the authority and responsibility to make recommendations in matters appropriate in scope. The scope for each constituent group outlined below is derived from several sources: the Government Code of California, California Code of Regulations Board Policy, and College practices and procedures.

Role of the Board of Trustees

Trustees are guardians of the public's trust and are accountable to all citizens of the District. As described in the previous section of this document, the Board's primary responsibility is to establish District policies that align with the minimum standards set by the Board of Governors of the California Community Colleges.

The Board of Trustees, as elected representatives of the community, is the final voice in the District subject to the laws and appropriate regulations of the State Legislature and State Chancellor's Office. The Board ensures that this mission and vision will be accomplished by assigning responsibilities to the President. In this way, the Board remains outside the operations of the District.

As a legislative body, the Board of Trustees conducts deliberations and actions openly within the realm of public scrutiny consistent with Government Code Section 54953, also known as the Ralph M. Brown Act. Minutes are prepared for all actions taken by the Board of Trustees to serve as the District's public record.

Every regular Board meeting provides an opportunity for the public to address the Trustees on any item of interest to citizens within the jurisdiction of the Board. No action, however, can be taken on an issue unless it has first been noticed on the Board agenda. In response to unagendized public comments, therefore, Board members may:

- Request clarification from those making public comments;
- Request staff to provide factual information on the comments being presented;
- Request staff to report back to the Board on the subject of comment at a later meeting; or
- Direct staff to place the matter on a future agenda.

The exception to the requirement for open meetings is when the Board confers in private on one of the following:

- Consideration of the appointment, employment, evaluation, discipline or dismissal of an employee;
- Consideration of charges brought against an employee by another;
- Consideration of national or public security;
- Confer with legal counsel regarding litigation;
- Consideration of student disciplinary actions;
- Consideration of real property transactions;
- Confer with District representatives within the scope of collective bargaining; or
- Consideration of honorary degrees or gifts from anonymous donors.

Items to be discussed in such a closed session are disclosed in open session through the printed and public Board agenda. Following a closed session, the Board reconvenes in open session and announces any action taken in closed session and the vote or abstentions of its members. Trustees do not disclose personnel, collective bargaining, or other discussions prohibited by law.

Role of District President/Superintendent

The President is the administrative agent of the Board of Trustees and, as such, is the only employee responsible directly to the Board. The President is accountable for the operation of the District and for providing policy recommendations to the Board.

The President has the right to accept, reject, or modify recommendations from the College Council. When the President rejects or modifies a recommendation from the College Council, he/she informs that group of the objections to their recommendation. The Academic Senate, CSEA, Management Council and ASCR retain the right to present their comments on the President's recommendation directly to the Board of Trustees.

Role of Faculty

Faculty members perform duties as instructors, librarians, or counselors in areas for which they possess appropriate qualifications; assess and recommend articulation agreements; implement activities based on applicable recommendations and District/College goals; perform other contractually identified professional responsibilities; and provide advice and recommendations regarding relevant policies and procedures through active participation on committees, councils, and task forces.

Full-time and part-time faculty members at each College are represented in governance by an Academic Senate. In the following areas the Board delegates authority and responsibility to the Academic Senate for making recommendations to the Board. In making decisions in these areas, the Board will rely primarily upon the advice and judgment of the Academic Senate:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Standards or policies regarding student preparation or success
5. Faculty qualifications, including equivalencies, internships, and the placement of courses in disciplines for the purpose of establishing minimum qualifications

6. Decisions to offer tenure.
7. Policies for faculty professional development activities

In these areas the recommendations of the Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the Board or its representative, upon request of the Academic Senate, will communicate its reasons in writing.

In the following areas the Board or its representatives will reach mutual agreement with the Academic Senate, and such agreement will be expressed either by written resolution, administrative regulation, board policy, or other board action:

1. Educational program development, including both the initiation and elimination of programs
2. College governance structures, as related to faculty roles
3. Faculty roles and involvement in accreditation processes, including self-study and annual reports
4. Processes for program review
5. Processes for institutional planning and budget development
6. Other academic and professional matters as mutually agreed upon between the Board and the Academic Senate

In these areas, when agreement cannot be reached between the Board and the Academic Senate, existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the Board will act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

In addition to the specific responsibilities noted above, the Academic Senate is responsible, after consultation with the President or his or her designee, for making faculty appointments to all committees, task forces, or other groups dealing with academic and professional matters.

Full-time and part-time faculty members within the District are represented in collective bargaining by CRFO, which operates under a contract negotiated and approved by its members. The two bodies that represent faculty are compatible; the Academic Senate are responsible for professional and academic matters, while the CRFO responds to matters within the scope of salary, benefits, and working conditions.

Role of Classified Staff

Classified staff members include College employees in a wide range of positions including administrative assistants, clerks, custodians, and grounds workers. Classified staff members are provided with opportunities to participate in the formulation and development of recommendations as well as in the processes for developing recommendations that have or will have a significant effect on them.

Classified staff members are represented by the CSEA. This collective bargaining unit conducts elections to appoint classified staff to College governing councils in the areas that have or will have a significant effect on staff and that are outside the scope of collective bargaining. Prior to

the Board of Trustees taking action on such matters, classified staff are provided with the opportunity to participate in the formulation of recommendations through committee participation in areas that affect them. The Board gives every reasonable consideration to recommendations and opinions of staff.

Role of Students

Students are the reason the College exist: Students learn through participation in and completion of approved courses and involvement in college life activities. Students are represented by an Associated Student College of the Redwoods (ASCR) organization composed of an elected Student Senate. The student government organization operates in accordance with its own constitution and bylaws and is responsible for appointing student representatives to serve on College councils and committees. In their role representing all students, they offer opinions and make recommendations to the administration of the College and to the Board of Trustees with regard to policies and procedures that have or will have a significant effect on students. Those areas are specifically defined as:

- Grading policies;
- Codes of student conduct;
- Academic disciplinary policies;
- Curriculum development;
- Courses or programs which should be initiated or discontinued;
- Processes for institutional planning and budget development;
- Standards and policies regarding student preparation and success;
- Student services planning and development;
- Students fees within the authority of the District to adopt; and
- Any other District and College policy, procedure, or related matter that the District Board of Trustees determines will have a significant effect on students.

Generally, the Board of Trustees shall not take action on a matter having a significant effect on students unless they have been provided with an opportunity to participate in the recommendation process. The Board of Trustees ensures that recommendations and positions developed by students are given every reasonable consideration. Similarly, the Academic Senate will consult with their counterpart ASCR prior to making recommendations that impact students' interests.

Role of Administrators

Administrators are held accountable to provide effective leadership for and support of faculty and staff in the planning, implementation, and monitoring of College activities while maintaining compliance with state regulations, laws, and College policies. They are also held accountable to carry out their responsibilities in styles that support and maintain the spirit and letter of participatory governance.

Structure of Participatory Governance

Participatory governance at College of the Redwoods relies on advisory committees, each concerned with functions critical to the well-being of the college community. The President chairs College Council. College Council is assisted by information gathered by many segments of the college. Other governance and representative groups at the college include:

- Academic Senate (Full-time and Part-time Faculty)
- Administrative Cabinet (Management Team)
- California State Employees Association (CSEA) (Permanent Full-time & Part-time Classified)
- College of the Redwoods Faculty Organization (CRFO) (Full-time & Part-time Faculty)
- Student Senate/Associated Students of CR (ASCR) (Students)

Operating Agreements for Groups

Operating agreements outline the rules of conduct, desired behaviors, delegation of authority, and the roles and responsibilities of individuals who are committee members. While some groups may develop operating agreements specific to its tasks as detailed later in this, there are five overall operating agreements for CR groups.

1. All members of District groups understand that they attend meetings to represent constituent groups at a College. In this role, members are responsible to serve as a conduit for information and the catalyst for discussion on topics raised and within the constituent group. These topics include, but are not limited to, the specific areas outlined in state law and regulation.
2. Team members are committed to their group's charge and to agreed-upon norms for operating in District groups. In the first fall meeting, each governance group will:
 - Distribute and discuss the group's charge and reporting structure to the group membership understands of the relationship between the Colleges' governance structures and the District groups
 - Develop norms for working as a team (see Appendix I for suggestions)
 - Develop operating agreements for determining recommendations
 - Review or establish task-specific operating agreements, if needed
3. Team members are committed to regular attendance and understand that matters will be acted upon irrespective of absent members.
4. A record of each meeting is distributed is posted on the District website.
5. Recommendations from all groups are forwarded to the President. The chairs are responsible for tracking the progress of those recommendations and providing feedback to the group on the approval, rejection, or modification of the recommendations. All College consultative bodies are expected to conduct their work efficiently and provide recommendations to the President on a timely basis. Failure to provide recommendations in a reasonable period of time will result in the President exercising his delegated authority to act independently for the good of the District.

6. It is everyone's responsibility to work toward achieving the Mission, Vision, and Strategic Goals of the College. Additionally, the members and chairs of committees are responsible for ensuring a continuous flow of communication regarding decision making from the College President, the College Council, committees, constituency groups, and the campus at large.

College Council (Participatory Governance Group)

College Council must place the highest value on building communication and trust with the entire college community, and in using consensus to reach its decisions. It defines a shared vision that has college wide support.

College Council and all of its subcommittees represent only one layer of participatory governance at the college. As defined in Title V of the California Code of Regulations, the Academic Senate represents the faculty on academic and professional matters.

College Council actions and activities will be communicated in the form of minutes posted on the college's website. Representatives will be responsible for communicating issues specifically relevant to their constituent group and for feedback or input which has been requested by College Council.

Structure of College Council

The College Council is responsible for approving recommendations on BPs and APs. Once the College Council has confirmed that a policy or procedure has gone through the shared governance process, the recommendation is sent on to the President/Superintendent. The President/Superintendent is responsible for taking revisions and new policies and procedures to the Board of Trustees for approval (BPs) or for informational purposes (APs).

College Council also reviews the actions of the Cabinet, Academic Senate, the Integrated Planning Functional Committees, and the Budget Planning Committee.

Members convey information from the Council to their constituent groups and from their groups to the Council. Members represent their constituents' views to the College President who serves as Council Chair. The Council serves to advise the College President before implementation of the recommendations.

Recommendations on governance issues originate from two sources. Primarily, recommendations flow from the governance processes at the College. When recommendations have College-wide impact, these are reviewed by the College Council. This body does not contravene the legal and statutory roles and responsibilities of the Academic Senate at the College, and does not prevent the Academic Senate from communicating directly with the Board of Trustees.

Sometimes, recommendations flow from a source external to a College, such as changes in law or regulation, recommendations from an accreditation visit, or a charge from the Board of Trustees. In these instances, the College Council functions with an agreement of College-wide review: new and substantively revised policies and procedures are forwarded to the Board only after review and comment by the appropriate College governance bodies followed by review and analysis by the College Council.

The authority of the College Council is limited by the scope of delegated Board authority to the President, collective bargaining agreements, and constituent group authority as provided by law. This council meets twice per month on a Monday, unless it is necessary to hold an additional meeting. The College Council engages in a formative assessment of its processes annually.

Role of College Council

Specifically, College Council:

- Serves as an advisory body to the President
- Serves as the participatory recommending body of the college
- Develops a shared vision, mission, and long-range goals for the college
- Factors the college goals into all recommendations
- Evaluates the effectiveness of participatory governance process
- Provides a conduit for receiving and disseminating information college-wide
- Ensures that the college meets accreditation standards
- Oversees and assesses the strategic direction of the College
- Reviews the College's Strategic Plan

College Council Operating Procedures

- College Council will meet semi-monthly during the fall and spring semesters. One meeting per month shall be dedicated to policy and procedure revision and one meeting per month shall be dedicated to general business and communication.
- College Council will conduct business only when there is a quorum of 50 percent +1 of its voting membership.
- College Council will utilize Robert's Rules of Order in its meetings.
- College Council requires that documents be distributed to College Council members at least one week prior to the College Council meeting in which those documents will be discussed.
- When an item moves from discussion to action, a roll call vote must be afforded the membership, so the voting can be recorded.
- College Council can accept proposed policy or procedure revisions from constituent groups. If the group has no purview over the issue, College Council may direct a different and more appropriate constituency to draft the policy or procedure.
- College Council may also appoint an ad hoc committee to draft policy or procedure when appropriate.
- When a policy or procedure draft comes before College Council, the membership may suggest revisions, based upon the draft itself, the League for California Community Colleges templates (available upon their website), state law, education code, or any other relevant statutes. Also, College Council strongly encourages constituents to use a "best practices" approach by looking at what other Community Colleges are doing state-wide. If revisions are suggested, College Council will send the policy or procedure back to the constituent group that wrote the document for further revision.
- College Council may also appoint an ad hoc committee to revise policy or procedure when appropriate.
- Once College Council is satisfied with a policy or procedure draft, the document will be sent out to all constituents for 90 days for comment. College Council may extend or shorten the review period after considering the complexity and impact of the proposed revision.

- After all constituent groups have provided feedback, College Council may make further revisions to the document, or it may vote to recommend the policy or procedure and move it to the President/Superintendent.
- Once the policy or procedure has been recommended for approval, it moves on to the President/Superintendent, who then brings it to the Board of Trustees for approval (BPs) or informational purposes (APs).

Members from the various constituent groups bring items of college-wide concern to the College Council through their representative or through the appropriate standing committee. When items are brought from committees or constituent groups to College Council, the proposal will either be accepted or rejected and then sent back to the originating group. Similarly, once an item has reached the College President, the President has the same options as College Council. However, if the College President does not accept the recommendations of College Council, the reasons for not accepting the recommendation(s) will be made in writing, in a timely manner, to the members of the College Council.

College Council receives drafts of policy and procedure from the appropriate constituents, reviews and suggests revisions when appropriate, and either sends these documents back to the constituent group that wrote it for any necessary revision or can, if deemed appropriate, create an ad hoc committee for revisions. After such revisions, College Council also seeks all constituents' input on policy and procedure before recommending final approval.

College Council Membership

The membership and procedures of College Council shall be based upon protocols agreed upon by the President/Superintendent and the Academic Senate. Representation on the College Council is as follows:

Academic Senate (2)

CRFO (1)

CSEA (2)

ASCR (2)

Del Norte (1)

Mendocino (1)

President (1)

Vice President of Administrative Services (1)

Vice President of Instruction (1)

Vice President of Student Services (1)

Director of Human Resources (1)

Administrators/Managers/Directors (1)

Klamath Trinity Instructional Site (Non-Voting)

College Council Chair Responsibilities

1. Prepare and distribute the agenda.
2. Report on the status of action items.
3. Set the calendar for meetings and retreats (if applicable).
4. Hold meetings twice a month, or additionally if needed, during the Fall and Spring semesters.
5. Attend all College Council meetings or send a substitute as needed.
6. Set annual goals that correspond to the college Strategic Plan with input from the committee.
7. Review the mission statement of the committee.
8. File an annual report on the achievement of the goals with College Council.
9. Other responsibilities as specified in Collective Bargaining Agreements.

Council Member Responsibilities

1. Attend all meetings or send a substitute as needed.
2. Come to meetings prepared to participate and carry concerns from the constituent group.
3. Report back to the constituent group or other college committees the information discussed and actions taken in the committee.
4. Listen to all participants during committee meetings and actively contribute to the meeting.

Decision Making Process

The decision making process occurs through recommendations made to the College President that come from College Council, its standing subcommittees and the various constituent groups at the college. Although the authority to make decisions for the college rests with the President, great responsibility lies with the recommending bodies to provide the President with the information needed to make the decisions that are in the best interest of the college and its most valuable asset – our students.

Procedures for College Council and other committees

Agendas

Agendas should be posted 72 hours in advance. Action items appearing on any agenda must be specific. Agendas should include:

- date, time, and location of meeting
- the committee purpose or mission statement
- the CR mission
- approval of previous meeting minutes
- committee reports
- future meeting dates

See Appendix F for an agenda template.

Minutes

Minutes must be kept for all committee meetings; this includes standing committees. Any handouts that were passed out must be kept attached to the minutes. Minutes are the primary tool for communication and serve as a reporting method and a means of distributing information to constituent groups. Minutes should be distributed to committee members within one week following a meeting in draft form for review and input. Minutes must be approved at the next meeting of the committee. Minutes should be posted on the intranet as soon as they are approved.

Minutes should include:

- a listing of members present, members absent, and guests present
- the committee purpose or mission statement
- the CCCC mission
- summaries of reports given
- decision or action taken on all action items, who is responsible, and when

See Appendix G for minute's template.

Conducting Meetings

Quorum

A quorum consists of a majority of the voting members. Substitutes for members are allowed on a meeting-to-meeting basis and may vote, with the exception of chair elections.

Voting

All voting must be public.

College Council

A motion passes if there is consensus.

Committees

A motion passes if a majority of those present vote in favor of the motion.

Absences

Because of the importance of all college constituencies being represented effectively in the governance process, members of the College Council and other committees are expected to attend all regular meetings. Members can send substitutes in their absence, if appropriate.

Changes to Committee Representation

In the event that a Committee of College Council determines that its representation should be modified, the Chair of the Committee should bring a recommendation forward to the College Council in the same way that other recommendations are brought before the council.

Committee Websites

College Council and each participatory governance committee is expected to have a website on the college intranet or accessible elsewhere on the internet. The primary purpose of this site is to serve as a college-wide resource and repository of committee documentation and information. The website should be kept current and have a means to contact committee representatives. Information available on the website should include, but not be limited to:

- Mission/Charge/Purpose
- Representatives (including areas represented)
- Term limits (if appropriate)
- Minutes
- Agendas
- List of scheduled meetings

College Constituencies

These constituency groups contribute to the participatory governance process and are made up of organizations that may fall under the Brown Act. Each constituency operates under a constitution conceived and adopted by its own membership and periodically reviewed by the College Council.

Academic Senate

Purpose

The Academic Senate is the official organization for the professional development and support of all College faculty members.

Membership

Pat Padilla	Arts/Languages/Social Sciences
Justine Shaw	Arts/Languages/Social Sciences
Michael Bailey	Associate Faculty
Jennifer Gardner	Associate Faculty
Bob Brown	Athletics/Physical Education
Chris Romero	Business & Technical
Mike Richards	Business & Technical
Ruth Rhodes	Del Norte Campus Site
Philip Mancus	Del Norte Campus Site
Kerry Mayer	Humanities/Communications
Jeff Hogue	Math/Science/Engineering
Todd Olsen	Math/Science/Engineering
Dave Gonsalves	Mendocino Campus Site
Kady Dunleavy	Nursing/Health Occupations
Allen Keppner	Nonteaching Faculty
Gary Sokolow	Public Safety Center
Rebecca Ashbach	ASCR Student Representative
Utpal Goswami	Vice President of Instruction

Responsibilities

The Academic Senate's primary function is to make recommendations with respect to academic and professional matters (Title IV: Section 53200.) Academic and Professional matters refer to policy development and implementation of the following:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
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 mutually agreed

Administrative Cabinet*

Purpose

The Administrative Cabinet meets weekly to discuss matters affecting the college and to be certain that tasks will be accomplished in a timely manner. The Cabinet is accountable to the President for the efficient and effective operations of the college and stewardship of the public trust.

Membership

Executive Cabinet

Utpal Goswami, Interim President
Keith Snow Flamer, VP Student Services
Utpal Goswami, VP Instruction
Lee Lindsey, VP Administrative Services
Ahn Fielding, Director of Human Resources

Expanded Cabinet

Michelle Anderson, Executive Assistant
Keith Snow-Flamer, VP Student Services
Ahn Fielding, Director of Human Resources
Utpal Goswami, VP of Instruction
Lee Lindsey, VP Administrative Services
Pat Girczyc, Dean, HOPS
Rachel Anderson, Dean Academic Affairs
Maggie Lynch, Dean Information Technology and Distance Education
Geisce Ly, Dean Mendocino
Anita Janis, Dean Del Norte
Mike Peterson, Dean Career and Technical Ed.
Mary Grace Barrick, Director Learning Resource Center

Responsibilities:

- Maintain the direction of the college in compliance with Board Policy, State Law, Education Code, and the standards of accreditation.
- Assure that student needs are being met.
- Assure that instruction is carried out as approved by the Curriculum and Instruction Council and that student learning outcomes are established, assessed, and adjusted as needed.
- Direct the faculty and staff of the college to support the mission, vision, and values of the district and the college within the guidelines of the law, Education Code, and any pertinent labor contracts.
- Maintain the facilities and support services of the college so that the mission may be accomplished.

** The Administrative Cabinet does not fall under the Brown Act, nor does it operate under a constitution.*

California State Employees Association (CSEA)

Purpose

CSEA serves as the official organization for support of the college's Classified Staff. CSEA is the bargaining unit for the classified employees. Under Senate Bill 235, CSEA was granted additional rights as the exclusive representative status in participatory governance in consideration of the common overlap of bargaining issues within the decision making process.

Membership

CSEA includes all members of the full-time Classified Staff and part-time permanent staff members. CSEA includes all dues paying, voting members of its bargaining unit.

Responsibilities

- Develop periodically review, and revise, as necessary, a constitution and by-laws.
- Select representatives to College Council.
- Take responsibility for an active role in participatory governance, develop a classified staff perspective on college issues and proposals, and provide input to and receive information from College Council representatives.
- Provide for a direct communication link between individual members and College Council.

Student Senate

Purpose

The Student Senate is the official organization of the Associated Students of College of the Redwoods, which provides for representation of all approved clubs and other student groups.

Membership

All interested students and student representatives of approved clubs and other student organizations.

Responsibilities

- Establish a constitution and bylaws.
- Develop process for selecting the student representatives on the College Council and committees, as appropriate.
- Take responsibility for an active role in participatory governance. Develop student perspective on campus issues and proposals, and provide input to and receive information from, College Council Representatives.
- Provide a forum to discuss college issues and facilitate communication between students and staff.
- Provide for a direct communication link between individual students and the College Council.
- Develop, as necessary, Senate standing committees, and submit their functions and membership to the College Council for review and recommendations.

Appendix A

Accreditation Steering Committee

Purpose

To act as a committee to provide leadership to accreditation recommendations and action plans and provide leadership and direction in the creation of the required interim reports and accreditation self-study to the Accreditation Commission for Community and Junior Colleges.

Goals

- Provide accountability to Standard Areas in the progress of completing recommendations and action plans.
- Participate in the development and review of the required interim reports
- Participate as team leaders on assigned standards during the self study process

Membership

The Accreditation Self-Study Steering Committee is co-chaired by **Dr. Utpal Goswami, Kevin Yokoyama, and Roxanne Metz**. CIS Associate Faculty member Cindy Brown is serving as the overall writer of CR's self-study. The make-up of the individual standards committees can be found, below. Names in **bold** indicate members of the Steering Committee.

	Administration	Faculty	Staff	Student
Standard I	Pat Girczyc	Karen Reiss	Doug Edgmon	
Institutional Mission & Effectiveness	Julia Peterson Paul DeMark	Chris Gaines Sydney Larson	Connie Simpson	Ellen McCoy
Standard II	Rachel Anderson	Steve Brown	Jennifer Knight	
Student Learning	Anita Janis Melissa Green Mary Grace Barrick	Mark Renner Kady Dunleavy Carol Mathews	Shereen Cockrum	Kasey Merten Alise Hubner
Standard III	Maggie Lynch	Becky Blatnick	Kelly Wilson	
Resources	Garry Patrick Ahn Fielding Teresa Daigneault	Jon Pedocino Bill Hole Clyde Johnson	Jose Ramirez	James Rogers
Standard IV	Geisce Ly	Mark Winter	Pru Ratliff	
Leadership & Governance	Mike Wells Joe Hash	John Johnston Ed Macan	Linda Turner	Devin Galdieri

Appendix B

Budget Planning Committee

Purpose

The general purpose of the committee is to:

1. Assist in the development of budget assumptions and reaffirms revenue projections by VPA to be presented to the board every spring
2. Assists in the development of preliminary budget
3. Reviews all mandatory cost categories for accuracy and cost efficiency
4. Reviews the prioritizations presented by constituency groups (Integrated Planning Functional Committees (IPFC)) and develops rank order from funding (without altering IPFC priorities)
5. Reviews requests for resources (non discretionary) from budget managers and develop rank order for funding [*these are requests due to operational functions*]
5. Develops an institutional rank order for funding by combining requests from IPFC's and budget managers
6. Assists in the development of the final budget by establishing incremental funding plans should the state funding vary from the assumptions
7. Conducts budget hearings as necessary to receive constituency/departmental input on budget requests
8. Conducts a mid year budget review (typically February) and recommends necessary reallocation of funds during the current year
9. Develops long term (3-5 years) budget strategies and maintains a long term budget plan
10. Develops and recommends policies/procedures for effective budget planning and control.

Evaluation and Ranking Protocol

1. Relationship to and relative importance of the request to the institutional strategic plan and educational master plan.
2. Compliance with Federal, State and County mandates.
3. Potential impact on student learning, institutional operations, service levels and effectiveness/efficiencies.
4. Availability of alternatives and potential for deferral
5. Funding history of the unit/area

IPFC priorities should not be altered without sufficient justification; Priorities from various IPFC's will have to be rank ordered; The Institutional rank order will contain requests from IPFC and operating units; Committee may decide to categorize requests and priorities according to various expenditure categories and recommend levels of funding for various categories of expenditures

Membership

Lee Lindsey
Keith Snow-Flamer
Susan Mindus

Co-chair
IPFC Enrollment Management
IPFC - Furniture

Steve Stratton	IPFC - Technology
Tim Flanagan	IPFC - Facilities
MaryGrace Barrick	Managers Council Representative
Sharrie King	CSEA Representative
Michael Burns	Education Center Representative
Anita Janis	Del Norte Education Center Representative
Bob Brown	Faculty
Dan Calderwood	Faculty
Michael Dennis	Faculty
Tami Matsumoto	Faculty
Carla Spalding	Controller - Ex. Officio
Ken Strangfeld	Director, Accounting Services - Ex. Officio

Meetings held 2 times a month; possible additional budget hearings in spring

Appendix C

Facilities Planning

Purpose

Facilities Master Planning Committee prioritizes approved Facilities Master Plan large capital projects for the Eureka Campus and the Del Norte and Mendocino Education Centers. The Committee also:

1. engages in a complete identification and prioritization of small capital and deferred maintenance projects throughout the district
2. reviews and prioritizes program assessment related facility improvement or repair requests into the master small capital and deferred maintenance plan.
3. reviews the requests for addition or deletion of capital projects within the Facilities Master Plan and review the prioritization for major capital project needs and the small capital and deferred maintenance project needs and make adjustments in recommendations as the environment and academic programming needs of the District change over time.
4. reviews all capital projects through the design development phase and provide recommendations for improvement.

Membership

Dave Bazard (Co-chair)	Professor, Geology
Erin Wall	Professor, Mathematics
Maggie White	Professor, Athletics and Physical Education
Paul Kinsey	Professor, Construction Technology
Tim Flanagan	Director of Facility Planning
Ray Kingsbury	Network Administrator for Information Technology Services
Mike Mendoza	Waste Water Maintenance Specialist III
Paul Agpawa	Director Technology Services
Anita Janis	Dean, Del Norte Education Center
Stephen McCollum	Maintenance Specialist II, Del Norte
Geisce Ly	Dean, Mendocino Education Center
David Maki	Maintenance Specialist II, Mendocino
Greg Grantham	Professor of Marine Science, Mendocino

Appendix D

Technology Planning

Purpose

To make recommendations on the development and use of instructional and information technology at CR. Specifically members will provide advice and input about and help evaluate issues surrounding:

- academic enterprise system integration needs,
- the adoption of new academic technology tools/systems,
- the use of academic technology, and
- faculty, staff, and student academic technology support services

Membership

Steve Stratton TPC Chair	Technology Services Operations Director
Dan Calderwood	Faculty Professor CIS
Sydney Larson	Faculty Early Childhood Education
Mary Grace Barrick	Director Learning Resources Center
Jessica Herrera	Learning Resources Center
Kathy Goodlive	Student Services Manager
Lynn Thiesen	Director Financial Aid
Anna Duffy	Financial Aid Operations Manager
Geoff Cain Director,	Distance Education Instructional Design & Training
Brain Van Pelt	Web Specialist
Jose Ramirez	Technical Services
Jason Brewer	DSP&S Technology Specialist
Teresa Daigneault	Human Resources Technician
Zachary DeLoach	Institutional Research, Interim Director
Melissa Green	Dean Student Development
Paul Agpawa	Technology Services Infrastructure Projects Director
Maggie Lynch Ex-Officio Member	Dean Information Technology & Distance Education

Appendix E

Enrollment Management Committee

Purpose

To interpret enrollment trends, patterns and projections, student achievement/success data, basic skills student achievement data, and to inform all institutional divisions and units in meeting CR's enrollment goals within a framework of collaboration continued growth and community alignment. The Enrollment Management Committee (EMC) also formulates enrollment goals consistent with the College's mission and program review data, develops FTES budget projections, implements, monitors, and periodically revises the process of student enrollment and retention.

Scope

The EMC is one of the integrated planning functional committees. Informed by program review, institutional data, key performance indicators, and input from its members, the EMC monitors enrollment and student achievement/success data, basic skills student achievement data, discusses their implications, and makes recommendations to appropriate bodies within the integrated planning structure to achieve optimal enrollments.

Among the EMC's responsibilities are 1) designing and conducting a collaborative enrollment management planning process, 2) discussing student achievement and success data, 3) linking enrollment targets with budget projections, 4) recommending scheduling, instructional and student support strategies to enhance student access, success, retention, persistence, and goal attainment.

The EMC works closely with integrated planning committees as it designs and conducts these processes:

1. Analyze enrollment trends, patterns, projections, and growth as well as basic skills student achievement data.
2. Provide recommendations and information to divisions and units on the implementation of enrollment targets and emergent enrollment management issues.
3. Monitor, oversee, direct, and implement changes as necessary to the work of the committee.
4. Develop a holistic, comprehensive, and integrated approach to enrollment management (data analysis, curriculum and program mix, retention and persistence, advising and recruitment, marketing/promotion, budget, and technology).
5. Recommend scheduling strategies, instructional, and student support plans to enhance student access, success, retention, persistence, and goal attainment.
6. Recommend enrollment targets and subsequent College budget projections.
7. Identify potential markets.
8. Review and recommend all current retention strategies and recommend appropriate revisions and additions to those strategies, including required resources.
9. Review current marketing strategies and activities and recommend additional methods or revision.

Membership

The EMC includes a cross sectional representation of employee groups as well as student representatives (if identified). The Committee is led by two Co-Chairs—Vice President of Student Development and a faculty member. Members are expected to serve a 2-3 year term to provide consistency among the membership and will include:

Keith Snow-Flamer	Co-Chair
Bruce Wagner	Faculty: Co-Chair:
Student appointed by ASCR:	Vacant
Utpal Goswami	VPI
Juana Tabares	CSEA-Advisor
Melissa Green	Dean Student Development
Maggie Lynch	Dean Distance Education
Rachel Anderson	Dean Academic Affairs
Mike Peterson	Dean Career and Technical Education
Anita Janis	Dean Del Norte
Geisce Ly	Dean Mendocino Coast
Zach DeLoach	IR Director
Kathy Goodlive	Student Services Manager
Anna Duffy	Financial Aid Operations Manager
Sheila Hall	Assistant Director of Special Programs
Jennifer Bailey	Coordinator of Advising
Paul DeMark	Director of Marketing
David Gonsalves	Faculty
Barbara Jaffari	Faculty
Pam Kessler	Faculty
Allen Keppner	Faculty

Appendix F

Agenda Template

1. Call to order
2. Call for public comments
3. Approval of the minutes
4. Action items
5. Discussion items
6. Reports
7. Announcements, future agenda items, and Open Forum
8. Adjournment

Statement of the College Mission and Values

Appendix G

Minutes Template

Call to Order

(NAME) called to order the regular meeting of the College Council at (TIME) on (DATE) in (ROOM).

Roll call

The following persons were present: (NAMES)

Guests: (NAMES)

Approval of Minutes from Last Meeting – [DATE]

The (DATE), were presented review and feedback via electronically and a hard copy at the meeting.

The accepted (DATE) meeting minutes as presented.

Action Items

Topic—(Presenter)

Discussion

Discussion Issues

c) Topic – (Presenter)

Discussion

Reports;

Announcements, future agenda items, and Open Forum; and

Adjournment.

Statement of the College Mission and Values

Appendix H

Operating Agreement Template

COLLEGE OF THE REDWOODS
(Committee Name) – OPERATING AGREEMENT

Mission/Purpose, or Scope

Membership

Membership Responsibility

Meetings (how often the committee meets)

Decision Making Process and Basic Committee Ground Rules

Planning Principles

Communication

Planning Process Activities and Outcomes

Planning Agenda (Subject to change depending upon planning issues identified)

Appendix I

Title V California Code of Regulations

Section 53200

Definitions. For the purpose of this Subchapter:

a. "Faculty" means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.

b. "Academic senate," "faculty council," and "faculty senate" means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters.

For purposes of this Subchapter, reference to the term "academic senate" also constitutes reference to "faculty council" or "faculty senate."

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

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; and
11. other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

d. "Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

1. relying primarily upon the advice and judgment of the academic senate; or
2. agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

Section 53206. Academic Senate for California Community Colleges

- a. An Academic Senate for the California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters.
- b. The Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office.

Section 51023. Faculty. The governing board of a community college district shall:

- a. adopt a policy statement on academic freedom which shall be made available to faculty;
- b. adopt procedures which are consistent with the provisions of sections 53200-53206, regarding the role of academic senates and faculty councils;
- c. substantially comply with district adopted policy and procedures adopted pursuant to subdivisions (a) and (b).

Section 51023.5. Staff

a. The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. At minimum, these policies and procedures shall include the following:

1. Definitions or categories of positions or groups of positions other than faculty that compose the staff of the district and its college(s) that, for the purposes of this section, the governing board is required by law to recognize or chooses to recognize pursuant to legal authority. In addition, for the purposes of this section, management and non-management positions or groups of positions shall be separately defined or categorized.
2. Participation structures and procedures for the staff positions defined or categorized.
3. In performing the requirements of subsections (a)(1) and (2), the governing board or its designees shall consult with the representatives of existing staff councils, committees, employee organizations, and other such bodies. Where no groups or structures for participation exist that provide representation for the purposes of this section for particular groups of staff, the governing board or its designees, shall broadly inform all staff of the policies and procedures being developed, invite the participation of staff, and provide opportunities for staff to express their views.
4. Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.
5. Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.
6. The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.
7. When a college or district task force, committee, or other governance group, is used to consult with staff regarding implementation of this section or to deal with other issues which have been determined to significantly affect staff pursuant to subdivision

(a)(4), the appointment of staff representatives shall be made as follows:

A. The exclusive representative shall appoint representatives for the respective bargaining unit employees, unless the exclusive representative and the governing board mutually agree in a memorandum of understanding to an alternative appointment process.

B. Where a group of employees is not represented by an exclusive agent, the appointment of a representative of such employees on any task force, committee or governance group shall be made by, or in consultation with, any other councils, committees, employee organizations, or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation.

C. When the task force, committee or governance group will deal with issues outside the scope of collective bargaining, any other council, committee or staff group, other than an exclusive agent, that the governing board has officially recognized in its policies and procedures for staff participation may be allowed to designate an additional representative. These organizations shall not receive release time, rights, or representation on such task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees.

D. In all cases, representatives shall be selected from the category that they represent.

b. In developing and carrying out policies and procedures pursuant to subsection (a), the district governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. In addition, in order to comply with Government Code sections 3540, et seq., such procedures for staff participation shall not intrude on matters within the scope of representation under section 3543.2 of the Government Code. Governing boards shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.

c. Nothing in this section shall be construed to impinge upon the policies and procedures governing the participation rights of faculty and students pursuant to sections 53200-53204, and section 51023.7, respectively.

d. The governing board of a community college district shall comply substantially with the provisions of this section.

Section 51023.7. Students

a. The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following:

1. Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.
2. Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.
3. Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.
4. For the purpose of this Section, the governing board shall recognize each associated student organization or its equivalent within the district as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made, after consultation with designated parties, by the appropriate officially recognized associated student organization(s) within the district.

b. For the purposes of this Section, district and college policies and procedures that have or will have a "significant effect on students" includes the following:

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. 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
10. any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

c. The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

d. Nothing in this Section shall be construed to impinge upon the due process rights of faculty, or to detract from any negotiations or negotiated agreements between collective bargaining agents and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining agents as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to the regulations on academic senates contained in Sections 53200-53206.

e. The governing board of a community college district shall comply substantially with policies and procedures adopted in accordance with this Section.